

Uniwersytet Gdański
Wydział Filologiczny

Barbara Grobelna

**Attitudes of Polish speakers of English towards British and American
English accents**

Postawy polskich użytkowników angielszczyzny wobec brytyjskich
i amerykańskich akcentów tego języka

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Introduction

Accents play a pivotal role in shaping how individuals are perceived in various social contexts. Listener judgments of accents are influenced by a complex interplay of their own social identities, emotions, levels of prejudice and familiarity with the accent in question. Stigmatized language varieties, often wrongly viewed as linguistic deficiencies, can paradoxically serve as mechanisms for enhancing social identity and promoting community cohesion among speakers, with outsiders attributing traits of social attractiveness, such as trustworthiness and kindness, to those who speak with such accents (Giles and Rakić 2014).

The primary aim of this research is to investigate the language attitudes held by Polish university students majoring in disciplines unrelated to English studies, who lack formal linguistics expertise. The concept of attitude is central to this study, incorporating its tripartite structure: cognitive, affective and conative components. Cognitive responses reflect one's thoughts and beliefs, serving as mirrors of their perceptions and knowledge of the issue under evaluation. Affective responses include the expression of emotions and sentiments toward the subject, often representing the most potent aspect of the attitude. Conative responses unveil one's behavioural tendencies regarding the subject, although these perceptions may not necessarily align with actual behaviour (Perloff 2003).

The hypothesis of this study are the following:

- (1) Polish university students with no linguistic expertise hold specific language attitudes towards British and American accents, with more positive attitudes to Standard and Regional American rather than Standard and Regional British accents.
- (2) Polish students have many experiences with the English language, such as watching television in English and travelling to English-speaking countries, and they do various activities in order to enhance their English language skills. There is a medium satisfaction among Polish students with their current proficiency levels in the English language.
- (3) The Standard British accent is the most prevalent accent in textbooks for English language education in Poland, but there is a prevalence of Standard American accent in television shows popular among Polish students.
- (4) Despite the exposure to British accents during their education, the exposure to American cultural input, such as television series, shapes the preferences for English accents among Poles.

Existing, most up-to-date research indicates strong preferences for the Standard British accent (Janicka, Kul and Weckwerth 2008). However, these studies were conducted exclusively among English philology students, suggesting an incomplete understanding of this issue in Poland. Since the aforementioned studies, Poland has witnessed a surge in the popularity of video-on-demand streaming platforms, such as HBO GO, Netflix and Amazon Prime, where materials favoured by Polish audiences predominantly feature American soundtracks. This phenomenon may influence current preferences regarding English accents among Poles. Identifying these preferences could be highly significant in fields such as marketing and education, by adapting materials to the audience, selecting accents that evoke the most positive reactions.

This doctoral dissertation is guided by the following research questions:

- (1) What are the language attitudes held by Polish university students with no linguistic expertise towards British and American accents in English, basing on their ratings of the speech samples and the comments they provide? Also, what is their claimed preference, in their immediate responses, without hearing the particular speaker?
- (2) What are the experiences of Polish students with the English language?
 - i. How do they expose themselves to the English language? Do they visit English-speaking countries? Do they take part in language courses, use English on the internet, read books in English, watch television with the English sound or by other activities?
 - ii. How satisfied are Polish students with their current proficiency levels in the English language?
- (3) What accents are commonly used in the textbooks employed by the respondents in their English language education in Poland? What types of English accents are prevalent in the television shows popular among Polish students?
- (4) Does the general tendency regarding the English accents presented in the textbooks used by the respondents align with the general tendency regarding their language attitudes towards British and American accents? Does the respondents' general tendency regarding the consumption of popular culture, including television series and films, align with their general tendency regarding their language attitudes towards British and American accents?

By a detailed analysis of the respondents' profiles, this doctoral dissertation aims to contribute to the broader body of knowledge regarding how English is perceived, valued and taught in

Poland, by an exploration of the profile of the Polish student as a speaker of the English language. Beyond demographic variables, like gender and geographic origin, this study places a special emphasis on analyzing the presence of distinct English accents in the textbooks employed by the participants and their interest in popular culture, including television series and films, and whether these factors play a significant role in shaping their language attitudes.

The study employs four distinct samples of the passage “Please call Stella”, representing Standard British English, Standard American English, non-standard British English and non-standard American English (later referred to as Regional British and Regional American English). The samples are read by three speakers with maximal similarity in voice, intonation, and other relevant aspects. Following the mixed matched- and verbal-guise techniques, one speaker intentionally presented both Standard American and Standard British accents. The respondents listened to these samples and subsequently completed a questionnaire designed for the purposes of the study. The questionnaire consisted of three sections: cognitive, affective and conative, where the participants provided ratings based on their perceptions. Following the quantitative ratings, the participants were asked to share open-text comments concerning each speaker. Moreover, by answering numerous questions, the respondents provided detailed information regarding their experiences with the English language. The data collected in the study underwent a comprehensive analysis, combining both quantitative and qualitative methods.

This dissertation is divided into eight chapters. Following the Introduction, Chapter 1 presents the fundamental definitions and approaches in language attitudes studies. Then, the research of language attitudes is discussed in the area of education. Finally, the methods in language attitude studies are analyzed, namely the societal treatment, as well as the direct and indirect approaches. Chapter 2 focuses on the sociolinguistic status of English. It investigates the phenomena of World Englishes and English as a lingua franca. Then, English education in the European Union is discussed, which is followed by an analysis of accents of English and the attitudes to them in various countries. Chapter 3 discusses the situation of English in Poland – starting with the history of teaching English in Poland, following the role of the English language and culture of English-speaking countries in post-Soviet Poland. Delving into the impact of the English language on Polish currently, the chapter discusses its role in primary, secondary and higher education, as well as presenting English studies. This chapter also reports the research on attitudes towards English in the Polish context. Chapter 4 introduces the methodology of the study. It presents the production of the speech samples, the verbal- and

matched-guise techniques employed in the study and explaining the rationale behind the choice of the passage and speakers of the samples. In the next section, the procedure of conducting the pilot study and its results are presented, before moving to the main research instrument and the detailed description of the analytical process of the study. Chapter 5 is the first of the three chapters presenting the results and their discussion. It concentrates on the respondents' answers regarding themselves – their demographic profiles, claimed preferences for different accents of English, stays in English-speaking countries, preferences regarding watching television, foreign language learning, as well as level of contentment with their English skills and efforts to enhance them. Finally, the respondents' answers are analyzed, in terms of the textbooks they used in the past to learn English and the television series they watched. Chapters 6 and 7 focus on the perception of the speakers. Chapter 6 analyses the quantitative results of the respondents' perceptions of the speakers' pronunciations, taking into consideration cognitive, affective and conative aspects. Regarding the cognitive measures, their statistical significance is presented as well. Chapter 7 analyzes the qualitative results, namely, the comments the respondents provided regarding the particular speakers. The study finishes with the Conclusion section.

1. Language attitude studies – definitions and approaches

This chapter aims to provide definitions of language attitudes from the perspectives of both social psychology and sociolinguistics. Additionally, it provides the overview of research on language attitudes, beginning with works by Lambert, Hodgson, Gardner and Fillenbaum (1960) and subsequently exploring other studies up to the present day. Furthermore, this chapter examines the role of language attitudes in education across different countries. It also presents the various methods employed to investigate language attitudes, including attitude scales, sociolinguistic interviews, language use observations and ethnographic methods. Moreover, the methodologies employed in investigating language attitudes, including the societal treatment, as well as the indirect and direct approaches, are discussed, along with examples of studies that have used these methodologies.

1.1. Definitions of language attitudes and the overview of the research

Attitude (not specifically *language attitude*) is a central concept in social psychology and sociolinguistics. In social psychology, attitudes are considered the most crucial idea, as they explain making evaluations about people, things or phenomena. In sociolinguistics, attitudes play a significant role in the social stratification of speech communities and in how language change is influenced by the prestige and stigma, especially perceived by speech communities with regard to specific linguistic features. Attitudes are also an integral part of every person's communicative competence, influencing the reactions to other language users around and helping anticipate responses of other people to their own language use (Garrett 2010).

Definitions of attitudes vary in their emphasis on affect, thought and behaviour. For instance, Thurstone (1931: 251) defines an attitude as “affect for or against a psychological object”, emphasizing the positive and negative emotional responses that attitudes embody. Allport (1954: 14) defines an attitude as “a learned disposition to think, feel and behave toward a person (or object) in a particular way”, highlighting that attitudes concern more than affect alone and extend to thought and behaviour too. Oppenheim (1982) also incorporates cognitive and behavioural aspects into his definition. Moreover, in his definition he includes an elaboration of the ways in which attitudes are manifested. Thus, while all definitions of attitudes include some combination of affect, thought and behaviour, the emphasis on each of these components can vary (Garrett 2010).

The term *language attitude* refers to an individual's evaluation of and disposition towards a particular language variety and its speakers. In the 1970s, Agheyisi and Fishman developed a framework for studying language attitudes that included three components: cognitive, affective and behavioural. The cognitive component refers to an individual's beliefs and knowledge about a language variety, such as its grammar, vocabulary and pronunciation. The affective component refers to an individual's feelings and emotions towards the language variety and its speakers, such as liking, disliking, admiration or prejudice. The behavioural component refers to an individual's actions and behaviours towards the language variety and its speakers, such as using or avoiding it or interacting with or avoiding speakers of that variety (Agheyisi and Fishman 1970). This study follows this tripartite structure of attitude. *Language attitude* refers to an individual's feelings, beliefs and evaluations towards a particular language or language variety. These attitudes can be positive or negative and may be influenced by a variety of factors, including social, cultural and historical contexts. They explore people's perceptions and evaluations of different language varieties, including dialects and languages. Studies of language attitudes aim to understand how language attitudes are formed, how they vary across different social contexts and how they can influence social interactions and outcomes (Marlow and Giles 2010).

Language attitudes can be shaped by an individual's personal experiences with a language or language variety, as well as by their perceptions of the social status and prestige associated with different varieties of a language. Language attitude researchers aim to understand the various and complicated ways in which individuals perceive spoken language and how these attitudes can affect language use and language learning. These attitudes can be influenced by various social and cultural factors, such as ethnicity, gender, social class and exposure to different language varieties. Language attitudes can also be influenced by the intergroup power dynamics, such as the relative status of different language varieties and the historical relationships between different ethnic or national groups. Additionally, language attitudes can be influenced by cultural factors, such as media representations of language varieties or the ways in which different language varieties are associated with particular social images (Gluszek and Hansen 2012). Moreover, other factors that might shape language attitudes include familiarity with the language variety, levels of prejudice or discrimination and emotional responses to the language variety (Ray 1991).

The history of research in language attitudes regarding pronunciation can be traced back to the 1960s, when Lambert, Hodgson, Gardner and Fillenbaum developed the matched guise

technique (MGT). This technique has involved collecting a group of the respondents and presenting them the recordings of speakers who read the same text in different accents or varieties, while keeping other variables as similar as possible. The listeners were then asked to evaluate the speakers based on various factors, such as intelligence, friendliness and social status. Since then, numerous studies have confirmed that non-linguists are able to differentiate between language varieties and hold stereotyped attitudes towards them. The researchers have also explored the relationship between language attitudes and social factors, such as ethnicity, gender and social class. Language attitudes studies can adopt and follow various methods, including surveys, interviews and experimental techniques, to investigate the social and psychological factors that shape language attitudes and their consequences (Giles and Rakić 2014).

One type of study involves presenting the listeners with audio recordings of neutral passages of text read aloud by a bilingual or an individual who can highly authentically adopt various guises of the language varieties which are under the investigation. By using the same speaker to render these guises, other vocal variables, such as speech rate, which vary naturally between speakers, are closely and strictly controlled. Thanks to this, the researchers are able to attribute response differences primarily to the guises being contrasted (Giles and Coupland 1991). The study of Hippel et al. (2011) proves that having been exposed to a negative stereotype regarding women's leadership qualities, women pretending to talk to a subordinate tended to be judged as more direct and instrumental in their communication (i.e. a "masculine" communication style). This, however, was not the case for women not being faced with this negative stereotype or those who, after the exposure, had to think about a value that was more important to them (Hippel et al. 2011). Craig and Grogger (2012) investigated how language attitudes can be influenced by the social context in which a language variety is used. The researchers found that the speakers of African American English (AAE) were more likely to use the standard English when speaking to a white interviewer than when speaking to an interviewer of colour. This suggests that the speakers of AAE are sensitive to the social context in which they communicate and adjust their language use accordingly (Craig and Grogger 2012). The multiple studies have examined how language attitudes can be influenced by exposure to different language varieties. The researchers have found out that listeners who were exposed to a nonstandard dialect of English rated speakers of that dialect as much less intelligent and less competent than speakers of standard English. This suggests that exposure to different language varieties can shape people's perceptions of the speakers of those varieties (Giles 1970, Preston 1999, Ray 2009).

There are also studies investigating how language attitudes can be influenced by the media. The researchers have found that exposure to negative media portrayals of a particular language (e.g. Spanish) leads to more negative attitudes among English-speaking listeners. This suggests that media representations of a language can shape people's attitudes towards it (Dailey et al. 2005). Language attitudes are a complex phenomenon, and they can be influenced by a wide range of social and cultural factors. Language attitudes can extend a substantial influence on the lives of individuals, as proven by multiple studies.

The influential early study by LaPierre (1934) validated the use of the attitude scales in language attitude research. The research involved observing interactions of a Chinese couple with various staff members in the hotels or restaurants in the United States and subsequently recording the reactions of the staff present on site. While the couple received courteous and respectful treatment in most cases, the staff have expressed consistently negative attitudes towards them. This finding highlights the discrepancy between attitudes and behaviour, proving the significance of attitude scales as a reliable measure of attitudes.

Rey (1977) conducted a study that identified and highlighted the impact of language attitudes on the employers' hiring practices. The findings revealed that biases toward the specific language varieties or accents could significantly influence employers' decisions in the hiring process. Consequently, a preference for candidates who employed a standard accent over those with regional accents might prevail, even when the qualifications of both candidates were comparable.

Lippi-Green's (2011) studies of foreign accents in America were set out to investigate the educational implications of prescriptive linguistic attitudes and the crucial role of attitudes toward accent variations in relation to educational achievement and ethnic prejudice. Lippi-Green found out that language variation is closely intertwined with race, particularly the accent differences might be linked to the national origin. She observes that discrimination against Asian Americans often revolves around languages but, in reality, it stems from racial bias, which is an unsettling practice that persists. Lippi-Green questions how a society which is proud of its civil rights legislation and democratic principles can readily employ accents as tools of exclusion, undermining the credibility of particular voices, solely because they fail to conform to "whiteness". Lippi-Green's important research shows the ways in which language and accent become instruments of exclusion and discrimination, targeting specific groups within American society. She highlights the urging need to acknowledge the diversity of accents present in

American speech and the harmful effects of adhering to prescriptive linguistic attitudes (Lippi-Green 2011).

Altogether, these studies draw attention to the importance of language attitudes in various aspects of life, including employment practices, educational settings and societal interactions. The researchers employ extensive methodologies, such as attitude scales and interactional research, and comprehensively investigate and understand the nature of language attitudes.

1.2. Language attitudes in the educational process

Language attitudes play a crucial role in the field of language learning and teaching, with the strong implications for both teachers and students. Through the past years, the extensive research has focused on investigating teachers' and students' attitudes towards language-related issues, seeking understanding of their decisions concerning pedagogical and curricular choices. It has been observed that learners' attitudes towards the target language and its speakers can significantly influence their motivation, learning outcomes and willingness to engage in communication. Positive attitudes towards a language tend to enhance motivation and foster a greater tendency to use the language in social interactions, whereas negative attitudes may lead to lowered motivation and even avoidance of its use in social contexts (Williams and Burden 1997, Tódor and Dégi 2016). Another crucial aspect highlighting the significance of language attitudes in language learning and teaching lies in the learners' perceptions of their own language proficiency. If the learners perceive own language variety negatively, they may perceive themselves as less competent or intelligent while comparing themselves to the speakers of other varieties. As a consequence, such negative self-perceptions can evoke feelings of insecurity, impacting their motivation to learn and use the language (Getie 2020).

Furthermore, language attitudes can significantly influence the dynamics of language learning in the classroom setting. For instance, teachers' attitudes towards specific language varieties can shape their own classroom practices. Teachers with negative attitudes towards a particular language variety may be less willing to use it during instruction or to promote it among students, potentially limiting exposure to this variety and, as a consequence, reinforcing negative attitudes. In contrast, teachers with positive attitudes towards a specific language variety tend to be more likely to incorporate it into their practices and encourage student engagement with it. Such positive reinforcement increases students' exposure to the language variety and can support and strengthen positive attitudes towards it (Dörnyei 2009). What is more, language attitudes can affect educators' approach to students. The investigations of

Seligman, Tucker and Lambert (1972) demonstrated that teachers could exhibit biases towards particular language varieties or accents, and, in the consequence, adjust and shape their interactions with students. For instance, teachers may assign higher grades to students who speak with a standard accent, disregarding comparable writing skills in students with regional accents.

Ideally, language teachers should be aware of their students' attitudes towards the language and its speakers, taking proactive steps to address any negative attitudes that might impede the learning process. Language attitudes seem to be an important factor in language learning and teaching, since they apparently impact learners' motivation, self-perceptions of proficiency and the approach adopted in the classroom.

1.3. Methods in language attitude studies

Researchers use a variety of methods to study language attitudes, choosing the ones that best fit their research questions and the unique situations they explore. Among the common methods employed in language attitude studies are attitude scales, sociolinguistic interviews, language use observations and ethnographic methods. Attitude scales involve the use of structured questionnaires or surveys that provide participants with questions and suggestions thanks to which they are able to assess and rate their attitudes towards different language varieties or accents. Through this method, researchers can gauge both explicit and implicit attitudes held by individuals (Garret 2006). Sociolinguistic interviews, on the other hand, adopt an open-ended format, which enables participants to express their attitudes towards diverse language varieties or accents in their own words. This method provides thorough data and helps understand the subtle ways people assess language use in different situations (Schilling 2013). Studying how people use language involves closely watching how they talk in different situations. This lets researchers analyze how others respond and react to it. For example, researchers might investigate how people react when someone with a different accent speaks during a job interview (Agheyisi and Fishman 1970). Looking at the bigger picture of society and culture, ethnographic methods dig into how people feel about language in specific groups or cultures. This gives us a deep understanding of how social and cultural factors shape people's attitudes toward language (Zhang 2016).

Soukup (2012) presents a compelling argument for the qualitative extraction of attitudes from written documents or conversations, contrasting it with language experiments, within both the fields of social psychology and language attitude studies. She points to the prevalence of

quantitative research endeavours in the field of social psychology, particularly the employment of speaker evaluation experiments using the matched-guise technique in order to examine language attitudes. However, it is important to note that these studies have not been without criticism, especially from a social constructionist perspective. Soukup (2012) directs her attention to two major points: firstly, the discussion concerning whether or not (language) attitudes should be perceived as cognitive constructs and secondly, the matter of establishing a connection between attitudes and subsequent behaviours. The constructionist perspective challenges conventional notions of “enduring” language attitudes by negating the existence of non-changing entities or “true” underlying evaluative mental states that can be “discovered” through the investigator’s endeavours (Soukup 2012: 216). Instead, attitudes are conceived as highly dynamic constructs that materialize in the context of active, situationally-informed “evaluative practice”. Her study posits that the adoption of a constructionist standpoint does not necessitate the complete abandonment of quantitative methodologies in favour of qualitative (discourse) investigations. Instead, it points to the importance of the acknowledgment that quantitative experiments are themselves fully immersed within the framework of communicative events, much like the interviews favoured by the researchers of attitudinal discourse. This approach allows them to explore the interactive meaning-making processes inherent in language evaluation. By analyzing conversations or written exchanges, researchers are able to investigate how individuals assess one another’s language use and the factors influencing such evaluations.

Taking this into consideration, Liebscher and Dailey-O’Cain (2017) claim that interactional research offers a more effective possibilities of studying language attitudes than traditional experimental settings. Interactional research involves observing people’s behaviour in real-life situations, such as conversations or group interactions. This approach provides researchers with the opportunity to examine language attitudes in the context of daily life, where attitudes are constantly expressed. For instance, researchers may observe a group of friends interacting and analyze the evaluation of each other’s language use and the factors contributing to these evaluations.

To obtain comprehensive results, language attitude studies often integrate a combination of these methodologies, which means employing triangulation methods, in order to obtain robust findings (Natow 2020). In experimental settings, researchers manipulate various variables under controlled conditions to investigate the impact of language use on attitudes. For example, participants may be exposed to speakers with different accents and subsequent attitude ratings

might be collected. By adopting multiple approaches, researchers gain a better understanding of the complex formation, expression and reinforcement of language attitudes across diverse contexts (Meyerhoff 2016).

Language attitude studies use a variety of methodologies to investigate people's attitudes towards different language varieties and speakers. Researchers have used various methodologies to study language attitudes. For example, Ryan, Giles and Hewstone (1988) identified three broad approaches to studying language attitudes: the analysis of the societal treatment of language varieties, direct measures and indirect measures. Knops and van Hout (1988) referred to the analysis of the societal treatment of language varieties as content analysis.

1.3.1. The societal treatment

The examination of the societal treatment of language varieties involves scrutinizing their treatment within various spheres of society, in the domains such as the media, education and government. This approach is crucial to provide discoveries concerning the social and political factors that influence language attitudes. For instance, researchers may analyze how different language varieties are represented in the media to discern their perception among the public. The societal treatment studies provide possibilities to gain the understanding of the social meanings and stereotypical associations attributed to language varieties and languages, as well as of the treatment they receive within the broader societal context. Typically, this approach entails analyzing the content of diverse sources available to the public, including prescriptive (or proscriptive) texts, language policy documents, media texts and various types of advertisements. The societal treatment approach is sometimes perceived, particularly by scholars operating within the social psychological tradition of language attitude research, as informal and less amenable to rigorous statistical analysis and generalization about broader or specific populations (Ryan et al. 1988). Despite receiving relatively less attention in contemporary discussions of language attitude research, societal treatment studies hold significant value in investigation of the relative values and stereotypical associations of language varieties (Lo Bianco 2004). These studies include diverse methodologies, such as participant observation, ethnographic studies and the analysis of numerous sources available. Examples of such studies include Mitchell (2009) and Cots and Nussbaum (1999), who explored government and educational policy documents on languages within school systems. Additionally, Rickford and Traugott (1985) investigated the use of dialects in novels, while Metcalf (1996) explored the differences in English usage in newspaper style books. The societal treatment studies offer tools to investigate how language varieties are treated within the society

and the values and stereotypes associated with them. They assist in identifying areas necessitating language planning and policy to address issues of inequality and discrimination. However, these studies may encounter limitations concerning the availability and representativeness of the analyzed sources and the potential for researcher bias in data selection and interpretation (Knops and Hout 1998).

1.3.2. The direct approach

The four most common methods in the direct approach regarding the language attitudes research are perceptual dialectology, semi-structured interviews, focus groups and questionnaires used to elicit qualitative and quantitative data (Kircher and Zipp 2022).

Perceptual dialectology represents a fundamental approach in the field of linguistic geography, focusing on the investigating how users of a language perceive various dialects or varieties of a language. This method includes the systematic collection of data, often through surveys or interviews, during which participants are asked to try to recognize and elaborate their views or opinions on distinct dialects within a specified geographical region. The acquired data is subsequently analyzed in an attempt to find any patterns or trends in how individuals perceive and categorize dialectal differences. The perceptual dialectology methodology gives the participants the freedom to provide spontaneous and, consequently, the linguistic data without any constraints. While this aspect is a strong feature of the approach, enabling researchers to question their preconceptions and biases, it can also result in disorganized data, posing challenges in data processing. Various methodological strategies are used in exploring dialect perception. These include the draw-a-map task, voice placement and voice reactions tasks, which include an exploration of specific auditory features to which listeners might attend when encountering speakers. Moreover, tasks of rating and the interviews can be also employed, providing a broad spectrum of methods to investigate dialectal perceptions in detail (Montgomery 2022).

Montgomery (2013) presents a new method for processing draw-a-map data in perceptual dialectology studies, which involves using Geographic Information Systems to analyze and visualize the spatial distribution of dialect perceptions. The processing of draw-a-map data in perceptual dialectology requires a set of steps. First, researchers gather data by asking the participants of the study to create maps illustrating their perceptions of dialectal regions. Next, these hand drawn maps undergo a digital transformation and analysis through Geographic Information Systems software (GIS). This process involves the conversion of the drawn maps

into the raster and vector datasets, which represent the spatial distribution of the perceived dialect regions. Then, attribute data is incorporated, which provides descriptive details about the map information, such as metrics regarding the population size and statistical data. Using attribute data, researchers are able to conduct queries on the processed information, finally resulting in the creation of aggregate maps which display perceived dialect regions. Montgomery (2013) explains a detailed process of outlining the steps for processing draw-a-map data and accurately projecting it onto a map using the ArcGIS platform.

The implications of integrating GIS software into perceptual dialectology studies carry significance in the field of linguistic geography. First of all, the application of GIS in terms of processing and analyzing data in these studies shows the great potential in this technology. GIS software allows for the visualization and analysis of the spatial distribution of dialect perceptions, which offers a novel perspective through which researchers can investigate the social and cultural determinants that shape language use and variation within a given geographic context. What is more, it is crucial to highlight the relationships of the language and space in linguistic studies. By applying GIS to map dialect regions, researchers can enhance their understanding of how language use and variations are influenced by various geographic factors, including distance, topography and political boundaries. This spatial perspective provides additional possibilities in investigations of the relationship between a language and the environment in which it is spoken (Montgomery 2013). Finally, Montgomery (2013) points out that GIS will have many opportunities to become a comprehensive tool which could be applicable across a broad spectrum of linguistic research endeavours, not only perceptual dialectology. Apart from mapping dialect perceptions, GIS can be employed in various studies, with investigations into language change, language contact phenomena and language policy.

Semi-structured interviews are another significant direct method in studying language attitudes. Such interviews focus on understanding the contextual and social aspects which shape the speech events, taking into consideration the spatial and temporal context, as well as the relationship dynamics between the interviewer(s) and interviewee(s). Recognizing interviews as socially situated speech events is crucial to accurate analysis and interpretation of the interview data. The strengths of employing semi-structured interviews in the investigation of language attitudes lie in their capacity to reveal new information and add additional dimensions to the existing knowledge. Nevertheless, there are some limitations needing extra attention of the researchers, such as the possibility of participants shaping their responses to match what

they believe the interviewer expects or the possibility of agreeing with the questions irrespective of the participants' true convictions.

In research planning and design, the crucial aspect is the constructing of a well-organized interview protocol on the language or variety used during the interview and determining how to handle multiple languages or varieties in interview transcripts. Thanks to it, the interviews, possibly the most effectively, capture the complex perspectives and attitudes related to language (Karatsareas 2022).

Another technique in the direct approach is the survey study. The tools which are used in survey studies are questionnaires which allow researchers to gather both qualitative and quantitative data. The quantitative data is typically obtained through closed questions, which is beneficial due to ease of comparison and analysis across the participants of the study. However, this can also impose some limitations, such as potential oversight of unforeseen issues by the researcher. The effective research planning and design include some crucial elements, such as question types, wording order, reliability, validity and overall questionnaire design. The data analysis and interpretation involve important processes, such as data cleaning, coding, statistical analyses and considerations regarding the findings derived from questionnaire-based studies (Zipp 2022). In contrast, by employing or adding open-ended questions, a possibility to collect qualitative language attitudes data is created, allowing respondents to provide their views with varying lengths of freeform responses. These open-ended items elicit idiosyncratic and detailed responses, which offers a possibility of thorough analyses of various aspects of attitudes. They exhibit a great potential to reveal complex and unexpected information and this makes them a valuable complement to closed-ended items, since they enrich the evaluation of attitudes. The application of open-ended questions allows for various strategies; however, critical considerations in the study design involve the selection of the appropriate open-ended question types and factors guiding participant sampling decisions. Furthermore, ethical considerations regarding privacy and confidentiality are necessary in the design and the execution of research involving the open-ended questionnaires (Kircher and Zipp 2022).

Another technique in the direct studies is collecting data from the focus groups. By doing this, researchers may conduct a thorough qualitative analysis of the discussions, identifying recurring themes and patterns as well as unique perspectives regarding language attitudes within the group. This process involves the meticulous process of transcribing the conversations, then categorizing the participants' responses and interpreting their expressions and beliefs. One of the major advantages of using focus groups in language attitude research is the depth and

richness of data that emerges from the interactive discussions. The participants can engage in multiple dynamic discussions and exchanges of their points of view, which can offer a deeper and better understanding of their attitudes, beliefs and social influences they are under. As an additional advantage, researchers can observe non-verbal cues, the group dynamics and the negotiation of attitudes within the collective context. However, the focus groups might also pose challenges. The group dynamics may stop some participants from expressing their opinions or unique viewpoints, leading to potential conformity bias. Furthermore, the presence of a skilled facilitator is crucial to obtain the productive and balanced discussions (Hornsby 2022).

1.3.3. The indirect approach

Another method for examining language attitudes involves the indirect approach. In language attitude research, the indirect approach is commonly associated with the matched guise technique (MGT) and verbal-guise technique (VGT).

MGT entails presenting participants with audio or video recordings of a single speaker reading the same text multiple times, with each reading differing in one aspect only. For instance, if the study focuses on regional or social accent variation, the text will be read in various relevant accents, while other features remain as consistent as feasible (e.g. speech rate, pauses and hesitations). Participants are informed that they will be listening to different speakers, unaware that the speaker is, in fact, the same person adopting different “guises”. This “deception” is assumed to endure throughout the evaluation task. The goal of the MGT is to measure respondents’ attitudes towards different accents or dialects of the same language variety. Following each speech sample, participants pause to complete attitude rating scales. This method offers the advantage of effective control of the extraneous variables, including speaker characteristics, enabling investigations into attitudes towards specific language varieties (Dawes and Smith 1985). Moreover, it is relatively easy to administer and it allows the examination of attitudes towards a wide range of language varieties. However, critics have questioned its ecological validity as it presents participants with an artificial task that deviates from real-world language use. Additionally, the technique has been criticised for its potential to generate demand characteristics, as participants may become aware of the deception and subsequently adjust their responses (Knops and Hout 1988). Despite these criticisms, it has been extensively employed in language attitude research and has provided valuable observations on how individuals perceive different language varieties and their speakers. However, researchers should be aware of the potential limitations of this technique and may

need to supplement their findings by integrating other approaches, such as direct measures or the societal treatment approach. An example of employing this method is the pioneering investigation of Lambert, Hodgson, Gardner and Fillenbaum (1960), who conducted a study using the MGT to assess language attitudes towards Canadian French and Canadian English accents. The participants were asked to rate speakers representing each accent. The findings revealed that the participants rated the Canadian French speakers as less intelligent and less socially desirable than the Canadian English speakers. Similarly, in the United Kingdom, Giles, Coupland and Coupland (1991) used the MGT to explore language attitudes towards four different accents of English: RP, Birmingham, Liverpool and Glaswegian. The participants evaluated speakers representing each accent. The results indicated that the RP speaker received the highest ratings for intelligence, while the Birmingham speaker received the lowest ratings. Additionally, the participants perceived the Liverpool and Glaswegian speakers as more friendly and socially desirable than the Birmingham speaker. In the United States, Preston (1996) employed the MGT to investigate attitudes towards four different accents of English: General American, Southern, New York and Boston. The participants rated speakers representing these accents. The study found that the General American speaker received the highest ratings for intelligence, while the Southern speaker received the lowest ratings. Moreover, the New York and Boston speakers were perceived as more friendly and socially desirable than the Southern speaker. Similarly, in another US-based study of Kuo and Royster (2010), the MGT was employed to explore attitudes towards three different accents of English: Standard American English, African American English and Southern White English. The participants were asked to evaluate the speakers representing each accent. The findings revealed that the Standard American English speaker received the highest ratings for intelligence, while the African American English speaker received the lowest ratings. However, the African American English speaker was perceived as the most friendly and socially desirable person.

The indirect approach often include the use of the verbal guise technique (VGT). In this technique, participants are presented with audio recordings of different speakers who use different accents of the same language. Similarly to MGT, the goal of the VGT is to measure the informants' attitudes towards different language varieties without explicitly asking them to express their opinions. Participants are subsequently requested to assess these speakers on various dimensions, along with attributes such as intelligence, friendliness and competence (Chan 2021). The study of Giles, Coupland and Coupland (1991) is an example of this method. It investigated the attitudes towards accents of English in the United Kingdom, employing the

VGT. The participants listened to the audio recordings of speakers reading out a passage in various English accents, including Received Pronunciation (RP), Cockney and Geordie. Subsequently, the participants were asked to assess the speakers on dimensions such as intelligence, friendliness and competence. The results indicated that RP speakers received more favourable ratings than Cockney and Geordie speakers across all dimensions, implying that RP holds the highest prestige among English accents in the United Kingdom. Similarly, Preston (1989) explored attitudes towards regional dialects in the United States. The VGT was employed, involving audio recordings of speakers reading the passage in different dialects, namely Southern, New York and Midwestern. The findings revealed that Southern speakers obtained more positive ratings than New York or Midwestern speakers across all dimensions, signifying the greater prestige of the Southern dialect in the US. Ryan and Giles (1982) explored attitudes towards Irish English in Ireland, employing the VGT. The participants were presented with audio recordings of speakers reading a passage in Irish English. The results indicated that Irish English speakers received more favourable ratings than Standard English speakers across all dimensions, thus suggesting the prestigious status of Irish English as a variety in Ireland. Examining attitudes towards English as a global language, Kachru and Nelson (1996) made use of audio recordings of speakers from different countries speaking English. The results revealed that speakers from the United Kingdom and the United States received more positive ratings than speakers from other countries across all dimensions, highlighting the preeminent status of English from these countries as global language varieties.

Concluding, the indirect approach to studying language attitudes involves presenting participants with audio recordings of speakers allegedly using different accents of the same language, without disclosing that they are, in fact, the same speaker pretending to be different speakers (MGT), or presenting participants with audio recording of speakers using their own varieties (VGT). The studies presented above demonstrate the versatility of indirect studies in investigating language attitudes towards different accents of English across diverse contexts. They prove the significance of considering the social and cultural factors that exert influence on language attitudes.

1.4. Concluding remarks

The pursuit of investigations in the field of language attitudes has garnered substantial interest since the 1960s and stays a topic of ongoing exploration up to today. The assessment of language attitudes takes on a great importance in education. Undertaking research in this domain uses a diverse spectrum of methodologies, including attitude scales, sociolinguistic

interviews and ethnographic approaches. The exploration of language attitudes employs a variety of methodological approaches to analyze individuals' opinions about various language variations and speakers. There are various methodologies available for the examination of language attitudes, including societal treatment analysis, as well as direct and indirect approaches.

2. The sociolinguistic status of English

This chapter presents observations on the sociolinguistic status of English, primarily focusing on the phenomenon of World Englishes, which includes the evolving forms of English worldwide. It examines the Kachruvian perspective of three circles, clarifying on the diversity of English as it manifests across different regions. Additionally, the chapter explores the concept of English as a lingua franca and it highlights the contributions made by Jenkins in formulating the Lingua Franca Core model of pronunciation.

Furthermore, the chapter provides a brief analysis of English education in the European Union, making use of the Eurostat data. Another crucial aspect addressed in this chapter is the notion of language standardization. It also endeavours to define the distinguishing features of Standard American and Standard British accents of English. The subsequent section focuses on various studies that have examined the attitudes towards these two accents in countries situated in the outer and expanding circles of English, such as Denmark, Japan, Spain, Sweden, China, Germany and Armenia.

2.1. World Englishes

The evolving varieties of English spoken across the globe contribute to the phenomenon of World Englishes. The global expansion of English can be traced back to the era of British colonialism, during which English permeated various regions worldwide. The process of colonization resulted in the dissemination of English in countries such as India, Nigeria, South Africa and many others. While British imperialism waned, English maintained its influence due to economic, political and technological advancements, in particular due to the ascent of the United States as a superpower (Crystal 2003). As English attained the global language status, it underwent significant transformations within diverse sociocultural contexts. World Englishes include the numerous English language varieties, which are shaped by local languages and cultures (Stockwell 2002).

The term *World Englishes* was introduced by the linguist Braj B. Kachru, who is renowned for his pioneering contributions to the study of the global spread and diversification of the English language. Kachru's influential publication, *The Alchemy of English: The Spread, Functions and Models of Non-Native Englishes* (1986), has played a significant role in shaping the understanding of English as a global lingua franca and the emergence of distinct English varieties spoken worldwide. The sociolinguistic status of English varies across countries and

regions. According to Kachru's (1985) model, English can be classified into three circles: the Inner Circle, the Outer Circle and the Expanding Circle. The Inner Circle includes countries where English serves as the primary language, such as the United Kingdom, the United States, Canada, Australia and New Zealand. In these countries, English holds a high sociolinguistic status and is used in administration, education and media. The varieties such as British English, American English and Australian English fall under this category (Schneider 2020). The Outer Circle pertains to countries where English enjoys a significant presence as a second language, such as India, Singapore, Malaysia and Nigeria. In these countries, English has a lower sociolinguistic status than in the Inner Circle but often coexists with local languages and is used in education, government and business. Examples include Indian English, Nigerian English and Singaporean English (Kachru 1985). The Expanding Circle includes countries where English is learned as a foreign language, such as China, Japan and various parts of Europe. In these regions, English has a low sociolinguistic status but is esteemed as a language for the international communication and career purposes, though not used for official or institutional affairs. People in those areas mainly use English as a tool for their international mobility and cross-cultural interactions.

World Englishes exhibit a rich variety of sociolinguistic features that differentiate them from the Inner Circle varieties. These features can be phonological, lexical and syntactic. For instance, some varieties may exhibit distinct pronunciation patterns, borrow words from local languages and have specific syntactic structures that reflect the influence of native languages (Schreier 2020). The spread of World Englishes has significant implications for English language teaching. The research in the field of English as a Lingua Franca (ELF) recognizes the importance of teaching English as a means of global communication rather than adhering strictly to Inner Circle norms. Including the aspects of World Englishes in language pedagogy can possibly enhance linguistic diversity and cross-cultural understanding (Jenkins 2014). It is important to note that the sociolinguistic status of English can change over time and is influenced by factors such as globalization, language policies and economic development.

2.2. English as a lingua franca

English has assumed its prominent global position, serving as a lingua franca and, at times, being associated with linguistic imperialism. The section investigates the nature of English as a global language, its widespread use as a lingua franca and the potential implications of linguistic imperialism.

English as a lingua franca (ELF) refers to the use of English as a common means of communication among speakers of different native languages. In the context of the globalized world, including international business, academia and tourism, ELF plays a crucial role in allowing and supporting the communication and the cross-cultural understanding.

Currently, non-native English speakers outnumber native speakers by a ratio of 4:1, suggesting that the majority of English interactions occur in the absence of native speakers. Consequently, English is no longer exclusively “owned” by its native speakers; rather, it exhibits a strong tendency toward further and more rapid de-ownership (House 2010: 363).

ELF is characterized by simplified syntax, reduced phonological features and lexical variations that enable effective communication among diverse language users. The widespread dominance of English as a global language has given rise to concerns about linguistic imperialism and cultural hegemony. The critics argue that the global prevalence of English may marginalize other languages and cultures, potentially posing a threat to linguistic diversity and endangering linguistic rights. *Linguistic imperialism* refers to the unequal power dynamics between the dominant and the minority languages, often accompanied by a dominant language taking advantage at the expense of others (Phillipson 2006, 2013). This problem evokes discussions on language rights, linguistic identity and the possible homogenization of cultures. The demand for English language education has grown due to its global significance, resulting in a lucrative industry, particularly in the non-English-speaking countries which want to equip their citizens with high English skills for the international communication and economic opportunities (Seidlhofer 2005). It facilitates global collaboration, provides access to knowledge and intercultural exchange (Hynninen 2011). While English as a global language offers advantages, it also poses challenges. The widespread use of English may lead to the linguistic inequalities and communication barriers for non-English speakers (House 2003, 2014). The impact of English on multilingual societies varies depending on the local language policies and social factors. In certain contexts, English may coexist harmoniously with local languages, it can promote bilingualism and cultural exchange. However, in other situations, it may dominate public domains, contributing to language shift and jeopardizing linguistic heritage (Kusumaningputri 2023). To address the challenges posed by English as a global language, it is crucial to promote multilingualism and intercultural competence. Encouraging the learning of multiple languages and intercultural understanding can lead to more inclusive and respectful global communication. There is no doubt that English as a lingua franca has revolutionized communication and interaction around the world (Sung 2022). As societies undergo linguistic complexity and globalization, promoting multilingualism, language rights and cross-cultural

understanding will become increasingly important to achieve an inclusive global language policy (Davin and Heineke 2022).

As aforementioned, English as a Lingua Franca (ELF) is a linguistic phenomenon in which English serves as a medium of communication among speakers with diverse native languages. However, some researchers claim that the goal of learners should not be to imitate speakers from the United Kingdom or the United States, but rather to achieve mutual intelligibility with other speakers of English as a Lingua Franca from around the world.

Jenkins (2000) introduces the concept of Lingua Franca Core (LFC), a collection of pronunciation features which are considered vital in ensuring intelligibility in the ELF contexts. The LFC's aim is not to be perceived as a model for imitation, but rather as a guidance tool for learners who want to enhance their communicative competences. It is important to note that the LFC is a set of pronunciation features which have been identified as significant for ensuring intelligibility. Phonologically, ELF differs from the native speakers' varieties of English because it does not adhere to a particular accent or dialect. Instead, ELF's speakers draw upon pronunciation features from various English varieties and their respective native languages. This implies the absence of a singular ELF accent; rather, a diverse range of accent varieties are employed in different contexts.

The main features of the Lingua Franca Core include the specific aspects of pronunciation. In terms of consonants, all consonants are included, except /t/ (as in *ball*) and /θ, ð/ (as in *thin* and *then*), which can be replaced by /f, v/. Moreover, learners should retain final /r/ as in American English and not drop it as in British English. Additionally, learners should maintain medial /t/ as in British English, voicing it in words like *matter* and not deleting it in words like *winter* as in American English.

Approximations of core sounds are permissible, provided they do not sound like other distinct sounds and phonemic distinctions must be upheld. Furthermore, aspiration of word-initial voiceless stops (/p, t, k/) is necessary, as in pronouncing *pin* as /p^hin/, *tin* as /t^hin/ and *kin* as /k^hin/. Learners should avoid omitting consonants in word-initial clusters, such as in the words *promise* and *string*, but may omit them in medial and final clusters based on inner circle English rules, like pronouncing *bands* as *bans*.

Regarding vowels, learners should contrast between so-called long and short vowels, for instance, distinguishing between *seat* and *sit* /i:- ɪ/ or /i-ɪ/, and *cooed* and *could* /u:- ʊ/. The long vowel in *bird*, /ɜ:/, should not be substituted, but other nonnative regional qualities are

acceptable if consistent. For example, it is not necessary to diphthongise /eɪ, əʊ/ in words like *say* and *so*.

Finally, it is crucial to emphasize the production and placement of stress. In prosody, the correct placement and production of nuclear stress and contrastive stress are essential, as exemplified by *You deserve to be SACKED* versus *You deSERVE to be sacked*. Moreover, learners should appropriately divide the speech stream into word groups.

The point of following the LFC guidelines is to help learners achieve mutual intelligibility with speakers of the English as a Lingua Franca in the whole world. The research has demonstrated that these features are crucial for achieving intelligibility in ELF contexts. However, Jenkins (2000, 2009) highlights that the LFC is not intended to be a model for mimicry but rather a valuable guide for learners who aim to improve their communication in the ELF settings. Both ELF and LFC are important concepts in the field of English as an international lingua franca, as they emphasize the necessity for a more adaptive and inclusive approach to English language teaching and acquisition. Many people resisting the use of English as a Lingua Franca (ELF) can greatly impact on how English is taught. The major implication is the need to update teaching materials and methods in order to match the reality of English being used as a common language. This means moving away from teaching based only on native speaker standards, and instead, adopting a more inclusive approach that recognizes the variety of English accents and dialects used globally. Jenkins (2009) also points out that many English language teachers face challenges in understanding the concept of ELF and the Lingua Franca Core (LFC), leading to resistance in incorporating these forms into their classrooms. As a result, students may not be adequately prepared to navigate the challenges of using English in an international context.

Jenkins's findings were confirmed by the research of Zoghbor (2018), who proposed a revised version of the LFC features specifically for Arab learners. Zoghbor's findings support most of the core features in the LFC except for the quality of the long vowel /ɜː/, rhotic /r/ and word stress in words of more than two syllables.

However, Dauer (2005: 549) notes that "Jenkins's ideas raise more questions than answers". Possible answers and more balanced perspective is presented by Dziubalska-Kołodziejczyk et al. (2006) regarding the adoption of the LFC approach. A definitive stance on its adoption is not taken, as the authors acknowledge the existence of challenges and criticisms surrounding the LFC approach. The necessity for additional empirical evidence to address these issues is adequately emphasized because a relatively comprehensive and moderate framework for a

pronunciation model tailored for non-native English speakers, considering the diverse range of English accents and the imperative of effective communication within ELF (English as a Lingua Franca) contexts should be provided. Concurrently, the authors offer both a counter-recipe (“What not to do”) and a recipe (“What to do”) with respect to English language instruction in the foreseeable future. The prescribed “What to do” strategy advocates the prioritization of the Lingua Franca Core in English pronunciation teaching within ELF settings, emphasizing those phonetic features which are the most crucial for effective communication in such contexts, rather than prefer any specific native speaker accent (Dziubalska-Kołodziejczyk et al. 2006).

The studies concerning the LFC in East China (Deterding 2011), as well as in East and Southeast Asia (Deterding and Mohamad 2016), demonstrate ambivalence towards the LFC concept, with neither explicit acceptance nor refutation. Various obstacles associated with LFC-based instruction are highlighted, particularly the dearth of suitable materials, like textbooks, recordings, dictionaries and curricular resources aligned with the LFC. The absence of fixed norms prompts teachers to question the accurate assessment of speakers’ pronunciation within the LFC framework. There is an acknowledged belief in native-speaker norms in China and much of East Asia, with teachers and students perceiving the proposal to abandon aspiring to these norms as patronizing. These objections raise doubt about the utility of recommending ELF theories in regions heavily influenced by native-speaker norms. Despite obstacles, the changing global perspectives on English language learning and teaching are recognized. The emphasis on developing skills in ELF proposals is praised, which should facilitate effective communication with speakers from diverse linguistic backgrounds, rather than merely copying the British and American accents. It is important for teachers to prioritize specific pronunciation aspects, but not all features carry equal significance. In this context, the idea of LFC is valuable, even if it is ultimately rejected by many teachers.

The NELF (Native English as Lingua Franca) model, introduced by Szpyra-Kozłowska (2014), offers an alternative approach to both ELF (English as a Lingua Franca) and EFL (English as a Foreign Language). It views native English as a valuable and effective tool for linguistic communication, without emphasizing historical, cultural or social superiority. In contrast, Jenkins’ ELF model is described as promoting a rough approximation of English pronunciation, imposing a normative standard of native-speakerism. NELF advocates the acceptance of moderately or slightly accented speech that maintains comprehensibility. Learners should be exposed to various accents and models to expand their receptive intelligibility, while aiming to imitate the native accent in their own production. English teachers, mostly non-native speakers

with foreign accents, often adopt and practice NELF in pronunciation teaching. They consider the native model as a reference point and ultimate goal but focus on selected features rather than require learners to acquire all specific phonetic details. The prioritized features are practiced and faithfully imitated, with the general aim of achieving comfortable intelligibility for the listener in various situations. As a result, the NELF model appears more versatile and desirable than the ELF model, which seems to be confirmed in the study by Buczek-Zawiła (2018), investigating the awareness of Polish learners of English as a foreign language regarding factors contributing to listening comprehension difficulties. The study used a survey-based quantitative-qualitative research method with a questionnaire listing features that could impact listening comprehension. Ordinary users of English as a foreign language, not professionals or English department students, formed the survey sample. The respondents rated their difficulty levels in understanding spoken English in different situations and indicated which features they believed contributed to their comprehension difficulties. The study indirectly suggests that the participants favour the concept of NELF, as defined by Szpyra-Kozłowska (2014), both in their current production and as an aspiration for further training. However, Buczek-Zawiła (2018) does not explicitly agree or disagree with Jenkins' notion of LFC.

Krajka (2016) points out that due to the change driven by the proposal to transition from the traditional standard of British or American English to English as a lingua franca or to embrace the diverse geographical varieties known as World Englishes, it becomes essential to reorient the teacher education process to align with this new sociolinguistic reality. The successful implementation of such changes should be achieved, adhering to existing legal regulations. The method of implementation holds significant importance and three distinct approaches can be considered. Firstly, a dedicated course could be designed, merely focused on the exploration and study of English as a lingua franca and World Englishes. Secondly, there should be a possibility of cross-curricular integration, in which the aspects of these linguistic variations could be integrated into various subject areas, by providing students with a comprehensive understanding of their relevance across disciplines. Finally, the introduction of pedagogical innovations during the educational process is essential to foster internationalization and enhance the authenticity of didactic activities. The goal of this approach is to embed the practical use of English in real-world scenarios, reinforcing students' ability to communicate effectively in global contexts. In order to introduce these changes, it is crucial to also align to the existing legal framework governing education. By doing so, the proposed reorientation of

teacher education and the subsequent integration of English as a lingua franca and World Englishes into the curriculum can be facilitated effectively and in compliance with established regulations. Thanks to such endeavours, there would be a possibility of equipping students with the linguistic skills and cultural awareness, which are necessary features to navigate through the interconnected and diverse world of today (Krajka 2016).

In conclusion, a shift towards prioritizing intelligibility and accommodation, while moving away from a native speaker model, is crucial to effectively equip learners for successful communication in ELF scenarios.

2.3. English education in the European Union

In the European Union (EU), it has been obligatory, for several decades, for most children to learn at least one foreign language during their compulsory education. The Barcelona European Council further recommended in 2002 that all pupils should be taught at least two foreign languages from a very early age.

Language proficiency lies at the core of the ambitious vision to establish a European Education Area. In this context, a Council Recommendation on a comprehensive approach to the teaching and learning of languages was adopted in May 2019. Supporting this recommendation, a European Commission staff working document (SWD (2018) 174 final) provides relevant scientific and factual background information.

The recommendations include exploring ways to ensure that all young people acquire competence in at least one other European language and encouraging the acquisition of an additional (third) language, implementing comprehensive approaches to enhance the teaching and learning of languages across all sectors of primary and secondary education, including initial vocational education and training, promoting the development of language awareness in schools and vocational education and training institutions and providing support to teachers, trainers, inspectors and school leaders in fostering language awareness, as well as encouraging research and the adoption of innovative, inclusive and multilingual pedagogies in language education (Eurostat 2022).

The overwhelming majority of pupils enrolled in primary and secondary schools across the European Union learn of at least one foreign language. In 2020, the figures indicated that 96.1% of primary education pupils, 98.4% of lower secondary education students and 90.3% of upper secondary education learners in the EU had classes of a foreign language. Among these

languages, English stood as the most commonly pursued foreign language at the upper secondary general and vocational education levels, with 96% and 79% of students selecting it respectively. Regarding general education, Spanish emerged as the second most prevalent choice (27%), followed by French (22%), German (21%) and Italian (3%). Additionally, Russian appeared the most frequently learned non-EU language in the EU, with 3% of students opting to study it, which was particularly evident in countries such as Estonia (67%) and Latvia (57%), and to a lesser extent in Lithuania (30%) and Bulgaria (24%). However, some of these pupils may be native speakers of Russian, though there is no confirmation in the accessed data. As regards the vocational education, German ranked second (18%), followed by French (17%), Spanish (7%) and Russian (2%) (Eurostat 2022a).

Eurostat (2022) emphasizes that learning a foreign language is of highest importance for active participation in any society. Proficiency in foreign languages facilitates contacts among people, provides access to other countries and their cultures, and enhances intercultural understanding. Simultaneously, a lack of foreign language skills can result in businesses losing international contracts and may impede the mobility of skills and talent.

2.4. Accents of English

The study of British and American English accents highlight their diverse regional features, considering the existence of exceptions and variations within each country. Trudgill and Hannah (2008) claim that the usage of Received Pronunciation (RP) is likely to be limited to only 3 to 5 per cent of the population in England. Similarly, Preston (2005) expressed doubts to the notion of General American (GA) as a unified accent, proving that there is considerable variation of the accents across the United States. Both RP and GA have undergone changes over time and continue to evolve today. Regarding English as a Foreign Language (EFL) teaching and usage in Europe, Received Pronunciation (RP) is undoubtedly its core and standard variety, serving as a model, despite recent discussions challenging its prominence, as pointed out above. Numerous linguists, including the advocates of English as a Lingua Franca (ELF), continuously highlight its role and overall existence, pointing out its lack of adaptability and limited speaker base. The evolution of RP is thoroughly analyzed by Przedlacka (2005), who also initiates a discussion on the viability of alternative models to RP for instructional purposes. Sobkowiak (2005) contends that the criticisms levelled against RP as the standard pronunciation model can equally be applied to ELF. Additionally, Jenkins (1998) criticizes RP on the grounds that attempting to impose a particular accent through a top-down approach is unfeasible and unrealistic. Moreover, even if we acknowledge the existence of these two

standards of GA and RP, scholars, including Brown (1991), have raised questions regarding the suitability of alternative standards in the contemporary world.

Globalization and the influence of the media have resulted in certain phonological differences blurring over time, especially among urban and younger speakers who adopt a more neutral accent. Nonetheless, the core distinctions between British and American pronunciation remain salient markers. Neither country can be represented by a single accent, as both boast a considerable diversity of various accents and dialects spoken by their populations, influenced by various regional, social and cultural factors (Wells 1982c).

The term *Received Pronunciation* was coined by Alexander Ellis in the mid-nineteenth century (Heselwood 2013). Originally rooted in the pronunciation of southeastern England, RP has evolved into a non-localized accent that is widely perceived as a model for proper British English pronunciation in formal and educated speech. In the media, RP has been traditionally used by BBC newsreaders and is sometimes referred to as *BBC English*, with other terms such as *Oxford English* and the *Queen's English* which have also been suggested (Mugglestone 2017). However, Cruttenden (2014) and Gimson (1987) state that *General British* might be the most fitting term for this accent, as it parallels its American counterpart, *General American*. Nevertheless, the widespread adoption of the term *General British* has not yet occurred. Moreover, ongoing documented changes in RP (Przedlacka 2005) warrant a re-evaluation of its definition and status, as its usage declines due to a decreasing number of speakers. Meanwhile, Estuary English (Rosewarne 1994) has been proposed by some as new standard English.

As pointed out by Mugglestone (2017), Received Pronunciation (RP) has been a subject of extensive debate regarding its identity and role. Abercrombie (1965: 14) referred to it as an anachronism in today's democratic society, while Roach (2000: viii) characterized it as old-fashioned and misleading. Over time, RP has been intentionally replaced by alternative terms such as *BBC Pronunciation* (Roach 2000), *non-regional pronunciation* (Collins and Mees 2003) and *Reference Pronunciation* (Rosewarne 1994). Its status as the automatic reference model in dictionaries and foreign language teaching has also faced challenges. Roach (2000) argues that if a completely free choice of a model accent were available, more suitable alternatives, like Scottish or Irish accents, could be found. Despite such criticisms, traditional images of RP persist, emphasizing its social evaluation and supra-regional character. It has been described as a prestigious way of speaking, associated with educated individuals without being restricted to any specific area of England (Kreidler 2002: 4). Some scholars contest these socially-oriented, particularly class-based, connotations, asserting that the accent cannot be

definitively identified in social terms. This is partly due to the complexity of present-day society, where clear-cut distinctions between social classes and their correlations with professions or types of education have become less straightforward (Ramsaran 1990: 178). There are predictions and descriptions of RP's decline in favour of another speech variety known as *Estuary English*, predominantly located in the Home Counties of Southern British English (Przedlacka 2005: 19). However, this transition to Estuary English also sparks controversy and debates among scholars. Throughout subsequent decades, RP has been subject to attitudinal distancing, being associated with negative traits like “plummy” and “lah-di-dah”. In contrast, many regionally marked accents have gained positive evaluations for qualities like trustworthiness and warmth. The traditional images of RP tied to social evaluation and supra-regionality have persisted, but some authors challenge the socially-oriented meanings and emphasize the complexity of social distinctions in modern society. Contemporary discussions highlight the potential social disadvantage of RP, particularly U-RP, due to the persuasive power of covert prestige. Equating the upper class with *prestige* is considered problematic in the context of modern rhetorics of equality. Predictions of RP's decline in favour of Estuary English have been made, but debates continue among linguistic scholars. In essence, the quest for a neutral designation for speech unaffected by regional origins has resulted in the emergence of alternative labels. RP speakers still occupy the apex of the social pyramid, but the pyramid now includes non-RP and near-RP speakers (Mugglestone 2017).

American English can be traced back to the 16th century. The history of American English dates back to the early 1600s when Jamestown, the first permanent English-speaking settlement in the New World, was established. The unfamiliar environment, with its unique objects and distinct customs, necessitated linguistic adjustments among the immigrant population. These adjustments included the incorporation of new words and new meanings of existing words. As time went on, American English further evolved with the addition of words borrowed from the languages of various other immigrant groups that arrived in the New World after the English settlers (Schneidmesser 2017). However, the general recognition of American English as a distinct variety, akin to Scottish or Irish English, did not occur until the late 18th century. At that time, both Britons and Americans regarded American English as having an unusual “purity” and freedom from dialectal differences. Nevertheless, as time passed, British speakers grew concerned about the impact of American English on their own usage, perceiving it as an *invasion* or *contagion*. Similarly, in the United States, people began to worry about competition from German and Spanish, the potential displacement of English. The study of American

regional dialects has made significant progress since the establishment of the American Dialect Society in 1889. A major advancement in the field came with the publication of the *Atlas of North American English: Phonetics, Phonology and Sound Change* (Labov et al. 2006). This landmark work was the first comprehensive nationwide study of the phonology of the United States and Canada, complementing the *Dictionary of American Regional English* from 1985, which focused on lexical items. Throughout his research, Labov has been dedicated to understanding linguistic change. *The Atlas of North American English* casts light on the sound changes that are currently occurring and reaffirms the value of the early Linguistic Atlas work conducted by scholars like Kurath and McDavid. Moreover, it helps to re-establish the connections between dialect geography and general linguistics. This advancement has greatly enriched our understanding of the linguistic diversity and ongoing changes in American English (Schneidemesser 2017). Trying to define a “standard” for American speech remains a complex and debated issue. Nonetheless, it is evident that American English will continue to exert an influence on World Englishes in the future (Bailey 2017).

Within the United Kingdom, numerous regional accents with distinct pronunciation patterns exist. The Scottish accent, for instance, comprises variations such as Glaswegian and Edinburgh accents. In Northern Ireland, accents like Belfast English are prominent. England alone showcases accents like Geordie, Scouse, Brummie and West Country, illustrating the diversity across the country. Similarly, the United States features Standard American English as a prestigious accent taught in schools and used in the national media. However, American English represents a melting pot of accents influenced by historical migrations, settlement patterns and regional cultures. The accents of New York City, Boston, Southern states, the Midwest and the West Coast all display distinct phonological characteristics. This wide range of accents in both countries can be attributed to historical factors, such as migrations and settlements by different groups, as well as ongoing regional and social interactions. Isolated communities, large cities, rural areas and cultural enclaves have all played the significant roles in shaping the unique speech patterns across regions (Wells 1982b, 1982c).

Moreover, linguistic changes can occur rapidly, particularly in urban centres where diverse communities interact, leading to the swift spread of language influences. Consequently, new hybrid accents or blends of regional features may emerge, becoming part of the local identity. The dynamic nature of language and its adaptability to local contexts is present in multiple accents. To understand this accent diversity is vital for also understanding the rich cultural and linguistic heritage of both Britain and the United States, which leads to a deeper appreciation

for the subtleties of language and the identities of the communities that were shaped (Trudgill and Hannah 2013).

As is pointed out by Bailey (2017), the notion of a *standard language* is a controversial issue in linguistics. People recognize it when they encounter it. Some believe it to be the speech of high-status individuals with backgrounds reflecting education and their breeding. However, when asked to identify individuals who speak *standard English*, observers often become evasive. Even Daniel Jones, the phonetician responsible for codifying British Received Pronunciation, acknowledged that his own speech needed amendments based on features used by others. Edward Sapir offered a thoughtful perspective on the standard: he suggested that there exists an ideal linguistic entity that dominates the speech habits of each group. He posited that individuals' sense of almost unlimited freedom in language usage is restrained by an implicit guiding norm (Montgomery 2022, Sapir 1949: 148). This view implies that anyone who believes themselves to be a speaker of "standard English" can indeed be treated as such. Indeed, determining specific features that define a "standard" accent can be challenging, given the subjective and context-dependent nature of language variation. However, certain phonological features are commonly associated with British or American accents, assuming such distinctions exist. These differences impact various aspects of speech, including rhoticity, vowels, T-flapping, vowel lengths, h-dropping, t-glottalization etc. These features have evolved over time due to historical and cultural factors, shaping the distinctive accents we recognize today (Wells 1982b, 1982c; Trudgill and Hannah 2013).

Rhoticity stands as a prominent phonological feature that distinguishes British and American pronunciation. In American English, most varieties are rhotic, pronouncing the /r/ sound distinctly in all positions – before a vowel, at the end of a word or followed by a consonant. In particular, accents like General American exhibit this fully pronounced /r/ sound in words like *car* and *park*. Conversely, many British accents are non-rhotic, with the /r/ sound being dropped. This results in words like *car* and *park* being pronounced without a strong /r/ sound and with the lengthening of the vowel. This difference in rhoticity constitutes a key characteristic of British and American accents.

Vowels also represent a crucial aspect of phonological variation between the two accents. American English frequently undergoes vowel shifts, resulting in certain vowel sounds experiencing changes over time. While comparing the Received Pronunciation and General American vowel systems, there are interesting characteristics worth noting, brought to light by Wells (1982a). The RP sound system comprises 20 vowels, with /ə/ occurring exclusively in

unstressed syllables. Among them, six are classified as *short* vowels /ɪ, e, æ, ʌ, ɒ, ʊ/ and five as *long* vowels /ɜ:, i:, ɔ:, u:, ɑ:/ (Wells 1982a). Wells (1982a) classifies vowels into two types: checked and free, depending on the presence or absence of a checking pulse of air at the end of the word. These two types of vowels exclusively occur in stressed syllables. Checked vowels commonly appear in closed syllables, ending with a checking consonant, while free vowels are found in open syllables without any checking consonant or preceding one. Conversely, in the GA vowel system, also known as Standard American English, there are 17 vowels, including /ə/ and /ɚ/, which appear in unstressed syllables. Unlike RP, vowel duration is not distinctive in GA, as it is context-dependent. Regarding specific characteristics of RP pure vowels, some noteworthy distinctions are observed. For instance, despite traditionally being classified as a short vowel, /æ/ in RP tends to be lengthened, particularly when preceding lenis consonants, such as /b, d, g, m, n, dz/ (Gimson 1987). Additionally, /ɒ/ in clusters with /f, θ, s/ has an alternative pronunciation, i.e. /ɔ:/, in conservative RP, observed in words like *off, cloth, cross* (Gimson 1987: 115). In similar clusters, the inconsistent use of /æ/ and /ɑ:/ is noted in words containing /f, θ, s, ð/ following the vowel or a vowel followed by nasal consonant+consonant (Gimson 1987). Pronouncing /ɑ:/ instead of /æ/, as seen in *gymnastic* or *Atlantic*, distinguishes RP from other accents of English. Comparing the two vowel systems, RP and GA, reveals some striking similarities. For example, the RP /i:/ sound corresponds to /i/ in GA, as seen in *creep, sleeve, key, people* (Wells 1992: 122). This one-to-one match stands out within the groups of pure vowels, while other matches are of the two-to-one or one-to-two type. RP /ɒ/ in some words corresponds to GA /ɑ/ and in others to /ɔ/. The one-to-two match also includes instances where GA /ɑ/ can correspond to either RP /ɒ/ or /ɑ:/. Wells proposes standard lexical sets of keywords to analyze the lexical incidence of vowels resulting from the matching of RP and GA vowels (see Table 2.1).

Table 2.1. The standard lexical sets of RP and GA keywords (Wells 1982a: 123)

	RP	GenAm	keyword		RP	GenAm	keyword
1.	ɪ	ɪ	KIT	13.	ɔ:	ɔ	THOUGHT
2.	e	ɛ	DRESS	14.	əʊ	o	GOAT
3.	æ	æ	TRAP	15.	u:	u	GOOSE
4.	ɒ	ɑ	LOT	16.	aɪ	aɪ	PRICE
5.	ʌ	ʌ	STRUT	17.	ɔɪ	ɔɪ	CHOICE
6.	ʊ	ʊ	FOOT	18.	aʊ	aʊ	MOUTH
7.	ɑ:	æ	BATH	19.	ɪə ¹	ɪr	NEAR
8.	ɒ	ɔ	CLOTH	20.	ɛə ¹	ɛr	SQUARE
9.	ɜ: ¹	ɜr	NURSE	21.	ɑ: ¹	ɑr	START
10.	i:	i	FLEECE	22.	ɔ: ¹	ɔr	NORTH
11.	eɪ	eɪ	FACE	23.	ɔ: ¹	ɔr	FORCE
12.	ɑ:	ɑ	PALM	24.	ʊə ¹	ʊr	CURE

¹with /r/ following before a vowel only

In this set, there are 24 matching pairs of RP and GA vowels. According to Wells (1982a: 124), the primary contrast between these two accents concerning pure vowels is that Received Pronunciation “has a systemic contrast between /ɒ/ and /ɑ:/ which is lacking in GA”. An important phonotactic difference between the two accents lies in the distribution of /r/. In RP, /r/ only occurs before a vowel and pre-consonantal and word-final /r/ vanished entirely in the 18th century, a phenomenon referred to as R-Dropping (Wells 1982a).

T-flapping is a feature specific to some American English accents, especially in informal speech. When the “t” appears between two vowel sounds, either within a word or across word boundaries, it can be pronounced as a flap, sounding more like a quick /d/ or /t/ sound. For example, the word *butter* can be pronounced with a flapped /t/ making it sound like /budder/ (Shport et al. 2017).

H-dropping is a feature common in various British accents, particularly in Cockney and Estuary English. This occurs when the /h/ sound at the beginning of words is not pronounced, resulting in words like *house* and *happy* being pronounced without the initial /h/ sound, as /aʊs/ and /æpi/ (Dahou and Hamlin 2016, Ramisch 2010).

T-glottalization, once considered a distinctive phonological feature predominantly found in various British accents, especially those in the southern region, involves the pronunciation of

the /t/ sound as a glottal stop /ʔ/ in specific positions, such as at the end of a word or before a consonant (Wells 1982a, Dahou and Hamlin 2016). An example of this phenomenon can be observed in the word *butter*, pronounced as /'bʌʔə/. Studies conducted by Eddington and Taylor (2009) have cast new light on t-glottalization in American English, showing that this phonological feature is no longer exclusive to British English. The research examined linguistic and social factors associated with t-glottalization in American English. Firstly, glottal stops were found to be favoured after front vowels. Secondly, an observation deserving a note emerged, indicating that younger female speakers were more inclined to use glottal stops, which hints at an ongoing change in progress. Lastly, speakers from the Western United States displayed a higher frequency of glottalization compared with speakers from other regions of the country. These findings challenge the opinion that t-glottalization is a characteristic distinctive only to the British English, since they suggest its presence as a feature in certain varieties of American English.

Summing up, apart from these specific features, both British and American English accents have a wide range of regional variations. This provides a rich diversity of the phonological landscape of the English language. The phonological features of British and American pronunciation significantly contribute to the individuality of their accents. Rhoticity, vowel shifts, t-flapping, vowel lengths, h-dropping, t-glottalization and other phonological aspects reflect the historical and cultural evolution of these accents, which highlights the complexity of the English language in different parts of the world for the centuries.

2.5. Attitudes to British and American English accents in the outer and expanding circle countries

Numerous studies have confirmed that non-linguists can differentiate between language varieties and hold stereotyped attitudes towards them. Multiple studies have been devoted to investigating language attitudes towards varieties of English in outer and expanding circle countries and there is a growing field of research on the attitudes of speakers who have learned English as a foreign language. This section tries to present these findings. They demonstrate the relevance of language attitude studies in sociolinguistics, as they provide observations of individuals' perceptions and preferences for different speech varieties and their speakers.

Ladegaard and Sachdev (2006) investigated Danish learners of English as a foreign language and their attitudes towards various English accents and cultures. The research aimed to explore the relationship between attitudes towards accents and cultures and the participants'

language behaviour. The study consisted of three parts. Firstly, a language attitude experiment employed the verbal guise technique, where two groups of the participants (secondary school students and university undergraduates) assessed the perceived status, competence, social attractiveness, personal integrity and language quality of five English accents (RP, Scottish, Cockney, SA and Australian). Secondly, a questionnaire with open and closed questions which examined the aspects of British and American language and culture, as well as aspects of the participants' learning situation. Finally, a language performance test involved a collecting subsample of the students who read a passage designed to reveal differences in their British and American English pronunciation. The findings of the study showed that the Danish learners of English generally preferred British accents to American accents. The RP accent received the most positive evaluation. It was followed by Scottish, Australian, Standard American and Cockney. Additionally, the study showed that there is a minor difference between instrumental and integrative motivations for studying English as a foreign language. The participants' attitudes towards British and American English apparently correlated with their attitudes towards British and American cultures. Moreover, their self-reported and actual language behaviour also related to their attitudes towards British and American English.

In the study of McKenzie (2008), Japanese university students evaluated speakers of UK and US English particularly positively in terms of status, but a Japanese speaker of heavily-accented English was rated most favourably in terms of social attractiveness. The study also found that an accurate identification of English speech varieties had a significant positive effect on the perceived status of native varieties of English, suggesting a tendency among the informants to look to native speakers to provide "notions of correctness" (McKenzie 2008).

Jenkins, the aforementioned researcher who introduced the Lingua Franca Core concept, conducted a study exploring the perceptions of English as a Lingua Franca (ELF) speakers towards their accents (2009). The study involved approximately 360 English teachers, primarily non-native speakers from 12 Expanding Circle countries. They ranked English accents from around the world, including their own group's accent, based on a "best" accent ranking task. The majority overwhelmingly ranked native speaker English accents, particularly UK (Received Pronunciation) and US (General American) accents, as the "best". The interview participants, all Expanding Circle English teachers, expressed the ambivalence and conflict regarding their desired accent for their success in English teaching and communication versus the accent which would validate their linguistic identity, as supported by ELF research. While many ELF speakers are in fact aware of the Lingua Franca Core (LFC) and the importance of

intelligibility in international contexts, they may still feel pressured to conform to native speaker norms of English pronunciation. This pressure can lead to insecurity and lack of confidence in their own accents. However, the study also revealed that some ELF speakers consider their own accents a source of identity and pride. They view their accents as reflective of their linguistic and cultural background, resisting the pressure to conform to native speaker norms (Jenkins 2009).

Carrie (2017) provides an overview of language attitude studies in sociolinguistics, specifically in relation to English reference accents in Spain. Her study involves examining individuals' evaluations and dispositions towards a particular speech variety and its speakers, which can include thoughts, feelings and behavioural tendencies. She highlights the importance of examining the affective attitudinal component of language attitudes and its link to social attractiveness. The findings suggest a desire to emulate RP for its association with status and prestige, while GA speakers are viewed with greater solidarity and affiliative feelings. Additionally, the study found that learners reported speaking similarly to individuals with whom they expressed greater solidarity, but generally aspired towards RP speech for its association with status and prestige (Carrie 2017).

Eriksson (2019) conducted a study in which she explored attitudes and perceptions towards varieties of English among Swedish upper secondary school teachers and students. The research employed a mixed-methods approach, involving both quantitative and qualitative data collection and analysis. The study included nine English teachers and 129 students, with each student having one of the nine teachers as their English teacher at the time. The teachers participated in one-on-one interviews conducted in English, and they completed a quantitative questionnaire before the interviews. The students filled in a questionnaire consisting of both quantitative and qualitative components. The study's findings indicated that both teachers and students in Swedish upper secondary schools have positive attitudes towards various varieties of English, including British, American and others. However, there were differences in attitudes and perceptions among teachers and students concerning the teaching and learning of different English varieties. The study also identified a wide range of views and opinions among the teachers regarding English varieties. Regarding Swedish upper secondary students, the study revealed positive attitudes towards both British English (BrE) and American English (AmE). BrE held a more prominent role among the students, as they valued it for sounding more pleasant and intelligent than AmE. Nonetheless, the study found that AmE was the preferred variety among the participating students, attributed to the strong influence of American global

cultural hegemony in Sweden, particularly through television, film and literature. Interestingly, only a small percentage of students advocated teaching merely American English in Sweden, with the majority favouring “British and American English” or “several different varieties” of English (Eriksson 2019: 214). Furthermore, the study suggested that future research should distinguish between production and reception of English varieties and investigate teachers’ perspectives on teaching such varieties. The researchers made a conclusion that a larger-scale study is necessary to explore additional perceptions and obtain generalizable findings on this topic. It is important to acknowledge that the study’s findings are tentative due to the modest sample size and gender imbalance, favouring females. Nevertheless, the results suggest that foreign language education, not only in Sweden but also in other countries, should consider learners’ attitudes towards different English accents and cultures. Foreign language teachers should be mindful of their own accents and how they might influence learners’ attitudes. To promote cultural awareness, foreign language teachers should receive training to provide exposure to a variety of English accents and cultures. This approach can enhance language education and foster a more comprehensive understanding of English as a global language (Eriksson 2019).

Kung and Wung (2019) investigated the attitudes of Chinese learners of English as a Foreign Language (EFL) towards accents concerning effective English as a Lingua Franca (ELF) communication. The study employed a taxonomy of mediating sociocultural factors, including learners’ educational discourses, cultural media, material conditions and social agents, to discern the reasons behind their accent preferences. Employing a qualitative methodology, the study collected data through an open-ended questionnaire and semi-structured interviews. The questionnaire, consisting of ten items, was administered in Mandarin. To ensure clarity and accuracy, two professional translators translated the questionnaire into English. Semi-structured interviews were conducted in Mandarin with each participant and their responses were audio-recorded with their consent before translation into English. Qualitative analysis was carried out to explore learners’ experiences and perspectives on accents and ELF communication. The data were categorized into two groups based on the participants’ accent preferences. Additionally, content analysis, using Gao’s (2010) taxonomy of sociocultural factors in Second Language Acquisition, was applied to the specific examples of the participants’ English learning and ELF communication experiences in China. To ensure data authenticity, member check was done through e-mail correspondence. The findings revealed that 76% of the Chinese EFL learners expressed a desire to speak English with a native-like accent, while other participants preferred not to pursue a native-like accent. The

reasons behind these preferences were linked to the mediating sociocultural factors, including learners' educational discourses, cultural media, material conditions and social agents, which play a significant role in shaping effective SLA. The study underscores the significance of incorporating the ELF ideology in EFL teaching and learning. It encourages EFL learners to critically consider the reality of ELF in today's globalized world for effective communication.

The study conducted by Seyranyan and Westphal (2021) aimed to assess the attitudes of Armenian and German university students towards various varieties of English, including Standard American English (StAmE), Standard British English (StBE), German English (GE) and Armenian English (ArE). The research made use of a questionnaire that combined an indirect verbal guise test (VGT) with direct questions. In the VGT, the informants listened to recordings of eight speakers, each reading the same text. The speakers represented StAmE, StBE, GE and ArE in gendered pairs. Voice samples for StBE and StAmE were sourced from the International Dialects of English Archive, while those for GE and ArE were recorded by native speakers of those varieties. The questionnaire was distributed to small groups of university students studying English philology in Armenia and Germany. Both direct and indirect methods were used to assess the students' attitudes towards the different varieties of English. The findings revealed that the Armenian informants rated the two American speakers (StAmE) most favourably across all items, followed by the British speakers (StBE). The four speakers from English as a Foreign Language (EFL) backgrounds (GE and ArE) tended to receive less positive ratings compared with the speakers from English as a Native Language (ENL) backgrounds, with the Armenian male speaker receiving the least positive ratings. For the German informants, there was a distinct division between ENL and EFL speakers, with the British and American speakers ranked higher than the German and Armenian speakers. The British female speaker received the highest ratings for most of the items. The study also observed that the informants' attitudes towards the different varieties of English were influenced by their own language background and the local sociolinguistic context of English in their respective countries (Seyranyan and Westphal 2021).

2.6. Concluding remarks

This chapter has explored diverse aspects of the sociolinguistic status of the English language. It started by introducing the concept of World Englishes, discussing English as a lingua franca (ELF), lingua franca core (LFC) and native English as lingua franca (NELF) models. Subsequently, the chapter has examined the prominent accents of the English language, focusing on both British and American accents. Lastly, it has explored attitudes towards British

and American English accents in countries categorized within the outer and expanding circles of World Englishes.

The discussed studies on attitudes towards different English accents and pronunciations lead to several common conclusions. Firstly, non-linguists demonstrate the ability to distinguish between language varieties or accents and tend to take stereotyped attitudes towards them. Secondly, English language learners generally display positive attitudes towards various English accents. Thirdly, native English accents, particularly Received Pronunciation and General American, are commonly ranked more favourably in terms of status and prestige by both learners and teachers. Additionally, some learners may experience pressure to conform to native speaker norms of pronunciation, which can affect their confidence in their own accents. Moreover, the in-class and learning environment factors, including the teacher's pronunciation, teaching style and the use of technology, significantly has impact on pronunciation learning outcomes. Learners' expectations concerning the level of emphasis on pronunciation in lessons vary, with some seeking more focus while others find the existing level satisfactory. As regards accent preferences, consistent evidence suggests that British English (Received Pronunciation) is often more favoured among English language learners and participants from different countries. However, individual preferences may differ, with some learners expressing positive attitudes towards American English (General American) and other varieties.

In conclusion, these studies discuss perceptions and attitudes towards English accents and pronunciations, which acknowledges the importance of considering these factors in language teaching and promoting intercultural communication in English language education. It should be remembered that the perception of accents among ELF speakers is complex and varies depending on individual identity, cultural background and social context.

3. English in Poland

This chapter undertakes an examination of the historical trajectory of the English language in the context of Poland. It starts by analyzing English's presence dating back to the 18th century and then explores the establishment of English language teaching in the Polish context. The investigation features the periods prior to, during and subsequent to significant historical conflicts. The focus shifts towards elucidating the role adopted by the English language and its associated culture in post-Soviet Poland. The next section presents an analysis of the impact of English on the Polish lexicon. This is succeeded by an exploration of the contemporary status of the English language in Poland, particularly in the primary, secondary and tertiary education. The final part of this chapter provides an overview of the existing studies pertaining to language attitudes in Poland, with a specific focus on diverse accents and varieties of English over the past two decades. It provides the perspectives of both students and educators.

3.1. History of English in Poland

Foreign language proficiency in Poland has long been associated with high socioeconomic status and educational achievement, given the relatively limited prestige of the Polish language on the global stage. Latin and French were the predominant foreign languages taught for centuries until the introduction of English following the 1706 trade treaty between Poland and England (Kasztalska 2014, referring to Mańczak-Wohlfeld 2006). In particular, the first English language handbook was published only in the late 18th century (Kasztalska 2014, referring to Mańczak-Wohlfeld 2006).

The United States attracted a considerable number of Polish expatriates in the 1830s, presenting promises of freedom, opportunity and employment, leading to English gradually replacing French as the primary foreign language among the Polish aristocracy (Reichelt 2005). In 1908, the establishment of the first English language and literature program in Krakow further cemented the prominence of English language studies (Mańczak-Wohlfeld 2006). The introduction of the English language teaching into Polish schools during the late 19th century marked a significant milestone in the nation's language education. Initially limited to a privileged few elite institutions, the early approach to English instruction centred on grammar and translation, guided by the grammar-translation method (Reichelt 2005).

The interwar period witnessed a significant expansion in English language teaching, spurred by the language's growing popularity among Polish students. During that time, a paradigm shift occurred, focusing on a more communicative and practical approach to language learning. An

increased emphasis on speaking and listening skills characterized the revised methodology, influenced by the direct method, which advocated the immersive use of the target language in the classroom, shunning dependence on translation.

The impact of World War II severely disrupted English language learning in Poland. The occupation of the country by Nazi Germany and Soviet Russia led to the closure and destruction of numerous educational institutions, interrupting the continuity of English language teaching. In 1948, the teaching of English and most other languages came to a halt in Polish schools when Russian became the sole foreign language in primary schools and the compulsory foreign language in secondary schools (Reichelt 2005). Although the restrictions on English were eased in 1956, Russian remained the sole mandatory foreign language until the 1960s when secondary and higher-level schools added a compulsory Western language to the curriculum (Mańczak-Wohlfeld 2006, Reichelt 2005). Nevertheless, even in the midst of the chaos, underground schools and private tutors managed to sustain elements of English teaching, however, with limited resources and some challenges.

In the postwar period, the revival of the English language teaching emerged as a testament to the language's burgeoning significance in Poland. English assumed a prominent role in schools, universities and language institutes across the nation. The audio-lingual method took precedence during this period, and it emphasized drills and repetition to enhance speaking skills. In particular, the British Council played an instrumental role in supporting the development of English language teaching in Poland, providing invaluable resources, training and assistance to both educators and learners (Reichelt 2005). Despite facing challenges, such as limited access to authentic teaching materials and native speakers, interest in English grew in the next decades of the 20th century, especially among the younger generation. A growing number of Polish students turned to studying English in schools, while English language professionals benefited from the introduction of specialized courses, known as English for Specific Purposes (ESP) (British Council 1986).

Concluding, the historical analysis of English language teaching in Poland shows a dynamic evolution. Starting from its early establishment with a focus on grammar and translation, to its growth as a preferred foreign language choice during the interwar period and its resilience during the wartime, the English language reinforced its position as a key foreign language in Poland (Kasztalska 2014).

3.2. The role of the English language and culture of English-speaking countries in post-Soviet Poland

The post-Soviet era marked a significant transformation in Poland's foreign language teaching system, which began with the abolition of mandatory Russian language classes in 1990. This decision, which served as both a symbolic gesture and a foundation stone of a new language policy, had far-reaching implications for Poland's sociolinguistic situation. The Polish authorities recognized the importance of foreign language proficiency, understanding its role in social inclusion and democratic participation in Europe. Consequently, granting young Poles equal educational opportunities to learn foreign languages became a vital public task, which aimed to offer students inclusion and active participation in economic and social life in Poland (Przygoński 2016).

In the changing linguistic situation, the English language and the culture of English-speaking countries emerged as central players in shaping Poland's sociolinguistic and cultural post-transformational reality. The power of English in Poland has been unparalleled when compared with other foreign languages, with its influence going beyond its usage as a *lingua franca*. It has served as a rich source of new meaning potential, which enables the expression and creation of contemporary reality. Przygoński (2016) points out that the rise of the English language led to a big change in Polish. It did not just affect words; it also changed how people would talk and write. Simultaneously, American culture became popular in Poland, influencing Polish culture. This more relaxed American communication styles is linked to American mass culture, with English serving as its vehicle.

The influence of American culture, facilitated by the English language, even in the Iron Curtain time and communist rule, underscores its substantial influence on Polish society during the communist era. This influence persisted after 1989. Przygoński (2016) identifies several factors contributing to the shaping of post-socialist Poland, including the English language, television, cinema, American manners, show business, pop culture, music, the Internet, technological advancements, compensatory measures for the communist past and a rejection of language authorities. This presence of American culture, including its manners, show business, pop culture and music, significantly impacted the sociocultural situation of post-socialist Poland.

Furthermore, Przygoński (2016) reveals that the impact of American culture extended to Polish literature and publishing, with a rise in translations of American books into the Polish language. The fascination with American culture not only influenced the literary domain but also meant

the adoption of more relaxed modes of communication. As a result, such American-inspired communication patterns are now readily identifiable in youth slang, media language and even in the broader context of general Polish discourse.

The availability of English classes became a prevailing trend reflecting the importance of English in shaping Poland's sociolinguistic and cultural post-transformational reality. In the early 1990s, finding English teachers willing to work in rural areas was challenging. However, by the school year 1998/1999, the difference in access to English classes between urban and rural areas decreased to as little as 15%. A decade later, the gap further reduced to a mere 4%, indicating that 85% of pupils in urban areas and 81% of pupils in rural areas had access to English classes (Przygoński 2016).

According to Reichelt (2005), the 1990s and 2000s witnessed a significant transformation in English language teaching in Poland. Reichelt (2005) notes that that period was characterized by Poland's transition from a communist to capitalist economy, which led to a growing demand for English language skills in business, science and culture. Reichelt (2005) states that English language teaching during this period was influenced by the communicative approach, which emphasized the development of communicative competence and the use of authentic materials and tasks.

The increasing prominence of English in Poland derives from the association many Poles make between the language and the Western world. English was pursued for both instrumental and integrative reasons, as it provided opportunities for prestigious, albeit low-paying, jobs in English language departments, academic publications in foreign journals and international collaboration. Additionally, English aligned with the aspirations of young Poles, who increasingly tended to value material wealth and modernization, which appeared to them as synonymous with the idealized English-speaking West. For them, this Western image was a reference point for social, economic and linguistic standards, and, at the same time, shaped the expectation for non-Western countries to follow (Kasztalska 2014 referring to Krzyżanowski and Wodak 2009).

The popularity of English in Poland was due to its association with Western popular culture. It was a contrast to Russian, which was linked with the communist regime. This strengthened the appeal of English, since it represented the connection with the modern and free world. According to the Eurobarometer survey from 2006, 72% of respondents viewed English as the

most beneficial language for personal growth and career advancement, surpassing German and Russian (Kasztalska 2014, citing Eurobarometer 2006).

The preference for English in Poland was clear in the significant increase in the number of English speakers between 1997 and 2006, especially despite the fact that previously it had not been compulsory in schools. A public opinion survey revealed that 76% of Polish respondents had expressed a desire to visit Great Britain, which reflected a favourable perception of English-speaking countries (Kasztalska 2014, citing Kadłuczka 2011).

Today, English continues to hold a preeminent position in the Poland, with its association with the West and the numerous opportunities it offers both academically and professionally.

In conclusion, the post-Soviet era introduced a revolution in Poland's foreign language teaching system. English and its Anglophone culture played prominent roles in shaping its sociolinguistic status in Poland. The increasing availability of English classes in rural areas further started providing equal educational opportunities.

3.3. The impact of the English language on Polish

During the 18th and 19th centuries, Polish was strongly influenced by the French language and anglicisms in Polish appeared relatively late (Dunaj and Mycawka 2017). Lexical borrowings have particularly influenced standardized Polish since the 1700s, with words like *yacht* and *rum* among the earliest examples (Chłopicki 2005). Subsequent centuries witnessed a persistent influx of English loanwords, particularly as Poland's relations with English-speaking countries, in particular Great Britain and the United States, strengthened. Linde's dictionary of the Polish language, published in the early 19th century, featured numerous English loans, including *flaneta* (flannel), *galon* (gallon) and *pancz* (punch) (Mańczak-Wohlfeld 2006). In the 20th century, there was a significant increase in borrowings from English, which intensified particularly after 1989. The influx of English borrowings was so substantial that dictionaries and linguistic studies struggled to keep pace with the registration of the new lexical units. Various types of borrowings, such as lexical borrowings, neosemanticisms and structural calques, enriched the Polish lexicon with new terms and expressions (Witalisz 2007). Researchers in linguistics have devoted significant attention to studying the history, adaptation and reasons for borrowing English words, considering their cultural significance and linguistic correctness. Sufficiency and economy were the criteria which were applied to assess the legitimacy of these borrowings. This expansion of the Polish lexicon can be attributed to two fundamental factors. Firstly, as Polish society encounters novel concepts and elements

previously absent from their reality, there arises a necessity to coin new terms, particularly in fields like electronics, cosmetics, banking, economy, trade and tourism. Secondly, the need to express attitudes towards various aspects of the world sparks the development of extensive expressive vocabulary. This is particularly evident in word formation, where new, expressive affixes have recently appeared. It is estimated that standard Polish currently contains around 4,000 English lexical borrowings, along with approximately 300 semantic borrowings and 500 various types of calques (Witalisz 2015, 2016). Moreover, the influence of English is not only limited to the lexicon, but it also can be seen at other language components. In morphology, English suffixes like *-er* (e.g. *aborter*, *szpaner*) are used in Polish word formation and this trend is visible in neologisms such as *blockersi* and *tamersi*, with two plural markers (Mańczak-Wohlfeld 2020).

The transformation of vocabulary occurs on two main paths: (1) the introduction of new lexical items, syntactic structures, semantic neologisms and loan words; (2) the expansion of word usage and status, as some words transition from colloquial, regional and professional varieties to the standard language (Dunaj 2000: 28–9).

Since the early 1990s, some linguists expressed concern about the perceived “flood” of British and American English borrowings leading to the decline and potential extinction of the Polish language. In order to preserve linguistic heritage, as well as to promote awareness and understanding of the Polish language in its various forms, foster scholarly discussions and leverage different media channels for these purposes, the Polish Language Council was established in 1996, aiming to advise on linguistic behaviours while preserving Polish rather than imposing strict purist measures (Rada Języka Polskiego 2019). The council was instrumental in the formulation of the Polish Language Act in 1999, intended to safeguard the Polish language and minimize foreign influences, mainly from English. However, since the beginning of the 21st century, there has been a significant shift in the attitude of Polish linguists towards the “Anglicization” of Polish (Mańczak-Wohlfeld 2020).

It is now believed that the influence of English enriches and globalizes the Polish language, rather than posing a threat to its survival or purity, as pointed out by Dunaj and Mycałka (2017) who conclude that the majority of English borrowings in Polish are justified and necessary, especially in domains such as economy, trade, technology and music. The continuous influx of English terms enriches the Polish language, contributing to its dynamic evolution. There is a plethora of studies devoted to the analysis of English semantic loans, loan translations and loan renditions in different sociolects and types of discourses, e.g. in informal Polish of computer

users (Zabawa 2017), in informal spoken Polish (Zabawa 2012; 2019), in the discourse related to the LGBTQ+ community (Witalisz 2021), in professolects (Witalisz 2019), business discourse (Kochman-Haładaj 2001), corporate discourse (Cierpich 2019), discourse of youth news media (Kulesza 2010), drag slang (Bartłomiejczyk 2006) or in the religious discourse of Polish Pentecostal Protestants (Bogacz 2014). Currently, a new dictionary of English loanwords in Polish is being created in Krakow, which, apart from proper Anglicisms, including the newest ones, will contain calques of English origin (Cierpich-Koziół et al. 2023).

The influence of English on Polish society extends beyond vocabulary. It leads to changes in the Polish language which evoke a sense of cognitive dissonance. In its supremacy, English is both perceived as an economic asset and a potentially corrupting factor of Polish language and culture. Kasztalska (2014) investigated the use and functioning of the English language in various aspects, such as education, advertising, business and media. English has become a compulsory subject in Polish schools and it continues to be the language of international business, research and media. Polish advertisements commonly make use of English loanwords, using terms such as *happy hours*, *weekend specials* and *sale*. English-language films are dominant at Polish cinemas and Polish media frequently use English words and phrases in their materials. Within the Polish educational system, English is increasingly used as a medium of instruction in higher education, with many universities offering courses entirely taught in English. The growing demand for English language learning as a second language has led to the opening of numerous private language schools across the whole country. In conclusion, the English language influences various spheres of life of Polish society. The strong relationship between English and Polish continues to evolve, and it reflects the occurring language changes in a globalized world (Kasztalska 2014).

3.4. The current state of English in Poland

According to the data provided by the Central Statistical Office (GUS 2023), in 2021 94.3% (35,887,000 individuals) declared using the Polish language exclusively for domestic communication. On the other hand, about 1,667,000 individuals reported using a language other than Polish in their household interactions. Among the languages other than Polish, English was the most frequently declared language used in domestic communication.

According to Reichelt's (2005) observations, the English language education in Poland is currently marked by a substantial demand for English language proficiency, a diverse choice of the English language courses and programs and an increasing focus on fostering communicative

competence and intercultural awareness. English language learning prevails in educational institutions throughout the country, including schools, universities and private language schools. Additionally, Polish students are presented with numerous opportunities to study abroad or be a part of international exchange initiatives. The teaching of English in Poland is influenced by the guidelines provided by the Common European Framework of Reference for Languages (CEFR), which establishes standardized principles for language learning, teaching and assessment.

3.4.1. English in Polish education

Reichelt (2005) points out that English holds a prominent position as one of the most widely taught foreign languages in Poland and it is mandatory in many educational institutions. This section is going to discuss the current status of English in Poland, focusing on education in schools and universities.

Education in Poland is compulsory, with its a full-time duration of 9 years, including the last year of pre-school education (*zerówka*) and 8 years of primary school education. This compulsory education is divided into two categories: full-time compulsory schooling and part-time compulsory education.

Full-time compulsory schooling requires students aged 7–15 to attend school on a regular basis and part-time compulsory education necessitates students to continue their education in some form until they reach 18 years of age (i.e. aged 15 to 18). Part-time compulsory education can be obtained either within traditional school, such as attending secondary schools, or with non-school option, such as vocational training offered by employers (Eurydice 2023).

In 2017, the Polish education system underwent significant transformation, guided by the Act of 14 December 2016, The Law on School Education (Ustawa z 14 grudnia 2016 r. – Prawo oświatowe) (amended by the Acts of 21 April 2017 and 10 May 2018) and the Act of 14 December 2016, The Provisions introducing the Law on School Education (Ustawa z 14 grudnia 2016 r. – Przepisy wprowadzające ustawę – Prawo oświatowe) (amended by the Acts of 21 April 2017 and 27 October 2017).

This restructuring led to the establishment of a new school system, which includes various educational paths, such as:

- Primary education: 8-year primary school
- Secondary education:
 - 4-year general secondary school
 - 5-year technical secondary school
 - 3-year Stage I sectoral vocational school
 - 2-year Stage II sectoral vocational school
 - 3-year special school preparing for employment
- Post-secondary school (Eurydice 2023).

According to the Eurostat (2022), virtually all primary school pupils in Poland (99–100%) attended English classes in 2020. In the context of lower secondary education, the percentage of pupils learning English as a foreign language increased from 96.3% in 2013 to 98.8% in 2020, representing a significant change of 2.5 percentage points. Moving on to the upper secondary education level, in 2020, 95.9% of pupils in upper secondary schools, 98.4% in general upper secondary schools and 93.7% in vocational upper secondary schools learnt English as a foreign language.

3.4.2. Primary education

Primary education in Poland is mandatory for a period of eight years, typically attended by students aged 7–15. This phase consists of two stages: years 1–3, characterized as early school education and years 4–8, where particular subjects are taught. Having completed the final, eighth year, pupils are required to sit a compulsory examination. The outcomes of this examination, along with their school performance throughout primary school, significantly impact their enrolment into secondary schools (Eurydice 2022).

According to data from the Polish Statistical Office's Education Reports, foreign language teaching has been stable in Poland over recent years. The statistics on the enrolment of children and youth in foreign language courses indicate that English is the predominant language throughout the entire primary and secondary education system, including post-secondary schools. In 2022/2023 school year, 96.0% of students learnt the English language and German, as the second most popular language, was learnt by 37.0% of students (Główny Urząd Statystyczny 2023a). In 2021/22 school year, English was being taught to 95.8% of students, with German studied by 39.7% of students (Główny Urząd Statystyczny 2022a).

In May 2023, approximately 510,400 eighth-grade primary school students took the “eighth-grade examination” (*Egzamin ósmoklasisty* examination, abbr. E8), of which around 13,800 students were Ukrainian citizens. In particular, 97.89% of examinees chose English as the modern language for the examination, while 1.75% opted for German, 0.31% for Russian and a mere 0.05% for other languages, including French, Spanish and Italian. These data pertain specifically to students who tackled the standard examination sheets and were citizens of Poland.

Students who sat the English language examination, 469,270, achieved an average score of 66%. Interestingly female students obtained a slightly higher average score (67%) than their male counterparts (64%). Moreover, 29.8% of students (139,837 individuals) scored in the highest range of 90 to 100% (Ministerstwo Edukacji i Nauki 2023).

According to the information released by the Ministry, among the various language skills assessed in the English language examination, the proficiency in extracting specific information from a listening text was observed to be the most well-mastered. The knowledge of linguistic elements appeared to be the weakest aspect of language competence as measured by the examination.

Table 3.1. Distribution of E8 examination results in English (based on CKE 2020, 2021, 2022, 2023)

Type of area	2020		2021		2022		2023	
	Number of pupils	Average score	Number of pupils	Average score	Number of pupils	Average score	Number of pupils	Average score
Rural areas	121,243	48%	122,176	59%	174,322	61%	161,644	60%
Towns with up to 20,000 inhabitants	52,761	51%	55,625	62%	81,001	64%	81,691	62%
Towns with 20,000 - 100,000 inhabitants	63,128	57%	67,153	68%	96,368	69%	98,43	67%

Cities exceeding 100,000 inhabitants	82,409	64%	90,177	75%	119,372	76%	127,505	74%
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Table 3.1 presents the distribution of examination results in English for the years 2020–2023, categorized based on the location of the students' schools. The data includes the number of pupils taking the examination in each location and their average score in percentage.

In 2023, a total of 161,644 students residing in rural areas participated in the English examination, achieving an average score of 60%. The average scores in rural areas showed a slight increase compared with 2020 (48%), indicating a recovery from the challenges faced during the pandemic. For students in towns with a population of up to 20,000, 81,691 pupils took the 2023 English examination, recording an average score of 62%. Similarly, the average scores in this category demonstrated a recovery from the difficulties experienced in 2020 (51%).

In towns with a population between 20,000 and 100,000, a total of 98,430 students participated in the 2023 English examination, achieving an average score of 67%. The average scores in this category also rebounded from the impact of the pandemic in 2020 (57%).

For students residing in cities exceeding 100,000 inhabitants, 127,505 pupils took the English examination in 2023, attaining an impressive average score of 74%. The average scores in this category exhibited significant improvement from the challenges faced during the pandemic in 2020 (64%).

The data suggests a positive trend of recovery and improvement in average scores in English across all location types after the disruptions caused by the COVID-19 pandemic. It is evident that students in larger cities managed to make noteworthy progress in their English language skills despite the challenges which had been posed by the pandemic.

From the data provided, it is evident that students attending schools in cities with a population exceeding 100,000 inhabitants have consistently achieved the highest average scores in the English examination over the years (2020 to 2023). It can be concluded that students in cities consistently demonstrate the highest proficiency in the English language compared to students in smaller towns and rural areas. In comparison, students in towns with a population of up to 20,000 obtained the lowest average scores in English among the four location types in 2023, with an average score of 62%. While this is a score above the half, it is relatively lower when

compared to the higher-performing students in cities with larger populations (CKE 2023, 2022, 2021, 2020).

3.4.3. Secondary education

While the secondary education stage is not legally compulsory (compulsory part-time up to the age of 18), it is important to note that the vast majority of students choose to continue their education by enrolling in secondary schools. Upon completing their education in general secondary schools, technical secondary schools or the new Stage II sectoral vocational schools, graduates have the option to take the external secondary school leaving examination, known as *egzamin maturalny*. Successful completion of this examination awards them the Matura certificate, which grants access to higher education. Additionally, students from vocational schools, including sectoral vocational schools and technical secondary schools, have the opportunity to take examinations during their course of study or upon finishing school (*egzamininy zawodowe*). These can either confirm their vocational qualifications in an old formula or earn them a vocational diploma in a new formula, both of which provide recognition of their vocational skills in a specific occupation (Eurydice 2023).

English remains the favoured modern foreign language, selected by 94.9% of candidates taking the Matura examination. At the advanced level, English, mathematics, Polish and geography emerge as the most popular school subjects (Główny Urząd Statystyczny 2022a).

Table 3.2. Average results of the Matura examination in English – percentage distribution over the years 2015-2022 (Główny Urząd Statystyczny 2022b)

	2015	2016	2017	2018	2019	2020	2021	2022
written examination – basic level (%)								
female	75.8	70.6	70.7	72.4	71.5	69.9	75.4	74.8
male	78.2	72.4	72.4	73.9	73.5	72.6	77.4	78.2
<i>average</i>	76.7	71.4	71.5	73.1	72.4	71.1	76.3	76.4
written examination – advanced level (%)								
female	62.1	55	59.5	56.8	56	55.7	65.3	63.3
male	64.9	55.2	59.8	57.9	56.5	55.9	64.6	62.4
<i>average</i>	63.2	55.1	59.6	57.3	56.2	55.8	65	62.8
oral examination (%)								
female	71.7	68.2	68.2	69.3	69.6	0	0	0
male	73.5	68.4	69	70.5	71.5	0	0	0
<i>average</i>	72.4	68.3	68.5	69.8	70.5	0	0	0

At the Matura examination, the command of the English language is assessed through both oral and written examination, with the written component at both basic and advanced levels. Table 3.2 presents the percentage distribution of average results achieved in the Matura examination in English over the years 2015–2022. The data is divided into three parts: the written part, both at basic and advanced level, and the speaking part. It is important to point out that in the years 2020–2022, the speaking examination was not conducted due to the COVID-19 pandemic, resulting in a lack of data for those years. The overall average results at the basic level in the written part show some variations over the years, ranging from 71.1% in 2020 to 76.4% in 2022. When it comes to the advanced level, the average results also underwent variations, with percentages varying between 55.1% in 2016 to 65.0% in 2021. The speaking part data is available for the years 2015 to 2019 and it shows a consistent trend with average scores ranging from 68.3% in 2016 to 70.5% in 2019. Generally speaking, the performance in the Matura examination in English has varied over the years, with a general improvement. For example, the average scores in the written part at both levels increased from 2015 to 2022. There are noticeable gender differences in the performance of candidates: throughout the years, male candidates have tended to achieve slightly higher average scores than their female peers in both

the basic and advanced levels of the written part, as well as in the speaking part (vide the years available). The COVID-19 pandemic had a significant impact on the English Matura examination, particularly in the speaking part. As already had been signalled, the years 2020–2022, the speaking examination was not conducted. This may have affected the overall assessment of candidates' language proficiency and could potentially contribute to deviations in the overall performance trend during those years. The available data for the speaking part (2015 to 2019) shows a relatively consistent trend, with average scores remaining within a narrow range of 68.3% to 70.5%. Despite the challenges posed by the pandemic, the written part of the Matura examination (both basic and advanced levels) remained consistently conducted, allowing for continued assessment of candidates' language skills during the affected years.

3.4.4. Higher education

In Poland, the Higher Education Institutions (HEIs) are categorized into two main types: university-type HEIs (*uczelnia akademicka*) and non-university-type HEIs (*uczelnia zawodowa*). University-type HEIs offer comprehensive educational programs, including first-cycle (Bachelor's degree), second-cycle (Master's degree) and third-cycle (doctoral) programs. They have the right to award doctoral degrees and are known for providing a wide range of academic disciplines. These institutions focus on research activities and offer theoretical education. On the other hand, non-university-type HEIs provide more practical and specialized training programs, while offering the first-cycle (Bachelor's degree) and second-cycle (Master's degree) options. They do not have the right to offer third-cycle (doctoral) programs or grant doctoral degrees. Higher education programs in Poland are offered in two options: full-time programs (*studia stacjonarne*), which are regular, full time programs and extra mural or part time programs (*studia niestacjonarne*), designed for students who need to study while fulfilling other responsibilities, such as work, and their classes usually take place on the weekends. In the first-cycle programs in Poland one can obtain two types of degrees: *licencjat*, which is equivalent to a Bachelor's degree and typically requires 3–4 years of study and *inżynier*, also equivalent to a Bachelor's degree, generally requiring 3.5–4 years of study. Graduates holding a Bachelor's degree can pursue second-cycle programs, which usually take 1.5 or 2 years to complete, depending on the chosen area of study. Certain fields of study offer long-cycle Master's degree programs, which typically last for 4-6 years. Successful completion of first-cycle, second-cycle and long-cycle Master's programs requires passing a diploma examination, after which students are granted the relevant degree. Earning a Master's degree

(*magister* or its equivalent) qualifies individuals to practice specific professions and grants access to third-cycle studies. Third-cycle studies can be conducted in HEIs or research and development institutions outside of HEIs and usually last for 3-4 years (Eurydice 2023).

Table 3.3. The number of students in Poland in 2022 (Główny Urząd Statystyczny 2023)

Type of studies	Number of students
First-cycle programs	1,285,206
Long-cycle programs	197,978
Second-cycle programs	881,988
Total	2,374,032

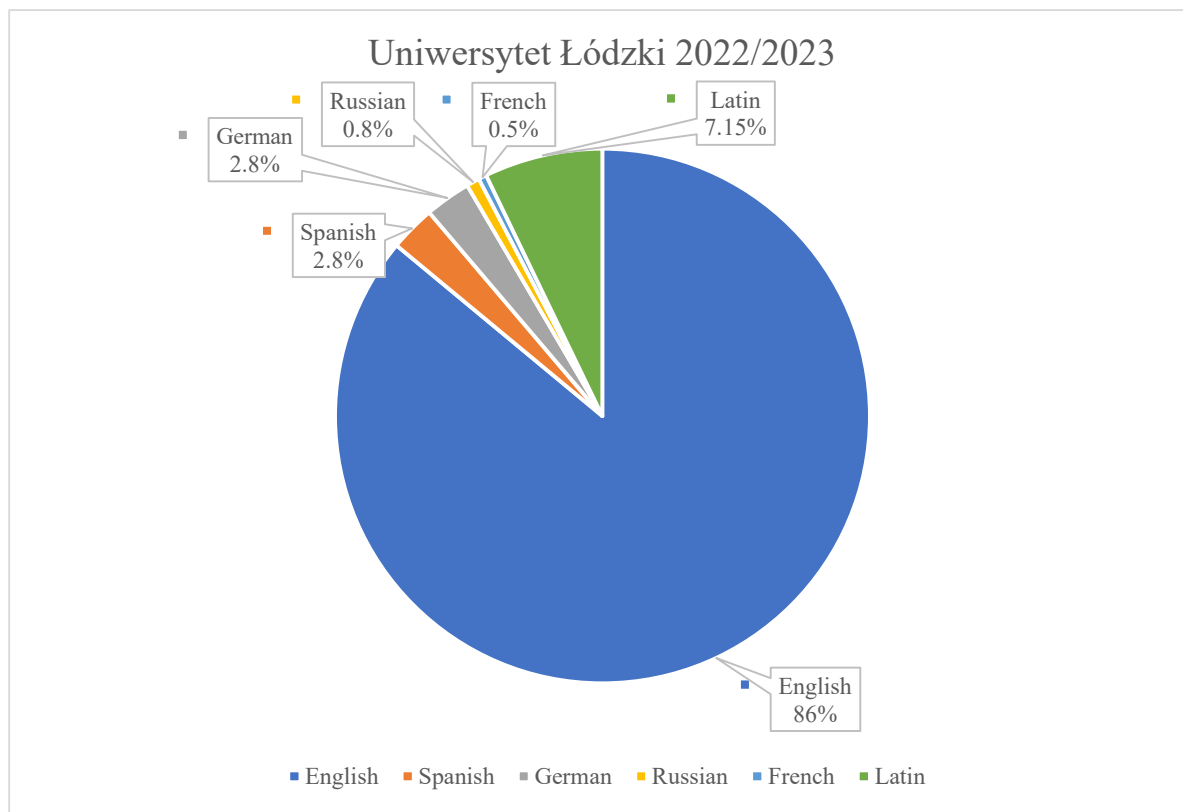
Table 3.3 presents the numbers of students enrolled in different types of studies in Poland, including foreigners, for the year 2022, based on data from Główny Urząd Statystyczny (The Central Statistical Office of Poland) published in November 2023. In 2022, there were 1,285,206 students enrolled in first-cycle programs in Poland. The number of students enrolled in long-cycle programs was 197,978. 881,988 students enrolled in second-cycle programs. The total number of students enrolled in these three types of studies in Poland in 2022 was 2,374,032.

Within the higher education, each student is obliged to partake in a foreign language course, referred to as a *lektorat* (university language course), which adheres strictly to the program of study. This academic requirement is typically allocated during the initial two years of first-cycle programs or long-cycle programs. Depending on the specific university, students are expected to select a particular language of focus and upon completing the course, they are evaluated through an examination designed to assess their proficiency level, culminating in a B2 level of language proficiency.

The data regarding the selection of the *lektorat* is not publicly available, so the author of this dissertation sent inquiries to several universities. The obtained results are presented below.

Undoubtedly, English stands as the most popular language among students participating in these language courses.

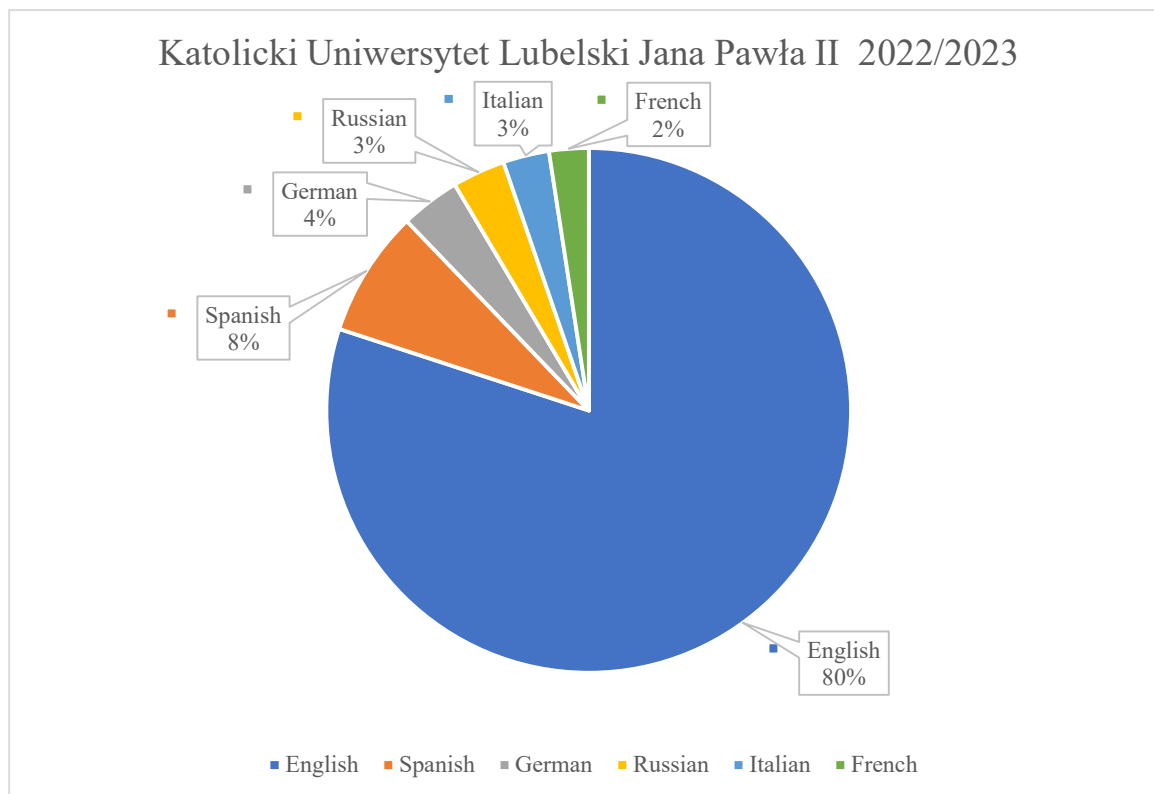
Figure 3.1. Foreign language courses selections among students at Uniwersytet Łódzki in 2022/2023



In the academic year 2022/2023 at Uniwersytet Łódzki, among the offered language options, English was the most widely chosen, with 5,193 students opting for this language course (Figure 3.1). Additionally, Latin, with 432 students, was second most popular language. Modern Indo-European languages, such as Spanish and German, were chosen by 167 and 168 students respectively. Moreover, a modest interest was observed in Russian and French, with 48 and 30 students respectively selecting these languages.

In the academic year 2022/2023, a total of 2,183 students at Katolicki Uniwersytet Lubelski Jana Pawła II participated in foreign language courses. Again, English emerged as the most favoured language, with 1,747 students choosing to study it, as seen in Figure 3.2.

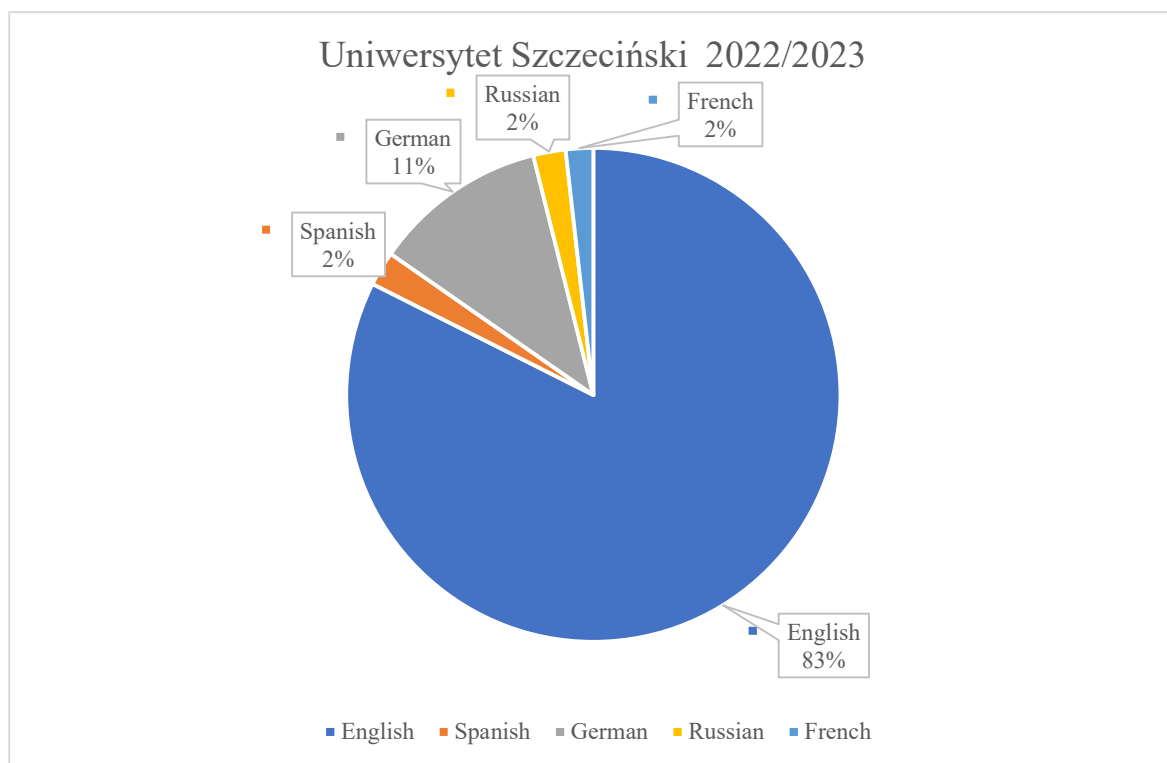
Figure 3.2. Foreign language courses selections at Katolicki Uniwersytet Lubelski Jana Pawła II in 2022/2023



Spanish, German, Russian, Italian and French courses also attracted student interest, with 170, 80, 71, 62 and 53 students respectively enrolling in these language courses. The enrolments in each language course reflect the students' diverse linguistic preferences, as well as their recognition of the importance of multilingual competencies in a globalized world.

The data were also collected regarding the year 2022/2023 at Uniwersytet Szczeciński. Again, English emerges as the most widely chosen option, with a substantial cohort of 3,158 students, which corresponds to approximately 83% of the total student population, as shown in Figure 3.3.

Figure 3.3. Foreign language courses at Uniwersytet Szczeciński in 2022/2023



German was chosen by 437 students (11%), which made it the second most favoured language. Spanish, a choice of 87 students, equivalent to roughly 2%, is the third most popular selection. Meanwhile, Russian and French were selected by 81 and 69 students respectively.

At Uniwersytet Medyczny im. Karola Marcinkowskiego w Poznaniu, English courses are mandatory for all students, making sure that every individual is proficient in English. This acknowledgment of the vital role of English as a universal medium of communication in the medical field aligns with the global nature of medical research, practice and collaboration. In addition to the compulsory English course, the university offers students the opportunity to study more than just this one language, by participating in courses of German, French and Spanish (self-obtained data).

3.4.5. English studies

Apart from their commitment in foreign language courses, Polish students demonstrate a significant interest in the study of English language and literature. In the academic year 2022/2023, 13,077 individuals applied for admission to English philology programs offered by universities. English Philology ranked seventh in terms of frequency of selection in Poland, behind majors such as Computer Science (36,026 candidates), Psychology (35,264), Management (29,272), Medicine (21,620), Law (20,541) and Economics (17,209). It is essential to observe that the relationship between the number of candidates' applications and the available slots for individual specializations is as follows: for English-Chinese philology, the ratio was 11.1, for English philology (*anglistyka*) - 8.9, for English philology specializing in language teaching – 5.5 and for English philology (*filologia angielska*) as an autonomous specialization – 5.2 (Departament Szkolnictwa Wyższego MEiN 2022).

In comparison, during the academic year 2021/2022, 13,913 candidates applied for English philology studies, making it the seventh most popular academic discipline in Poland. In Poland, the English major, which focuses on the English language, is referred to by various names, such as *filologia angielska* ('English philology'), *anglistyka* ('English studies'), or *filologia w zakresie języka angielskiego* ('philology in the field of English'). Depending on the university and the specific program of study, the nomenclature may vary. However, all these terms name a broad field of study which includes literature, culture and language.

The demand for English studies (*anglistyka*) was reflected in 15.7 candidates per available spot, while for English philology (*filologia angielska*), it was 5.8. Additionally, English-Celtic philology and Spanish philology with English also garnered substantial interest, with ratios of 5.6 and 4.6, respectively (Departament Szkolnictwa Wyższego MEiN 2021).

Figure 3.4. Distribution of universities offering English studies by regions in Poland (Główny Urząd Statystyczny 2021)

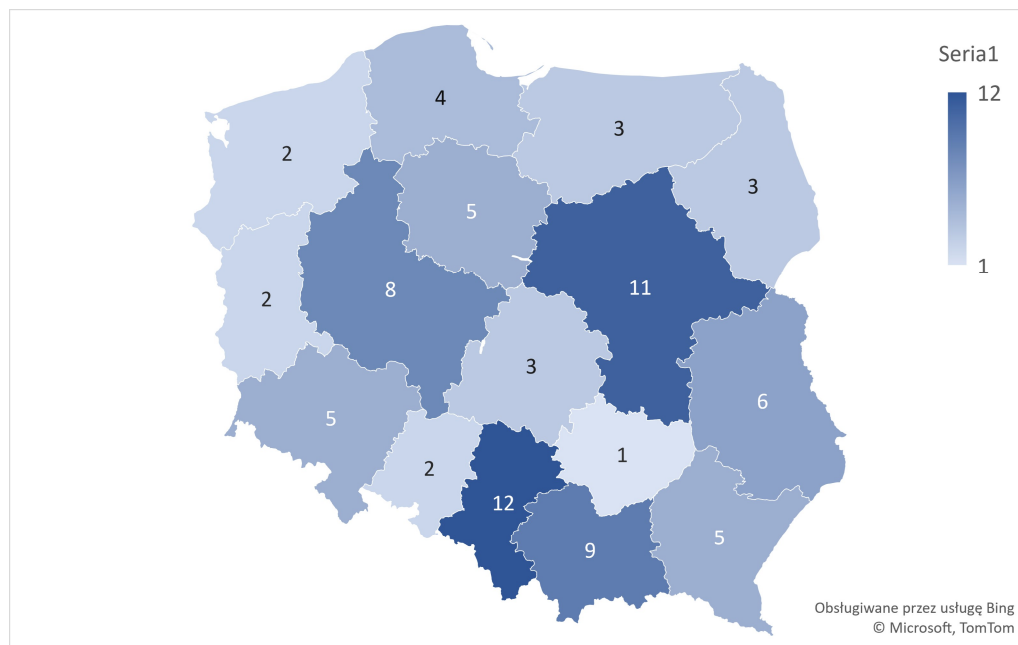


Table 3.4. Distribution of universities offering English studies by regions in Poland (Główny Urząd Statystyczny 2021)

No.	Voivodeship	Number of universities
1	Śląskie	12
2	Mazowieckie	11
3	Małopolskie	9
4	Wielkopolskie	8
5	Dolnośląskie	5
6	Lubelskie	6
7	Kujawsko-pomorskie	5
8	Podkarpackie	5
9	Pomorskie	4
10	Łódzkie	3
11	Podlaskie	3
12	Warmińsko-mazurskie	3
13	Lubuskie	2
14	Opolskie	2
15	Zachodniopomorskie	2
16	Świętokrzyskie	1

Table 3.4 and Figure 3.4 present the numbers of universities in each region of Poland that offer English studies. The table shows that English Studies programs are offered in all voivodeships of Poland, with the highest number of universities providing these majors in Śląskie (Silesian Voivodeship). The regions of Mazowieckie and Małopolskie also stand out with a significant number of English studies programs, having 11 and 9 universities, respectively. Małopolskie includes the city of Kraków, a renowned academic and cultural centre, while Mazowieckie is a place of the capital city Warsaw. There is some variation in the number of universities offering English studies across different regions. Some regions, such as Świętokrzyskie, Lubuskie, Zachodniopomorskie, Świętokrzyskie and Opolskie, have only one or two universities providing these majors, which may probably indicate a lower demand for English studies in those areas. The higher concentration of English studies programs in certain regions might be influenced by factors such as the presence of larger cities, international corporations, tourism and the popularity of English as a global language for business and communication.

3.5. Research on attitudes towards English in Poland

The research on the pronunciation teaching, but also attitudes towards English has a long tradition in Poland. Several research studies, conducted more than 20 years ago, explored the topic of English pronunciation in Poland. These studies, while being not recent, are valuable in the field the phonological aspects of English instruction in Poland. Wrembel (2002) conducted a study that focused on the phonological meta-knowledge of Polish teachers of English at the secondary level. The research explored aspects such as the teachers' self-awareness of their own pronunciation, their strategies of teaching pronunciation to students and the specific areas of pronunciation training emphasized in their instruction. Similarly, Wysocka (2003) conducted a study that provided an overview of the materials used in English pronunciation training at the university level in Poland. Wysocka (2003) also examined the different methodologies which were employed in teaching pronunciation. The study aimed to identify the resources and techniques employed by university teachers to help students develop their pronunciation skills.

As the field of language education continues to evolve, more recent studies offer updated views on current practices and challenges related to English pronunciation teaching in Poland. However, the foundational knowledge provided by earlier studies remains significant in shaping our understanding of the field's development over time.

Szpyra-Kozłowska (2004) conducted a study to explore the attitudes of secondary school students towards the Lingua Franca Core (LFC) proposed by Jenkins (2000) and the various

natural varieties of English. The primary objective of the research was to investigate the preferred model of pronunciation that should be adopted when teaching English as a global language. A total of 134 secondary school students participated in the survey, responding to questions related to their preferences regarding the accent of English they would like to be taught in school. The survey presented nine options, including Standard British, Standard American, regional British or American accents, standard Scottish, standard Welsh, LFC and others. The findings revealed that 40.2% of the students preferred being taught Standard British English, while 32.8% chose Standard American English. Additionally, 13.4% of the participants indicated their preference for the Lingua Franca Core, while the remaining respondents chose various other options. Regarding the students' comments on their choices, those in favour of Standard British English emphasized its universality, its widespread use among non-native speakers, its efficacy in facilitating communication worldwide and its prevalence in Polish education and examinations. Some students also pointed to their intentions to visit England and believed that learning Standard British English would increase their chances of effectively communicating there. In contrast, students who favoured Standard American English gave reasons such as the higher number of American English speakers, its widespread usage worldwide (due to exposure through films, television and music), the global influence of the United States and the perceived stronger bond between Poland and the USA compared with the UK. The study also captured some minor negative comments expressed by the certain participants regarding the British and American accents. These comments were characterized by emotional language and their subjective feelings. For instance, some students expressed a dislike for the American accent, describing it as "scrappy" and stating that it caused them emotional discomfort. Similarly, a few respondents expressed a negative view of the British pronunciation, perceiving it as "fake". Moreover, some participants associated their aversion to the American accent with political events, such as the war in Iraq, indicating that their feelings towards the US were affected by broader geopolitical contexts. Additionally, some students stated a general disinterest in visiting the United States, possibly reflecting some personal or ideological reasons. It is important to note that these negative comments were of a subjective nature and represented individual viewpoints shaped by personal emotions and experiences. Such emotional responses highlighted the fact that language attitudes are a complex phenomenon and the influence of various factors, including political events, cultural perceptions and personal preferences, on language preferences and perceptions.

Janicka et al. (2005) conducted three empirical investigations concerning the attitudes of Polish students towards native English accents as exemplars for English as a Foreign Language (EFL) pronunciation. The authors claimed that examining students' beliefs and attitudes towards pronunciation holds significance for several reasons. Firstly, it offers educators valuable observations concerning their teaching methodologies and course efficacy. Secondly, it aids researchers in comprehending students' overall perspectives on pronunciation, providing the purpose of phonetic training and the objectives of pronunciation courses. Thirdly, it provides an understanding of students' perceptions of the two pronunciation models (RP and GA) which have been employed in phonetic training. The objectives of the studies were to explore the criteria behind Polish students' choices of accents, investigate the factors influencing these preferences and analyze the implications for EFL instruction in Poland. The studies involved distributing questionnaires to approximately 240 first- and third-year students, aged 18 to 22. These questionnaires made students select between RP and GA as the preferred model for EFL pronunciation and justify their choice briefly. Additionally, the authors conducted interviews with a small subset of students to examine, to a greater extent, their attitudes towards pronunciation. The collected data underwent both quantitative and qualitative analyses. Selected statistical methods were employed to identify patterns, while qualitative analysis was used to explore the factors impacting the students' accent preferences. The research revealed that Polish students generally exhibited a preference for RP over GA as the model for EFL pronunciation. In this study, Group A trained in General American found GA easier both in perception and production. Group B respondents, who did not have direct experience using GA, believed it to be an easier pronunciation model compared with Received Pronunciation. Despite this perception, RP was considered easier in perception. The observed differences were not statistically significant in either group. The findings also highlighted RP as the sole accent recognized with a high degree of confidence and consistency, along with receiving the most favourable ratings as a model for pronunciation teaching. American English is seen as more "relaxed", "business-like" and "neutral", but also "primitive" and "careless", while British English is perceived as "unspoilt", "academic", "clear", "classy" and "charismatic", but also "ridiculous", "stiff" and "old-fashioned". Moreover, among the young Cambridge voices, the accent with the least regional colouring was recognized as RP by over half of the students and obtained the second-highest ranking on the "goodness" scale. The students' accent choices were influenced by an array of diverse factors, including exposure, familiarity and perceived prestige. The students held positive attitudes towards pronunciation and believed that attaining a native-like accent was crucial for their future careers. The students expressed strong emotional

attachment to the idea of mastering a native-like accent. Interestingly, they found it challenging to discern most “exotic” accents and low “goodness” ratings did not necessarily align with their aesthetic perceptions or attitudes. The implications of these findings are significant for EFL instruction in Poland. Educators should be cognizant of their students’ attitudes towards pronunciation and factor them into course design. The results underscore the importance of understanding students’ accent preferences and highlight the role of exposure, familiarity and perceived prestige in shaping these preferences. In conclusion, the research demonstrates Polish students’ strong tendency to treat RP as the preferred model for EFL pronunciation, with their accent choices being influenced by a variety of factors (Janicka et al. 2005).

The research conducted by Waniek-Klimczak et al. (2015) investigated the attitudes and perceptions of Polish students majoring in English towards their English pronunciation, providing information on the correlation between correct pronunciation and the presence of a Polish accent. The primary objective of the study was to investigate how Polish English major students perceived the influence of Polish phonetic features on their English pronunciation. In order to achieve this, an anonymous survey study was conducted in Polish. It consisted of the respondents’ background questions and 27 main survey questions and statements. It is worth noting that the exact number of participants was not specified.

The study revealed that the attitudes and beliefs of advanced Polish learners of English, particularly those aiming to become language specialists, frequently reflect a strong tendency to achieve a native-speaker model. Its respondents expressed a desire to have a native-like level of pronunciation, even if this would require considerable time and effort. Despite having acknowledged the significance of pronunciation in English, the students were not content with their own pronunciation proficiency, self-evaluating it significantly lower than their overall language proficiency in English. The English majors demonstrated a positive attitude towards native models in pronunciation instruction, primarily favouring British or American English as their preferred choices. However, the study did not explore the students’ specific preferences between these two varieties. These findings suggest that the respondents perceive pronunciation as a challenging aspect of language learning and they may find achieving native-like pronunciation particularly difficult (Waniek-Klimczak et al. 2015).

The perspectives of MA graduates on English pronunciation courses were investigated by Krzysik and Lewandowska (2017). The study aimed to explore the models and varieties of English that the participants were taught, the materials used, the teaching methods employed and the opinions of the participants on accents. To accomplish this, an online, an anonymous

questionnaire was administered using Google Forms. The questionnaire consisted of 35 questions, including demographic information such as gender, age, country of origin, country of current residence and year of graduation. The participants were MA graduates who had completed a pronunciation course at the Faculty of English, Adam Mickiewicz University in Poznań, Poland. 69 responses were collected, out of which 65 were suitable for the analysis. The findings of the study revealed that the majority of the participants (49 out of 65) were instructed in Standard British pronunciation during their studies, while 16 were trained in General American pronunciation. It was noted that the participants indicated a low level of familiarity with the accent of their chosen instruction before their university training. However, they generally expressed satisfaction with the accent they had chosen to learn, when asked if they would make the same choice again. Additionally, the participants highly rated their perceived ability to produce the anticipated speech model. One important result that emerged from the study was the expressed desire of the participants to have been exposed to a wider choice of English accents during their pronunciation training. The graduates considered such exposure to be a possible valuable addition to the course. Furthermore, the study highlighted that the participants had below-average exposure to other varieties of English during the classes. Regarding perceptions of British and American accents, the study found that British speakers were commonly associated with attributes such as feeling educated or professional. However, British speakers also dominated in the majority of negative labels, including terms such as “pretentious” and “ridiculous”. Contrastingly, speakers of American accents were prominent in responses associating their accent with positive labels like “cool”, “comfortable” or “competent”. However, the study refrains from conclusively determining whether these results are a product of the general perception of the accent or merely reflective of the participants’ pronunciation tendencies (Krzysik and Lewandowska 2017).

The aforementioned study by Buczek-Zawiła (2018) aimed to investigate English pronunciation standard preferences among students of Polish universities. Using a survey-based quantitative-qualitative research technique, the study employed a questionnaire with a list of features that could contribute to listening comprehension difficulties among Polish learners of English as a foreign language. The survey sample comprised ordinary users of English as a foreign language who were not English professionals or students of English departments.

The participants were asked to rate the level of difficulty they experienced in understanding spoken English in various situations and indicate features which they believed contributed to their comprehension difficulties. The data collected from the survey was analyzed

quantitatively and qualitatively to identify the most common factors impacting listening comprehension difficulties. The results showed that the majority of the participants preferred the Received Pronunciation (RP) accent, which was considered the standard accent of British English. However, the participants were also aware of the existence of other accents and recognized their significance in communication. The study concluded that the preference for RP may be influenced by its association with prestige, social status and historical and cultural significance. Nevertheless, the study acknowledged that preferences for accents may change over time as English continues to evolve as a global language.

While the above studies are concerned with the attitudes and beliefs of students, the present author examined the preferences of Polish EFL teachers towards the accents of English (Grobelna 2021). The study, conducted in March 2020, involved 102 teachers from different educational stages. The respondents completed a questionnaire and provided additional comments during interviews. The participants were asked to indicate which English accents they could recognize when hearing someone speak. The American accent emerged as the most readily recognized, with 100% of respondents claiming familiarity with it. The Polish accent followed closely, recognized by 94.1% of the respondents, while Received Pronunciation (RP) was perceived as recognizable by 89.4% of them. In contrast, the Welsh accent was considered the least likely to be recognized, with only 21.6% of respondents being able to distinguish it. When asked about their own preferences for accents, 63% of the respondents desired to speak with an RP accent, while 20% aimed at an American accent. Some participants expressed interest in having accents like Australian, Cockney, Italian, Manchester, North Atlantic, Polish, Scouser and Scottish. Interestingly, 6% of the respondents were content with their own accents, 12% expressed dissatisfaction with their accents and the remaining 12% provided more detailed comments, stating partial satisfaction. The Polish teachers of English as a second language demonstrated self-awareness regarding their accents and expressed a desire to work on improving their pronunciation. They emphasized the importance of lifelong learning and the pursuit of new skills to enhance their accents despite being actively involved in the profession and holding degrees. The significance of their own accents was explored, with 51% of the respondents considering their accents very significant, 33.3% significant, 9.8% neutral and 5.9% insignificant. In particular, no one chose the “very insignificant” option, indicating that the majority of teachers perceived their own accents of English as important. Also regarding students’ accents, the study investigated teachers’ attitudes towards their students’ accents and whether they imposed their own accents on their students’ pronunciation. In contrast to the

previous study by Janicka et al. (2005) that indicated a willingness among students to impose either American or British standards on their future students, this study found that most teachers did not consider the accent of their students significant. Only 9.8% of teachers imposed their accent on their students, while 20.6% remained neutral and nearly 70% allowed their students to enjoy the freedom to choose their preferred accent (Grobelna 2021).

3.6. Concluding remarks

In conclusion, the historical development of foreign language proficiency in Poland is intertwined with social stratification and educational achievements, owing to the limited international prestige of Polish language. English gradually supplanted French among the Polish aristocracy due to Polish migration to the US in the 1830s. English instruction was introduced in Polish schools during the late 19th century, initially focusing on grammar and translation. The interwar era transitioned to a communicative approach, emphasizing oral proficiency. Despite disruptions from World War II, teaching English revived after the war with the audio-lingual method and support from the British Council. The interest in English increased in the second part of the 20th century, with more students enrolling and English for Specific Purposes (ESP) courses being introduced.

Furthermore, the post-Soviet era in Poland marked a transformative shift in foreign language education, recognizing the vital role of foreign language skills for social integration and democratic participation. English, alongside Anglophone culture, significantly influenced Poland's sociolinguistic situation, outweighing the impact of other foreign languages. The spread of English instruction in rural areas highlighted its role in providing young Poles with equal educational access, enabling their active involvement in national and global contexts.

Regarding the impact of English on the Polish language, the influence on vocabulary began in the 18th century and accelerated in the 20th century, driven by relations with English-speaking nations. English terms were integrated through lexical borrowings, broadening of meaning and structural calques, enriching various domains such as electronics, cosmetics, banking, economy, trade and tourism. Concerns about English borrowings threatening Polish language integrity arose in the 1990s but were replaced by an attitude shift in the 21st century, recognizing the contribution of English to Polish dynamism and global engagement. The impact of English extended to Polish society, spanning education, advertising, business, media and higher education.

The findings from the past 20 years prove that Polish users of English, both students and teachers, hold particular attitudes towards English. Usually the research demonstrates Polish students' strong tendency to treat RP as the preferred model.

4. Methodology of the study

This chapter will present the methodology employed in this study. It will discuss the study's objectives and research questions, in addition to the description of potential constraints of the verbal- and matched-guise techniques. Subsequently, the integration of a blended approach will be discussed, which combines both verbal- and matched-guise techniques, as applied in this study. In the next section, an analysis of the determinants that underlie the selection of the linguistic passage featured in the language attitude study experiment will be presented. Following this, the choices made in the selection of the participants for the experiment will be outlined. Additionally, the attention will be devoted to the pilot study and the main research instrument, i.e. the questionnaire, employed in the first phase of the study. Moreover, an elucidation of the methodologies applied in the qualitative and quantitative analyses of the data will be provided.

4.1. The aim of the study and the research questions

This research aims to explore language attitudes of Polish university students who are majoring in fields unrelated to English studies (lacking expertise in linguistics) towards British and American accents. Specifically, the study seeks to determine whether the respondents exhibit any preference for four provided accents within the tripartite structure of cognitive, affective and conative attitudes.

The second objective involves investigating the experiences of this research group with foreign languages to assess the status of English in Poland. Through a series of questions, the research aims to uncover preferences in activities such as watching television, learning foreign languages, and specifically English– the respondents' acclaimed preferences for different accents of English, their stays in English-speaking countries, their efforts to enhance their English language and the textbooks they used for learning English in the past.

Finally, the research aims to determine if the general tendencies in the participants' experiences with English align with their overall language attitudes towards English accents. By examining this alignment, the study seeks to identify potential factors, particularly the accents used in textbooks and interest in popular culture, influencing language attitudes.

Let us recall the hypotheses of this study presented in the Introduction:

(1) Polish university students with no linguistic expertise hold specific language attitudes towards British and American accents, with more positive attitudes to Standard and Regional American rather than Standard and Regional British accents.

(2) Polish students have many experiences with the English language, such as watching television in English and travelling to English-speaking countries, and they do various activities in order to enhance their English language skills. There is a medium satisfaction among Polish students with their current proficiency levels in the English language.

(3) The Standard British accent is the most prevalent accent in textbooks for English language education in Poland, but there is a prevalence of Standard American accent in television shows popular among Polish students.

(4) Despite the exposure to British accents during their education, the exposure to American cultural input, such as television series, shapes the preferences for English accents among Poles.

Let me also recall the research questions:

(1) What are the language attitudes held by Polish university students with no linguistic expertise towards British and American accents in English, basing on their ratings of the speech samples and the comments they provide? Also, what is their claimed preference, in their immediate responses, without hearing the particular speaker?

(2) What are the experiences of Polish students with the English language?

- i. How do they expose themselves to the English language? Do they visit English-speaking countries? Do they take part in language courses, use English on the internet, read books in English, watch television with the English sound or by other activities?
- ii. How satisfied are Polish students with their current proficiency levels in the English language?

(3) What accents are commonly used in the textbooks employed by the respondents in their English language education in Poland? What types of English accents are prevalent in the television shows popular among Polish students?

(4) Does the general tendency regarding the English accents presented in the textbooks used by the respondents align with the general tendency regarding their language attitudes towards British and American accents? Does the respondents' general tendency regarding the

consumption of popular culture, including television series and films, align with their general tendency regarding their language attitudes towards British and American accents?

The purpose of this research is also to investigate the sociolinguistic state of English in Poland. The research seeks to investigate the sociolinguistic dynamics of English in the Polish context.

4.2. Speech samples

This section is devoted to the presentation of the verbal-guise technique and matched-guise techniques, as well as the explanation of the rationale behind the choice and the production of the speech samples.

4.2.1. Verbal-guise technique and matched-guise technique

The examination of language attitudes frequently involves the use of two prominent methodologies: the verbal-guise technique and the matched-guise technique. Comprehensive explications of these approaches and their historical applications have been provided in section 1.3.3. These two techniques stand among the most widely employed techniques in language attitude research. However, it is needed to point out that both approaches have their distinct challenges and limitations.

The matched guise technique (MGT) includes the presentation of audio or video recordings to participants with a speaker reciting or reading a consistent text multiple times, systematically altering a single variable, such as regional or social accents, while keeping other aspects uniform. Participants are led to believe that distinct speakers are involved, each assuming different guises. The main benefit of this approach is its efficacy in controlling for extraneous factors and facilitating the exploration of attitudes toward specific language varieties. Moreover, it enables a wide implementation, which gives researchers the opportunity to investigate a broad spectrum of linguistic variables. Nonetheless, this indirect approach is not immune to critical scrutiny, particularly with regard to potential concerns pertaining to ecological validity and the emergence of demand characteristics. In psychology, ecological validity measures how well a the results of a test can predict behaviours in real-life situations. When experiments have low ecological validity, their findings might not relate to everyday life. When experiments have high ecological validity, their results are more likely to be useful in real-world situations and may be generalized. Nevertheless, the conceptual utility of ecological validity remains a subject of an ongoing debate, with some scholars raising questions about the significance of psychological realism – namely, the extent to which the processes observed in

an experiment faithfully replicate those occurring in everyday life (De Gelder and Bertelson 2003).

Additionally, a major concern in the indirect approach is demand characteristics. These characteristics become apparent when participants figure out the experiment's underlying purpose and, in a consequence, adjust their behaviour, often unconsciously, to align with that understanding. This phenomenon can introduce bias and venture the research outcomes. Thus, while the indirect approach is valuable in the research of language attitudes, being vigilant is legitimate in order to address these potential methodological challenges and to consider the broader implications of ecological validity within the field (McCambridge et al. 2012).

In contrast, the verbal guise technique (VGT) entails the presentation of audio recordings to participants with featuring purportedly different speakers employing diverse accents within the same language. The identity of each speaker remains unknown. Participants are asked to evaluate these speakers on various dimensions, including attributes such as intelligence and friendliness. This approach offers a comprehensive means of investigating attitudes toward language varieties and benefits from enhanced ecological validity by exposing participants to real-world language usage contexts. Nevertheless, concerns have been raised regarding the potential introduction of demand characteristics and the limited control over extraneous variables.

In light of these considerations, to address the potential methodological limitations, it is crucial for researchers to apply the blended technique or to complement their findings from these approaches with using the alternative methods (Chan 2021, Dawes and Smith 1985, Knops and Hout 1988, Sharp et al. 1973).

In this investigation, a blended approach is employed, which combines elements of both the indirect and direct approaches. This approach involves the participation of three speakers, contributing a total of four samples. One of these speakers, specifically selected for their expertise as a professor of English studies with specialization in phonetics and phonology, recorded two distinct samples. One of these samples is delivered in the Standard American accent, while the other is presented in the Standard British accent. Importantly, these two samples are presented to respondents in a manner that disguises them as produced by two different individuals. Concurrently, the remaining speakers provide recordings in their natural accents, representing Regional American and Regional British varieties, as dictated by the objectives of this study.

To mitigate the risk of respondents discerning the guise employed in the experiment, the Standard American and Standard British samples are strategically placed either at the very beginning or the end of the sequence in which the samples are presented. This careful arrangement of the samples aims to prevent participants from uncovering the truth while responding to the questionnaire. This methodological approach allowed for a complex investigation of language attitudes, while investigating both regional and standard language varieties, and also addressing potential issues related to demand characteristics and participant awareness.

4.2.2. The passage

When it comes to selecting an appropriate passage for speakers to record, a multitude of factors must be thoughtfully considered, including various linguistic dimensions, such as phonetics, morphology, syntax and vocabulary. Moreover, the choice between a formal or informal register holds significant importance in this context (Obiols 2002). For the purpose of this study, the passage “Please call Stella” was deliberately selected. It was written by Prof. Steven H. Weinberger, Director of Linguistics in the English Department at George Mason University in Fairfax, Virginia. He did it for the sake of The Speech Accent Archive, started by himself, which was founded with the objective of systematically cataloguing a wide spectrum of speech accents, drawing from a diverse range of linguistic backgrounds. This comprehensive repository, designed to serve both pedagogical and research purposes, invites participation from native and non-native English speakers who read or recite an English passage, with their contributions meticulously documented for scholarly examination. Furthermore, the platform affords users the opportunity to explore the demographic and linguistic profiles of the featured speakers, thereby enabling the identification of key variables that underpin the distinct characteristics of each accent. The Speech Accent Archive contributes substantively to the field of linguistics by affirming that accents are not arbitrary deviations from established norms but rather, they represent structured and systematic linguistic phenomena (Weinberger 2015).

The use of the “Please call Stella” passage is based upon its ability to include nearly all the phonetic sounds present in the English language, and its use of common vocabulary. This particular passage emerged as an optimal choice due to its unique capacity to include a balanced representation of English phonetic features. This strategic selection facilitated the exploration of the participants’ implicit language attitudes toward these major accents within the controlled

experimental framework. The passage's inherent phonological diversity, including a broad spectrum of consonants and vowels, makes it a linguistically comprehensive stimulus.

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 (Weinberger 2015).

The phonetic richness and diversity of this passage make it a particularly well-suited stimulus for the investigation of various phonetic features and their interactions within the context of spoken language. When considering the vowel length, numerous instances of varying vowel lengths are readily observable within the passage. Words such as *please*, *bring*, *these*, *things*, *six*, *peas*, *thick*, *cheese*, *big*, *kids*, *three* and *will* exhibit a different range of vowel lengths, including the extended /i:/, the short /ɪ/ and the neutral /i/. In terms of vowel quality, distinctive representations of vowel quality, specifically characterized as /æ/, are in particular present in words like *slabs*, *snack*, *plastic* and *bags*. The resonant velar nasal sound /ŋ/ emerges in words such as *bring* and *things*. As for fortis dental consonants, the fortis dental consonant /θ/ makes its appearance in words such as *things*, *thick*, *things* and *three*. Conversely, the lenis dental consonant articulated as /ð/ is heard in words like *these*, *the*, *brother* and *these*. Final consonant voicing is apparent in words such as *please*, *these*, *Bob*, *big* and *frog*. The use of final /s/ and /z/ is conspicuously evident in plural forms: *things*, *spoons*, *peas*, *slabs*, *kids* and *things*.

As regards weak forms in the passage, they are employed in specific phrases, such as *for her* and *for the kids*. These instances of weak forms exemplify the phenomenon of reducing certain words to unstressed and frequently schwa-like pronunciations, contributing to the natural flow and rhythm of spoken language. Beyond individual phonetic features, the passage also incorporates suprasegmental elements, including rhythm, pitch accent, word-for-word reading and the strategic placement of appropriate pauses. This passage is an invaluable resource for the investigation within the confines of a meticulously controlled linguistic context.

Table 4.1. Transcription of “Please call Stella” in International Phonetics Alphabet

British accent transcription	American accent transcription
[pli:z kɔ:l 'stɛlə]	[plɪz kəl 'stɛlə]
[ɑ:sk hɜ: tə brɪŋ θi:z θɪŋz wɪθ hɜ: frəm ðə stɔ:ː sɪks spu:nz əv frɛʃ snəʊ pi:z, faɪv θɪk slæbz əv blu: tʃi:z, ənd 'meɪbi ə snæk fɔ: hɜ: 'brʌðə bɒb.]	[æsk hɜr tə brɪŋ ðɪz θɪŋz wɪð hɜr frəm ðə stɔr: sɪks spunz ʌv frɛʃ snou piɪs, faɪv θɪk slæbz ʌv blu tʃɪz, ənd 'meɪbi ə snæk fɔr hɜr 'brʌðər bɒb.]

[wi: 'ɔ:lʒəʊ ni:d ə smɔ:l 'plæstɪk sneɪk ənd ə bɪg tɔɪ frɒg fɔ: ðə kɪdz.]	[wi 'oʊlso nid ə smɔl 'plæstɪk sneɪk ənd ə bɪg tɔɪ frɒg fɔr ðə kɪdz.]
[ʃi: kæn sku:p θi:z θɪŋz 'ɪntu: θri: rɛd bægz, ənd ənd wi: wɪl gəʊ mi:t hɜ: 'wɛnzdeɪ ət ðə treɪn 'steɪʃən.]	[ʃi kæn skʊp θɪz θɪŋz 'ɪntu θri rɛd bægz, ənd wi wɪl goʊ mit hɜr 'wɛnzdeɪ ət ðə 'treɪn 'steɪʃən.]

The provided transcriptions in Table 4.1 present the same passage pronounced in two distinct English varieties: American English and British English. As can be seen, there are several fundamental differences between the two pronunciations.

In the comparison of American English and British English, various distinctive phonetic features emerge. Vowel sounds in British English tend to be more stable, characterized by pure vowel sounds without diphthongization. In American English, the vowel sound in *also* is pronounced with a diphthong [oʊ], while in British English (RP), it is a longer, pure vowel [ɔ:]. American English tends to feature shorter vowel sounds, while British English often exhibits longer vowel durations. The vowel sound in *need* is shorter [i] in American English, while in British English, it is a longer pure vowel [i:]. The word *small* showcases a difference, with the vowel sound being shorter [ɔ] in American English, while in British English, it is a longer pure vowel [ɔ:]. In the word *frog*, American English features the vowel sound [ɒ], whereas British English employs the distinctive British vowel sound [ɒ]. Furthermore, an essential phonetic distinction lies in the rhoticity of the accents. American English is generally rhotic, which means that the final [r] sound is pronounced in words like *her* or *brother*, whereas British English (RP) is non-rhotic, resulting in the omission of the final [r] sound in similar words. However, some words, such as *snack* and *train*, are pronounced similarly in both accents. *Kids* is also pronounced similarly, maintaining the same vowel sound [ɪ] and a voiced [z] sound. *Bag* is pronounced similarly in both accents with the same vowel [æ] and a voiced [g] sound.

These dissimilarities contribute to the distinctive pronunciation and intonation patterns characteristic of British English and American English. Recognizing these patterns is crucial, but it is important to note that these tendencies are generalizations, as both British and American English include a wide range of accents and regional variations.

4.2.3. The speakers of the samples

The study of voice perception is an expanding and dynamic field of research, involving the analysis and comprehension of vocal characteristics and their cognitive processing in the human brain. Various aspects of voice are analyzed, including variations related to age, species and cultural contexts. Furthermore, researchers investigate voice synthesis technologies and aims to understand the voice-related challenges in various domains such as telecommunication, psychiatry and neurology (Frühholz and Pascal 2018). The origins of modern voice perception research can be traced to the mid-nineteenth century, with substantial advancements in technology and scientific methodologies in the twentieth century. These advancements catalyzed a surge in scientific discussions of voice perception in the past four decades, resulting in a flourishing interdisciplinary domain which integrated numerous scientific disciplines (Frühholz and Pascal 2018). The deepness of research has generated a vast and varied body of knowledge concerning voice perception, highlighting the critical social cues embedded within the human voice that influence rapid and frequently unconscious judgments of individuals. Historically speaking, the interest in the psychological and social understandings as well as interest in vocal perception dates back to Ancient Rome, which is evident in works such as Cicero's *De Oratore*. This curiosity persisted into the early twentieth century, in particular with the rise of the radio, which brought attention to the decoding of social signals conveyed through speech (McAleer and Belin 2018).

Before presenting the rationale for choosing the speakers for the experiment conducted for the purposes of this study, it is necessary to explain what vocal attractiveness is. It is a complex phenomenon, requiring research from diverse fields including psychology, neuroscience, evolutionary theory, animal behaviour, linguistics and acoustic phonetics. Recent investigations in this domain have enhanced the understanding of the particular aspects of vocal allure, proving that the voices adhering to the concept of "averageness" exhibit heightened attractiveness. This is a change from earlier research that primarily focused on individual vocal parameters, particularly fundamental frequency. Prior studies suggested that voices with an average fundamental frequency were perceived as attractive; however, voices with a more pronounced adherence to sex-typical fundamental frequencies were even more appealing. The recent research shows that vocal attractiveness is contingent on the overall alignment of a given voice with a mental prototype, which suggests that vocal attractiveness is not solely attributed to specific vocal attributes but to their correspondence with a prototype (Pisanski and Feinberg 2018).

Additionally, understanding the components contributing to vocal attractiveness involves meticulous studies, considering factors such as fundamental frequency and formant spacing. These elements, exhibiting sexual dimorphism and variance between male and female vocal profiles, play crucial roles. Fundamental frequency is associated with the perceived pitch of the voice, directly linked to the vibrational frequency of the vocal cords, typically lower in males by about 75% compared with females. Similarly, formant spacing, influencing the voice timbre or auditory quality, exhibits sexual dimorphism, with males generally presenting a formant spacing approximately 18% lower than that of females. Vocal attractiveness extends beyond its implications for mating opportunities, impacting various aspects of social interactions, including judgments of competence, kindness and trustworthiness. However, the subjective nature of vocal attractiveness is apparent, influenced by listener characteristics, contextual factors and cultural subtleties (Pisanski and Feinberg 2018).

Among the challenges encountered during the course of the experiment in this dissertation, one of the most time-consuming tasks pertained to the judicious selection of speakers tasked with furnishing the speech samples. This meticulous process necessitated the identification of individuals whose vocal qualities exhibited a degree of congruence, characterized by shared acoustic features and a collective perception of attractiveness. The attainment of such a harmonious vocal ensemble demanded exhaustive scrutiny and deliberation, as the voices under consideration were expected to embody a composite standard of allure, ensuring the fidelity of the study's underlying objectives. It was necessary to avoid any biasing of the experimental outcomes, since specifically, the respondents' task was to evaluate distinctions in pronunciation, primarily related to English accents, rather than being influenced by the inherent appeal or attractiveness of the speakers' voices. The inherent risk was that in case vocal dissimilarities prevailed, the respondents would become preoccupied with the allure of one voice over another, potentially deviating from the intended focus on accent variation. That is why during experiment planning, the overarching aim was to enlist speakers who exhibited distinct accents as a result of their speech patterns, ensuring that the research objectives centred on accent differentiation rather than idiosyncratic vocal features.

The selection criteria for the speakers in this study were meticulously designed to maintain consistency and mitigate potential sources of variation. It was determined that the chosen speakers should exhibit similarity in gender and approximate age. The rigorous selection process entailed a comprehensive evaluation of more than 700 speech samples, a task undertaken diligently by the present author. Finally, it was resolved that the speakers'

demographic profile for the sake of this study should align with that of an adult male, middle-aged, because it was the one obtainable under comparable conditions.

To standardize the speech samples and ensure a uniform pace of speaking across all the participants, a passage (as detailed in section 4.2.2.) was selected for reading. Furthermore, to achieve an equitable duration for each speech sample and speaking pace, it was ascertained that the readings should include approximately 28 seconds of spoken content. These measures were put in place to minimize potential confounding variables and to enhance the precision of the research outcomes, enabling a robust investigation of the impact of accent variations while maintaining a consistent baseline across the selected speakers.

Ultimately, three speakers were designated to undertake the task of recording the four samples. The samples were named Standard British English, Standard American English, Regional British English and Regional American English.

Although *standard* and *non-standard* are conventional terms in academic research in terms of accents and dialects (cf. Przedlacka 2005, Trudgill 1979), the author of this dissertation has always found them confusing in reading, especially in the analyses when the abbreviations are used. What is more, *non-standard* also sometimes refers to the informal register of the language (Karatsareas 2022, Mattiello 2005). Due to these reasons and for the sake of the clarity, the non-standard samples are referred to as “regional”.

The Standard British English accent sample was recorded by an English speaker from Gdansk, Poland, who spent numerous years in England and has a Standard British English / Received Pronunciation (RP) accent. This speaker is a professor of English studies, specializing in phonetics and phonology and being able to guise different accents. That is why Standard American English sample was also provided by him.

The Regional British English sample was provided by a native speaker originating from Sunderland, a port city situated in Tyne and Wear, England. Sunderland is geographically proximate to Newcastle-upon-Tyne, renowned in the field of linguistics for the distinctive dialect employed by its inhabitants, commonly referred to as Geordie, Tyneside English or Newcastle English (Watt 2002). This geographical proximity fosters a close linguistic contact with the Newcastle accent. Geordie consonants largely adhere to the conventions of Received Pronunciation, albeit with unique characteristics.

In Geordie, the suffix /ɪŋ/ occurring in unstressed final syllables of words, as exemplified in *reading*, undergoes a pronunciation shift to [ən], resulting in the pronunciation of *reading* as [ˈri:dən]. Moreover, the Geordie accent deviates from conventional usage of the glottal stop. It is characterized by a distinct type of glottal stops where the consonants /p, t, k/ can concurrently co-occur with a glottal stop both at syllable terminations and at times before weak vowels. A distinctive phonological feature in Geordie is termed *pre-glottalization*, characterized as an occlusion at the appropriate articulation point, often accompanied by laryngealized voice both before, after and sometimes during a stop gap. Geordie follows the non-rhotic pattern common to many English dialects, while the phoneme /r/ is typically realized as an alveolar approximant [ɹ]. Intrusive R, traditionally absent in Geordie, has appeared in more recent dialectal variations. Another salient phonological feature is yod-coalescence, which manifests in both stressed and unstressed syllables, leading to the transformation of *dew* into [dʒəʊ]. Traditionally, /l/ in Geordie has been phonetically clear across all contexts, devoid of a velarized allophone. Nevertheless, contemporary speakers occasionally introduce [ɫ] in syllable-final positions, with instances of vocalization observed, as in the example of the word *bottle* [ˈbɒʔʊ] (Keuchler 2010).

The Regional American English sample was provided by a native speaker of English, specifically originating from a small village near San Francisco, California. The phonological characteristics of this speaker's accent align with the broader category of Western American English, more precisely categorized as California English. San Francisco, similar to other major urban centres, like New York and Chicago, exhibited a rich linguistic diversity owing to its status of a global melting pot commencing from the mid-1800s. English was spoken in many different ways in San Francisco, along with numerous other languages. Historically, San Francisco even harboured its own distinctive accent known as Mission Brogue during the 20th century. However, as California became more diverse, people from different backgrounds mixed, causing changes in how English was spoken there (Hall-Lew 2009).

Several phonological processes are visible in urban and coastal California English. One prominent phonological alteration involves /æ/ raising preceding the consonant /ŋ/. The TRAP-BATH vowel /æ/ undergoes an alteration by an elevation of the tongue. In various accents, /æ/ raising might appear in different phonological contexts, but in California English might even entail a process known as /æ/ tensing, which consists of a combination of heightened tongue raising, fronting, lengthening and gliding. Conversely, outside of the nasal contexts, /æ/ undergoes a lowering and backing process, attributable to the California vowel shift.

Additionally, the suffix /ɪŋ/ may feature a raised vowel [iŋ] or even [in] in nonfinite verb endings, resulting in pronunciations of *thinking* such as /'θɪŋkin/, instead of the standard forms /'θɪŋkən/ or /'θɪŋkɪŋ/ (Hall-Lew 2009).

Moreover, intonational patterns in California English undergo shifts, particularly the phenomenon known as uptalk, characterized by a high-rising intonation in certain declarative sentences. This intonational pattern has achieved prominence in Southern Californian English, with a 2014 study revealing its usage in 16% of declarative statements among both men and women. In particular, women employ uptalk as a means of gaining conversational control, similar to other linguistic strategies such as fillers or discourse markers (Ritchart and Arvaniti 2013).

In the context of this language attitude study experiment, it is crucial to highlight that all three participating speakers demonstrate a significant convergence of important acoustic features. Specifically, these shared attributes include clear and precise articulation, consistent prosodic and intonational patterns, uniform loudness or intensity levels, akin pitch ranges, a sustained rate of speech and cohesive tone quality. The deliberate homogeneity of these acoustic characteristics within the speaker group plays a major role in establishing a perceived vocal similarity among them. This strategic alignment of vocal traits is of highest importance as it ensures that any perceived differences in accents, which constitute the sole variable undergoing manipulation in this study, are not confounded by divergent vocal qualities. Thus, by maintaining the consistency of these core vocal features, the research design effectively isolates the variable of accent variation, enabling a rigorous examination of its impact on respondents' language attitudes. This alignment was further validated during the pilot study.

4.3. Pilot study

Before embarking on the main experiment, following Ladegaard and Sachdev (2008), a pilot study was conducted to ascertain the homogeneity of the selected speakers in terms of vocal attributes, speech pace and overall averageness. This critical phase of the research aimed to validate if the chosen speakers indeed exhibited a congruence of vocal characteristics, spoke at a consistent pace and collectively represented an averageness that aligned with the research objectives. The outcomes of this pilot study would serve as a foundational basis for the subsequent phases of the research, affirming the suitability of the selected speakers for the main experiment and ensuring the reliability of the study's findings. This preliminary phase involved soliciting the opinions of 16 pilot participants, who were undergraduates. Their task was to

evaluate the voices featured in all four samples with regard to two key aspects: the authenticity of the accents presented and the comparability of voice qualities among them. The primary objective of this survey was to elicit and capture the perceptions and judgments of the respondents concerning the voice characteristics exhibited by the speakers featured in the audio samples. Particular attention was directed toward checking whether any of the speakers stood out distinctly or exhibited distinct deviations from the others, providing a detailed understanding of the perceived vocal disparities. Additionally, the participants were prompted to engage in a comparative assessment, ranking the audio recordings based on their subjective assessment of pleasantness and, when enforceable, offering explanations of their preferences.

As has already been stated, the audio samples in this study comprised four distinct recordings of speakers delivering the passage “Please call Stella”. The research methodology adopted a blended approach, combining both the verbal-guise technique and the matched-guise technique. The selection of speakers was executed with great care, with a focus on harmonizing their vocal attributes and pace, a process elaborated upon in section 4.2.3.

For clarity and reference, the chosen speakers contain a diverse representation, described in section 4.2.3. The speakers of the samples: a near-native English speaker from Gdańsk, Poland, having a Standard British English / Received Pronunciation (RP) accent (hereafter referred to as “SBrE”); a native speaker originating from Sunderland, North East England, characterized by a Geordie accent (hereafter referred to as “RBrE”); a native speaker from near-San Francisco, California, USA, with a Regional American English accent (hereafter referred to as “RAmE”); and the same speaker featured in recording 1, who adeptly assumed the guise of a Standard American English accent (hereafter referred to as “SAmE”).

To facilitate the experimental design, the respondents were divided into two distinct groups, Group A and Group B, each consisting of eight participants. Group A was exposed to Sample A, while Group B was presented with Sample B. It is noteworthy that both samples contained identical recordings, differing solely in the sequence of presentation, as delineated in Table 4.2. The aim of this pilot study was twofold: to evaluate the effectiveness of the speaker selection process and to capture the suitability of these recordings for integration into the primary study, ensuring the methodological integrity and validity of the research.

Table 4.2. The order of recordings in Sample A and Sample B

No	Sample A	Sample B
1	SBrE	SAmE
2	RAmE	RBrE
3	RBrE	RAmE
4	SAmE	SBrE

To mitigate primacy and recency biases, the order of recordings in the samples was different, ensuring that the respondents' evaluations were not influenced by the position of the recordings in the sequence. The reversal of the order was intended to enhance the reliability of the answers. Additionally, to prevent the respondents from recognizing that they were listening to the same speaker, the recordings of the same speaker assuming two different guises (British and American varieties) were strategically placed at the opposite ends of each sample (1, 4). The respondents were kept unaware of the specific aim of the study. They were of Polish nationality, representing speakers of English as a Foreign Language (EFL) with an approximate B2 level of English proficiency according to The Common European Framework of Reference for Languages. However, they had no specialized knowledge in linguistics or advanced expertise in English studies. The age of the respondents ranged from 19 to 35 and all of them but one held Master's degrees in disciplines unrelated to language studies (one held a Bachelor's degree in Arts). The order of the recordings played proved not to have any particular influence on the answers and there were no significant variations among the groups, thus the results are analyzed cumulatively, without the distribution in the particular groups.

The findings of the pilot study indicate that all four recordings demonstrate similar vocal attributes of their speakers, thus rendering them suitable for further investigation. The differences between the recordings were observed by the respondents, but their comments predominantly pertained to variations in the used English varieties, rather than the personal vocal attributes of the speakers themselves. It was confirmed by the respondents that the pace, voice quality and tone of the speakers were comparable across all recordings. In ranking the recordings from most to least pleasant, the respondents categorized them based on the accents, which indicates that the accent had an influence on their responses, rather than the speakers' voices themselves. Illustrative examples of these accent-related comments were observed, as evidenced by the quotes, translated from Polish into English, presented below.

Comments provided by Participant A:

Najlepiej brzmiące były RBrE i SBrE.

Najgorsze były RAmE i SAmE.

RAmE - Niepokoiło mnie wydłużanie samogłosek i mocne akcentowanie niektórych spółgłosek, na przykład sprawianie, że „z” brzmiało jak „s”.

SAmE - ten ma lekkie seplenienie i jest trochę nosowy, ma amerykański styl.

RBrE - dla mnie najprzyjemniejszy (chyba) brytyjski akcent, podobnie mówi Ed Sheeran, przyjemnie choć stanowczo i z krótkimi, akcentowanymi słowami.

SBrE - to chyba też brytyjski akcent, Stephen Fry podobnie czytał Harry'ego Pottera, też przyjemny i miękki, z lekkim wydłużeniem samogłosek.

‘The worst were RAmE and SAmE.

RAmE - I was bothered by the vowel elongation and the hard emphasis on some consonants, for example, making “z” sound like “s”.

SAmE - this one has a slight lisp and is a bit nasal, it has an American style.

RBrE - for me, the most pleasant (probably) British accent, Ed Sheeran speaks similarly, pleasant though firmly and with short accentuated words.

SBrE - I think this is also a British accent, Stephen Fry read Harry Potter similarly, also pleasant and soft, with a slight vowel elongation’

Comments provided by Participant B:

Żaden z nich nie wywołał u mnie dyskomfortu. Uważam SBrE za najprzyjemniejsze ze względu na niski ton, zrelaksowany sposób mówienia i odpowiednie dla mnie tempo. Na drugim miejscu umieściłbym RBrE, a na trzecim SAmE. RAmE było najmniej przyjemne do słuchania.

‘None of them made me uncomfortable. I would consider SBrE as the most pleasant due to its low pitch, relaxed manner of speaking and suitable pace for me. I would place RBrE in the second position and SAmE in the third. RAmE was the least enjoyable to listen to’

Comments provided by Participant C:

Najbardziej do mnie przemówił głos z nagrania RAmE, głównie ze względu na klarowność wypowiedzanych słów. Pozostałe były porównywalne.

‘The voice from recording RAmE appealed to me the most, mainly due to the clarity of the spoken words. The others were comparable to each other’

Comment provided by Participant D:

Osobiście wolę amerykański akcent, więc RBrE i SBrE to moje ulubione.

‘Personally, I prefer the American accent, so RBrE and SBrE are my favourites’

Comment provided by Participant D presents an observation in which the respondent demonstrates awareness of accentual distinctions among the speakers. However, despite this awareness, they faced difficulty in accurately classifying the accents. Their preference for the American accent was expressed, yet interestingly, their actual preference, as inferred from their listening experience, aligned with the British variety.

Comments provided by Participant E:

Akcent SAmE najbardziej do mnie przemawiał. Na drugim miejscu znajduje się głos RAmE, a na trzecim SBrE, który miał w sobie coś wyjątkowo uciążliwego dla mojego ucha, przypominającego styl mowy spotykany na egzaminach. Wreszcie głos RBrE wydaje mi się mniej ciepły i zachęcający i nie wolałbym go do czytania audiobooka.

‘The SAmE accent was the most appealing to me. In second place is the RAmE voice, followed by SBrE in third place, which had something uniquely bothersome to my ear, akin to the speech style encountered in the exams. Lastly, the RBrE voice appears less warm and inviting to me and I would not prefer it for narrating an audiobook’

The fact that none of the respondents identified that the same speaker had provided two recordings in different accents came as a surprise to those respondents who were informed of this fact after the survey. In particular, certain comments ranked the voice of the guising speaker both highest and lowest, indicating that it was indeed the variety of English they were evaluating.

In conclusion, the possible suitability of the recordings in the subsequent language attitude study among EFL speakers with no expertise in linguistics has been established. The pilot study

successfully achieved its primary objective, confirming the similarity of the vocal attributes among the speakers. However, it is important to note that the study's limited sample of respondents precluded drawing definitive conclusions about language attitude preferences at that stage.

4.4. Research instrument

The data for the main part of the study was gathered through surveys. A comprehensive analysis of the information about the respondents who were tasked with evaluating the four English speakers was conducted, each representing distinct English varieties: Standard British, Standard American, Regional British and Regional American. The participants were asked to fill out the questionnaire on their own. These questionnaires served the dual purpose of gathering background information and attitudinal responses within the context of the blended approach mixed-guise experiment.

As proved by many studies, the questionnaire is an invaluable instrument in sociolinguistic research grasping the opinions or attitudes (Carrie and MacKenzie 2018, Ladegaard 1998, Stanulewicz 2015, 2018, 2023, Stanulewicz and Redzimska 2016, Stanulewicz et al. 2022).

The questionnaire was meticulously crafted, drawing inspiration from a questionnaire developed by Carrie (2017). Additionally, it benefited from the guidance and instructions outlined by Babbie and Edgerton (2023). This comprehensive approach to questionnaire design ensured that the survey instrument was thoughtfully structured and aligned with established research practices, enhancing the reliability and validity of the data collected in this study. The questionnaire was structured into distinct subsections, which were strategically tailored to capture cognitive, affective and conative measures.

In the first part of the questionnaire, cognitive traits and their corresponding polar opposites were positioned along semantic differential scales, following the framework established by Osgood, Suci and Tannenbaum (1957). The respondents were presented with a series of questions in which they were asked to rate various personality traits attributed to the speakers. These ratings were assessed on a numerical scale ranging from e.g. "1 – rude" to "5 – polite", thereby allowing to quantify the respondents' judgments regarding the speakers' personalities. The traits evaluated included qualities such as politeness, wealth status, calmness, friendliness, personal integrity, education level, tidiness, captivatingness, emotional disposition, social disposition and cheerfulness (Babbie and Edgerton 2023). These evaluations primarily pertain

to cognitive processes, as they encapsulate the thoughts and beliefs associated with the speech samples and the speakers (Carrie 2017).

In the second part, the participants were requested to assess affective sentiments using seven-point Likert scales. Affective measures aimed to investigate respondents' emotional responses when listening to the speakers representing specific English accents. For instance, question 13, concerning all four speakers, inquired about the respondents' feelings, covering aspects such as trust, likability, the desire to make friends and feelings of being overwhelmed. In this and other parts of the questionnaire, the respondents were prompted to provide their emotional responses using a Likert scale that featured five options: "I disagree", "I tend to disagree", "I neither agree nor disagree", "I rather agree", and "I agree". The choice of such options holds particular significance from a psychological standpoint. The design of the Likert scale warrants careful consideration due to its potential influence on the study's results. The selected scale of 5 options attempts to mitigate cognitive biases, such as the social desirability bias and the primacy effect. The social desirability bias, reflecting a subconscious tendency to portray oneself favourably, could lead the respondents to favour more positive response options. By incorporating a range of responses that include both negative and positive statements, the Likert scale aims to balance these biases, providing a detailed assessment of respondents' perspectives. Additionally, by presenting the options from the least to the most agreeable, the scale aims to minimize the primacy effect, ensuring a deliberate and thoughtful selection of responses. This strategic arrangement seeks to enhance the reliability and validity of the data collected within the study (Babbie and Edgerton 2023).

Importantly, numerical values were assigned to these Likert scale responses to facilitate quantitative analysis. The most positive attitude answer was assigned the value of 5, while the most negative one was assigned the value of 1. This section of the experiment centres on the emotional reactions and sentiments experienced when exposed to the speech stimuli, thereby capturing affective responses (Carrie 2017).

The third section of the questionnaire was designed to elicit conative responses regarding the four pronunciations. Conative measures were centred around assessing respondents' tendencies and preferences regarding the speakers' pronunciation. Questions 14, 15 and 16 were provided to investigate the respondents' preferences and aspirations concerning pronunciation, seeking input on whether they liked the way the speakers talked, if their own pronunciation resembled the speakers and if they aimed to make an effort to adopt such accents. The respondents used a Likert scale, ranging from "1 – I don't like it at all" to "5 – I like it a lot", to express their

preferences, indicating their level of agreement or disagreement with statements about their own pronunciation compared with the speakers. Its primary objective was to discern the participants' perceptions of their own behavioural tendencies concerning the speech patterns represented in the stimuli (Carrie 2017).

4.5. The analytical process

The respondents provided their answers to the questionnaire in Polish, which is their native language. For the purposes of this work, whenever the respondents' answers are discussed, they are provided in the original Polish versions, with their translations into English. This translation process ensures that the research findings can be readily understood and accessible to a wider, potentially English-speaking audience, while maintaining the accuracy and integrity of the original respondents' input in Polish.

The collected responses underwent rigorous analytical procedures. The results of the survey study are presented in detail in Chapters 5, 6, 7.

The analytical process begins with a comprehensive examination of diverse information provided by the respondents about themselves, including details regarding their gender, age, educational backgrounds, the distribution of academic majors, accent preferences, stays in English-speaking countries, television consumption habits, their satisfaction levels with their English language proficiency and the strategies they employed to enhance their English language skills. Additionally, the respondents provided the titles of the books they employed for English language learning during their education process, as well as their preferences concerning television series and accents. This comprehensive dataset facilitates investigating the potential influences in their preferences for particular English accents, since it provides a varied context within which these preferences can be understood and analyzed. The results of this analysis are presented in Chapter 5.

The data obtained from the questions with the use of the Likert scale which was recalculated into numerical values is presented and analyzed in Chapter 6. The mean values, regarding the rating of every speaker's samples, are analyzed, providing a general understanding of the perception of the speakers and subsequently a more detailed assessment is conducted, honing in on individual personality traits and characteristics associated with the evaluated speakers in terms of the tripartite structure of the attitude. This methodological approach allowed to effectively explore the cognitive, affective and conative dimensions of the respondents' evaluations of the speakers' English accents in quantitative measurement.

In addition to the quantifiable measurements of cognitive, affective and conative responses, this study also gathered qualitative data to enrich the analytical process. The participants were presented with open-text questions pertaining to the place of origin of the specific speaker. However, of paramount significance for the analysis was the initial question posed immediately following the playing of each of the four recordings. Specifically, the respondents were requested to offer their “immediate first impression/opinion of this person” by providing at least three words that they believed best encapsulated the speaker they heard. Their comments are the basis for the qualitative examination.

The comments regarding the pronunciation of every speaker are analyzed in terms of their sentiment analysis, the absolute and normalized frequency of the adjectives describing the speakers and the semantic categorization of these adjectives, which was followed by an analysis of the comments as such. All results regarding the comments are presented in Chapter 7.

The analysis of the comments was widely improved by employing CLARIN-PL language processing tools. CLARIN-PL, a part of the European Research Infrastructure CLARIN, is a consortium of six Polish academic institutions dedicated to developing electronic language resources and tools for extensive Polish text collections. This infrastructure caters to researchers in the humanities and social sciences, offering free access to CLARIN software and equipment. The CLARIN-PL Language Technology Centre is funded by the Polish Ministry of Education and Science. Focused on language-related research, CLARIN-PL uniquely tailors its tools for extensive text processing in the Polish language (<https://clarin-pl.eu/index.php/o-nas/>).

The raw Polish data constituting the comments was processed in the Speller CLARIN-PL tool to correct all the spelling errors. Then, the sentiment analysis was performed, employing the Sentemo CLARIN-PL tool. Sentemo CLARIN-PL is an open web-based system designed for processing and determining sentiment in Polish language textual data in the form of a polarization distribution of emotional tone. This tool serves to characterize the analyzed text by indicating positive or negative connotations of the expressions used in it. Sentiment analysis finds applications in various domains, such as marketing (e.g. customer opinion sentiment monitoring), e-commerce (e.g. product clustering, anomaly detection in descriptions, recommendations), politics (e.g. tracking voter reactions) and scientific research (e.g. examining subjective information in Polish social media texts). Sentemo CLARIN-PL evaluates and establishes the prevailing sentiment or emotional tone inherent in the text and, through this, yields a polarization distribution which points to emotional subtleties (Kocoń et

al. 2019). Through its integration into the research methodology, a scrutiny and precision of investigating the emotional cues in the participants' answers are achieved.

Moreover, while working on the same Polish data material, descriptive adjectives were extracted with the help of AntConc, a freeware toolkit for corpus analyses, which provided the wordlist. The inflected or derived forms of the same lexeme, e.g. *spokojny – spokojna – najspokojniejszy* ('calm' masculine, 'calm' feminine, 'the calmest') were manually annotated. Moreover, a validation process was implemented, specifically concerning the absence of negations such as *nie, wcale, niezbyt* ('not', 'hardly', 'not quite') and similar modifiers. It included searching for the clusters of the size from 2 to 3 containing the negators in the corpus of the comments concerning each speaker. Instances featuring such negations were eliminated from the respective frequencies in the tables. This procedure was applied to the comments about all four speakers. Thanks to this procedure, the lists of the most frequently used adjectives were obtained. Their absolute and normalized frequencies per every speaker were calculated and analyzed.

In the next stage of the analysis, the adjectives used by a minimum of three respondents were systematically extracted from wordlists employing AntConc software. These adjectives were put into their masculine form and recalculated accordingly and classified into four semantic categories and the percentage share of each category in the dataset of comments regarding every speaker was calculated.

According to Biber, Conrad and Leech (2019 [2002]), adjectives can be categorized into two main semantic groups: descriptors and classifiers. Each of these categories can be further subdivided into more detailed ones which contain adjectives with shared characteristics. Under the descriptors category, several groups may be identified: colour descriptors (such as *red, blue, yellow*), size, quantity or extent descriptors (e.g. *small, enormous, wide*), time descriptors which mark chronology or frequency (such as *early, late, yearly*), evaluative or emotive descriptors stating judgments and emotions (*ugly, poor, great*) and miscellaneous descriptors referring to various characteristics (*cold, empty, sudden*). The second category, classifiers, includes adjectives that restrict or limit the properties of a noun. These can be divided into three groups: rational or classificational classifiers, which narrow down a noun's referents (e.g. *additional, top*), affiliative classifiers which mark nationality or social group (such as *Italian, Christian*) and topic or other classifiers that specify a noun's referent as a particular type (like *chemical, mental, visual*) (Biber, Conrad and Leech 2019 [2002]: 197). However, since the majority of the adjectives used by the respondents referring to the speakers fall into the same category of

social group or nationality classifiers or emotive descriptors, it was decided to align with the structure of attitude, outlined by Garret (2010), similarly to the earlier phases of the study. Each adjective was carefully assigned a category: attitude and behaviour, emotional states, physical and mental states, social interaction, age and social status.

The frequencies of the adjectives belonging to the same semantic category were normalized, which gave the proportion of each semantic category in the dataset. Semantic category percentage frequency indicates the proportion of every adjective's occurrence with regard to the dataset's total number of words. The frequency of each adjective was computed by dividing it by the total word count of the dataset, then represented as a percentage, and next, all these were summed up. By quantifying the occurrence of adjectives in this manner, it was possible to obtain the relative prevalence of different perceptions and evaluations within the dataset. The frequencies provide a quantitative base to analyze the distribution across various semantic categories, which helps to gain an overall view of what the compositions of the datasets are and which are the dominant perceptions of the pronunciations by the speakers.

All the comments are available in Appendix 4, in their original Polish version, along with their translations into English.

The research methodology employed in this study incorporates the principle of triangulation to ensure the reliability and comprehensiveness of the findings (Angouri 2010). The questionnaire collected the data in the direct approach (asking questions about preferences) and indirect approach (VGT and MGT). Moreover, quantitative data derived from cognitive, affective and conative responses are combined with qualitative data obtained through open-text questions and immediate first impressions. This methodological triangulation not only allows one to capture the breadth and depth of the subject matter but also facilitates the validation and cross-referencing of the results (Holmes and Hazen 2013). Thanks to both numerical metrics and rich subtleties of respondents' qualitative observations, the study makes sure that it obtains a more detailed analysis, which can contribute to a more comprehensive understanding of the language attitudes under investigation.

4.6. Concluding remarks

To conduct the study of language attitudes, the four audio recordings of three speakers were prepared, as well as the associated questionnaire was designed. Following the pilot study to assure the congruence in voice samples, the main phase of the experiment was conducted. This entailed presenting the participants with four distinct samples: Standard American, Standard British, Regional American and Regional British English. Subsequently, the respondents provided their attitudes towards these audio recordings in the questionnaire, collecting both quantitative and qualitative data. Following the data collection phase, both quantitative and qualitative analyses were conducted. The results are presented in Chapters 5, 6 and 7.

5. The respondents – demographic profiles and their experiences in English language learning

This chapter presents the results concerning the respondents and their experiences with learning English. It unfolds in two principal sections, the first of which presents a demographic profile of the survey respondents. This profile includes factors ranging from demographic characteristics, such as gender distribution and age, to educational factors including the location of schooling and academic majors. Furthermore, it investigates the participants' experiences with learning and acquiring English: their preferred accent preferences, stays in English-speaking countries, language learning strategies, contentment levels with English language proficiency and actions undertaken to enhance their language skills. Furthermore, this chapter analyzes their relationship with English, including their satisfaction levels with their English proficiency, endeavours to improve their language skills, and their use of textbooks for English learning. Additionally, it explores their preferences regarding which English-language television series they watch, particularly if they opt for viewing with the original English audio material.

The study was carried out in the year 2023 and involved 27 groups of students, constituting a total of 695 respondents from four universities situated in northern and northeastern regions of Poland. The experiment was intentionally conducted on a pre-selected group, which was supposed to include Polish students in their first and second year of bachelor's studies. These were to be students who did not study in fields related to linguistics or languages, but had exposure to the English language in a form other than professional.

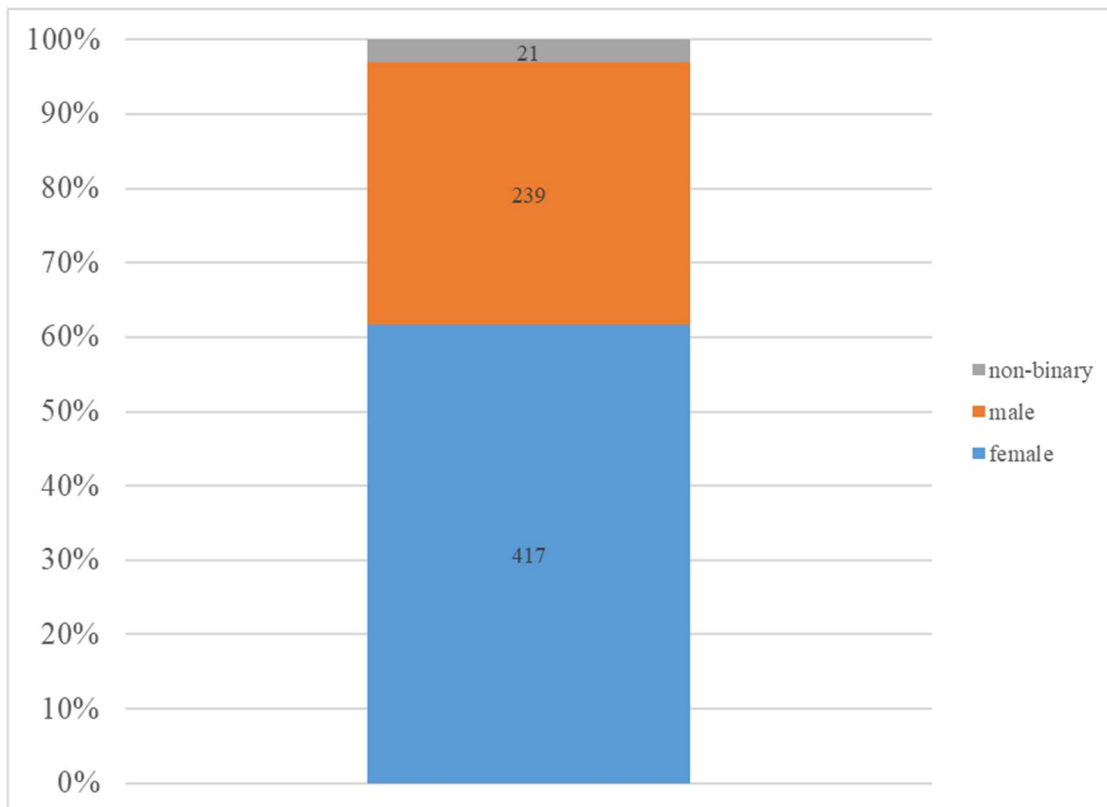
The primary objective of this study was to gather empirical data concerning language attitudes held by native Polish speakers toward both British and American English accents. However, certain respondents were excluded from the analysis due to specific criteria, such as non-Polish nationality, resulting in a final dataset of 677 answers for subsequent analytical purposes.

5.1. The demographic profile of the respondents

This section provides an analysis of the demographic profile of the survey participants, covering various factors. The respondents provided information on their gender, age, place of schooling and their academic major.

In the group of the 677 participants of the study, there were 417 women, 239 men and 21 non-binary persons, as presented in Figure 5.1.

Figure 5.1. The distribution of respondents' gender

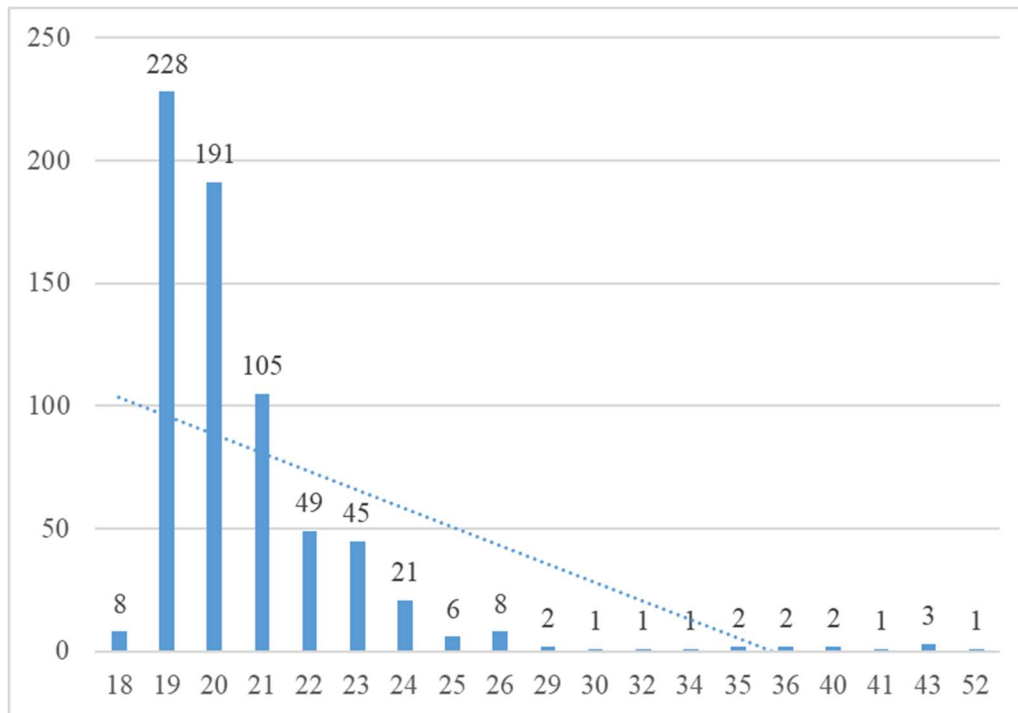


The above-mentioned distribution underlines the gender diversity of the participants of the study. The number of the female respondents is again a commonly observed trend in survey participations, in which women tend to show higher engagement compared with their male counterparts (Green 1996, Smith 2009, Royall 2020, Becker 2022). Although comparatively lower, the male participants also form a considerable portion of the sample. The presence of non-binary respondents, although in smaller number, underlines the importance of inclusivity in the design of surveys. Most importantly, it must be realized that the gender distribution provides a basis for the interpretive lens through which the results of the present study are to be analyzed. All the differences in language attitudes, travel choices, and all perceptions and

experiences are likely to be affected by gender dynamics. Therefore, it becomes important to recognize and consider the gender distribution while performing the analysis of the dataset.

The age distributions in this sample provide observations of the demographic composition of the respondent group. Evidently, this dataset includes a wide spectrum of ages ranging from 18 to 52 years, as presented in Figure 5.2.

Figure 5.2. The distribution of respondents' ages



A closer observation reveals the dominance of certain age groups. A large proportion, 228 to be exact, of the participants fall into the 19-year bracket. Similarly, the age groups of 20 and 21 years are also relatively big, with 191 and 105 respondents, respectively. There is a marked presence of respondents in the late adolescent to early adulthood years. As the age continuum progresses further, there is a gradual decline in the respondent numbers. This is evident in the mid-20s and early 30s age bracket, where the number of respondents decreases. The presence of participants in their 40s and the single respondent at the age of 52 shows that while small, there is still some representation of the older age group within the sample. It is, however, important to note that the age bracket between 29 and 52 years contains a really small set with 16 respondents. In contrast, the age bracket of 19 years is a much larger group, with 228 respondents in total. This big disparity in sample size between the two age groups creates a skew. Any conclusions or implications drawn from the age bracket of 29 to 52 years must,

therefore, be judiciously taken into consideration, with attention to this restrained sample size, while at the same time considering its possible implications on the findings.

The respondents were asked to give the names of the cities or the villages where they came from and had gone to school.

Figure 5.3. The distribution of the places of origin of the respondents by voivodeship

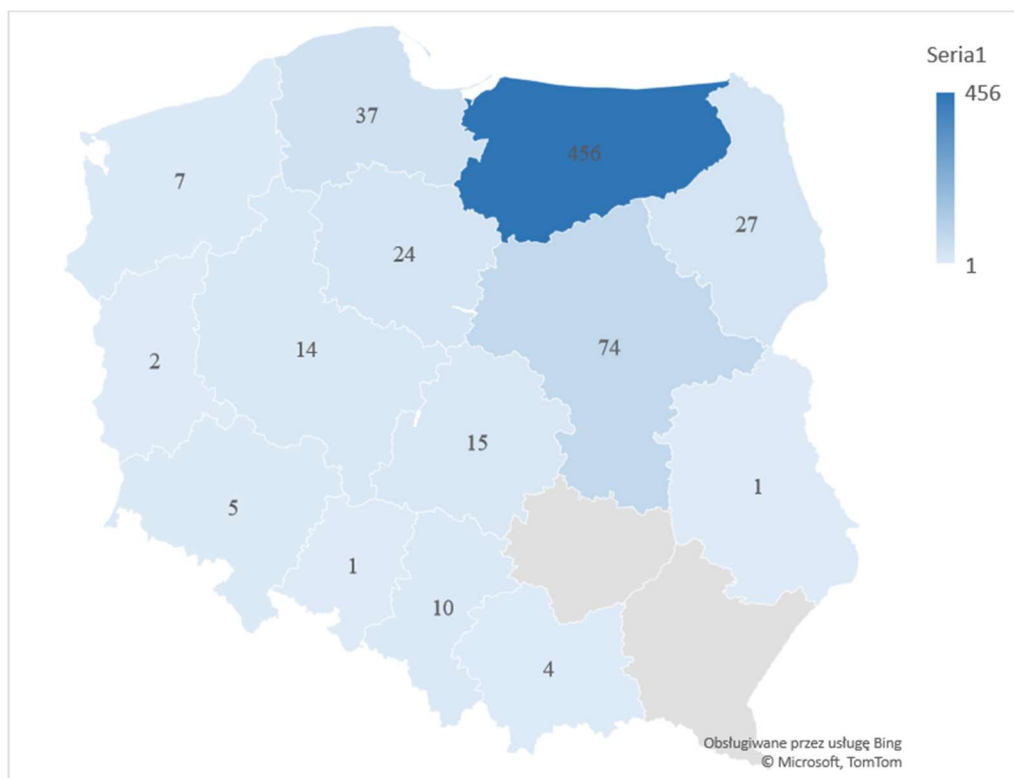


Table 5.1. The distribution of the places of origin of the respondents by voivodeship

Voivodeship	Number of respondents	Percentage
Dolnośląskie	5	1%
Kujawsko-Pomorskie	24	4%
Lubelskie	1	0%
Lubuskie	2	0%
Łódzkie	15	2%
Małopolskie	4	1%
Mazowieckie	74	11%
Opolskie	1	0%

Podlaskie	27	4%
Pomorskie	37	5%
Śląskie	10	1%
Warmińsko-Mazurskie	456	67%
Wielkopolskie	14	2%
Zachodniopomorskie	7	1%
total	677	100%

The data given below shows the general distribution of responses for the voivodeships in Poland, where the respondents went to schools. The raw data includes 161 names of cities and villages. These names are further combined under the respective voivodeships to bring up the breakdown of responses across 14 regions out of 16 voivodeships in Poland. An analysis of the data reveals some very distinct trends in the representation of the voivodeships. First and foremost, the voivodeship of Warmińsko-Mazurskie stands as highly overrepresented, reflecting a large chunk of 456 respondents, since the survey study was mainly conducted in the higher education institutions in the city of Olsztyn. Moreover, there is a representation of respondents in Mazowieckie (74 respondents), Podlaskie (27 respondents), and Pomorskie (37 respondents). On the other hand, there are small representations from the regions of Kujawsko-Pomorskie, Łódzkie, and Śląskie, where each has answers ranging from about 10 to 24. A selected group of voivodeships, including Dolnośląskie, Lubelskie, Lubuskie, Małopolskie, Opolskie, Wielkopolskie, and Zachodniopomorskie, show relatively lower levels of participation. Podkarpackie and Świętokrzyskie are not represented. However, this may be due to the specific characteristics of the respondents.

Figure 5.4 shows the number of population centres, such as cities, towns and villages provided by the respondents distributed between the different voivodeships. Table 5.2 shows an overview of the distribution of responses in the different voivodeships in Poland, based on the number of population centres provided by the respondents in each respective region.

Figure 5.4. The number of population centres given by the respondents distributed among the various voivodeships

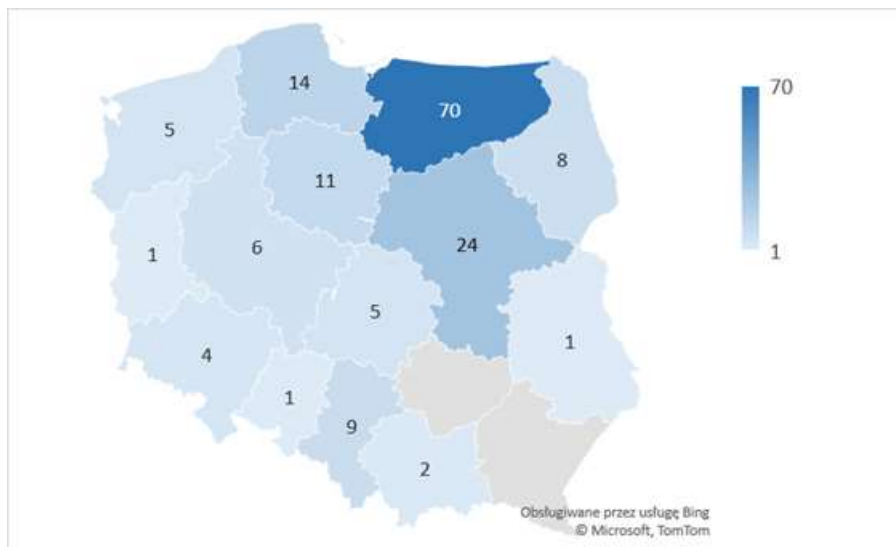


Table 5.2. The number of population centres given by the respondents distributed among the various voivodeships.

Voivodeship	Number	Percentage
Dolnośląskie	4	2%
Kujawsko-Pomorskie	11	7%
Lubelskie	1	1%
Lubuskie	1	1%
Łódzkie	5	3%
Małopolskie	2	1%
Mazowieckie	24	15%
Opolskie	1	1%
Podlaskie	8	5%
Pomorskie	14	9%
Śląskie	9	6%
Warmińsko-Mazurskie	70	43%
Wielkopolskie	6	4%
Zachodniopomorskie	5	3%
total	161	100%

The analysis of these data exposes several geographical and proportional tendencies of school attendance among the surveyed participants. Primarily, it is evident that certain voivodeships, such as for example Warmińsko-Mazurskie, exhibit a distinct concentration of villages, towns

and cities provided by the respondents. This region stands out with a substantial count of 70 population centres. Conversely, voivodeships like Lubelskie, Lubuskie, Opolskie, Małopolskie and Zachodniopomorskie exhibit relatively lower counts of population centres mentioned. In terms of regional representation, while some voivodeships present moderate figures – such as Pomorskie, Kujawsko-Pomorskie and Śląskie – others demonstrate more modest figures, due to the specific demographics of the survey participants. It is important to note that these voivodeships, due to a smaller number of the respondents, present modest figures in terms of population centers, impacting the overall regional representation.

The respondents were also asked to provide information regarding their academic majors (see Table 5.3).

Table 5.3. Distribution of the respondents' majors by gender

No.	Major	Female	Male	Non-binary	Total	Percentage in total
1	Agriculture	4	2		6	1%
2	Analysis and creating trends	4	1		5	1%
3	Animals in recreation, education and therapy	12			12	2%
4	Art education in the field of musical art	2	1		3	0.5%
5	Biology	3	1		4	1%
6	Biotechnology	13	10	3	26	4%
7	Construction	4	5		9	1%
8	Cosmetology	4			4	1%
9	Criminology	2	1		3	0.5%
10	Economy	29	16	1	46	7%
11	Education	2	3	1	6	1%
12	Environmental protection	4	1		5	1%
13	Food technology and human nutrition	6	6		12	2%
14	Gastronomy	24	5	5	34	5%
15	Geodesy and cartography	14	6		20	3%
16	History	3	9		12	2%

17	Ichthyology	7	3		10	1%
18	Information technology	7	56	3	66	10%
19	Journalism and social communication	7	6	1	14	2%
20	Kindergarten and early childhood education	43	1		44	6%
21	Landscape architecture		1		1	
22	Law	61	30		91	13%
23	Management	21	17	1	39	6%
24	Management and production engineering	13	10	1	24	4%
25	Mechanical engineering	2	6		8	1%
26	Medical studies	8	2		10	1%
27	Microbiology	13	7	1	21	3%
28	Music production and sound realization	2	2		4	1%
29	Philosophy	5	1		6	1%
30	Psychology	9	5	1	15	2%
31	Social work	4			4	1%
32	Sociology	19	13	1	33	5%
33	Spatial management	10	7	2	19	3%
34	Special pedagogy	1	1		2	0.5%
35	Speech therapy	11	1		12	2%
36	Veterinary medicine	32	1		33	5%
37	Zootechnics	12	2		14	2%
	total	417	239	21	677	100%

The survey includes a representation of 37 different majors, which reflects wide diversity in academic disciplines. The mean number of participants per major stands at approximately 18.27, suggesting the variability in the extent of participation across different fields of study.

Law and Information Technology are represented with 91 and 66 participants respectively. A number of the respondents, 46, chose Economy as their study field. Education also is represented with 46 respondents and Kindergarten and Early Childhood Education with 44 respondents. As for the scientific fields, Biotechnology, Microbiology and Veterinary have

been chosen by 26, 21 and 33 respondents respectively. Curiously, some disciplines are better represented in one of the gender categories. For example, Veterinary Medicine is well represented by females, while Information Technology is well represented by males.

5.2. Preferences for different accents

In the survey's final question, the participants were prompted to express their preferences regarding specific varieties of the English language. The term "accent" was intentionally omitted from this question to cater to the potential lack of familiarity with the term among non-linguists, the intended audience of the survey.

This question in the survey was strategically positioned as a final one to mitigate potential bias in preceding questions and to minimize the likelihood of the respondents realizing the underlying objective of the research, centred around accent preferences. The analysis of answers to this specific question is planned to follow immediately after the presentation of demographic information. This ordering is due to the significant importance of the question.

Interestingly, a large subset of the respondents unveiled accent preferences which deviated from their actual preferences, which was meticulously explored in the primary phase of the study. The instances were observed where the participants claimed a preference for the American accent, while their speaker rating patterns unveiled a preference for the British accent or vice versa. Furthermore, an intriguing finding is that the numerous respondents were unable to accurately label the accents.

Figure 5.5. Claimed accent preferences by gender – cumulative percentage

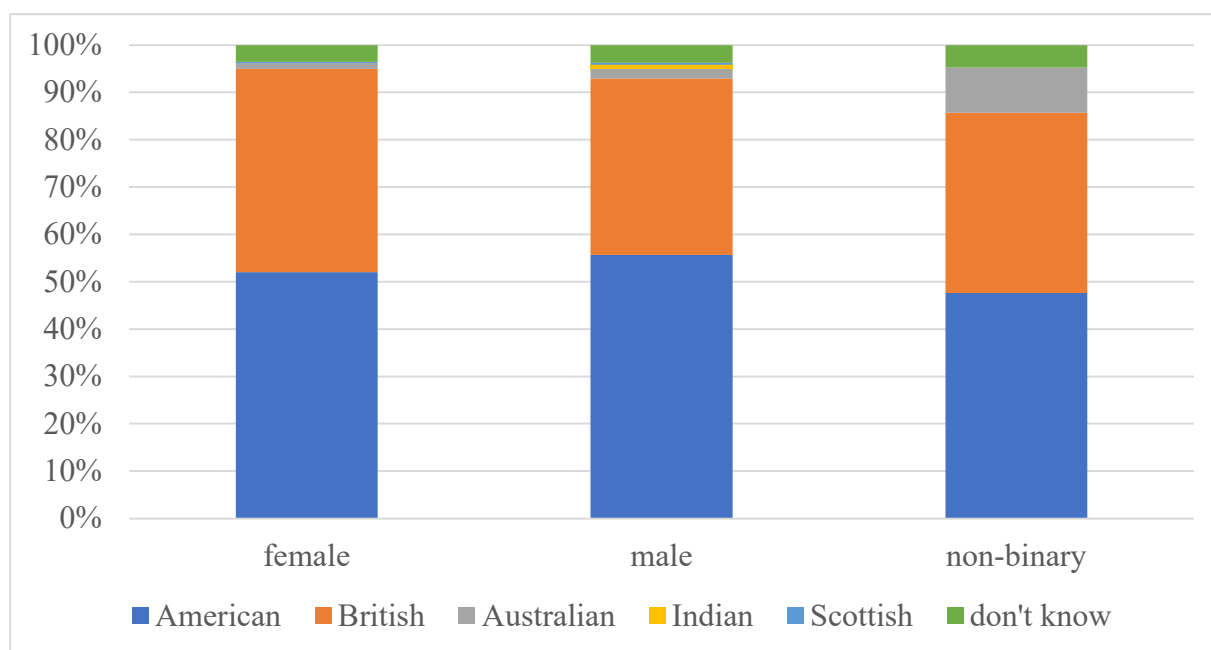


Table 5.4. Claimed accent preferences by gender

Gender	American	British	Australian	Indian	Scottish	don't know
Female	217	179	5		1	15
Male	133	89	5	2	1	9
Non-binary	10	8	2			1
Total	360	276	12	2	2	25

The respondents were provided with three choices: American, British and an open-text field labelled “other”, allowing for personal responses. Twenty-five participants refrained from selecting any specific accent, thus introducing an additional category labelled as “don’t know” which was subsequently incorporated into the tabulated data. Figure 5.5 outlines the outcomes of this question. It is crucial to acknowledge that respondents may possibly have a limited awareness of the detailed linguistic features present in various accents, dialects, and English language varieties.

As showed in Figure 5.5 and Table 5.4, the American accent was most widely chosen (360), constituting 53.2% of the total. Following closely, the British accent was chosen by 40.8% (276) respondents. The Australian accent was chosen by 1.8% (12) respondents. Both the Indian

and Scottish accents were chosen by 0.3% (2) respondents respectively. The “don’t know” category received 3.7% (25) preferences.

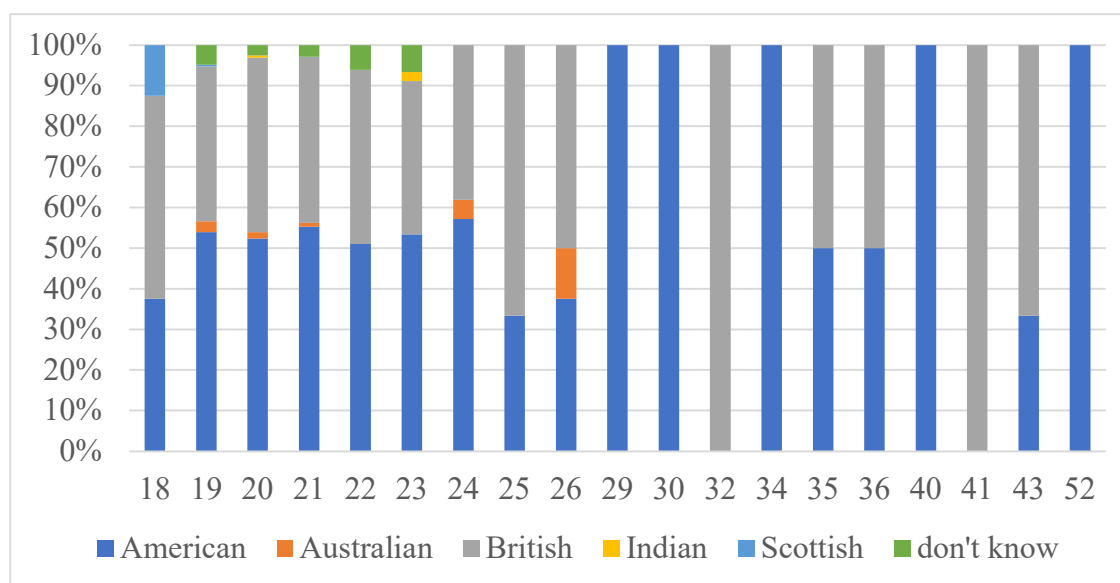
When comparing accent preferences across different gender categories, some patterns emerge. Among the female respondents, the American accent was their top choice with 52% of female preferences (217). Following closely, the British accent received 43% (179). The Australian accent had only 1% of female preferences (5), only one female chose Scottish accent and the “don't know” category was chosen by 4% of the females (15).

The American accent appeared the most preferred by 56% of the male respondents (133 preferences). The British accent was chosen by 37% of the male participants (89). The Australian and Indian accent had 2% and 1% of male preferences respectively. Similarly to the female representation, only one male chose Scottish accent. 4% of male respondents were unsure about their answers so they chose “don’t know” category (9).

For the 10 non-binary respondents, the American accent emerged as their dominant preference, chosen by 48% of them (5 preferences). The British accent was selected by 38% of non-binary individuals (8), while the Australian accent received preferences from 10%, with 1 preference. There was no preference for the Indian or Scottish accents among non-binary respondents. Additionally, 1 non-binary participant chose the “don't know” category.

In conclusion, the data indicates a clear preference for the American accent across all genders. The British accent is the second most preferred, while the Australian accent is less favoured. The Indian and Scottish accents received limited preferences. The findings suggest that accent preferences might vary based on gender, with some accents being more appealing to certain groups.

Figure 5.6. Claimed accent preferences by age – cumulative percentage



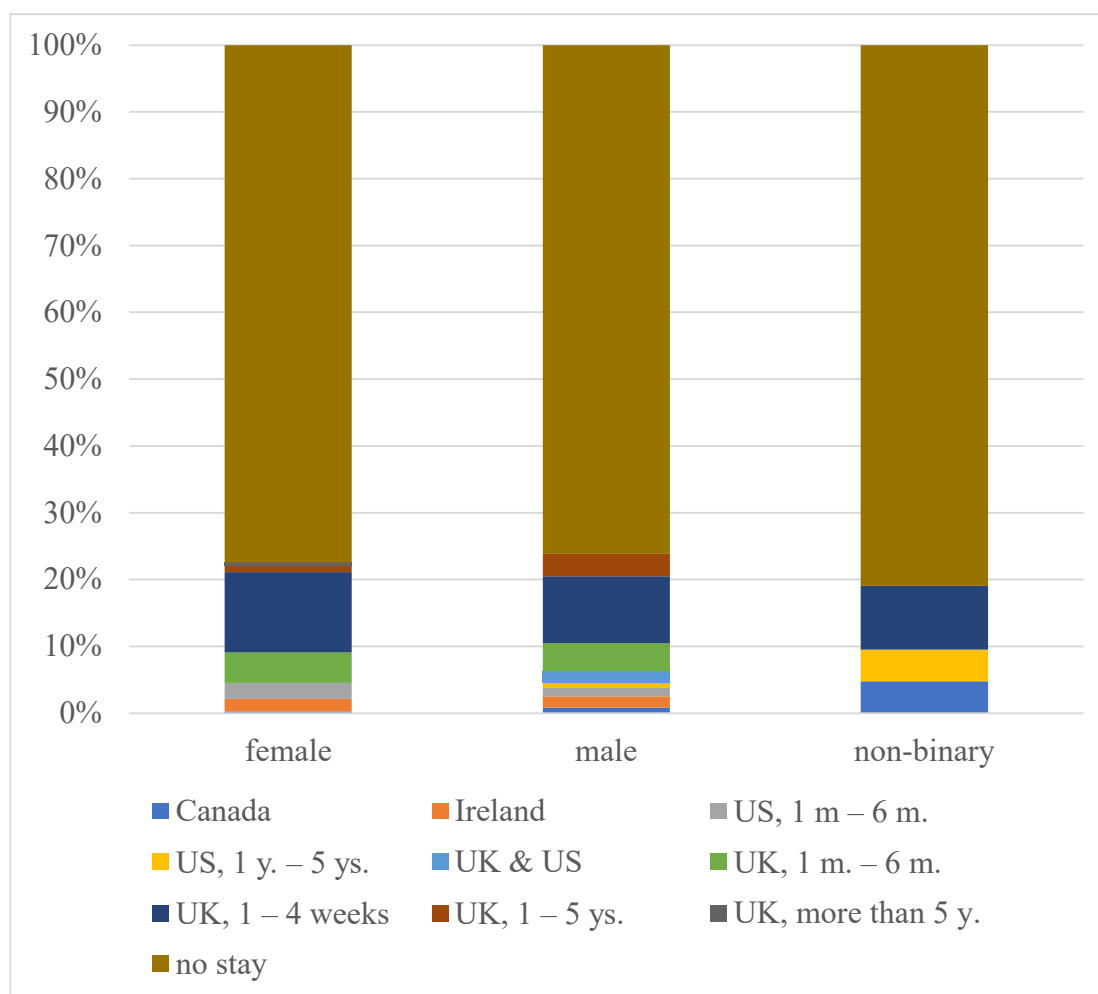
In conducting an analysis of the accent preferences within distinct age groups, several key observations can be made. As it is presented in Figure 5.6, a clear tendency to prefer the American accent is evident across the spectrum of age groups, albeit with varying degrees of intensity. The age categories spanning from 18 to 26 years manifest a visible attraction to the American accent, with prevalence percentages ranging from approximately 33.33% to 57.14%. The respondents aged 29, 30, 34, 40 and 52 uniformly demonstrate a preference for the American accent. The British accent also enjoys a noteworthy degree of favour among the respondents, particularly within the age range of 18 to 26 years, where preference percentages range from around 37.78% to 50%. Age groups 34 and 43 consistently display a big two-thirds tendency to favour the British accent, with corresponding percentages of 66.67%. Remarkably, the respondents aged 32 and 41 exclusively exhibit a pronounced preference for the British accent. The Australian accent, although demonstrating a comparatively limited appeal, attracts the attention predominantly among the respondents aged from 18 to 21 years, where preference percentages span between 0.95% and 4.76%. The tendency to prefer the Scottish and Indian accents, while present within the dataset, is characterized by minimal representation across all age cohorts. Age groups 18 to 26 years subtly lean towards the Scottish accent, whereas the Indian accent registers nominal selection. Age cohorts 35 and 36 manifest a balanced predilection, with an equal division of preference between the British and American accents, each accounting for 50% of the selection. It is essential to underscore that while the data proficiently highlights the accent preferences within distinct age groups, the underlying factors driving these preferences remain unexplored within the confines of this analysis. Variables such

as media exposure, cultural influences and personal experiences are potential contributors to these observed patterns.

5.3. Stays in English-speaking countries

In question 5.6, the participants were asked to indicate whether they had ever travelled to an English-speaking country. Those who would affirm their visit(s), were requested to specify the country/countries visited and the duration of their stay(s). The question comprised only two response alternatives: “no” and an open-text field allowing respondents to provide their individualized responses, stating that they visited some country in the past. The responses were categorized into specific countries and in the case of the more frequently mentioned countries (the US and UK), the responses were further classified based on the duration of stay. The respondents’ submissions include diverse responses, subsequently classified according to specific countries. In particular, responses such as England, Scotland, Wales and Northern Ireland were aggregated under the inclusive designation of the UK. In the case of Ireland, specific reference was made to the Republic of Ireland. Although the respondents contributed various locations including cities, counties or states (pertaining to the USA), for the sake of data clarity and coherence, these responses were streamlined into broader country categories. This methodology aimed to investigate the patterns in travel preferences. From these responses, distinct categories emerged: absence of stay, Canada, Ireland, the United Kingdom and the United States, with subdivisions including the United Kingdom for 1 to 6 months, the United Kingdom for 1 to 4 weeks, the United Kingdom for 1 to 5 years, the United Kingdom for more than 5 years, the United States for 1 to 6 months and the United States for 1 year to 5 years (see Figure 5.7).

Figure 5.7. Stays in English-speaking countries by gender



The provided data includes the number of respondents from various gender groups who have visited English-speaking countries, categorized by specific countries and duration of visit. The countries of interest include Canada, Ireland, the UK and the US. The respondents are further categorized into three gender groups: female, male and non-binary. Additionally, the duration of their visits ranges from short stays to longer residencies.

As shown in Figure 5.7 and Table 5.5, the substantial proportion of the respondents, regardless of their gender, have not visited any English-speaking countries. While there are variations in the numbers across different gender groups and countries, there is a trend that the UK and the US are the most popular destinations. Canada seems to attract a relatively low number of respondents, and also Ireland was chosen by a modest number of respondents. Interestingly, a number of females and males have visited Ireland, the UK (especially for shorter stays) and the US for durations ranging from 1 month to 5 years.

Table 5.5. The number of the respondents visiting the English-speaking countries

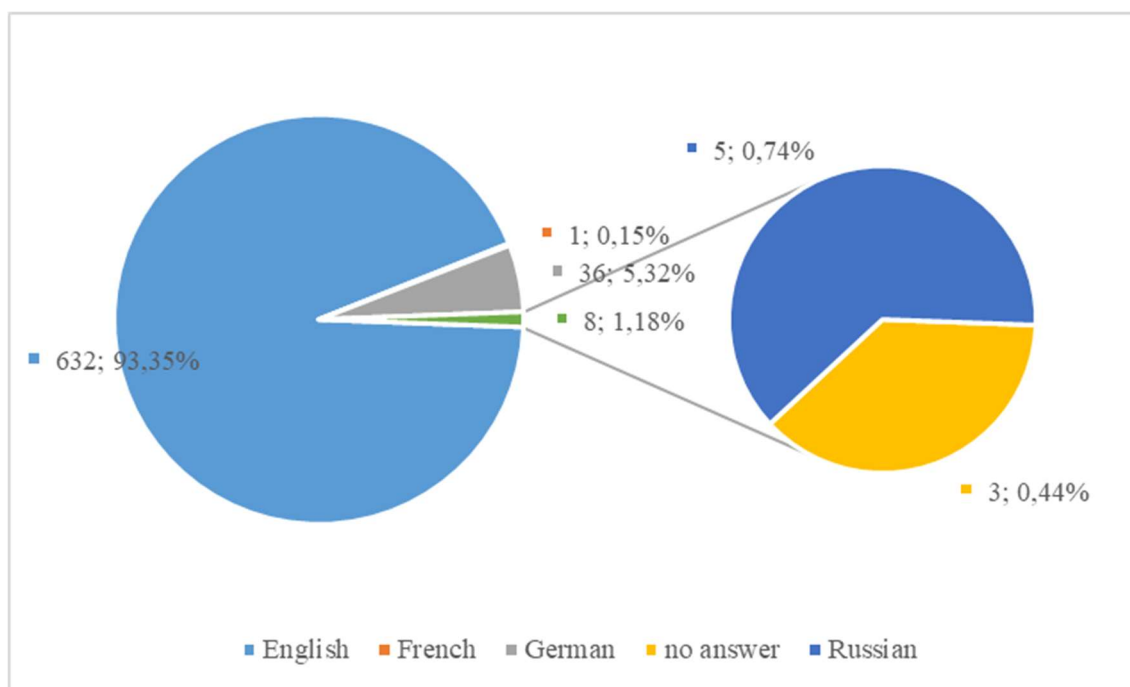
Gender / The visited country	UK	US	Canada	Ireland	no stay
female	75	10	1	8	323
male	46	6	2	4	182
non-binary	2	1	1	-	17

The “no visit category” indicates that a significant portion of the respondents from all genders have not visited any of the mentioned English-speaking countries. This could be due to various reasons, such as limited travel opportunities, personal preferences or other constraints. It is evident that distinct gender predilections emerge with regard to country preferences and durations of stay. The female constitute a more substantial proportion of respondents who have experienced journeys to Ireland, the United Kingdom (across a spectrum of stay durations) and the United States for periods ranging from one month to five years. In parallel, the male demonstrate a marginally higher representation in the UK and US category and concurrently exhibit a relatively higher proportion in the US, 1 month - 6 months duration. Moreover, a trend towards shorter stay is visible for both females and males, particularly in the 1–4 weeks duration within the UK. This proves a tendency for shorter visits. Vice versa, extended stays, characterized by durations exceeding five years in the UK, are associated with a larger percentage of females. Equally, stays spanning one to five years in the US exhibit a slightly higher representation of male respondents. Since the overwhelming majority of the respondents (522 respondents, constituting 77% of the respondents) did not visit any of the English-speaking country, this factor is not taken into consideration while analyzing the factors influencing the preferences for the particular accents of English.

5.5. Foreign language learning

The participants were asked to provide information concerning the specific foreign language they learned as the main one from the primary level through secondary education, to the completion of the Matura examinations.

Figure 5.8. Distribution of foreign language learning



This strong preference for English reflects its dominant position in the curriculum (see Figure 5.8). In contrast, French appears to be significantly less favoured, with only 0.15% ($n=1$) of respondents selecting it. German, while less popular than English, still received considerable recognition, with 5.32% ($n=36$) of the participants indicating it as their primary language of learning. Furthermore, a nominal percentage of 0.74% ($n=5$) of the respondents expressed their preference for Russian as their primary foreign language. Additionally, a small fraction of the respondents, approximately 0.44% ($n=3$), chose not to provide a response.

5.4. The level of contentment with the command of English

The participants were requested to provide data pertaining to their level of contentment with their proficiency in the English language.

Figure 5.9. The level of contentment with English skills

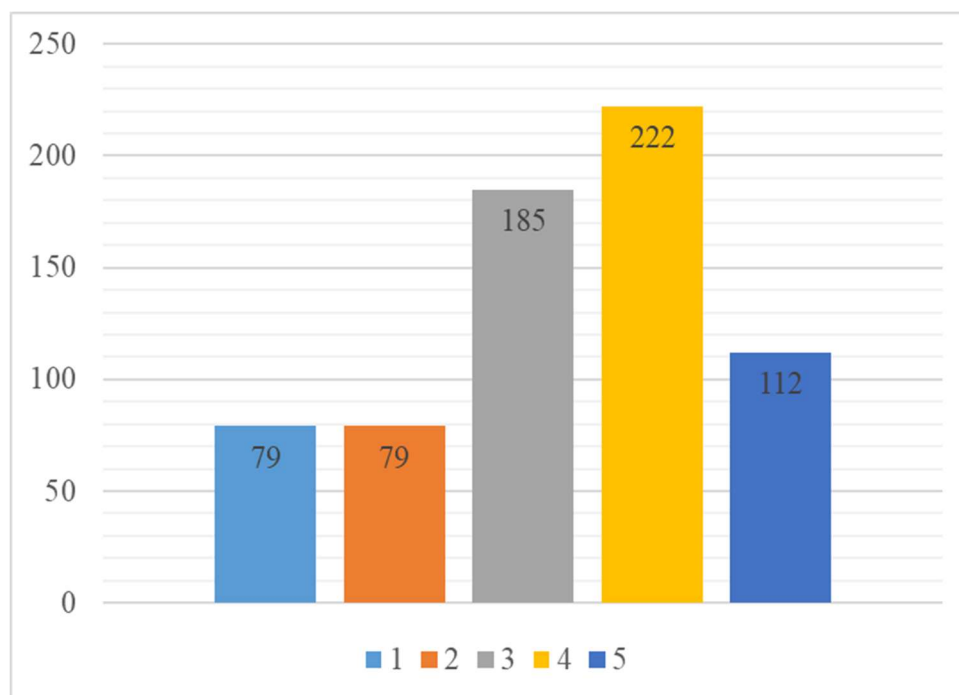


Figure 5.9. presents data pertaining to the respondents' self-reported levels of contentment with their English language skills. The assessment was conducted through a grading system that spans from 1 (indicating complete dissatisfaction) to 5 (representing a state of perfect satisfaction).

The presented data on the respondents' self-reported levels of contentment with their English language skills indicates a generally positive disposition, with the most prevalent satisfaction at level 4, accounting for 32.79% of the total responses (222 occurrences). This suggests a state of relatively high satisfaction. The second most frequent satisfaction level is 3, representing a moderate level of contentment, with 27.33% (185 instances). Levels 1 and 2 both have 11.67% each, indicating a substantial number of the respondents expressing lower levels of contentment. This distribution, in particular the higher levels of satisfaction (3, 4, and 5), showcases an overall positive affect among the respondents.

Figure 5.10. The level of contentment with English skills by gender

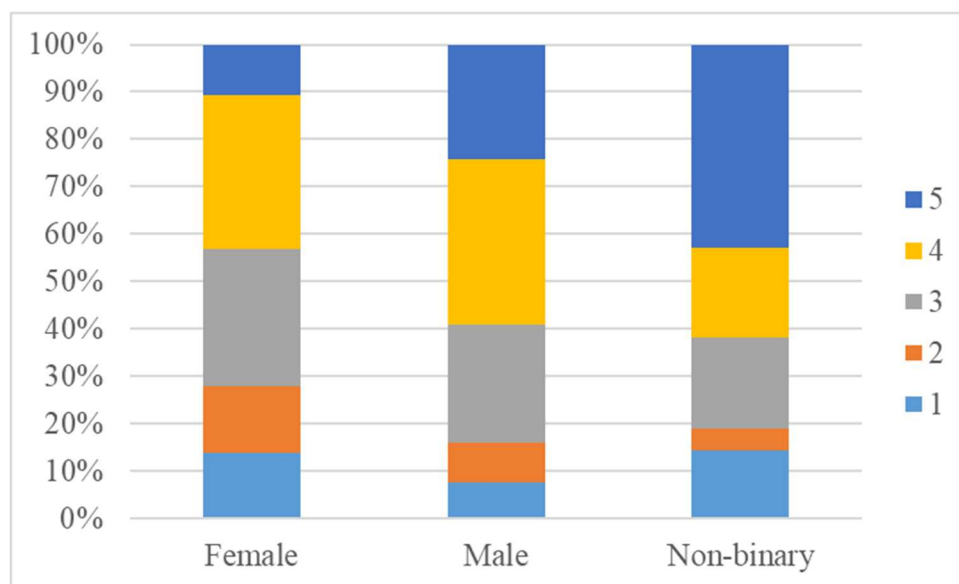


Table 5.6. The level of contentment with English skills by gender

Gender	The level of contentment					Total
	totally dissatisfied 1	2	3	4	perfectly satisfied 5	
Female	58	58	121	135	45	417
Male	18	20	60	83	58	239
Non-binary	3	1	4	4	9	21
Sum	79	79	185	222	112	677

Further analysis by the gender (see Figure 5.10 and Table 5.6) reveals that the majority of both the female and male respondents have their highest contentment at level 4, with 32.37% and 34.73%, respectively. Among the non-binary respondents, 3 individuals felt totally dissatisfied and only one chose level 2 of satisfaction with their language skills. 4 individuals chose level 3; 4 respondents chose level 4 and 9 respondents decided that they were perfectly satisfied.

Basing on the percentage distribution, some differences can be observed in contentment levels among the different gender categories. The female and male respondents share a relatively similar distribution pattern, with the highest proportion of contentment at level 4, followed by level 3. However, the male respondents have a higher percentage at level 5 of perfect satisfaction, compared to the female respondents. The non-binary respondents stand out with

the highest contentment at level 5, indicating greater satisfaction with their English skills compared with the other gender categories.

The data suggest that in general, the respondents are quite content with their English skills, as the majority of ratings fall in the higher contentment levels (3, 4 and 5). The results show a relatively balanced distribution of contentment among the different levels, with levels 3 and 4 being the most prominent. The male and female respondents have relatively similar contentment distributions, with a slight variation in the proportion at level 5.

Figure 5.11. The level of contentment with English skills by age

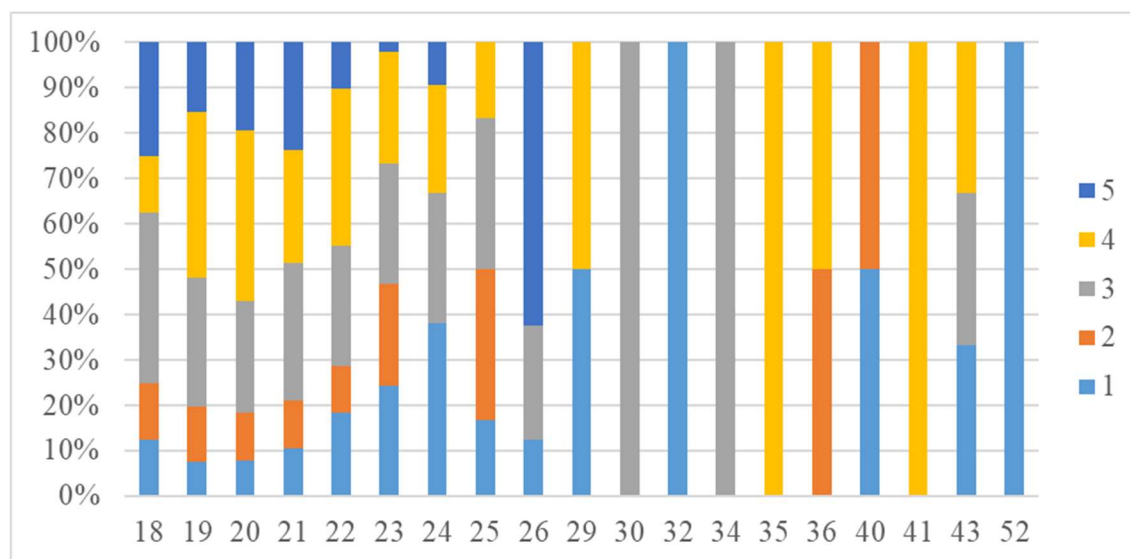


Figure 5.11. shows the respondents' satisfaction with their English language skills, with a change in data organization compared to the previous version. Instead of categorizing by gender, the current data is arranged based on age groups, aiming to understand better the relationship between age and self-reported satisfaction levels in English proficiency. The respondents, aged 18 to 52, rated their satisfaction on a scale from 1 to 5. The analysis indicates that a significant portion of the respondents falls within the mid-range of the satisfaction scale (levels 3 and 4). In particular, the participants in the age cohort of 22, 24, 26, 29, 32 and 34 demonstrate deviations from this norm, frequently falling towards extreme values (levels 1 and 5). A close observation shows certain emerging trends. The respondents aged 18–21 manifest a gradual rise in their satisfaction levels, progressively ascending from levels 1 to 5. On the other hand, the individuals aged 22 exhibit an anomalous drop in satisfaction, predominantly leaning towards level 1. Noteworthy is the pattern within the age group of 26, where the respondents distinctly favour level 5, suggesting a high degree of contentment. In contrast, the respondents aged 29, 30, 34, 35 and 41 predominantly align with the utmost level of

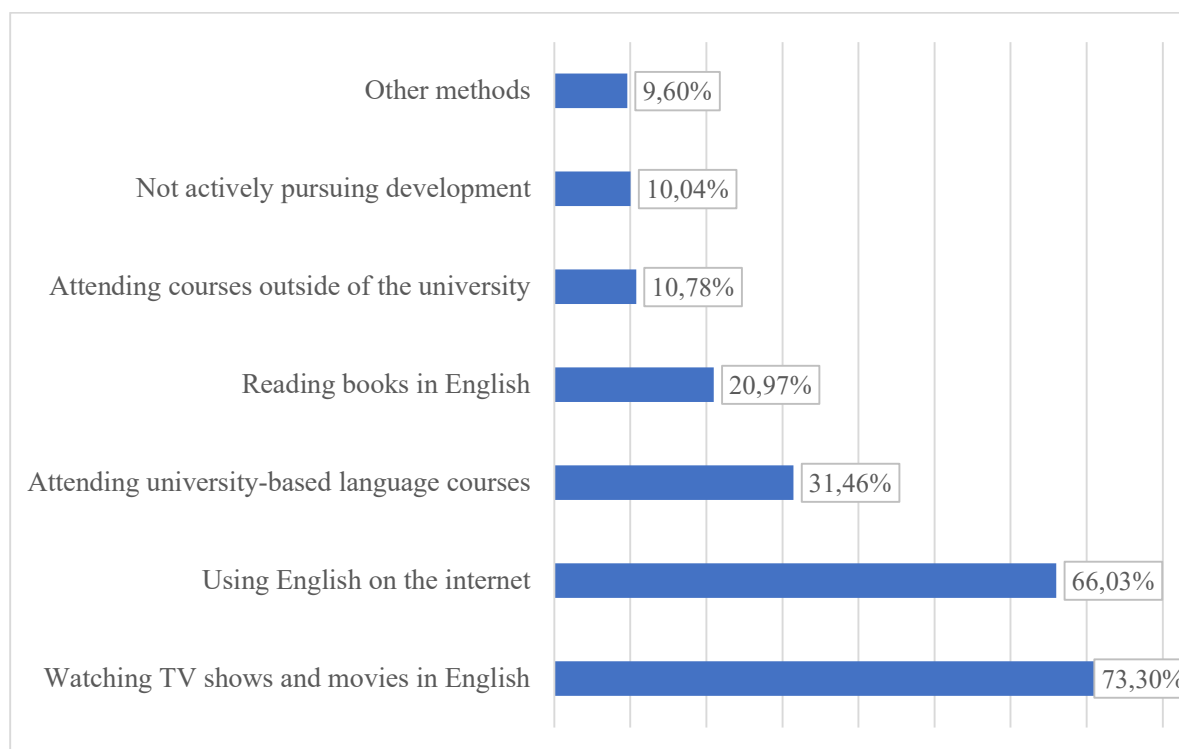
dissatisfaction (level 1). The participants at the age of 32 and 36 maintain exclusively level 1 or level 4 evaluations. The oldest age cohort (52) is characterized by a clear-cut assessment at level 1, which indicates a pronounced dissatisfaction. The overall evaluation of the dataset indicates a predominance of the respondents falling within the moderate satisfaction levels (levels 3 and 4), collectively accounting for 60.12% of the total.

5.5. The respondents' efforts to enhance their English language skills

The participants were asked about the methods they employ to augment their English language proficiency. They were presented with a selection of potential strategies, including: (1) watching television series and films in English, (2) using English on the internet, (3) reading books in English, (4) attending English courses outside of the university, (5) attending university-based English language courses and (6) not actively pursuing English skill development. Furthermore, the participants were afforded the opportunity to supply their own responses within an open-text field and given the liberty to choose multiple options from the predefined list. This comprehensive approach was intended to include a spectrum of language learning modalities. Consequently, the subsequent analysis examines the aggregated data in terms of the respondents who selected particular categories, such as the “watching TV series and films in English” category, in order to obtain useful insights.

The analysis of the respondents' efforts to enhance their English language skills reveals that all out of 677 individuals provided responses. The distribution of their responses is presented in Figure 5.12.

Figure 5.12. The respondents' efforts to enhance their English language skills



Primarily, a substantial proportion of the respondents, 73.30% comprising 496 individuals, reported watching English-language television shows and films. This method reflects a conscious effort to immerse themselves in authentic linguistic contexts, potentially fostering improved auditory acuity, vocabulary enrichment and overall comprehension skills. Albiladi et al. (2018) discovered that adult English learners view movies as real and effective tools for improving various language skills, including speaking, listening, reading, vocabulary, writing and cultural awareness. Similarly, Chao (2013) found that watching films in English can give learners, especially those with limited English proficiency, the exposure and understandable content they need for language acquisition.

Furthermore, 66.03% (447 respondents) confirmed that they use English in online contexts, which underlines the contemporary role of digital platforms in language exposure. This practice, including interactions with web content such as social media, news articles and virtual forums, likely adds up to the expansion of the lexical repertoire and the refinement of reading aptitude.

At the same time, 20.97% (142) said they were interested in reading English literature, which reveals a preference for textual sources for language development.

Moreover, 10.78% (73) answered that they had attended language courses outside the university, which is indicative of an active step toward seeking specialized language instruction outside the confines of educational institutions. Such extracurricular endeavours may bring about opportunities for focused improvement of the desired skill and personalized guidance.

On the other hand, 68 (10.04%) of the respondents manifested no active pursuit in the language development. This group's reason for limited engagement may vary and may possibly be influenced by the proficiency sufficiency or any temporal constraints. Simultaneously, a substantial portion of the participants, accounting for 31.46% (213 individuals), indicated their engagement in university-affiliated language courses known as *lektoraty* in Polish. These courses, distinguished by their methodically designed curricula, competent guidance and scholarly reinforcement, show the institutional dedication to the enhancement of linguistic adeptness. Nevertheless, juxtaposing this outcome with the data pertaining to the preferences of Polish students in terms of the choice of the language courses raises doubts, as the majority of the students should have stated that they attend such a course.

Furthermore, the dataset includes the "other" category, given by 9.60%, 65 respondents, who adopted unconventional approaches to language acquisition. These strategies spanned activities such as Discord conversations, gaming activities, use of language learning applications and platforms, such as Duolingo. The participants also provided diverse responses, demonstrating a range of methods they employ for enhancing their English skills, such as engaging in conversations, daily conversations in English with friends, with parents at home, with individuals from England online, with individuals from various locations and with exchange students. Moreover, among the answers, there were listening to music, teaching English to the respondent's mother, using English while travelling abroad (Italy, Germany, Hungary, Croatia), watching the NBA and involvement in international organizations. However, two respondents also claimed that they learn the language only for academic purposes, specifically for passing course requirements or expressed a lack of fondness for the language.

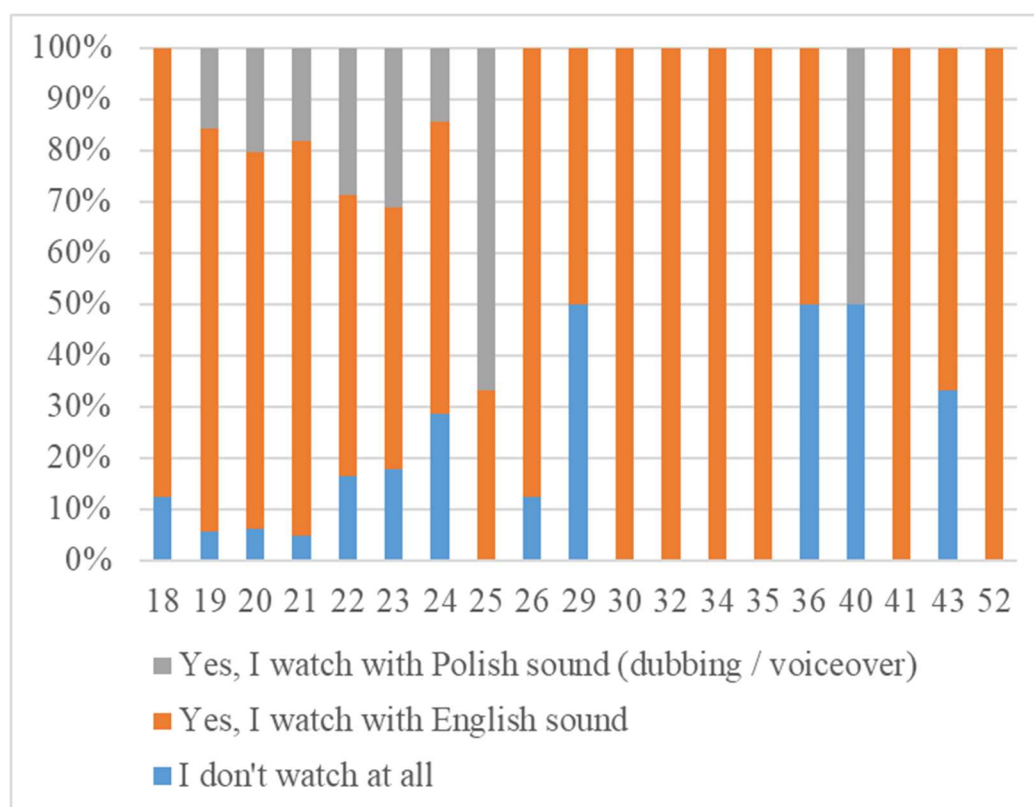
Altogether, these responses illustrate the various approaches that the individuals tend to adopt to improve their English language skills, with a span from interpersonal interactions, technological tools and cultural experiences to academic and personal motivations.

5.6. Television series and accent

The respondents were asked in the questionnaire about their watching television habits. The question in the questionnaire included the options: “no, I don't watch at all”, “yes, I watch with English audio and subtitles”, “yes, I watch with Polish dubbing or voice-over”, “other” (open text field). The purpose of this question was to determine whether respondents are primarily exposed to Polish or English auditory stimuli while watching television. For the purposes of this study, it was not relevant whether respondents read subtitles or the language of the subtitles.

Figure 5.13. presents the distribution of respondents’ answers to the question whether they watch television series with the distribution of the respondents’ age. The responses are categorized into three options: “I don’t watch at all”, “Yes, I watch with English sound” and “Yes, I watch with Polish sound (dubbing/voiceover)”.

Figure 5.13. Watching television preferences by age



Generally, as the age increases, the percentage of the respondents who do not watch television series tends to increase. The respondents in their late teens and early twenties (18–26) mostly watch television series, with a significant portion opting for English sound. As the age increases, the preference for watching with English sound decreases and the preference for watching with Polish sound (dubbing/voiceover) increases. In the older age groups (29 and

above), a clear preference for Polish sound (dubbing/voiceover) emerges. In several age groups (25, 30, 32, 34, 35 and 52), there are respondents who exclusively chose one viewing option (English or Polish sound). This indicates that certain the respondents within these age groups have a strong preference for a specific way of watching television series. There is a transition around age 26 where the preference for English sound begins to decline and the preference for Polish sound increases. Another transition seems to occur around age 30, where the respondents exclusively choose English sound. The respondents at the ages of 24, 36 and 40 exhibit a pattern of polarized preferences. They depict a pronounced predilection for either an exclusive engagement or an absolute abstention from television series consumption. Interestingly, the age cohort of 29 emerges as distinctive, manifesting an equipoise between respondents opting for the English and Polish auditory paradigms. Generally, there is a relatively low preference for watching with Polish sound (dubbing/voiceover) across all age groups and a prevailing tendency towards the primacy of the original English auditory format is palpable across the age strata. This suggests that the respondents might prefer the original language experience. It remains essential to acknowledge once again that the age group spanning from 29 to 52 years constitutes a restricted subset, including a mere 16 individuals, standing in sharp contrast to the significantly larger demographic represented by the 19–26-year-old age group, which comprises a total of 661 respondents. The difference in sample sizes between these two age groups creates a clear imbalance in the statistical strength of the results obtained from each group. Therefore, any conclusions or interpretations drawn from the age range of 29 to 52 should be made with careful attention because of the sample size and with an awareness of how it might impact the overall findings.

The data indicates a generational shift in watching habits, with the younger respondents more likely to watch TV series in English while their elder counterparts prefer dubbed versions.

Figure 5.14. Watching television – preferences by gender

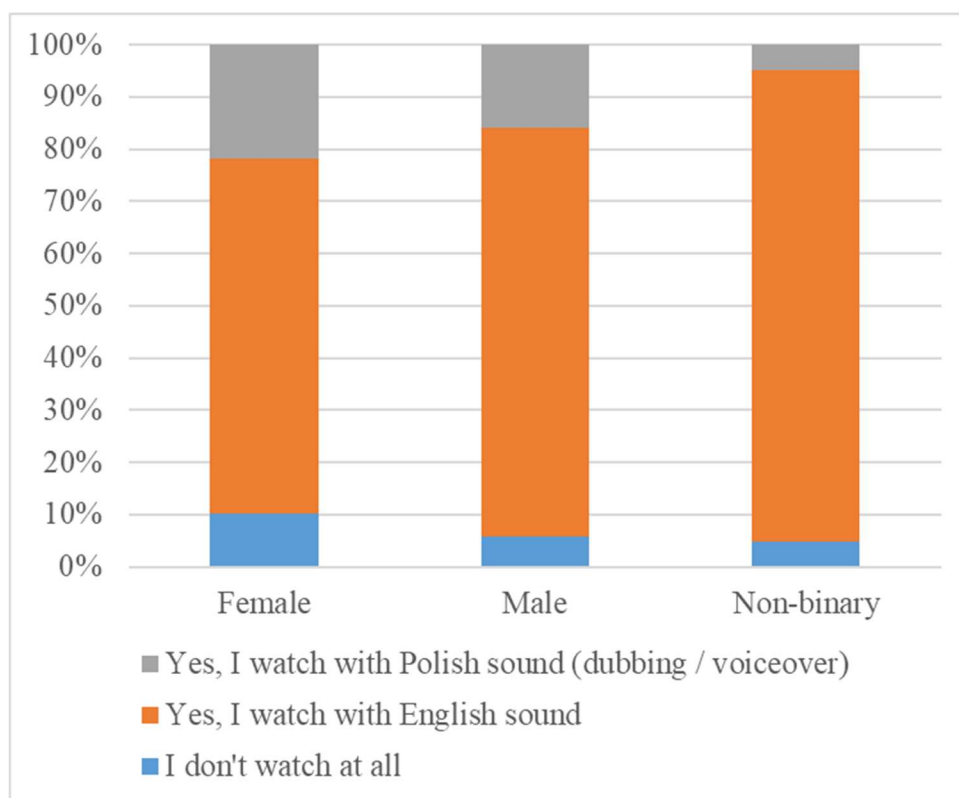


Table 5.7. Watching television preferences by gender

Gender	I don't watch at all	Yes, I watch with English sound	Yes, I watch with Polish sound (dubbing / voiceover)
Female	43	283	91
Male	14	187	38
Non-binary	1	19	1

Table 5.7 and Figure 5.14 present the findings from the answers to the questions inquiring about television series watching consumption, grouped by the respondents' gender classification, to establish whether there was a general pattern according to gender and viewing tastes. The categories for the participants' groups were based on their responses: "I don't watch (television) at all", "Yes, I watch with English sound", and "Yes, I watch with Polish sound (dubbing/voiceover)". This categorization aims to determine if there are distinct gender-based preferences for specific auditory experiences, thus exposition to the English language.

The gender categories – female, male, and non-binary – are examined in percentage distributions, showing their respective preferences for the given options. In the analysis of the data, some trends and differences in gender-based viewing preferences emerge.

Among the female respondents, a clear preference for active watching appears: 67.87% prefer the original English soundtrack as it brings them the genuine linguistic experience. The preference for the Polish sound option – showing a preference for the audio adaptation in the native language – is preferred by 21.82%, while a smaller group of 10.31% does not watch television series at all.

Here, the male respondents are even keener on the original English soundtrack to the extent of 78.24%, which shows the desire for linguistic authenticity. Still, a small percentage, 15.90%, goes for the Polish sound alternative. Similarly to the female respondents, a small number of male respondents, 5.86%, do not spend time watching television series.

For the non-binary respondents, there is a similarity of dominant preferences in both groups of females and males. The overwhelming majority of 90.48% prefer the original English soundtrack, emphasizing a clear preference for the original. A slightly below 5%, exactly 4.76%, prefer the Polish sound option – similar to the other gender classifications. Another 4.76% do not watch television series at all.

In the subsequent question, the respondents were asked to enumerate English-language television series and films they had recently watched or particularly enjoyed. A total of 677 respondents contributed a cumulative count of 361 titles of television series and films. However, 111 individuals indicated their abstention from watching television series, thereby not offering any response. An additional layer of nuance is introduced through the classification of 58 responses from the participants who initially indicated a preference for watching television series with Polish dubbing or voiceover. Since the study investigates the auditory stimulus in English language, these responses were appropriately categorized together with “no answer”, thereby avoiding the duplication of the negative version option. As a result, there emerges a common label of “no answer” shared with the previously noted count of 169 responses.

Consequently, the average number of titles per affirmative response was computed at 1.4, although a subset of the respondents supplied multiple titles. In particular, a considerable number of the respondents provided more than one title. The analysis focused on television shows and films that were provided by three or more participants. These selections were

subsequently evaluated to determine whether the characters within them predominantly employed either British English (BrE) or American English (AmE) accents. Based on this determination, each show or film was labelled with either BrE or AmE.

Table 5.8. Top 20 popular television shows among the respondents

No.	Title of the show	Number of respondents providing it	Type of accent
1	<i>Breaking Bad</i>	104	AmE
2	<i>Peaky Blinders</i>	82	BrE – Brummie/Irish
3	<i>Friends</i>	58	AmE
4	<i>You</i>	52	AmE
5	<i>Grey's Anatomy</i>	52	AmE
6	<i>Lucifer</i>	48	AmE, BrE
7	<i>Wednesday</i>	41	AmE, BrE
8	<i>Sherlock</i>	38	BrE
9	<i>Ginny and Georgia</i>	37	AmE
10	<i>Stranger Things</i>	37	AmE
11	<i>The Walking Dead</i>	36	AmE
12	<i>Game of Thrones</i>	35	BrE
13	<i>The Last of Us</i>	35	AmE
14	<i>Bridgertons</i>	34	BrE
15	<i>Outer Banks</i>	34	AmE
16	<i>The Vampire Diaries</i>	34	AmE, BrE
17	<i>The 100</i>	34	AmE
18	<i>Sex Education</i>	33	BrE

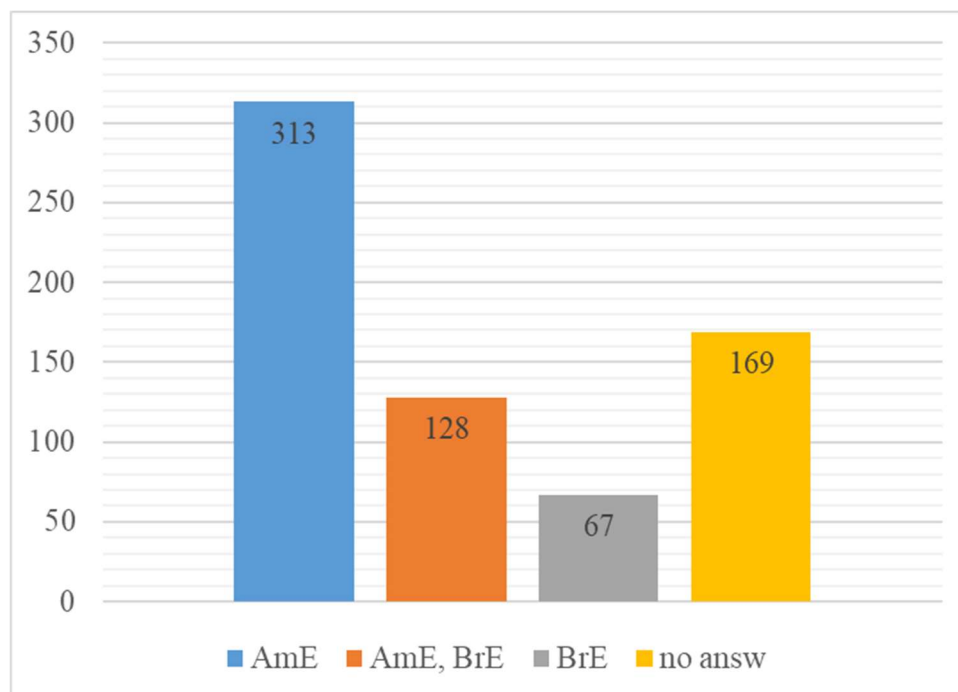
19	<i>The Crown</i>	33	BrE
20	<i>Better Call Saul</i>	32	AmE

Table 5.8. presents the most popular twenty show titles selected by the respondents, the corresponding number of the respondents for each show, and the identified accent types associated with the shows. The table presents a various shows chosen by the respondents, with *Breaking Bad* being the most commonly title show given by the participants (104 occurrences), followed closely by *Peaky Blinders* (82 occurrences). Other popular choices include *Friends* (58 occurrences), *You* (52 occurrences) and *Grey's Anatomy* (52 occurrences). The “Type of Accent” column indicates whether the show mainly features American English (AmE) or British English (BrE) and in some cases, both accents are specified.

It is important to highlight that a number of the respondents indicated a preference for both BrE and AmE shows, citing examples such as *Breaking Bad* and *Peaky Blinders*. In such instances, the class of “AmE, BrE” was applied. Subsequently, the respondents’ answers were examined to find patterns of a preference for either BrE or AmE shows. In certain cases of the mentioned shows, the characters’ pronunciation exhibited variations, with some prominent characters employing American English pronunciation while others adhered to British English pronunciation and vice versa. In light of this, the series in question was categorized as an “AmE, BrE” show. An illustration of this classification approach is *Lucifer*. The central character, starred by British actor Tom Ellis, assumes the role of a fallen angel residing in Los Angeles. Interestingly, the main character adopts the British English (BrE) accent, distinct from the American English (AmE) accents used by the remaining characters. Consequently, *Lucifer* is therefore classified as an “AmE, BrE” show due to the coexistence of both British and American accents used by its characters, capturing the diverse linguistic elements in the storyline and cast. Furthermore, an observation arises in relation to *The Office*. This title was recalled by 42 respondents, positioning it as the eighth most prevalent television show among the participants’ responses. However, the exclusion of this show from the analysis was needed due to a specific circumstance. *The Office* has both an American and a British version, each characterized by unique linguistic attributes and cultural subtleties. Unfortunately, the unclear responses about the intended version suppressed its precise classification. Due to this ambiguity, it was impossible to determine the specific version referred to by the respondents and as a

consequence, this show was intentionally excluded from the analysis to maintain the accuracy of the findings.

Figure 5.15. Preferences for accents in television shows by number of the respondents



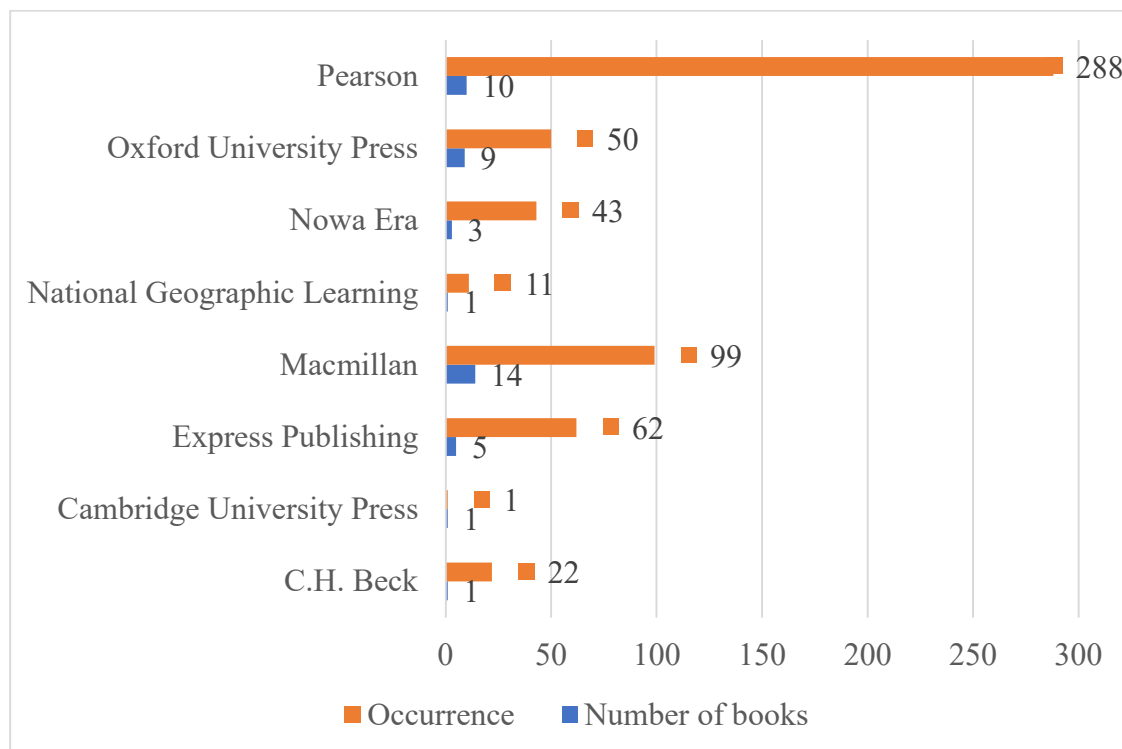
As presented in Figure 5.15, a large number of the interviewees, 313, prefer programs with the American English accents. This demonstrates a strong predisposition towards shows that are staged within an American linguistic and cultural environment. A significant number of the interviewees, making up 128 individuals, were interested in watching television programs that presented both British and American accents of English or gave numeral shows, which were in both British and American English. A certain number of the interviewees, 67, like programs that are presented in the British English accent. Specifically, a subset of the interviewees, totalling 169, did not give an answer or initially stated that they prefer to watch television series with Polish dubbing or voiceover. This may reflect a lack of interest or cognizance of the linguistic accents of the television shows or possibly the unwillingness to respond for other reasons.

5.7. Textbooks for learning English

The next question investigated the variety of textbooks used by the participants in the context of their English language education. Only 467 of 677 individuals provided answers. Collectively, 45 distinct titles were provided by the respondents, contributing to a cumulative

count of 576 occurrences. Certain respondents proffered multiple titles and subsequently, these titles were subjected to classification and categorization under respective publishing houses, yielding the outcomes presented in Figure 5.16.

Figure 5.16. Textbooks for learning English – publishing houses



The analysis of the dataset underscores the diverse landscape of the publishing houses that contribute to English language education materials. The German publishing house C.H. Beck is associated with one textbook, *Legal English*, accounting for 22 occurrences. A single title, *Grammar and Vocabulary for the TOEIC*, stands out from Cambridge University Press (CUP), encountered once in the dataset. Express Publishing emerges with five distinct textbooks – *On Screen*, *Upstream*, *Enterprise*, *Skills for Matura* and *Starland*, collectively accumulating 62 occurrences.

Macmillan exhibits a broader presence, boasting 14 distinct titles, as presented in Table 5.15 and attaining a cumulative occurrence count of 99. Represented by one title, *Voices*, National Geographic Learning surfaces 11 times in the dataset. Nowa Era contributes three titles to the compilation, *English Explorer*, *Junior Explorer* and *My Perspectives*, collectively garnering 43 occurrences. With nine individual titles, presented in Table 5.15, Oxford University Press (OUP) secures a presence across 50 instances. Remarkably, Pearson stands out with the highest

number of contributions, amounting to 10 distinct textbooks and attaining a substantial cumulative occurrence count of 288.

Table 5.9. Textbooks for learning English – titles

No.	Title of the book	Number of occurrences	Publishing house
1	<i>Focus</i>	83	Pearson
2	<i>Speakout</i>	74	Pearson
3	<i>Repetitorium Pearson/Longman</i>	65	Pearson
4	<i>On Screen</i>	47	Express Publishing
5	<i>Skills for Matura</i>	41	Nowa Era
6	<i>English Class</i>	37	Pearson
7	<i>Checkpoint</i>	25	Macmillan
8	<i>Ready for ...</i>	23	Macmillan
9	<i>Legal English</i>	22	C.H. Beck
10	<i>Gateway</i>	19	Macmillan
11	<i>Market Leader</i>	18	Pearson
12	<i>Upstream</i>	12	Express Publishing
13	<i>Insight</i>	12	OUP
14	<i>English File</i>	11	OUP
15	<i>Voices</i>	11	National Geographic Learning
16	<i>Oxford Solution</i>	11	OUP
17	<i>Password</i>	8	Macmillan
18	<i>Bugs Team</i>	8	Macmillan
19	<i>Vision</i>	7	OUP
20	<i>Hot Spot</i>	5	Macmillan
21	<i>Sparks</i>	4	OUP
22	<i>Language Hub</i>	3	Macmillan
23	<i>High Note</i>	2	Pearson
24	<i>Interface</i>	2	Macmillan
25	<i>Matura Success</i>	2	Pearson
26	<i>Solutions Gold</i>	2	OUP
27	<i>Cambridge English: Advanced Result</i>	1	OUP
28	<i>Checkpoint</i>	1	Macmillan
29	<i>Destination</i>	1	Macmillan
30	<i>Enterprise</i>	1	Express Publishing
31	<i>Evolution</i>	1	Macmillan
32	<i>Junior Explorer</i>	1	Nowa Era
33	<i>Express Publishing</i>	1	Express Publishing
34	<i>Grammar and Vocabulary for the TOEIC</i>	1	CUP

35	<i>Laser</i>	1	Macmillan
36	<i>My Perspectives</i>	1	Nowa Era
37	<i>New Matura Solutions</i>	1	OUP
38	<i>New Voices</i>	1	Macmillan
39	<i>Next Move</i>	1	Pearson
40	<i>Oxford Matura Trainer</i>	1	OUP
41	<i>Skillful</i>	1	Macmillan
42	<i>Starland</i>	1	Express Publishing
43	<i>Technical English</i>	1	Pearson
44	<i>Unidentified titles</i>	52	-

The presented data show the variety of companies engaged in the English language education materials, with publishing houses such as Pearson and Macmillan carrying the most prominent roles through their extensive representation. Conversely, publishers like C.H. Beck, Cambridge University Press and National Geographic Learning make more modest but visible contributions.

A comprehensive assessment of the accents used within the listening comprehension exercises across all textbooks showed a consistent adoption of the British variety, with a specific focus on Received Pronunciation (RP) or Modern RP pronunciation. In particular, in instances where alternative accents are featured in the listening materials, their inclusion primarily assumes the form of supplementary information, rather than constituting the standard approach. Within the sphere of native English accents, two prominent variations are visible: Scottish English and American English. Among the other accents, Indian English and Chinese English are featured, but it should be pointed out that the incorporation of alternative accents within the listening materials is predominantly realized as an informative addition. However, it is imperative to underline that, by default, the entirety of auditory content adheres to British English standards. This adherence is especially pronounced in the technical segments of the recordings, task descriptions, introductory segments disclosing textbook titles, unit naming and lesson descriptions.

5.8. Concluding remarks

This chapter has presented an investigation into the demographic and linguistic characteristics of the survey participants. The respondents submitted the data regarding their gender, age, educational backgrounds, distribution of academic majors, accent preferences, durations of residence in English-speaking countries, television consumption habits, levels of satisfaction

with their English language proficiency and the strategies employed to enhance their English language skills. Furthermore, the participants disclosed the titles of textbooks they used for English language instruction during their educational pursuits, as well as their preferences regarding television series and accents.

From these results emerges a contemporary sociolinguistic depiction of the status of the English language in Poland. Evidently, based on their asserted preferences, it emerges that the respondents predominantly claim they favour the American accent. The majority of the respondents did not visit any English-speaking countries, with a small proportion who did, predominantly experiencing shorter stays in the United Kingdom or Ireland (up to 4 weeks). A significant majority reported watching television with English soundtracks. In particular, a vast majority selected English as their primary language of study, underscoring its status as the most popular foreign language in Poland. The respondents expressed moderate satisfaction with their English proficiency levels and continue to enhance their skills through external courses, university programs, English-language literature consumption, and frequent use of English on the internet and while watching television shows. The prevalent accent encountered in the textbooks used by the respondents throughout their educational journey was Standard British English. Interestingly, among the respondents who watched television with English audio, the majority expressed interest in television shows featuring American English accents.

6. Perception of the speakers – quantitative results and discussion

This chapter is devoted to the analysis of the respondents' perceptions of the speakers, as encapsulated in the provided ratings. This analysis involves cognitive measures, including assessments of personal traits, as well as the general mean values for speaker ratings. Moreover, this chapter investigates the statistical significance of these cognitive measures, and provides affective measures and conative measures. In its entirety, this chapter provides a quantitative overview of the questionnaire results.

The respondents whose profiles have been examined in the preceding chapter were tasked with evaluating four English speakers, each representing distinct varieties: Standard British, Standard American, Regional British and Regional American.

The questionnaire section pertaining to the evaluation of the speakers, was structured into distinct subsections, including cognitive, affective and conative measures.

The cognitive measures were acquired through the use of Osgood's semantic scales, where the respondents were presented with questions such as "Is this person: Rude / polite? (1 – rude, 5 – polite)", which sought to elicit judgments on a range of personality traits described by corresponding adjectives. For specific questions, please refer to Appendixes 1 and 2.

The affective measures were acquired through questions that explored the respondents' emotional responses when listening to the speakers representing specific English accents. For instance, question 13, which was posed regarding all four speakers, inquired: "When I listen to this person, I feel: that I trust them, that I don't like them, that I would like to make friends with them, overwhelmed". The respondents were prompted to provide their responses using a Likert scale with five options: "I disagree", "I tend to disagree", "I neither agree nor disagree", "I rather agree", and "I agree". Subsequently, these responses were quantified numerically, giving the most positive attitude answer the value of 5 and the most negative of 1.

The conative measures were acquired through the questions that focused on the respondents' tendencies regarding the speakers' pronunciation. The questions 14 to 16 assessed this aspect by questions such as: "Do you like the way this person talks?", and "When I speak English, I have a pronunciation similar to this person's", as well as "Speaking English, I'd like to sound like this person". These questions aimed to obtain the respondents' preferences and their aspirations concerning their pronunciation, with numerical values which were assigned to the Likert scale responses for analysis.

The responses provided by the respondents have been analyzed and the outcomes of this analysis are presented below.

6.1. Cognitive measures

The data collected from the respondents, based on questions that employed Osgood's semantic scale (e.g. "Is this person: Rude / polite? (1 – rude, 5 – polite)"), facilitated the assignment of numerical ratings to their responses. For this rating system, negative traits were designated a value of 1, while positive traits were attributed the value of 5. The respondents were instructed to select a specific option within the 1 to 5 range, which would reflect their affect and attitudes towards each speaker. This information aimed to serve as a valuable resource for analyzing their perceptions of various English accents.

Basing on the questions asked to the respondents, a systematic approach to the obtained data was applied. Using Osgood's semantic scale, numerical values were assigned to their responses. This scale involved allocation of the value of 1 to negative personality traits and the value of 5 to positive ones. The respondents were asked to select a specific numerical value which was supposed to best represented their feelings and attitudes towards each of the individual speakers in the study. This approach enabled an examination of how the respondents perceived and evaluated the English accents they listened to. The results of this analysis are presented below, starting with Figure 6.1 and Table 6.1.

Figure 6.1. Personal traits' ratings

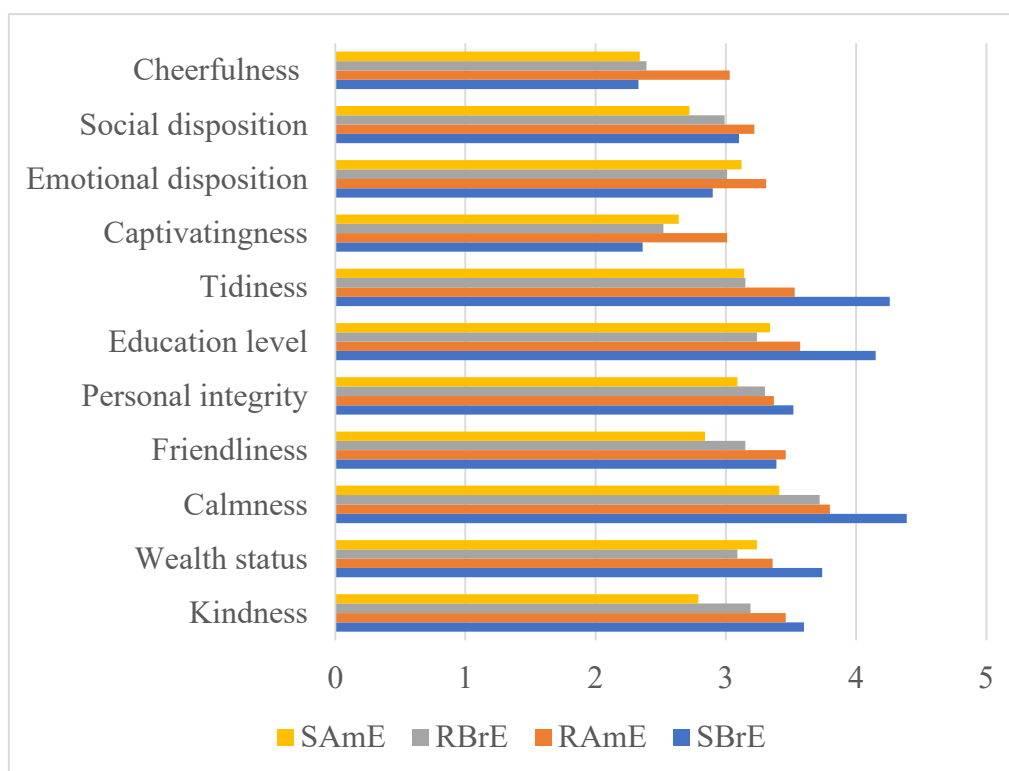


Table 6.1. Personal traits' ratings

Personal trait	SBrE	RAmE	RBrE	SAmE
Politeness (rude / polite)	3.60	3.46	3.19	2.79
Wealth status (poor / rich)	3.74	3.36	3.09	3.24
Calmness (aggressive / calm)	4.39	3.80	3.72	3.41
Friendliness (unfriendly / friendly)	3.39	3.46	3.15	2.84
Personal integrity (dishonest / honest)	3.52	3.37	3.30	3.09
Education level (uneducated / educated)	4.15	3.57	3.24	3.34
Tidiness (messy / tidy)	4.26	3.53	3.15	3.14
Captivatingness (boring / interesting)	2.36	3.01	2.52	2.64
Emotional disposition (laid back / uptight)	2.90	3.31	3.01	3.12

Social disposition (not nice / nice)	3.10	3.22	2.99	2.72
Cheerfulness (gloomy / cheerful)	2.33	3.03	2.39	2.34

Table 6.1 and Figure 6.1 present the ratings of the personality traits, basing on the responses regarding all the four speakers, facilitating their comparison.

The speaker of Standard British English (SBrE) receives relatively high ratings for attributes such as education level, tidiness, calmness and personal integrity. However, he receives lower ratings when it comes to cheerfulness and emotional disposition. The speaker of Regional American English (RAmE) tends to be perceived as moderately friendly, educated and calm and it earns relatively higher ratings for emotional disposition, friendliness and education level. The speaker of Regional British English (RBrE) often receives lower ratings for personal integrity, education level and tidiness, yet he scores slightly higher in emotional and social disposition compared to the other speakers. The speaker of Standard American English (SAmE) tends to receive lower ratings in categories like education level, personal integrity, tidiness, politeness, cheerfulness and social disposition. As previously noted, I will mainly use acronyms to refer to the specific speakers for the sake of writing clarity in the further parts of the chapter.

In terms of specific traits, SBrE is rated highest for politeness, indicating it is perceived as the most polite accent. RAmE and RBrE also score above the neutral midpoint in this regard, while SAmE receives the lowest rating, implying it is perceived as less polite than the other accents. SBrE is also rated highest for sounding wealthier, while RAmE, RBrE and SAmE receive lower ratings, with RAmE perceived as the least wealthy. When it comes to calmness, SBrE receives the highest rating, suggesting it is the most calm and least aggressive. RAmE, RBrE and SAmE follow, with RAmE being the least calm among the four accents. Friendliness ratings show that RAmE and SBrE are similar, while RBrE is slightly lower and SAmE is rated the least friendly. SBrE also scores highest for the education level, followed by progressively lower ratings for RAmE, RBrE and SAmE. Tidiness ratings again place SBrE at the top, followed by RAmE, RBrE and SAmE in descending order. RAmE is rated as the most interesting based on pronunciation, while SBrE, RBrE and SAmE receive lower ratings for captivateness.

Additionally, RAmE earns the highest rating for being laid back, indicating it is perceived as the most relaxed. RBrE, SAmE and SBrE follow in that order. RAmE and RBrE receive similar ratings for social disposition, suggesting they are perceived as having a similar level of

friendliness, while RBrE is slightly lower. In contrast, SAmE is perceived as the least friendly or more arrogant. When it comes to cheerfulness, all the ratings were rather negative. RAmE is rated as the least gloomy, while SBrE, RBrE and SAmE are perceived as more gloomy with the similar ratings.

The differences in ratings across the various English accents are not stark. For each trait, there are fluctuations in the ratings, but they remain within a narrow range. Comparing the ratings for traits, the differences between the highest and lowest ratings for each trait are usually only modest. This may mean that the respondents did not perceive a particular distinction between the individuals across the different English accents in terms of these personal traits. The other possibility is that the respondents may not have perceived significant differences between the speakers across the various English accents. Probably, the respondents could have been not aware enough of the nuances in accents and thus not able to distinguish between them clearly. All in all, the possibility of the respondents not perceiving a significant difference between speakers across different English accents suggests that accent variations may have had a limited impact on their assessments of personal traits.

The cumulative values of all 11 personality traits were calculated and compared, resulting in the mean values for the individual speakers or the different varieties of English. These mean values are presented below.

Figure 6.2. Mean values for the speakers' ratings in cognitive measures

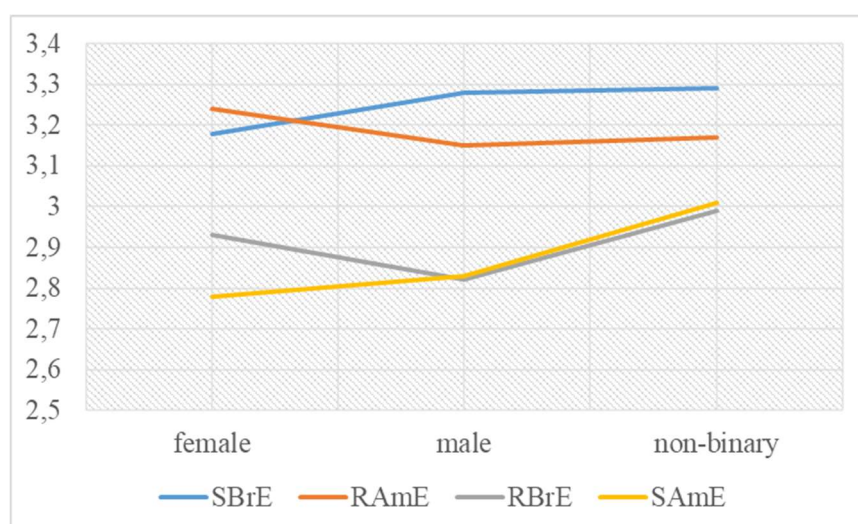


Figure 6.2. presents mean values representing perceptions of the analyzed English speakers, broken down by gender — female, male and non-binary — with summative mean values for each accent category. The results point to several trends. In the case of the overall mean values

for each accent, the British accents are slightly more positively perceived (SBrE: 3.22, RBrE: 2.90) than the American accents (RAmE: 3.21, SAmE: 2.80).

Interestingly, while the gender of a respondent does matter in terms of accent perception, differences are not striking. On the whole, the male respondents assign slightly higher average marks than the female respondents to all the accents. The non-binary participants also generally rate accents more positively than the female respondents, but their ratings are closer to those of the male respondents. These small differences would seem to indicate that, though gender might condition the perception of an accent to some extent, it is not the single determinant.

Moreover, it is important to note that the speaker of the Standard British accent has consistently obtained higher mean ratings for all categories from all the three gender groups, which suggests a relatively more favourable perception of this accent. This could be attributed to its association with traditional and frequently prestigious communication patterns. The speaker of the Standard American accent has relatively lower mean ratings, which means less positive perceptions.

In conclusion, the data indicates a subtle difference in perception based on gender of the different English accents, with the males generally offering slightly more positive ratings; however, the general trends are that Standard British is viewed in the most favourable light across all the three gender groups.

6.2. Statistical significance of cognitive measures

This investigation of mean values for the ratings of pronunciation varieties required a proper and detailed statistical analysis. In this part, an overview of statistical procedures applied to evaluate and compare pronunciation ratings is presented.

The statistical analysis conducted in this study was realized through the use of the R programming environment. More specifically, R was used in a series of statistical tests in comparing the ratings of cognitive traits. For example, the analyses conducted here represent different pair comparisons, with each comparison representing the specific categories of the English accents. I include the R program codes in Appendix 3 for transparency and to provide methodological clarity with respect to the statistical procedures applied to this research.

Table 6.2. The t-test statistic and the p-value for each pair of speakers basing on their mean values

No.	Pair	t-test	p-value
1	SBrE, RAmE	0.25101	0.806
2	SBrE, RBrE	1.5139	0.151
3	SBrE, SAmE	1.958	0.07025
4	RAmE, RBrE	2.3658	0.03011
5	RAmE, SAmE	3.3287	0.00375
6	RBrE, SAmE	0.66559	0.5133

Table 6.2 presents results of the statistical analyses conducted to compare pronunciation ratings across different pairs of English-speaking groups. In particular, each row of this table corresponds to a comparison between two specific groups, and the table includes both the t-test statistic and the p-value associated with each comparison.

The statistical analysis done using the Welch Two Sample t-test was to compare the pronunciation ratings of the speakers of Standard British English and Regional American English. The mean pronunciation rating for SBrE was 3.430909 and that for RAmE was 3.374545. The t-statistic value obtained was 0.25101, while df being 12.123. The resulting value of p was 0.806. The null hypothesis, which states that there are no differences in the means of pronunciation ratings between SBrE and RAmE, cannot be rejected at conventional levels of significance since the p-value, 0.806, is greater than the common alpha of 0.05. The 95% confidence interval for the mean differences between the two groups ranged from -0.4323222 to 0.5450494, and this interval included zero, hence further supporting the fact that there is no statistically significant difference between the two groups. It can be concluded that, based on this analysis, there is no sufficient evidence to establish that the mean pronunciation ratings of the SBrE and RAmE speakers differ.

In the second analysis, the comparison of pronunciation ratings between the speakers of Standard British English (SBrE) and Regional British English (RBrE) was made. The mean pronunciation rating for SBrE stood at 3.430909, while for RBrE, it was 3.068182. The t-statistic amounted to 1.5139, with approximately 14.886 degrees of freedom (df). The resulting p-value was 0.151. Conforming to conventional significance levels, the null hypothesis positing no substantial difference in pronunciation rating means between the SBrE and RBrE speakers cannot be dismissed, as the p-value (0.151) exceeds the standard alpha level of 0.05. The 95

percent confidence interval for the mean difference ranged from -0.1483159 to 0.8737704, including zero, thereby reinforcing the absence of a statistically significant distinction between the two groups. Consequently, there is insufficient evidence to affirm a significant difference in pronunciation ratings between the SBrE and RBrE speakers.

In the third analysis, a Welch Two Sample t-test was executed as well to compare pronunciation ratings between the speakers of Standard British English (SBrE) and Standard American English (SAmE). The mean pronunciation rating for SBrE was 3.430909, while for SAmE, it was 2.970000. The calculated t-statistic was 1.958, with approximately 14.145 degrees of freedom (df). The resulting p-value was 0.07025. Although the p-value (0.07025) does not fall below the conventional alpha level of 0.05, its proximity suggests a potential trend towards significance. The 95 percent confidence interval for the mean difference ranged from -0.04347439 to 0.96529257. Since this interval includes zero, it implies that there may not be a statistically significant difference in the pronunciation ratings between the SBrE and SAmE speakers.

In the fourth analysis, a Welch Two Sample t-test was again conducted in order to compare the pronunciation ratings of speakers of Regional American English and Regional British English. The average pronunciation rating of the RAmE was 3.374545, while that of RBrE was 3.068182. The t-statistic obtained was 2.3658 and the degrees of freedom (df) were approximately 17.04. The resulting p-value was 0.03011. Since the p-value (0.03011) is less than the conventional alpha level of 0.05, this difference is statistically significant. This would mean there is a difference in pronunciation ratings between the RAmE and RBrE speakers. The 95% confidence interval for the difference in means was between 0.03319751 to 0.57952976, and since this interval does not include zero, it further supports the conclusion that there is a significant difference.

In the fifth analysis, too, a Welch Two Sample t-test was carried out to compare the ratings of pronunciation between the speakers of Regional American English and Standard American English. The mean for the pronunciation rating of RAmE was 3.374545, and for SAmE, it was 2.970000. The value of the t-statistic obtained was 3.3287, while df was approximately 17.951. The obtained p-value was 0.003747. In this case, the p-value of 0.003747 is much lower than the conventional alpha of 0.05, which indicates strong statistical significance. This shows a large and statistically significant difference in the pronunciation ratings between the RAmE and SAmE speakers. The 95 percent confidence interval for the difference in means ranged from

0.1491684 to 0.6599225, and since this interval does not include zero, so it further leads to the conclusion that there is a statistically significant difference between the two groups.

In the last comparison, a Welch Two Sample t-test was conducted with an objective of comparing pronunciation ratings of the speakers of the Regional British English and Standard American English. A rating mean pronunciation for RBrE was 3.068182 while that for SAmE was 2.970000. The t-value was 0.66559, and the degrees of freedom were approximately 19.833. The p-value was 0.5133. With the conventional alpha level set at 0.05, the p-value (0.5133) is considerably higher. This means that the RBrE and SAmE speakers do not have a significantly different rating regarding pronunciation. The 95% confidence interval for the difference in means ranged from -0.2096886 to 0.4060523 and contained zero, and this further supports the assertion that there is not any significant difference between the two groups. Based on the presented analysis, the p-value greater than the conventional threshold of 0.05 and a confidence interval containing zero shows no statistically significant differences in pronunciation ratings between the RBrE and SAmE speakers.

Based on the series of statistical analyses conducted to compare pronunciation ratings across different groups of speakers, the following conclusions can be drawn.

When it comes to the comparison of the rating of the Standard British English speaker and Regional American English speaker, the analysis revealed no statistically significant difference in pronunciation ratings. The p-value (0.806) was greater than the conventional alpha level of 0.05 and the confidence interval included zero, indicating a lack of significant distinction in pronunciation.

As far as the comparison of ratings of Standard British English and Regional British English is concerned, the results showed no statistically significant difference in pronunciation ratings between the speakers of SBrE and RBrE. The p-value (0.151) exceeded the typical alpha level of 0.05 and the confidence interval contained zero, suggesting no significant divergence in rating pronunciation.

The analysis of Standard British English and Standard American English shows that, while the p-value (0.07025) was close to the alpha level of 0.05, the analysis did not yield statistically significant differences in pronunciation between the SBrE and SAmE speakers. There is a potential trend but not a statistically significant distinction.

As far as the Regional American English and Regional British English are concerned, the analysis demonstrated a statistically significant difference in pronunciation ratings between their speakers. The p-value (0.03011) was lower than the conventional alpha level of 0.05 and the confidence interval did not include zero, indicating a significant contrast in the perceptions of these accents.

Given the Regional American English vs. Standard American English, the results revealed a statistically significant difference in pronunciation ratings between the RAmE and SAmE speakers. The p-value (0.003747) was significantly lower than the alpha level of 0.05 and the confidence interval excluded zero, indicating a substantial and statistically significant divergence in the evaluations of these accents.

Finally, as regards the Regional British English and Standard American English, the analysis did not show a statistically significant difference in pronunciation ratings between RBrE and SAmE speakers. The p-value (0.5133) was much higher than the alpha level of 0.05 and the confidence interval included zero, signifying a lack of significant distinction in ratings.

Table 6.3. Statistical significance of the pairs

Pair – comparison	Statistically significant
SBrE vs. RAmE	No
SBrE vs. RBrE	No
SBrE vs. SAmE	No
RAmE vs. RBrE	Yes
RAmE vs. SAmE	Yes
RBrE vs. SAmE	No

Table 6.3 summarizes the statistical significance of the comparisons based on the provided information. “Yes” indicates a statistically significant difference, while “no” suggests the absence of statistical significance.

These statistical analyses suggest that the most significant differences in pronunciation ratings were observed when comparing the speaker of Regional American English with the other speakers. However, no significant differences were found between the speaker of Standard British English and the other speakers, and the distinctions between the speakers of Standard British English and Standard American English were not strongly supported by the data.

6.3. Affective measures

Question 13 measured affective measures related to the participants' feelings about the specific speakers. The question "While listening to this person, I feel..." was broken down into four sub-points: "that I trust them", "that I dislike them", "that I would like to make friends with them" and "overwhelmed". These questions were deliberately arranged to alternate between inquiring about positive (trust, desire for friendship) and negative (dislike, feeling overwhelmed) affects. This was done to ensure the participants' engagement and to prevent mechanical response marking. The options were provided on a Likert scale based on agreement with the given statements: "I disagree, I rather disagree, I neither agree nor disagree, I rather agree, I agree". These responses were then converted into points, where one signified disagreement and five signified agreement with the respective statements (Babbie and Edgerton 2023). The extra attention was required while analyzing the results of sub-question 2 and 4, because in the context of the Likert scale where higher numbers typically represent stronger agreement with a negative statement, a higher score indeed indicates a greater degree of not liking or being overwhelmed. Therefore, if e.g. Speaker 2 has the highest score in terms of not being liked, it implies that this speaker is not liked the most or is perceived less favourably in terms of likability.

Table 6.4. Affective measures of the speakers

Speaker	Trusting	Disliking	Desire to make friends	Being overwhelmed
SBrE	2.82	2.54	2.33	2.65
RAmE	2.81	2.52	2.58	2.36
RBrE	2.62	2.72	2.37	2.63
SAmE	2.43	2.84	2.28	2.68

Figure 6.4. Affective measures of the speakers

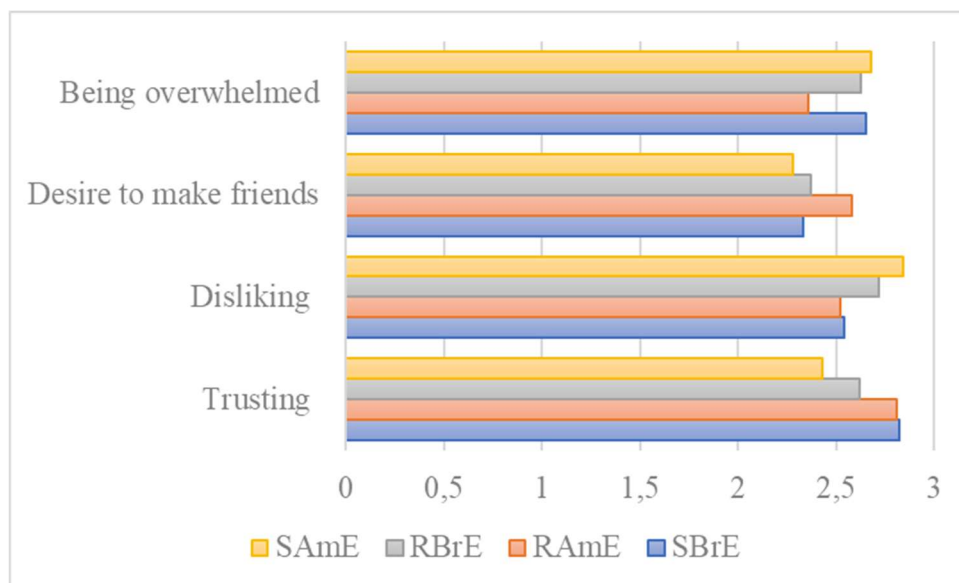


Table 6.4 and Figure 6.4 present the mean affective measure of each speaker. The participants had a relatively high level of trust for the speaker with Standard British English; the rating was 2.82. The rating for the Regional American English speaker was also relatively high at 2.81. Regional British English accent had a slightly lower rating at 2.62 but still in the moderate level. The lowest trust level, with a rating of 2.43 was for the speaker with Standard American English. However, this difference in trust ratings among accents is relatively minor.

The participants perceived the SAmE speaker as the least likable or most negatively (the dislikability score = 2.84). They also rated RBrE quite negatively (2.72), while the dislikability score for SBrE was 2.54, indicating a more moderate level of negative affect. The respondents rated RAmE slightly lower for not being liked (2.52), which implies a relatively milder negative perception compared with the other accents, but the difference is, similarly to trust, minor.

The participants expressed the highest desire to make friends with RAmE (2.58); however, this and the following scores suggest a somewhat negative tendency towards forming a friendship with any of the speakers. The participants had the lowest desire to make friends with SAmE (2.28), but the differences in desire to make friends among accents were minor, suggesting that the respondents would not like to form a friendship with any of the speaker.

In terms of being overwhelmed, SAmE and SBrE had the highest rating for making the respondents feel overwhelmed. This means that compared with the other accents, the participants felt most overwhelmed or affected adversely by the standard accents. The respondents also rated RBrE fairly negatively for causing a feeling of being overwhelmed. The

respondents felt the least overwhelmed by RAmE, which implied a relatively milder negative perception compared with the other accents.

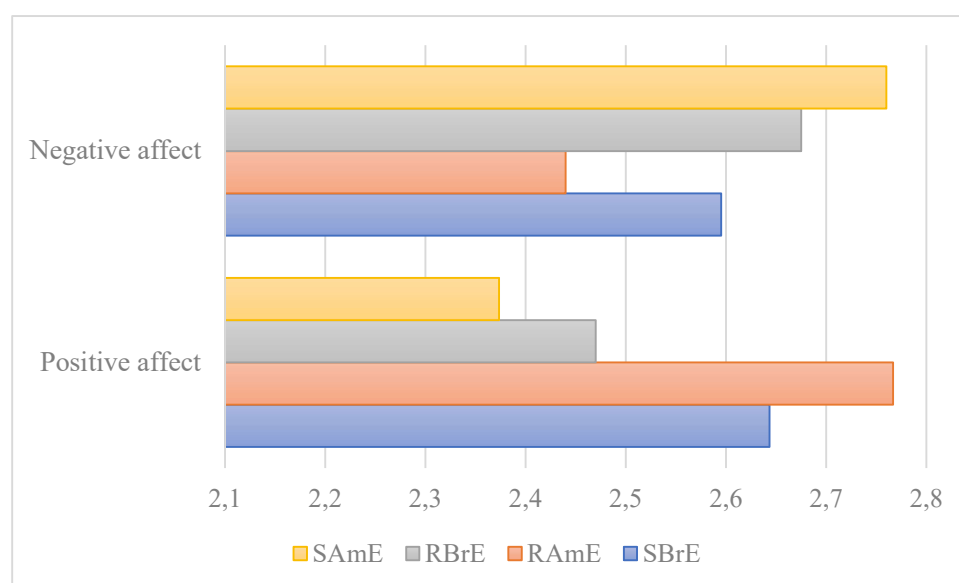
Concluding, while there are minor differences in ratings among the accents, it is evident that the participants generally had a somewhat negative perception of the speakers across all aspects, particularly in terms of disliking and feeling overwhelmed.

Table 6.4. Ratings of the speaking styles

SBrE	RAmE	RBrE	SAmE
2.78	2.91	2.42	2.41

The responses to the question “Do you like the way this person speaks?” were evaluated on a Likert scale, where higher scores represent a more favourable response, which is presented in Table 6.4. Among the accents presented, the participants expressed a moderately negative perception of the way the speakers spoke. RAmE garnered a rating of 2.91, indicating a neutral perception leaning towards the negative level of perception of the speaking style, which was the highest score obtained in this category. In contrast, SAmE, the other American variety, received the lowest rating of 2.41, signifying the lowest level of liking for the way this person speaks among the presented accents. A very similar score was obtained by RBrE, who received a marginally higher rating of 2.42, while SBrE obtained 2.78.

Figure 6.5. Mean values of negative and positive affect



The scores of trust, desire to make friends and liking the manner of speech were together collected as the positive affect and the scores of feeling overwhelmed and dislike were collected

as the negative affect. The study employed a dual affect evaluation, whereby higher scores in positive affect reflected a more favourable perception of the speaker, while lower scores in negative affect suggested a less adverse attitude. A careful examination of the data (Figure 6.4.) presents disparities in the perceived attitudes toward the speakers based on the mean values of both positive and negative affects. The analysis discerns RAmE as the speaker perceived most positively, with the highest mean positive affect score and the lowest mean negative affect score. SAmE emerged as the speaker perceived most negatively, with the highest mean negative affect score and the lowest positive affect score. Both Regional and Standard British speakers received ratings suggesting a middle position, not ranking as the most negatively perceived, but also not as the most positively perceived. Specifically, the positive affect scores were 2.47 and 2.64 for Regional and Standard British speakers, respectively, and the negative affect scores were 2.68 and 2.60, respectively.

Nevertheless, it is worth noting that even the highest positive score remains relatively low (2.77), which, considering the scale ranging from 1 to 5, implies an overall neutral perception of all the speakers.

6.4. Conative measures

Following the tripartite structure of language attitude analysis, this section provides an overview of the third component of attitudes, known as conative measures (Agheyisi and Fishman 1970, Carrie 2017).

In this context, the term *conative* pertains to the aspect of mental and emotional engagement concerning action, desire or intention experienced by the respondents. The emphasis is placed on the behavioural and intentional dimensions of the respondents' attitudes towards accents (Cooper and Fishman 1974). The focus is on their willingness, preference or intention to align their pronunciation with certain models represented by the specified speakers presenting the Standard American English, Regional American English, Standard British English and Regional British English.

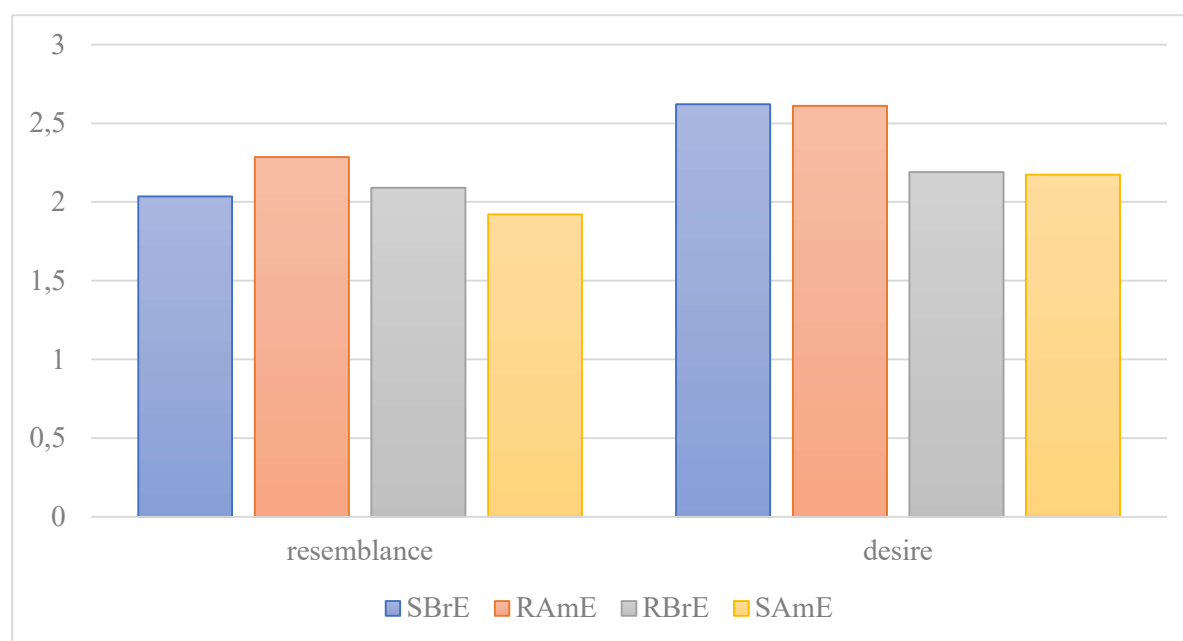
The provided data illustrates language attitudes evaluating the speakers in terms of the conative measures. The conative responses were collected using 1-5 Likert scales, where higher scores denoted a stronger agreement with two statements: (1) the degree to which the respondents' own pronunciation resembled that of the specified speaker and (2) their desire to have a pronunciation akin to the specified speaker. The Likert scales used in the study serve to measure the participants' levels of agreement or disagreement with statements regarding the similarity

of their own pronunciation to that of a specified speaker and their tendency to have a pronunciation similar to that speaker. The data is presented in Table 6.5 and Figure 6.5 below.

Table 6.5. Conative responses – mean values

Speaker	resemblance	desire
SBrE	2.04	2.62
RAmE	2.29	2.61
RBrE	2.09	2.19
SAmE	1.92	2.17

Figure 6.5. Conative responses – mean values



The first striking observation from the data is that for each of the statements pointing to resemblance to or desire for any of the mentioned English accents, the mean scores were lower than the Likert scale midpoint. It indicates a general tendency towards perceiving that the respondents' own pronunciation does not resemble any of the considered English accents and that the respondents do not desire to resemble any of the considered English accents. When it comes to resemblance, the highest mean score belonged to RAmE (2.29), which presented a stronger tendency to perceive resemblance with this variety, though at a moderately low level.

In terms of the respondents' preference for having pronunciation similar to the specified speakers, SBrE obtained the highest mean score (2.62), which indicates a slightly greater desire to have Standard British English accent. The respondents expressed a desire to acquire a

Standard British English accent; however, they acknowledged that their current pronunciation does not closely resemble this particular accent, with a very low resemblance score of 2.04.

Moreover, SAmE received the lowest mean score for both resemblance (1.92) and desire (2.17), implying a lack of strong positive sentiment or preference for adopting the phonetic characteristics associated with Standard American English accent.

The differences in the participants' attitudes towards language pronunciation across the specified English accents are minor. Despite marginal fluctuations in mean scores, the participants exhibit a generally negative stance regarding language pronunciation across the four varieties.

6.5. Concluding remarks

This chapter has explored the cognitive, affective and conative dimensions that underpin the evaluations of speakers representing the four distinct English accents. This analysis drew upon the responses provided by the survey participants, seeking cognitive judgments, emotional responses and behavioural tendencies in shaping these ratings.

In terms of cognitive measures, when considering the average overall mean values for each accent, those of British origin (SBrE=3.22, RBrE=2.90) tend to be viewed more positively compared with their American counterparts (RAmE=3.21, SAmE=2.80). The speaker of Standard British English is seen favourably in attributes related to education level, tidiness, calmness and personal integrity, but received lower ratings for cheerfulness and emotional disposition. The speaker of Regional American English is perceived as moderately friendly, educated and calm, with higher ratings for emotional disposition and friendliness. The speaker of Regional British English scores slightly higher in emotional and social disposition but lower in personal integrity, education level and tidiness. The speaker of Standard American English receives lower ratings across categories, including education level, personal integrity, tidiness, politeness, cheerfulness and social disposition. Specifically, the speaker of Standard British English is rated highest for politeness and sounding wealthier, while the speaker of Regional American English is seen as the most laid back and cheerful. The speaker of Regional British English ranks highest for interesting pronunciation. The speaker of Standard British English is generally perceived as less friendly and cheerful compared with the other accents.

The results of affective measures proved that the participants viewed RAmE most favourably, reflected in the highest positive affect score and lowest negative affect score, whereas SAmE

was perceived most negatively, as is evident from its highest negative affect score and lowest positive affect score. The Regional and Standard British speakers received intermediate ratings, indicating a moderate perception without extreme positivity or negativity.

In terms of conative measures, the participants showed a tendency to moderately identify with or desire resemblance to any specific English accent, with scores consistently below the midpoint of the Likert scale. While there were slight variations, overall, the participants held a predominantly negative attitude towards adopting the provided English accents.

7. Perception of the speakers expressed in the comments – results and discussion

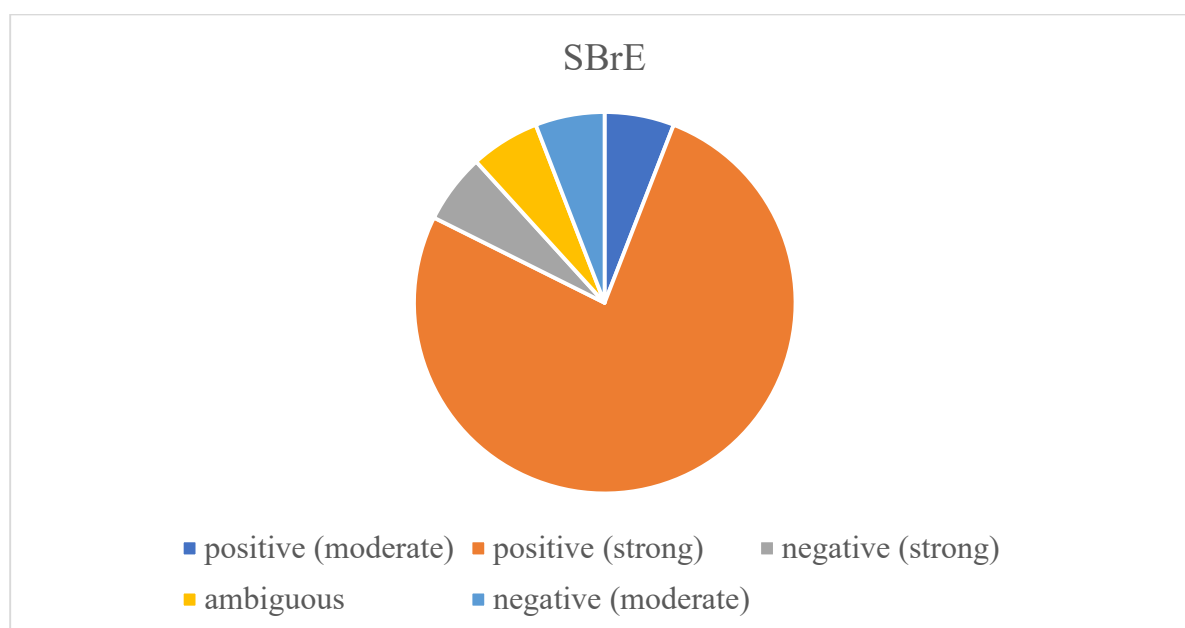
This chapter concentrates on the comments provided by the respondents, regarding the four speakers. These comments were analyzed in terms of their sentiment. Besides, the absolute and normalized frequencies of the adjectives describing the speakers were calculated, and then the adjectives were categorized in terms of semantic fields, following the tripartite structure of the attitude (Garrett 2010). The normalized frequencies of the most commonly used adjectives referring to the four speakers are compared. The all-encompassing description of the whole analytical procedure is available in section 4.5 in Chapter 4.

All the comments are presented in Appendix 4, in their original Polish version and in the translated English version.

7.1. Standard British English

The outcomes of the sentiment analysis of the comments regarding the Standard British English speaker are presented in Figure 7.1.

Figure 7.1. Sentiment of the respondents' comments of SBrE



In the sentiment analysis of the comments on SBrE pronunciation, the data shows a positive disposition among the respondents. A dominant presence of the strong positive sentiment forms an overwhelming majority of 76.48%, proving a significantly positive assessment of the speaker. Further, the moderate positive sentiment category of 5.88% accentuates the general

positive sentiment. In contrast, the negative sentiments, both strong and moderate, along with ambiguous sentiment, are less prevalent, each accounting for 5.88%.

The corpus of all comments regarding SBrE speaker contains a total of 3,151 words used in 677 individual comments. This creates an approximate average of 4.65 words per comment. Table 7.1 presents the top 20 adjectives employed by the respondents with their respective frequencies.

Table 7.1. The frequencies of the top 20 descriptive adjectives in the SBrE comments

No.	Adjective	Meaning	Absolute frequency (AF)	Normalized frequency (NF)
1	<i>spokojny</i>	'calm'	218	691.84
2	<i>poważny</i>	'serious'	88	279.28
3	<i>stary</i>	'old'	80	253.89
4	<i>arogancki</i>	'arrogant'	72	228.50
5	<i>uprzejmy</i>	'polite'	64	203.11
6	<i>miły</i>	'nice'	55	174.55
7	<i>nudny</i>	'boring'	49	155.51
8	<i>znudzony</i>	'bored'	46	145.99
9	<i>opanowany</i>	'composed'	44	139.64
10	<i>neutralny</i>	'neutral'	25	79.34
11	<i>monotonny</i>	'monotonous'	24	76.17
12	<i>wykształcony</i>	'educated'	24	76.17
13	<i>zmęczony</i>	'tired'	22	69.82
14	<i>flegmatyczny</i>	'phlegmatic'	21	66.65
15	<i>dojrzały</i>	'mature'	18	57.12
16	<i>uprzejmy</i>	'polite'	17	53.95
17	<i>konkretny</i>	'specific'	16	50.78
18	<i>pewny (siebie)</i>	'confident'	16	50.78
19	<i>profesjonalny</i>	'professional'	12	38.08
20	<i>ponury</i>	'gloomy'	12	38.08

The adjective *spokojny* ('calm') emerges as the most prevalent one. Appearing 218 times in the comments. The adjective with a similar meaning, *opanowany* ('composed'), was also used, by 44 respondents. Other frequently used adjectives include *poważny* ('serious'), *stary* ('old') and *arogancki* ('arrogant'). The adjectives *nudny* ('boring', AF = 49) and *znudzony* ('bored', AF = 46) are both related to the noun *nuda* ('boredom'), but they were not classified jointly, because of their semantic difference, which is noted in the semantic categories. *Znudzony* ('bored') is defined in the PWN dictionary of the Polish language as "taki, który odczuł nudę" ('experiencing boredom') while *nudny* ('boring') is "wywołujący uczucie nudy" ('inducing boredom') (PWN SJP 2024). They both connote a perceived lack of dynamism or engagement in the speaker's pronunciation, implying the potential disinterest in the listener. Additionally, adjectives like *neutral* (25 occurrences) suggest an absence of pronounced emotional bias.

Table 7.2. Semantic categories and frequency distribution in SBrE comments

Category	Adjectives	Meanings	Frequency
Attitude and behaviour	ciekawy, zwykły, neutralny, dokładny, poważny, pozytywny, stanowczy, przyjemny, nudny	'interesting', 'ordinary', 'neutral', 'precise', 'serious', 'positive', 'decisive', 'pleasant', 'boring'	6%
Emotional states	opanowany, spokojny, ponury, melancholijny znudzony	'composed', 'calm', 'gloomy', 'melancholic', 'bored'	10%
Physical and mental states	cichy, ciepły, cierpliwy, flegmatyczny, konkretny, kulturalny, mądry, monotony, pewny, powolny, profesjonalny, rozważny, rzeczowy, stonowany, surowy, sztywny, ułożony, wymagający, wyraźny, zorganizowany, zrozumiały, zrównoważony, zmęczony, uporządkowany	'quiet', 'warm', 'patient', 'phlegmatic', 'specific', 'cultured', 'wise', 'monotonous', 'confident', 'slow', 'professional', 'thoughtful', 'objective', 'subdued', 'strict', 'stiff', 'composed', 'demanding', 'clear', 'organized', 'understandable', 'balanced', 'tired', 'organized'	6%

Social interaction	arogancki, niemiły, miły, przyjazny, uprzejmy, sympatyczny, elokwentny, wyniosły	‘arrogant’, ‘unfriendly’, ‘nice’, ‘friendly’, ‘polite’, ‘likeable’, ‘eloquent’, ‘haughty’	7%
Age	stary, dojrzały	‘old’, ‘mature’	3%
Social status	bogaty, dystyngowany, elegancki, wykształcony	‘rich’, ‘dignified’, ‘elegant’, ‘educated’	2%

Table 7.2 presents semantic categories and their respective frequency distributions within SBrE comments. This categorization offers a structured approach to understanding and analyzing given adjectives within a semantic framework. The data presents six main categories: age, attitude and behaviour, emotional states, physical and mental states, social status and social interaction.

The attitude and behaviour category comprises nine adjectives, constituting 6% of the set. These adjectives cover a range of attitudes towards this speaker, but also the descriptions of behavioural dispositions of this speaker, such as *ciekawny*, *zwykły*, *neutralny*, *dokładny*, *poważny*, *pozytywny*, *stanowczy*, *przyjemny*, *nudny* (‘interesting’, ‘ordinary’, ‘neutral’, ‘precise’, ‘serious’, ‘positive’, ‘decisive’, ‘pleasant’, ‘boring’).

In the emotional states category, there are five adjectives, such as *opanowany*, *spokojny*, *ponury*, *melancholijny*, *znudzony* (‘composed’, ‘calm’, ‘gloomy’, ‘melancholic’, ‘bored’) which show the perceived emotional experiences the SBrE speaker undergoes according to the respondents. Despite having fewer adjectives, this category captures 10% of the set.

The next category, the physical and mental state category, contains a wide range of adjectives, with a total of twenty four adjectives, including adjectives like *cichy* or *powolny* (‘quiet’, ‘slow’). These adjectives show the individuals’ overall demeanor, energy levels and characteristics. Although it has the greatest number of adjectives and may appear dominant due to its extensive list, it constitutes only 6% of the set.

Eight adjectives were assigned to the social interaction category, which prove various modes of engagement with others, such as *arogancki*, *niemiły*, *przyjazny*, *uprzejmy*, *sympatyczny*, *elokwentny* (‘arrogant’, ‘unfriendly’, ‘friendly’, ‘polite’, ‘nice’, ‘eloquent’). This category represents 7% of the dataset.

Only two adjectives were categorized into the age category, *stary* ('old') and *dojrzały* ('mature') comprising 3% of the set.

Finally, there are four adjectives in the social status category, such as *bogaty*, *dystyngowany*, *elegancki*, *wykształcony* ('rich', 'dignified', 'elegant', 'educated'). This category represents only 2% of the dataset, which indicates a relatively lower frequency while compared with other semantic groups.

The comments provide interesting views about the perception of the SBrE speaker. Sometimes, as presented in (1), the comments were humorous, providing jokes or stereotypes regarding the pronunciation of the British. An interesting observation from the dataset is that 17 respondents explicitly identified the speaker's pronunciation as British.

(1) Typowy Brytyjczyk z ziemniakiem w ustach

'A typical British person, with a potato in his mouth'

21 respondents, implying a potential association of this speaker with voice-over work, used the Polish term *lektor* ('narrator') in their comments, with the examples noted in comments (2), (3) and (4). The term *lektor* indicates a role where an individual provides a voice-over narration or commentary for various audiovisual materials, e.g. in news reports, listening comprehension tasks, television series etc.

(2) Jakiś lektor lub komunikat w pociągu

'[it is] some voice-over or announcement on the train'

(3) Lektor filmu BBC

'A BBC film narrator'

(4) Lektor ze słuchanek z książek do angielskiego

'A narrator performing listening tasks for an English textbook'

(5) Jakbym słuchał lektora z każdej płyty szkoleniowej z angielskiego, brakuje tylko przegłosu i szumów radiowych, generalnie mam wrażenie że słyszę go od 11 lat

'It's as if I was listening to the narrator from every English training CD, the only thing missing is the echo and radio noise, in general I have the impression that I have heard him for 11 years'

In addition to the mention of *lektor*, it is striking that a significant number of comments, expressed as *mówi jak z podręcznika do angielskiego* ('[he] speaks as if from an English textbook'), were identified within the dataset. This kind of statement indicates the use of such formal or standard pronunciation in educational materials.

Some comments, as shown in example (6), highlight the speaker's age and demeanour, which might indicate a perception of maturity and courtesy.

(6) Starsza ułożona osoba, która wie jak kulturalnie o coś poprosić

'An older, polite person who knows how to ask for something politely'

Several comments suggest the speaker's social background, while basing only on his pronunciation. The descriptors from examples (7), (8), (9) and (10) refer to the presumed affluent or privileged social status. The adjectives *wykwintny* ('refined') and *spokojny* ('calm') reinforce the notion of sophistication, often attributed to individuals from privileged backgrounds.

(7) Pochodzi z wyższej sfery społecznej

'He comes from a higher social sphere'

(8) Anglik stanowczy arystokrata

'a decisive English aristocrat'

(9) Wykwintny i spokojny

'refined and calm'

(10) Z bogatego domu

'from a wealthy family'

Comments (11) and (12) suggest a perception of superiority or arrogance, possibly suggesting a kind of entitlement. The word *szłubista* ('jack-in-office') refers to an official or bureaucrat who exercises their authority in a rigid or officious manner, often emphasizing adherence to rules and regulations. In the context of the provided comment, labelling the speaker as *typowy szłubista* ('typical jack-in-office') could suggest a perception of the speaker as being overly formal, aligning to the traditional or established norms.

(11) Osoba, która patrzy na innych z góry czuje się lepszą, wyższa szlachta

‘A person who looks down on others feels like better, higher nobility’

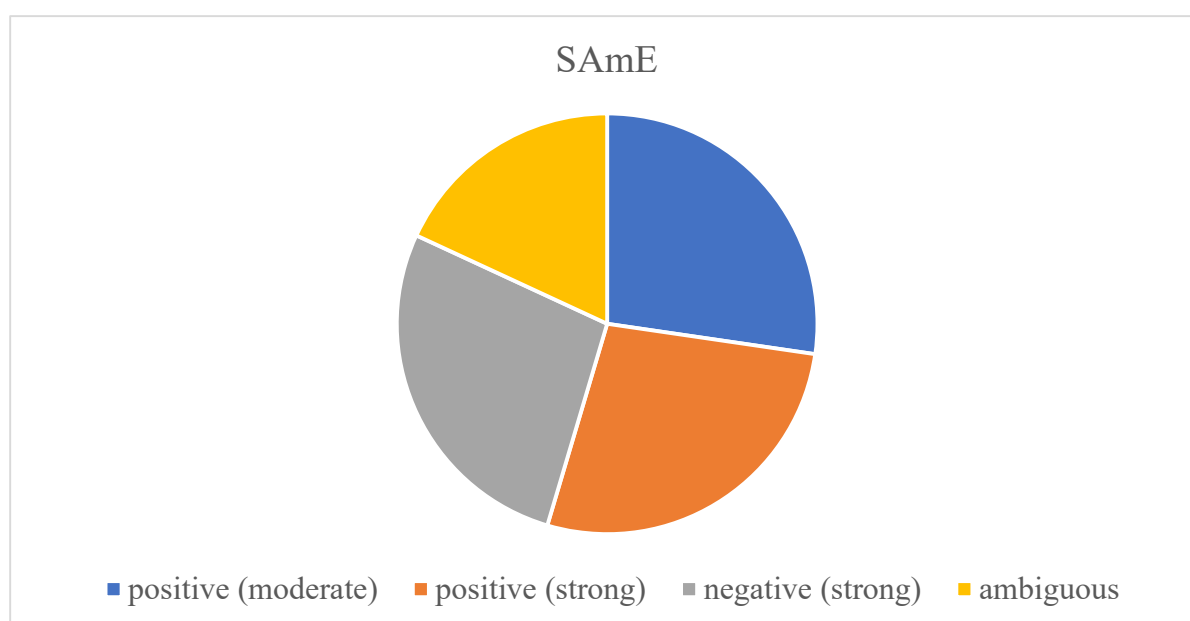
(12) Brzmiał jak typowy służbista

‘He sounded like a typical jack-in-office’

7.2. Standard American English

Similarly to the previous analysis, the sentiment analysis of the comments regarding the Standard American English speaker was conducted using the CLARIN-PL tool. Its results are presented in Figure 7.2.

Figure 7.2. Sentiment of respondents’ comments of SAmE



About 54.60% of the comments classifying the performance of this speaker are positive in nature. In this group, 27.30% comments reflect the average positive sentiment and an equally distributed strong positive one. Therefore, the sentiment towards the speaker is rather positive, but it varies in intensity. Moreover, an equal share of 27.30% is noted having a strong negative sentiment, which means negative emotions are also depicted. A smaller, yet significant portion is characterized by ambiguous sentiment, not distinctly with either positive or negative emotions.

All the comments concerning SAmE include a total of 2,680 words distributed across 677 individual comments, with an approximate average of 3.96 words per comment. Table 7.3 displays the top 20 most frequent adjectives used in the comments by the respondents

Table 7.3. The frequencies of the top 20 descriptive adjectives in the SAmE comments

No.	Adjective	Meaning	Absolute frequency (AF)	Normalized frequency (NF)
1	<i>spokojny</i>	‘calm’	86	320.90
2	<i>znudzony</i>	‘bored’	69	257.46
3	<i>nudny</i>	‘boring’	59	220.15
4	<i>poważny</i>	‘serious’	44	164.18
5	<i>zmęczony</i>	‘tired’	38	141.79
6	<i>stary</i>	‘old’	37	138.06
7	<i>ponury</i>	‘gloomy’	35	130.60
8	<i>zdecydowany</i>	‘decisive’	35	130.60
9	<i>arogancki</i>	‘arrogant’	34	126.87
10	<i>nieprzyjemny</i>	‘unpleasant’	27	100.75
11	<i>uprzejmy</i>	‘polite’	18	67.16
12	<i>opanowany</i>	‘composed’	17	63.43
13	<i>niegrzeczny</i>	‘rude’	17	63.43
14	<i>pewny (siebie)</i>	‘confident’	16	59.70
15	<i>interesujący</i>	‘interesting’	15	55.97
16	<i>wykształcony</i>	‘educated’	14	52.24
17	<i>niedbały</i>	‘sloppy’	14	52.24
18	<i>amerykański</i>	‘American’	13	48.51
19	<i>przyjazny</i>	‘friendly’	13	48.51
20	<i>wolny</i>	‘slow’	11	41.04

Among the most frequently appearing adjectives, *calm* underscores a composed demeanour in pronunciation, similar to SBrE, but not so frequently (SBrE = 210, SAmE = 86). The adjectives such as *znudzony* (‘bored’, AF = 69) and *nudny* (‘boring’, AF = 59), again point to a perceived lack of enthusiasm or engagement, giving the impression that his pronunciation might be monotonous or uninteresting. *Poważny* (‘serious’, AF = 44) suggests a formal and weighty aspect of this speaker’s speaking style. The characterization of the SAmE speaker as *arogancki* (‘arrogant’, AF = 34) implies a perception of superiority or self-importance in his manner of speaking. Moreover, the word *stary* (‘old’, AF = 37) possibly refers to the speaker being perceived as having an outdated manner of speech. Additionally, the characterization of the

pronunciation as *nieprzyjemny* ('unpleasant', AF = 27) reflects a negative sentiment, hinting at an unfavourable auditory experience. On the other hand, adjectives such as *uprzejmy* ('polite', AF = 18) and *pewny siebie* ('self-confident', AF = 16) evoke positive connotations. Furthermore, the description of the SAmE speaker as *interesujący* ('interesting', AF = 15) highlights the quality of capturing the attention of some of the respondents. These adjectives, along with many others, were used in the comments, some of which are presented in Table 7.4.

Table 7.4. Semantic categories and frequency distribution in SAmE comments

Category	Adjectives	Meanings	Frequency
Attitude and behaviour	ciekawy, agresywny, chciwy, stanowczy, dobry, dokładny, doświadczony, konkretny, niechętny, odpowiedzialny, zdecydowany, flegmatyczny, interesujący, monotony, neutralny, niechlujny, dziwny	'interesting', 'aggressive', 'greedy', 'decisive', 'good', 'precise', 'experienced', 'specific', 'unwilling', 'responsible', 'determined', 'phlegmatic', 'interesting', 'monotonous', 'neutral', 'sloppy', 'strange'	8%
Emotional states	niezadowolony, niezainteresowany, nonszalancki, obojętny, opanowany, oschły, ponury, poukładany, poważny, przyjemny, przynudzający, smutny, spięty, spokojny, wyluzowany, zirytowany, znudzony	'dissatisfied', 'uninterested', 'nonchalant', 'indifferent', 'composed', 'frosty', 'gloomy', 'organized', 'serious', 'pleasant', 'boring', 'sad', 'tense', 'calm', 'relaxed', 'annoyed', 'bored'	15%
Physical and mental states	powolny, energiczny, inteligentny, mądry, pijany, uporządkowany, zmęczony, pewny siebie	'slow', 'rich', 'energetic', 'intelligent', 'wise', 'drunk', 'organized', 'tired', 'self-confident'	7%

Social interaction	otwarty, arogancki, miły, niemiły, nieprzyjemny, nieuprzejmy, przyjazny, sympatyczny, uprzejmy	‘open’, ‘arrogant’, ‘kind’, ‘unfriendly’, ‘unpleasant’, ‘impolite’, ‘friendly’, ‘nice’, ‘polite’	9%
Age	dojrzały, dorosły, stary	‘mature’, ‘adult’, ‘old’	2%
Social status	bogaty, wykształcony	‘rich’, ‘educated’	1%

In the attitude and behaviour category, seventeen adjectives are listed, including *ciekawy* (‘interesting’), *agresywny* (‘aggressive’), and *neutralny* (‘neutral’), reflecting different attitudes and descriptions toward the behaviour of the SAMe speaker observed in the sample. The smallest portion of this category accounts for 8% of the dataset.

The emotional states category involves seventeen adjectives, like *opanowany* (‘composed’), *ponury* (‘gloomy’) and *spokojny* (‘calm’). Representing 15% of the dataset, this category is the most prominent one in the comments regarding SAMe, both in terms of the percentage of the whole set and the number of the adjectives.

The adjectives grouped in the physical and mental state category, include eight lexemes like *powolny* (‘slow’), *pijany* (‘drunk’), and *zmęczony* (‘tired’). This category comprises 7% of the dataset.

Moreover, the social interaction category includes nine adjectives, such as *otwarty* (‘open’), *arogancki* (‘arrogant’), and *miły* (‘kind’), which depict various modes of interaction with others, both positive and negative. Similarly to the previous category, it represents 9% of the dataset of the comments regarding SAMe.

The category of age includes three adjectives, *dojrzały*, *dorosły*, *stary* (‘mature’, ‘adult’, ‘old’), comprising 2% of this dataset. Lastly, the smallest but yet important category, the social status, includes two adjectives: *bogaty* and *wykształcony* (‘rich’, ‘educated’), stating 1% of the dataset of the comments concerning this particular speaker.

The comments provide interesting perspectives on the perceptions of this speaker. Comment (13) suggests that the speaker’s tone or effort in speaking is perceived as lacking enthusiasm. It implies a lack of noticeable effort in pronunciation or speaking in a relaxed manner; however,

the *normal person* label suggests that the person does not convey either positive or negative emotions.

(13) Normalna osoba której się trochę jakby nie chciało

‘A normal person who didn't seem to bother’

Comment (14) offers multiple characteristics which tend to be associated with a negative perception and it suggests that the tone or manner of speaking is off-putting or lacking engagement.

(14) Nieprzyjemna, arogancka, znudzona

‘Unpleasant, arrogant, bored’

Comment (15) provides a more positive perspective on the speaker’s pronunciation, with three positive adjectives describing him.

(15) Zrelaksowany, aktywny, ludzki

‘Relaxed, active, human’

Comment (16) receives a positive assessment, suggesting that the speaker’s tone of voice is interesting and conveys a professional quality. It might also suggest that this speaking style or pronunciation is proper for a professional context.

(16) Tonacja głosu ciekawa, brzmi profesjonalnie

‘Interesting tone of voice, sounds professional’

Comment (17) compares the speaker’s pronunciation to a voice-over typically heard in video games. This might imply an artificial or stylized pronunciation, suggesting it may not align with a common speaker but rather a professionally trained speaker.

(17) Lektor z gry

‘Voiceover from a game’

Comment (18) employs particular adjectives to describe the speaker, indicating that the speaker’s pronunciation style is similar to an elderly individual who is snarky and nosy. This could imply a unique or distinctive vocal quality associated with a particular age group or personality.

(18) Starszy, uszczypliwy i wścibski mężczyzna

‘An older, snarky and nosy man’

Comments (19) and (20) show a possible origin, as well as the relations of the speaker with the firearms.

(19) Texańczyk, lubi broń palną

‘A Texan, he likes firearms’

(20) Amerykanin ze strzelbą / westernowiec

‘An American with a shotgun/western man’

Comment (19) infers an origin rooted in Texas, located in the United States, accurately discerning the speaker’s American accent. The portrayal of Texans frequently involves characteristics of self-righteousness, simplicity of thought and outspoken individualism. Although adhering to an individualistic ethos, this group is commonly associated with a belief in structured governance and, consequently, is presumed to exhibit a unique brand of authoritative comportment. However, empirical evidence refutes prevalent stereotypes ascribed to Texans (Schneider 2007).

Comment (21) refers to Walter White, alias Heisenberg, the character from the television series *Breaking Bad* played by the American actor Bryan Cranston (IMDB 2024). This main protagonist, a former chemistry teacher, is presented as a complex and morally ambiguous character, who is diagnosed with cancer and in order to secure his family’s future, he starts producing and selling methamphetamine. By referring to Heisenberg’s character, the respondent probably means to illustrate their recognition of this particular American accent.

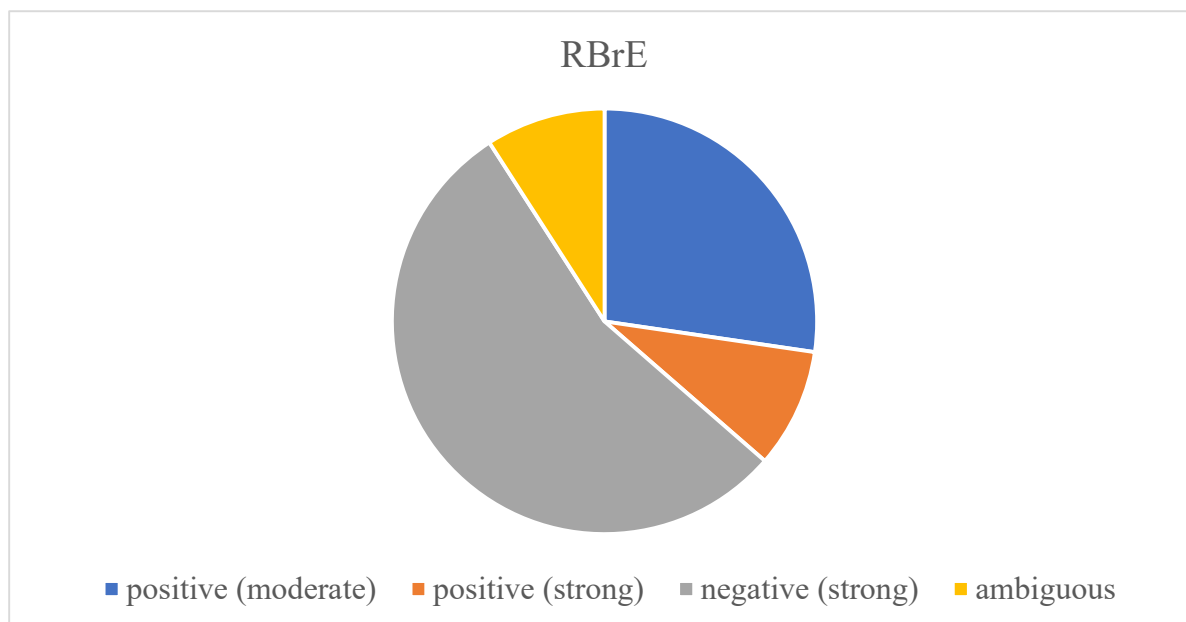
(21) Postać Heisenberga z serialu *Breaking Bad*, która produkuje metamfetaminę

‘Heisenberg’s character from *Breaking Bad*, who produces methamphetamine’

7.3. Regional British English

The results of the sentiment analysis of the comments regarding the Regional British English speaker are presented in Figure 7.3.

Figure 7.3. Sentiment of the respondents' comments of RBrE



Given the sentiment analysis of comments regarding RBrE pronunciation, a strong negative sentiment (54.50%) signifies a dominant trend of negative assessments. On the other hand, expressions of a positive sentiment, though present, exhibit a significantly lower aggregate at 36.40%, with 9.10% attributed to a strong positive sentiment and a more substantial 27.30% to a moderate positive sentiment. The clear distinction between the strong and moderate positive sentiment levels emphasizes the varying degrees of favourable assessments of this speaker. Moreover, a simultaneous 9.10% of the dataset is identified as ambiguous, which reflects the challenges in the explicit categorizing of sentiments in particular comments.

There are a total of 2,836 words across 677 comments, averaging approximately 4.2 words per comment.

Table 7.5. The frequencies of the top 20 descriptive adjectives in the RBrE comments

No.	Adjective	Meaning	Absolute frequency (AF)	Normalized frequency (NF)
1	<i>spokojny</i>	'calm'	97	342.03

2	<i>znudzony</i>	‘bored’	68	239.77
3	<i>zmęczony</i>	‘tired’	57	200.99
4	<i>nudny</i>	‘boring’	55	193.94
5	<i>miły</i>	‘nice’	45	158.67
6	<i>przyjazny</i>	‘friendly’	36	126.94
7	<i>smutny</i>	‘sad’	35	123.41
8	<i>ponury</i>	‘gloomy’	30	105.78
9	<i>uprzejmy</i>	‘polite’	27	95.20
10	<i>poważny</i>	‘serious’	25	88.15
11	<i>arogancki</i>	‘arrogant’	20	70.52
12	<i>młody</i>	‘young’	18	63.47
13	<i>napięty</i>	‘tense’	17	59.94
14	<i>opanowany</i>	‘composed’	13	45.84
15	<i>obojętny</i>	‘indifferent’	13	45.84
16	<i>zdenerwowany</i>	‘nervous’	13	45.84
17	<i>stary</i>	‘old’	13	45.84
18	<i>niegrzeczny</i>	‘rude’	13	45.84
19	<i>wolny</i>	‘slow’	13	45.84
20	<i>normalny</i>	‘normal’	12	42.31

Table 7.5 presents adjective frequencies extracted from comments regarding the Regional British English speaker (RBrE). Adjectives such as *spokojny* (‘calm’, AF = 97) and *znudzony* (‘bored’, AF = 68), were the most frequently used in the descriptions of this speaker, which might indicate that the speaker’s articulation is often viewed as composed, lacking agitation and enthusiasm, as well as monotonous. The characterization of the speaker as *zmęczony* (‘tired’, AF = 57) implies limited energy in his speaking manner. Adjectives like *uprzejmy* (‘polite’, AF = 27), *miły* (‘nice’, AF = 45) and *przyjazny* (‘friendly’, AF = 36) can be considered positive; however, they are outnumbered by more negative descriptors such as *smutny* (‘sad’, AF = 35), *ponury* (‘gloomy’, AF = 30), *arogancki* (‘arrogant’, AF = 20), *napięty* (‘tense’, AF = 17). 11 respondents pointed out in their comments that this speaker “sounds” or “is” British.

Table 7.6. Semantic categories and frequency distribution in RBrE comments

Category	Adjectives	Meanings	Frequency
Attitude and behaviour	agresywny, ciekawy, dobry, dokładny, dziwny, interesujący, irytujący, konkretny, leniwy, miły, monotony, neutralny, niechlujny, niecierpliwy, niepewny, nieprzyjemny, niezainteresowany, normalny, nudny, poukładany, poważny, pretensjonalny, przyjemny, stanowczy, sympatyczny, uporządkowany, wymagający, zwyczajny	'aggressive', 'arrogant', 'curious', 'good', 'accurate', 'strange', 'interesting', 'annoying', 'specific', 'lazy', 'nice', 'monotonous', 'neutral', 'sloppy', 'impatient', 'uncertain', 'unpleasant', 'uninterested', 'normal', 'boring', 'tidy', 'serious', 'pretentious', 'pleasant', 'decisive', 'nice', 'organized', 'demanding', 'ordinary'	9%
Emotional states	nieszczęśliwy, niezadowolony, obojętny, opanowany, poddenerwowany, ponury, przygnębiony, przytłoczony, smutny, spięty, spokojny, wyluzowany, zdenerwowany, zestresowany, zirytowany, znudzony	'unhappy', 'dissatisfied', 'indifferent', 'composed', 'irritated', 'gloomy', 'depressed', 'overwhelmed', 'sad', 'tense', 'calm', 'relaxed', 'annoyed', 'stressed', 'irritated', 'bored'	10%
Physical and mental states	powolny, stary, śpiący, wykształcony, zmęczony	'slow', 'sleepy', 'tired'	5%

Social interaction	arogancki, nieprzyjazny, nieśmiały, przyjazny, uprzejmy, nieuprzejmy	‘arrogant’, ‘unfriendly’, ‘shy’, ‘friendly’, ‘polite’, ‘impolite’	4%
Age	dojrzały, młody, stary	‘mature’, ‘young’, ‘old’	1%
Social status	wykształcony	‘educated’	less than 0.5%

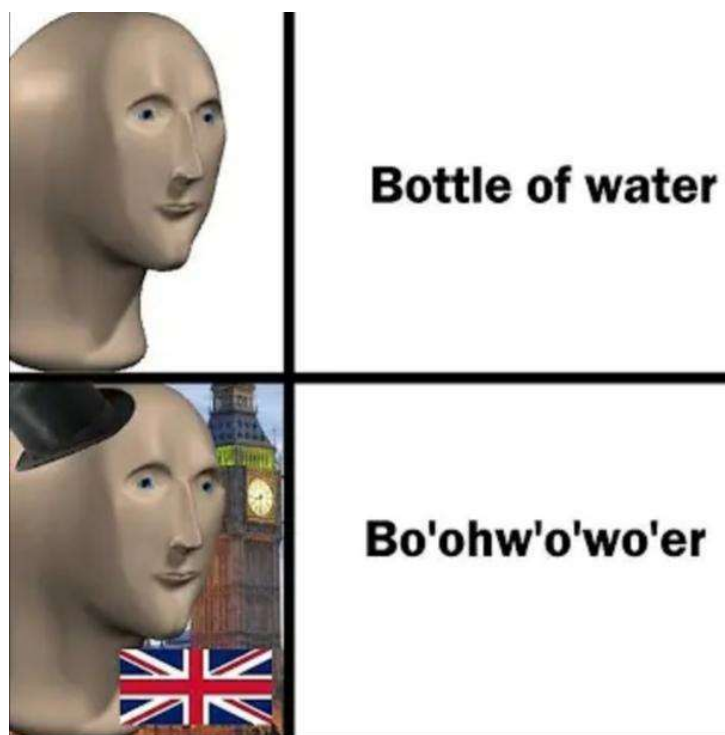
Table 7.6 organizes the adjectives extracted from the comments regarding the pronunciation of the speaker into four distinct semantic categories. The largest category comprises twenty eight adjectives associated with attitude and behaviour that constitute approximately 9% of the dataset, with the adjectives such as *agresywny*, *nudny*, *niechlujny* (‘aggressive’, ‘boring’, ‘sloppy’). The emotional state adjectives constitute around 10% of the dataset of the comments regarding RBrE, reflecting varying evaluations of the speaker’s emotions, from *nieszczęśliwy* (‘unhappy’) and *niezadowolony* (‘dissatisfied’) to *wyluzowany* (‘relaxed’) and *opanowany* (‘composed’). Moreover, only six adjectives relate to physical and mental states, accounting for approximately 5% of the dataset. The adjectives describing the social interaction of this speaker include words such as *arogancki* (‘arrogant’), *nieśmiały* (‘shy’), or *nieprzyjazny* (‘unfriendly’) and represent only 4% of the dataset. Moreover, the age category is the smallest both in term of the number of the adjectives, and the percentage frequency in the whole set, with only three adjectives constituting 1% of the set. Finally, there was only one adjective classified to the category of social status, *wykształcony* (‘educated’), comprising less than 0.5% of the data set.

The comments themselves, as the ones regarding the previous speaker, did not lack humour and accuracy. The specific reference in Comment (22) to a “bottle of water” could be a nod to jokes and memes regarding this phrase as pronounced by the British with glottal stops, as shown in the meme presented in Figure 7.4.

(22) Żarty dotyczące bottle of water w hiperboli

‘Hyperbolic “bottle of water” jokes’

Figure 7.4. Meme: How Do You Say Bottle of Water? (Reddit 2024)



Comment (23) suggests a strongly negative perception of the speaker's pronunciation, using the word *zło* ('evil') to imply a negative quality associated with the speaker's voice. The observer perceives something sinister or mischievous in the way the speaker talks.

(23) Odnoszę wrażenie że za tym głosem czai się zło

'I have the impression that there is evil in this voice'

Comment (24) also presents a negative perception of the speaker's pronunciation. The used words collectively suggest an unwelcoming manner of articulation.

(24) Nudna, nieprzyjazna, mało dokładna

'Boring, unfriendly, imprecise'

Comment (25) posits a positive perception of the speaker's pronunciation. It highlights a natural and harmonious tone, perceiving him as approachable, open-minded, educated and having a relaxed disposition.

(25) Wypowiedź jest naturalna spokojna. Ta osoba wydaje mi się sympatyczna, otwarta i wykształcona z takim spokojnym wyluzowanym podejściem

‘The utterance is naturally calm. This person seems friendly, open and educated with a calm and relaxed approach)’

Comment (26) portrays a neutral perception of the speaker’s pronunciation. The words meaning ‘ordinary’, ‘normal’ and ‘unremarkable’ indicate an absence of distinctive features, suggesting a standard or typical manner of pronunciation.

(26) Zwyczajna, normalna, nie wyróżniająca się

‘Ordinary, normal, unremarkable’

Comments (27) and (28) convey a strongly negative perception of the speaker’s pronunciation. The expressions *slabo wykształcona* (‘poorly educated’) and *ograniczona umysłowo* (‘mentally limited’) carry a derogatory tone, implying a lack of education and impairment based on the way the speaker pronounces words. The choice of words such as *leniwy* (‘lazy’) and *nieprzyjemny* (‘unpleasant’) proves that the speaker’s style is perceived negatively due to factors such as lack of enthusiasm, disinterest in the topic and possibly poor interpersonal skills.

(27) Słabo wykształcona, może nawet troszkę ograniczona umysłowo

‘Poorly educated, perhaps even a little mentally limited’

(28) Leniwy, nie interesuje go to, o czym mówi; nieprzyjemny

‘Lazy, not interested in what he talks about; unpleasant’

Some of the answers indirectly suggested a British accent, by comparing the speaker with famous British people (Boris Johnson, Gary Oldman).

(29) Boris Johnson, zmęczony brytol

‘Boris Johnson, a tired British person’

(30) Jak Gary Oldman

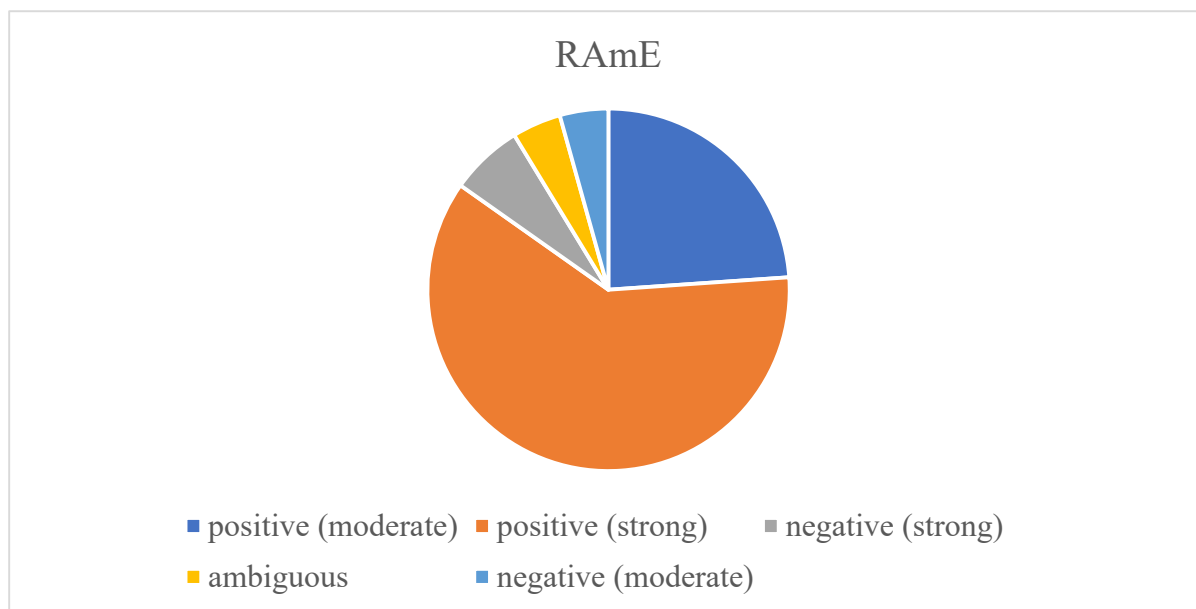
‘Like Gary Oldman’

The comments show a spectrum of perceptions, ranging from strongly negative, and negative, via neutral to positive.

7.4. Regional American English

The findings of the sentiment analysis of the comments pertaining to the Regional American English speaker are presented in Figure 7.5.

Figure 7.5. Sentiment of the respondents' comments of RAmE



The sentiment analysis of the comments pertaining to the RAmE speaker shows that a strong positive sentiment emerges as the most prominent category, representing a substantial 60.90% of the dataset. What is more, the moderate positive sentiment category constitutes a noteworthy 23.90%, further underlining the predominantly favourable assessment of the speaker. In contrast, negative sentiments, which include both strong and moderate categories, are markedly less prevalent, jointly accounting for 10.87%. Specifically, a strong negative sentiment constitutes a mere 6.52%, suggesting a relatively minimal presence of critical or adverse viewpoints regarding the speaker. Moreover, a moderate negative sentiment reflects the ambiguous sentiment category, constituting 4.35%. The numerical analysis of the dataset for comments regarding this speaker shows an average of 2,947 words per 677 comments, which provides a mean word count of approximately 4.37 words per individual commentary.

Table 7.7. The frequencies of the top 20 descriptive adjectives in the RAmE comments

No.	Adjective	Meaning	Absolute frequency (AF)	Normalized frequency (NF)
1	<i>spokojny</i>	‘calm’	119	403.80
2	<i>miły</i>	‘nice’	77	261.28
3	<i>przyjazny</i>	‘friendly’	37	125.55
4	<i>poważny</i>	‘serious’	37	125.55
5	<i>nudny</i>	‘boring’	36	122.16
6	<i>uprzejmy</i>	‘polite’	36	122.16
7	<i>stary</i>	‘old’	34	115.37
8	<i>opanowany</i>	‘composed’	26	88.23
9	<i>pewny (siebie)</i>	‘self-confident’	26	88.23
10	<i>arogancki</i>	‘arrogant’	18	61.08
11	<i>wolny</i>	‘slow’	17	57.69
12	<i>radosny</i>	‘cheerful’	15	50.90
13	<i>zdecydowany</i>	‘decisive’	15	50.90
14	<i>przyjemny</i>	‘pleasant’	15	50.90
15	<i>ponury</i>	‘gloomy’	14	47.51
16	<i>dziwny</i>	‘weird’	13	44.11
17	<i>niegrzeczny</i>	‘rude’	13	44.11
18	<i>zmęczony</i>	‘tired’	13	44.11
19	<i>amerykański</i>	‘American’	12	40.72
20	<i>wykształcony</i>	‘educated’	12	40.72

Table 7.7 provides the frequencies of the adjectives regarding the pronunciation of the Regional American English speaker. The most prominent ones include descriptors such as *spokojny* (‘calm’, AF = 119), *miły* (‘nice’, AF = 77) and *przyjazny* (‘friendly’, AF = 37). The analysis shows a range of semantic domains, including emotional states and personality traits, with the adjectives such as *poważny* (‘serious’, AF = 37), *opanowany* (‘composed’, AF = 26), and *radosny* (‘cheerful’, AF = 15). The adjectives also concern the speaker’s social interaction and behaviour, such as *uprzejmy* (‘polite’, AF = 36), *arogancki* (‘arrogant’, AF = 18) and *niegrzeczny* (‘rude’, AF = 13). The adjectives which refer to the physical and mental states,

such as *zmęczony* ('tired', AF = 13) and *wolny* ('slow', AF = 17), describe this individual's energy level and pace. 12 respondents also pointed to the American nationality of the speaker in their comments.

Table 7.8. Semantic categories and frequency distribution in RAmE comments

Category	Adjectives	Meanings	Frequency
Attitude and behaviour	poważny, nudny, zdecydowany, przyjemny, ciekawy, przemądrzały, stanowczy, normalny, zabawny, ciepły, neutralny, dobry	'serious', 'boring', 'decisive', 'pleasant', 'interesting', 'snooty', 'firm', 'normal', 'funny', 'warm', 'neutral', 'good'	8.7%
Emotional states	spokojny, radosny, ponury, smutny, zdenerwowany, wesoły, żywy, spięty, wyluzowany, stonowany, opanowany	'calm', 'cheerful', 'gloomy', 'sad', 'annoyed', 'cheerful', 'lively', 'tense', 'relaxed', 'restrained', 'composed'	12.5%
Physical and mental state	zmęczony, energiczny, konkretny, profesjonalny, wyrozumiały, cichy, dokładny, powolny, uporządkowany, pewny siebie	'tired', 'energetic', 'concrete', 'professional', 'understanding', 'quiet', 'precise', 'slow', 'organized', 'self-confident'	8%
Social interaction	miły, przyjazny, uprzejmy, arogancki, niegrzeczny, sympatyczny, zarozumiały, surowy	'nice', 'friendly', 'polite', 'arrogant', 'rude', 'friendly', 'conceited', 'harsh'	8.5%
Age	stary, dorosły	'old', 'adult'	1.5%

Social status	wykształcony, biedny	‘educated’, ‘poor’	0.5%
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Similarly to the classifications of adjectives describing the previous speakers, the adjectives were categorized into the six categories of emotional states, social interaction, attitude and behaviour, physical and mental state.

The attitude and behaviour category comprises twelve adjectives, such as *normalny*, *zabawny*, *ciepły* (‘normal’, ‘funny’, ‘warm’). Despite the relatively great number of adjectives, the frequency percentage of 8.7% indicates a moderate representation of these lexemes in the dataset.

The emotional states category, with eleven adjectives, covers a spectrum of emotional experiences including adjectives such as *radosny*, *ponury*, *smutny*, *zdeenerwowany*, *wesoły* (‘cheerful’, ‘gloomy’, ‘sad’, ‘annoyed’, ‘merry’). The frequency percentage of 12.5% suggests a significant focus on emotional states within the dataset, despite having slightly fewer adjectives, compared with the attitude and behaviour category.

The most widely used semantic category of the adjectives employed for the description of the RAMÉ speaker description is the physical and mental states one. This category contains eleven adjectives, such as *uporządkowany*, *zmęczony*, *energiczny* (‘organized’, ‘tired’, ‘energetic’).

In the social interaction category, with eight adjectives, various modes of social engagement such as friendliness, politeness, and arrogance are reflected by the lexemes such as *miły*, *przejazny*, *uprzejmy*, *arogancki* (‘nice’, ‘friendly’, ‘polite’, ‘arrogant’). This category comprises 8.5%.

The two smallest categories, both in terms of frequency and the number of the adjectives, are the age and social status categories. The age category (1.5%) includes two adjectives, *stary* (‘old’) and *dorosły* (‘adult’), and the social status category (0.5%) also includes two adjectives, *wykształcony* (‘educated’) and *biedny* (‘poor’).

The adjectives were extracted from the full versions of the comments, which are analyzed in detail below. Comment (31) is neutral with a slightly negative attitude.

(31) Normalny mężczyzna. Raczej nieuprzejmy, ale mówi wolno i wyraźnie

‘ A normal man. Rather rude, but speaks slowly and clearly’

The first part of the comment is a neutral and factual description of the person, characterizing him as *normalny* ('normal'). In the second part, the adjective *nieuprzejmy* ('rude') indicates a tendency toward impoliteness of the speaker. In the latter part, *mówi wolno i wyraźnie* ('speaks slowly and clearly'), emphasizes a specific communication style, apparently easy to understand and precise.

Comment (32) is strongly negative.

(32) Cwaniak, manipulator, sprytny

'A sly person, manipulator, clever'

These descriptors convey a rather negative perception of the RAmE speaker, suggesting the qualities of cunningness and manipulateness. The word *cwaniak* is defined in the PWN Polish language dictionary as "a cunning person who can cope with any situation, often at someone else's expense" (SJP PWN 2024, translation BG). It carries connotations of craftiness or slyness. *Manipulator* ('manipulator') implies an tendency towards manipulating situations or people and *sprytny* ('clever') means being sharp, which can partially create a positive image, but combined with the remaining adjectives, it gives the image of a person who probably likes to cheat and rule people.

Similarly to the previous comment, Comment (38) one also very negative.

(38) Zbok, pijak, robotnik w fabryce

'A pervert, drunk, factory worker'

It implies a person who pursues sexually deviant or inappropriate behaviour. It carries a strong negative connotation and is typically associated with actions or behaviours that are considered morally wrong or socially unacceptable. *Robotnik w fabryce* ('factory worker') does not inherently carry a negative connotation, but it may evoke images of industrial settings, and manual labour.

Comment (33) was provided in the English language.

(33) Is that you, CJ?

It is likely to refer to Carl "CJ" Johnson, the main character from the *Grand Theft Auto San Andreas* game series. This comment could be a playful or humorous way of asking if the speaker resembles CJ in some manner (GTA Wiki 2024). This character has a distinct way of speaking.

He portrays a young man from a fictionalized version of main cities from the West coast of the United States, namely Los Angeles, San Francisco and Las Vegas. His pronunciation often reflects urban American English, particularly associated with African American Vernacular English (Kushner 2022).

Comment (34) is fairly positive and it views the speaker as professional.

(34) Szef firmy, stanowczy, uprzejmy

‘A company boss, decisive, polite’

It is offering a view of a person in a supervisory role. The speaker is described as a company boss, which implies a position of authority and responsibility. The attributes *stanowczy* (‘decisive’) and *uprzejmy* (‘polite’) suggest an assertive yet considerate person.

Similarly to Comment (34), Comment (35) portrays a professional, who is focused on completing tasks efficiently. He possibly comes across as considerate and reliable, prioritizing responsibilities and obligations.

(35) Uprzejma, pomocna, zadaniowa

‘Polite, helpful, task-oriented’

In Comment (36), the speaker is depicted as self-assured and relaxed, with a sense of calmness and ease.

(36) Pewna siebie, wyluzowana, ma jakiś brud w głosie który brzmi ciekawie

‘Confident, laid-back, he has some dirt in his voice that sounds interesting’

The mention of “dirt” suggests a kind of unique or intriguing quality, which could be interpreted as having depth or character.

The characterization of the speaker in Comment (37) is largely positive, depicting a favourable view of the person described.

(37) Miły Pan w młodym wieku, taki sąsiad, który lubi czasem pożartować

‘A pleasant young man, a neighbour-type who likes to joke sometimes’

The speaker is perceived as nice and young, which rather proves a positive attitude towards him and his speaking style. The mentioning of a neighbour who likes to joke suggests sociability and a sense of humour, which contribute to the positive perception.

Comments (39) and (40) emphasize the speaker's laid-back nature probably to a greater extent than the rest of the speakers.

(39) Bardziej wyluzowany

'More relaxed'

(40) Ma głos miłego wujka

'He has the voice of a nice uncle'

The phrase *miły wujek* ('nice uncle') used in Comment (40) immediately evokes familial warmth and familiarity, of an approachable figures within a family, which might suggest that the speaker's voice carries similar qualities.

7.5. Normalized frequency

Table 7.9 provides a comparison of the normalized frequencies of the adjectives found in the comments concerning at least two speakers of the four samples in Standard British English, Standard American English, Regional British English and Regional American English.

Table 7.9. Normalized frequencies of the adjectives in the comments

No.	Adjective	Meaning	SBrE NF	SAmE NF	RBrE NF	RAmE NF
1	spokojny	'calm'	691.84	320.90	342.03	403.80
2	poważny	'serious'	279.28	164.18	193.94	125.55
3	stary	'old'	253.89	-	-	115.37
4	arogancki	'arrogant'	228.50	126.87	70.52	61.08
5	uprzejmy	'polite'	203.11	67.16	95.20	122.16
6	miły	'nice'	174.55	-	158.67	-
7	nudny	'boring'	155.51	220.15	193.94	122.16
8	znudzony	'bored'	145.99	257.46	-	-
9	opanowany	'composed'	139.64	63.43	45.84	-
10	wykształcony	'educated'	76.17	52.24	-	40.72

11	zmęczony	'tired'	69.82	141.79	200.99	44.11
12	pewny (siebie)	'self- confident'	50.78	59.70	-	88.23
13	ponury	'gloomy'	38.08	130.60	105.78	47.51

This comparative analysis enables the observation of patterns and trends in the perceptions of these four distinct speakers. Clearly, the adjective *spokojny* ('calm') exhibits a higher normalized frequency in descriptions of SBrE and RAmE compared with SAmE and RBrE (NFs: SBrE=691.84, SAmE=320.90, RBrE=342.03, RAmE=403.80). *Spokojny* ('calm') was used by the respondents in the descriptions of all the speakers, but thanks to normalized frequencies it becomes possible to observe the stark differences between the opinions about the particular speakers. The respondents perceive the SBrE speaker as a particularly calm individual. On the other hand, *poważny* ('serious') is predominantly associated with SBrE (NFs: SBrE=279.28, SAmE=164.18, RBrE=193.94, RAmE=125.55), which might indicate that he is perceived as the most serious of the four. It is noteworthy that the comments regarding the SBrE speaker tend to have the highest normalized frequency. This observation suggests that the SBrE speaker may evoke particularly strong emotions or leave a more pronounced impression on the respondents compared with the other speakers. Adjectives such as *spokojny*, *poważny*, *arogancki*, *uprzejmy* and *opanowany* ('calm', 'serious', 'arrogant', 'polite', and 'composed') had the highest normalized frequency in the opinions about SBrE. Interestingly, it was only the SBrE and RAmE speakers who elicited description of *stary* ('old') from more than 20 respondents, with SBrE obtaining a much higher frequency (NFs: SBrE=253.89, RAmE=115.37), which might imply a potential perception difference in age between these speakers. As mentioned, *arogancki* ('arrogant') is the most frequently attributed to the SBrE speaker, while the comments regarding the RAmE speaker include the adjectives with the lowest normalized frequency (NFs: SBrE=228.50, SAmE=126.87, RBrE=70.52, RAmE=61.08), suggesting a variance in perceived arrogance among the speakers. Additionally, *uprzejmy* ('polite') is predominantly associated with the SBrE speaker (NFs: SBrE=203.11, SAmE=67.16, RBrE=95.20, RAmE=122.16), which might suggest that this speaker is perceived as the most polite. However, *miły* ('nice') is not attributed to the SAmE and RAmE speakers, indicating a potential difference in the perception of being nice. What is more, the respondents associate the SAmE speaker with higher frequencies of *nudny* ('boring') and *znudzony* ('bored'), suggesting a perception of increased boredom compared with the other

speakers (NFs: SAmE=220.15, RAmE=193.94, RAmE=122.16). Contrastingly, *opanowany* ('composed') is mostly attributed to the SBrE speaker, while *wykształcony* ('educated') obtains higher normalized frequencies for the SBrE and SAmE speakers, which indicates potential differences in perceived composure and education level (NFs: SBrE=139.64, SAmE=63.43, RBrE=45.84, RAmE=40.72). Moreover, *zmęczony* ('tired') has a relatively lower frequency for the SBrE speaker compared with the SAmE and RBrE speakers, indicating differing perceptions of fatigue (NFs: SBrE=69.82, SAmE=141.79, RBrE=200.99, RAmE 44.11). Interestingly, *pewny siebie* ('self-confident') is most frequently associated with the RAmE speaker, suggesting a perception of increased confidence in this speaker (NFs: SBrE=50.78, SAmE=59.70, RAmE=88.23). Lastly, *ponury* ('gloomy') is predominantly attributed to the SAmE speaker, highlighting a perceived difference in the mood (NFs: SAmE=130.60, RBrE=105.78, RAmE=47.51).

7.6. Semantic categories

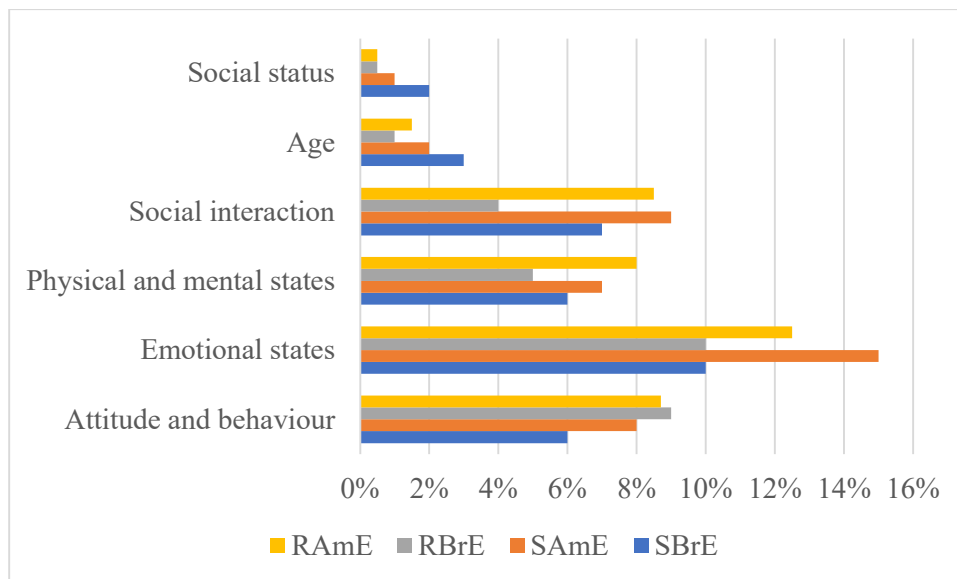
In this section, the data regarding the semantic categories of the adjectives, previously discussed individually regarding the set of comments of every speaker above, now is revisited. The aim of this analysis is to investigate the data in the cumulative form in order to observe some patterns. Table 7.10. presents the frequencies of adjectives across the semantic categories within the datasets of comments concerning the four speakers – SBrE, SAmE, RAmE and RBrE. Each row represents a specific semantic category and each column represents a different speaker of an accent.

Table 7.10. Frequencies of adjectives by semantic categories across speakers

Category	SBrE	SAmE	RBrE	RAmE
Attitude and behaviour	6%	8%	9%	8.7%
Emotional states	10%	15%	10%	12.5%
Physical and mental states	6%	7%	5%	8%
Social interaction	7%	9%	4%	8.5%
Age	3%	2%	1%	1.5%
Social status	2%	1%	0.5%	0.5%

Figure 7.6. also shows the same data, the frequency of adjectives across the semantic categories within the datasets of comments regarding to four speakers, but in its visual representation.

Figure 7.6. Frequencies of adjectives by semantic categories across speakers



The percentage of the adjectives related to attitude and behaviour is quite consistent among the speakers and dialects, with values from 6% to 9%. The adjectives related to emotional states show higher frequencies, with values from 10% to 15%. RAmE obtained the highest value in this category. The adjectives describing physical and mental states show minor variation among the speakers, with values from 5% to 8%. RAmE has the highest value, thus indicating a relatively higher emphasis on describing physical and mental conditions regarding this particular speaker.

The adjectives associated with social interaction show some variation among the speakers, ranging from 4% to 9%. SAmE and RAmE have the highest values in this category. The adjectives related to age have the lowest frequencies overall, ranging from 1% to 3%. The adjectives related to social status have the lowest frequencies, ranging from 0.5% to 2%. This indicates that descriptors of social status are relatively less frequently used in comparison with the other semantic categories.

The results presented in Table 7.10. also prove the success of the guise in the representation of SAmE and SBrE by the same speaker adopting two accents. A similar distribution of adjectives in semantic categories between SAmE and SBrE would suggest some success in terms of maintaining consistency in linguistic expression. If the guise had been unsuccessful, then significant differences in adjective usage patterns between the two accents might be expected.

However, since a similar distribution across semantic categories for both SAmE and SBrE has been shown in the data, it seems to imply some degree of linguistic authenticity.

7.7. Concluding remarks

This chapter has analyzed the open-text comments provided by the respondents about every of the speakers. Their analyses included the sentiment analysis, provided in the Sentemo CLARIN-PL tool, as well as the wordlist of the most frequent descriptors in the AntConc tool.

In terms of the sentiment analysis of the comments, the RBrE speaker was the one with the most negative sentiment and the SBrE speaker was the one with the most positive sentiment, which does not fully align with the quantitative affective score measures. However, this partially aligns with the cognitive score measures, which emphasizes the importance of considering both quantitative and qualitative approaches to grasp the complex spectrum of attitudes and perceptions.

What is more, the adjectives used by at least three respondents in the comments regarding every speaker were extracted and organized into six semantic categories of emotional states, social interaction, attitude and behaviour, physical and mental states, age, and social status. This process aimed to show how the adjectives in the comments were used to describe different aspects of attitude.

The analysis also included a comparison of the normalized frequencies of adjectives found in the comments of at least two speakers across the four samples. Such a comparative approach sought to explain patterns and trends in the perceptions of the four distinct speakers. The normalized frequencies allowed the observation of stark differences between the perceptions of the individual speakers, which would lead to understanding how each speaker was evaluated by the respondents.

Conclusions

This study aimed to investigate the language attitudes of Polish university students majoring in fields unrelated to English studies, thereby lacking expertise in linguistics, towards British and American accents. Specifically, the research sought to identify the preferences among the respondents for four provided accents within the cognitive, affective and conative attitude framework.

The secondary objective involved exploring the experiences of this group with foreign languages to investigate the status of English in Poland. Additionally, the study aimed to explore whether the respondents' experiences with English aligned with their overall attitudes towards English accents. By examining this correlation, the research aimed to uncover potential influencing factors, such as the accents used in textbooks and interest in popular culture, on language attitudes.

The study was guided by four hypotheses and research questions. The conclusions are presented below.

Hypothesis (1): Polish university students with no linguistic expertise hold specific language attitudes towards British and American accents, with more positive attitude to Standard and Regional American rather than Standard and Regional British accents.

Research questions: What are the language attitudes held by Polish university students with no linguistic expertise towards British and American accents in English, basing on their ratings of the speech samples and the comments they provide? Also, what is their claimed preference, in their immediate responses, without hearing the particular speaker?

This hypothesis was partially confirmed and partially refuted by the findings. Bearing in mind the tripartite structure of the attitude, it is not easy to explicitly answer these research questions. Similarly to Carrie (2017: 427) claiming, "British is professional, American is urban", it becomes challenging to definitively determine which accent elicits a more positive or negative response. This ambiguity arises from variations in cognitive assessments as well as from the comments and word descriptions provided by the respondents regarding the four specific accents. Therefore, in line with Carrie's claim, the following conclusions can be drawn.

Standard British English is viewed as more polite, wealthy, calm and educated. Regional American English is cheerful. Regional British English is not very trustworthy and tidy, but is

likeable. Standard American English is impolite, unfriendly, not cheerful and not likeable; however, it was Standard American English which the respondents provided as their claimed main preference when asked about it directly. What is more, statistical analyses highlight significant disparities in pronunciation ratings when comparing the speaker of Regional American English with the other speakers. Moreover, the analyses did not reveal statistically significant differences in perceiving pronunciation between the Standard British English speakers and the other speakers, nor did they strongly support distinctions between Standard British English and Standard American English. These results may suggest that standardized forms of English, such as Standard British English and Standard American English, exhibit less pronounced variations in pronunciation compared with regional dialects. However, it should also be pointed out that since the statistical disparities were observed as very subtle, it is also plausible to state that Polish learners of English may not discern differences between the accents.

Regarding the sentiment analysis of the comments, it was observed that Regional British English had the most negative sentiment, while Standard British English received the most positive sentiment. This contrast does not completely align with the quantitative affective score measures but shows partial alignment with the cognitive score measures. This underscores the significance of incorporating both quantitative and qualitative approaches to comprehensively capture the spectrum of attitudes.

The participants did not strongly indicate a likeness or desire to have any specific English accent. The respondents, again, tend to have minor differences between their aspirations to have any of the depicted accents. There is a slightly stronger aspiration to have a Standard British English accent. The respondents expressed this desire; however, they acknowledged their current pronunciation does not closely resemble this particular accent. They were not interested in adopting the phonetic characteristics associated with the Standard American English accent. However, it is crucial to note that differences between some of the results are so subtle that is a possibility that the respondents failed to observe the differences between the accents or are unaware of them.

Hypothesis (2): Polish students have many experiences with the English language, such as watching television in English and travelling to English-speaking countries, and they do various

activities in order to enhance their English language skills. There is a medium satisfaction among Polish students with their current proficiency levels in the English language.

Research questions: What are the experiences of Polish students with the English language?

- i. How do they expose themselves to the English language? Do they visit English-speaking countries? Do they take part in language courses, use English on the internet, read books in English, watch television with the English sound or by other activities?
- ii. How satisfied are Polish students with their current proficiency levels in the English language?

This hypothesis was confirmed by the findings. The conclusion is that Polish students have many experiences with English language, including choosing it as their main language in the Matura examination. They actively enhance their English language skills – attending courses outside and inside the university, reading books in English, using English on the internet and watching television shows in English. However, the overwhelming majority of the respondents have not visited any of the English-speaking countries and that is why this factor was not taken into consideration while investigating the factors influencing the preferences for the discussed accents. The respondents express moderate satisfaction with their proficiency in English.

Hypothesis (3) The Standard British accent is the most prevalent accent in textbooks for English language education in Poland, but there is a prevalence of Standard American accent in television shows popular among Polish students.

Research questions: What accents are commonly used in the textbooks employed by the respondents for their English language education in Poland? What types of English accents are prevalent in the television shows popular among Polish students?

This hypothesis was fully confirmed by the findings. The British English accent predominates in the textbooks used by the respondents for their English language education in Poland. The textbooks come from British publishing houses – mainly Pearson, Macmillan, Express Publishing and Oxford University Press. The overwhelming majority of the listening comprehension materials are in the British accent, as well as all the technical details regarding the recordings, such as the title of the unit, the instruction etc., suggesting to the students that this is the default and preferred accent used by the speakers. However, in television shows favoured by the Polish students, the American accent has a strong presence, which was proven

by the respondents providing the titles of their recently viewed television shows. The majority of the respondents choose the television series with the American accents, such as *Breaking Bad*, *Friends*, *Grey's Anatomy* and *You*.

Hypothesis (4): Despite the exposure to British accents during their education, the exposure to American cultural input, such as television series, shapes the preferences for English accents among Poles.

Research questions: Does the general tendency regarding the English accents presented in the textbooks used by the respondents align with the general tendency regarding their language attitudes towards British and American accents? Does the respondents' general tendency regarding the consumption of popular culture, including television series and films, align with their general tendency regarding their language attitudes towards British and American accents?

This research question sought to uncover the factors influencing specific attitudes towards accents, investigating whether it is primarily the accent found in textbooks which the respondents have been exposed to consistently throughout their education, or if it is more influenced by the cultural context they immerse themselves in, especially through auditory material in television series. However, as the Standard British English accent received more positive ratings than Standard American, analyzed both quantitatively and qualitatively, hypothesis (4) has been falsified.

The overall tendency to use the English accents in the textbooks used by the respondents (mainly the Standard British accent) does correspond with their general attitude towards the British and American accents, exhibiting a more positive attitude towards the British English accent.

The respondents' general tendency regarding the consumption of popular culture, including television series and films (Standard American), does not align with their general trends regarding their preferences (Standard British).

This can lead to the conclusion that the exposure to the accent favoured in the recordings accompanying the textbooks shaped the respondents' preferences and the auditory materials in the television series do not exert such a considerable influence on their preferences as their former education.

However, a significant difference can be noted between explicit and implicit preferences elicited in this experiment. The respondents based their judgments of the speakers only on the audio stimuli they were provided with and subsequently assigned their ratings. When asked directly about their preferences, the respondents indicated that they preferred an American accent. This dichotomy implies, on one hand, a subconscious preference for accents that are ingrained from extensive exposure during their educational period, and on the other hand, an expressed, conscious preference for the American accent.

This study was driven by the assumption that prior to 2008, Standard British English may have been viewed most positively by Polish learners of English, particularly due to its perceived well-established status, as evidenced in the study conducted by Janicka, Kul and Weckwerth (2008). However, it was hypothesized that the rise in popularity of video-on-demand streaming platforms, such as HBO GO, Netflix and Amazon Prime, featuring predominantly American soundtracks, might influence the current preferences of Polish learners regarding English accents. However, the findings unveiled a discrepancy: when listening to English accents without knowing the speaker's origin, the Polish learners of English perceived the Standard British accent most positively. Surprisingly, when specifically asked about their preferences, the respondents claimed a preference for the American accent.

Nevertheless, it is important to reiterate that given the slight variations in speaker perception, there exists a potential scenario wherein certain Polish learners of English may not be aware of the distinctions between accents of English, including those between British and American accents, particularly when listening to audio materials such as in television series.

It is imperative to revisit this study in the future, to investigate the dynamics of language attitudes of Polish learners of English. While the current findings indicate the current preferences for Standard British English despite the popularity of American English media through platforms like HBO GO, Netflix and Amazon Prime, it remains essential to recognize the potential for change over time. With prolonged exposure to American culture through various media channels, it is possible that language attitudes taken by Polish learners of English could evolve. For this reason, a future iteration of this study would provide important insights into the flexibility and fluidity of language preferences in reaction to changing cultural influences.

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Appendix 1. Polish (original) version of the questionnaire

Dzień dobry, nazywam się Barbara Grobelna i bardzo proszę o wypełnienie formularza, który posłuży mi do napisania mojej pracy doktorskiej. Dziękuję! Jeśli masz pytania, możesz napisać tutaj: barbara.grobelna@phdstud.ug.edu.pl

Sekcja 1

Osoba nr 1

1.1. Jakie jest Twoje natychmiastowe pierwsze wrażenie / opinia na temat tej osoby? Napisz 3 słowa lub zdania, które według Ciebie najlepiej opiszą tę osobę.

(otwarte pole tekstowe)

1.2. Czy ta osoba jest: Nieuprzejma / uprzejma?

(1 – nieuprzejma, 5 – uprzejma)

1.3. Bogata i o wysokim statusie społecznym / biedna i o niskim statusie społecznym?

(1 – biedna, 5 – bogata)

1.4. Agresywna / spokojna?

(1 – agresywna, 5 – spokojna)

1.5. Nieprzyjazna / przyjazna?

(1 – nieprzyjazna, 5 – przyjazna)

1.6. Nieuczciwa / uczciwa?

(1 – nieuczciwa, 5 – uczciwa)

1.7. Niewykształcona / wykształcona?

(1 – niewykształcona, 5 – wykształcona)

1.8. Niechlujna czy uporządkowana?

(1 – niechlujna, 5 – uporządkowana)

1.9. Nudna czy interesująca?

(1 – nudna, 5 – interesująca)

1.10. Wyluzowana czy spięta?

(1 – wyluzowana, 5 – spięta)

1.11. Arogancka / sympatyczna?

(1 – arogancka, 5 – sympatyczna)

1.12. Wesoła / ponura?

(1 – wesoła, 5 – ponura)

1.13. Kiedy słucham tej osoby, czuję:

- że jej ufam,
- że jej nie lubię
- że chciał_bym się zaprzyjaźnić
- się przytłoczona_y

nie zgadzam się, raczej się nie zgadzam, ani się zgadzam, ani się nie zgadzam, raczej się zgadzam, zgadzam się

1.14. Czy podoba Ci się sposób, w jaki mówi ta osoba?

1 – wcale mi się nie podoba, 5 – bardzo mi się podoba

1.15. Kiedy mówię po angielsku, mam wymowę podobną do tej osoby.

1 - całkowicie się nie zgadzam, 5 - całkowicie się zgadzam

1.16. Mówiąc po angielsku, chciał_bym brzmieć jak ta osoba

1 - całkowicie się nie zgadzam, 5 - całkowicie się zgadzam

1.17. Jak uważasz, skąd pochodzi ta osoba? Nie ma złych odpowiedzi!

(otwarte pole tekstowe)

Sekcja 2

Osoba nr 2

2.1. Jakie jest Twoje natychmiastowe pierwsze wrażenie / opinia na temat tej osoby? Napisz 3 słowa lub zdania, które według Ciebie najlepiej opiszą tę osobę.

(otwarte pole tekstowe)

2.2. Czy ta osoba jest: Nieuprzejma / uprzejma?

(1 – nieuprzejma, 5 – uprzejma)

2.3. Bogata i o wysokim statusie społecznym / biedna i o niskim statusie społecznym?

(1 – biedna, 5 – bogata)

2.4. Agresywna / spokojna?

(1 – agresywna, 5 – spokojna)

2.5. Nieprzyjazna / przyjazna?

(1 – nieprzyjazna, 5 – przyjazna)

2.6. Nieuczciwa / uczciwa?

(1 – nieuczciwa, 5 – uczciwa)

2.7. Niewykształcona / wykształcona?

(1 – niewykształcona, 5 – wykształcona)

2.8. Niechlujna czy uporządkowana?

(1 – niechlujna, 5 – uporządkowana)

2.9. Nudna czy interesująca?

(1 – nudna, 5 – interesująca)

2.10. Wyluzowana czy spięta?

(1 – wyluzowana, 5 – spięta)

2.11. Arogancka / sympatyczna?

(1 – arogancka, 5 – sympatyczna)

2.12. Wesoła / ponura?

(1 – wesoła, 5 – ponura)

2.13. Kiedy słucham tej osoby, czuję:

że jej ufam,

że jej nie lubię

że chciałbym się zaprzyjaźnić

się przytłoczona_y

nie zgadzam się, raczej się nie zgadzam, ani się zgadzam, ani się nie zgadzam, raczej się zgadzam, zgadzam się

2.14. Czy podoba Ci się sposób, w jaki mówi ta osoba?

1 – wcale mi się nie podoba, 5 – bardzo mi się podoba

2.15. Kiedy mówię po angielsku, mam wymowę podobną do tej osoby.

1 - całkowicie się nie zgadzam, 5 - całkowicie się zgadzam

2.16. Mówiąc po angielsku, chciałbym brzmieć jak ta osoba

1 - całkowicie się nie zgadzam, 5 - całkowicie się zgadzam

2.17. Jak uważasz, skąd pochodzi ta osoba? Nie ma złych odpowiedzi!

(otwarte pole tekstowe)

Sekcja 3

Osoba nr 3

3.1. Jakie jest Twoje natychmiastowe pierwsze wrażenie / opinia na temat tej osoby? Napisz 3 słowa lub zdania, które według Ciebie najlepiej opiszą tę osobę.

(otwarte pole tekstowe)

3.2. Czy ta osoba jest: Nieuprzejma / uprzejma?

(1 – nieuprzejma, 5 – uprzejma)

3.3. Bogata i o wysokim statusie społecznym / biedna i o niskim statusie społecznym?

(1 – biedna, 5 – bogata)

3.4. Agresywna / spokojna?

(1 – agresywna, 5 – spokojna)

3.5. Nieprzyjazna / przyjazna?

(1 – nieprzyjazna, 5 – przyjazna)

3.6. Nieuczciwa / uczciwa?

(1 – nieuczciwa, 5 – uczciwa)

3.7. Niewykształcona / wykształcona?

(1 – niewykształcona, 5 – wykształcona)

3.8. Niechlujna czy uporządkowana?

(1 – niechlujna, 5 – uporządkowana)

3.9. Nudna czy interesująca?

(1 – nudna, 5 – interesująca)

3.10. Wyluzowana czy spięta?

(1 – wyluzowana, 5 – spięta)

3.11. Arogancka / sympatyczna?

(1 – arogancka, 5 – sympatyczna)

3.12. Wesoła / ponura?

(1 – wesoła, 5 – ponura)

3.13. Kiedy słucham tej osoby, czuję:

że jej ufam,

że jej nie lubię

że chciałbym się zaprzyjaźnić

się przytłoczona_y

nie zgadzam się, raczej się nie zgadzam, ani się zgadzam, ani się nie zgadzam, raczej się zgadzam, zgadzam się

3.14. Czy podoba Ci się sposób, w jaki mówi ta osoba?

1 – wcale mi się nie podoba, 5 – bardzo mi się podoba

3.15. Kiedy mówię po angielsku, mam wymowę podobną do tej osoby.

1 - całkowicie się nie zgadzam, 5 - całkowicie się zgadzam

3.16. Mówiąc po angielsku, chciałbym brzmieć jak ta osoba

1 - całkowicie się nie zgadzam, 5 - całkowicie się zgadzam

3.17. Jak uważasz, skąd pochodzi ta osoba? Nie ma złych odpowiedzi!

(otwarte pole tekstowe)

Sekcja 4

Osoba nr 4

4.1. Jakie jest Twoje natychmiastowe pierwsze wrażenie / opinia na temat tej osoby? Napisz 3 słowa lub zdania, które według Ciebie najlepiej opiszą tę osobę.

(otwarte pole tekstowe)

4.2. Czy ta osoba jest: Nieuprzejma / uprzejma?

(1 – nieuprzejma, 5 – uprzejma)

4.3. Bogata i o wysokim statusie społecznym / biedna i o niskim statusie społecznym?

(1 – biedna, 5 – bogata)

4.4. Agresywna / spokojna?

(1 – agresywna, 5 – spokojna)

4.5. Nieprzyjazna / przyjazna?

(1 – nieprzyjazna, 5 – przyjazna)

4.6. Nieuczciwa / uczciwa?

(1 – nieuczciwa, 5 – uczciwa)

4.7. Niewykształcona / wykształcona?

(1 – niewykształcona, 5 – wykształcona)

4.8. Niechlujna czy uporządkowana?

(1 – niechlujna, 5 – uporządkowana)

4.9. Nudna czy interesująca?

(1 – nudna, 5 – interesująca)

4.10. Wyluzowana czy spięta?

(1 – wyluzowana, 5 – spięta)

4.11. Arogancka / sympatyczna?

(1 – arogancka, 5 – sympatyczna)

4.12. Wesoła / ponura?

(1 – wesoła, 5 – ponura)

4.13. Kiedy słucham tej osoby, czuję:

że jej ufam,

że jej nie lubię

że chciałbym się zaprzyjaźnić

się przytłoczona_y

nie zgadzam się, raczej się nie zgadzam, ani się zgadzam, ani się nie zgadzam, raczej się zgadzam, zgadzam się

4.14. Czy podoba Ci się sposób, w jaki mówi ta osoba?

1 – wcale mi się nie podoba, 5 – bardzo mi się podoba

4.15. Kiedy mówię po angielsku, mam wymowę podobną do tej osoby.

1 - całkowicie się nie zgadzam, 5 - całkowicie się zgadzam

4.16. Mówiąc po angielsku, chciałbym brzmieć jak ta osoba

1 - całkowicie się nie zgadzam, 5 - całkowicie się zgadzam

4.17. Jak uważasz, skąd pochodzi ta osoba? Nie ma złych odpowiedzi!

(otwarte pole tekstowe)

O Tobie:

To już prawie koniec! Poproszę teraz o kilka informacji związanych z Tobą .

Płeć: Kobieta, mężczyzna, osoba niebinarna

Wiek: (otwarte pole tekstowe)

Kierunek studiów: (otwarte pole tekstowe)

Język ojczysty: polski or (otwarte pole tekstowe)

Miejscowość, w której chodził_ś do szkoły (jeśli było ich kilka, wpisz tę, w której spędził_ś najwięcej czasu): (otwarte pole tekstowe)

Czy przebywał_ś w kraju anglojęzycznym? Jeśli tak, jak długo i w jakim? (np. 2 tygodnie, Anglia / 2 lata, Kanada): nie / open-text field

Czy oglądasz seriale i filmy anglojęzyczne?

- nie, wcale nie oglądam
- tak, oglądam z angielskim dźwiękiem i napisami
- tak, oglądam z polskim dubbingiem lub lektorem
- inne (otwarte pole tekstowe)

Jeśli oglądasz seriale i filmy anglojęzyczne, wypisz kilka tytułów, które najbardziej przypadły Ci do gustu lub oglądał_ś je w ostatnim czasie

(otwarte pole tekstowe)

Jakiego języka obcego uczył_ś się jako podstawowego w szkole (pisał_ś z niego maturę, egzamin itd.)

angielskiego, niemieckiego, rosyjskiego, inny (otwarte pole tekstowe)

Wypisz tytuły podręczników do języka angielskiego, z których kiedykolwiek się uczył_ś

(otwarte pole tekstowe)

Czy jesteś zadowolony ze swojej znajomości języka angielskiego?

1 – wcale, 5 – bardzo zadowolony

Czy i w jaki sposób rozwijasz swoją znajomość języka angielskiego?

- nie rozwijam, nie interesuje mnie to
- czytam książki po angielsku
- oglądam seriale i filmy po angielsku
- korzystam z angielskiego w internecie (czytam, piszę)
- uczęszczam na kurs języka angielskiego poza uczelnią
- uczęszczam na lektorat języka angielskiego na uczelni
- inne (otwarte pole tekstowe)

Który wariant języka angielskiego bardziej Ci się podoba?

- amerykański
- brytyjski
- inne (otwarte pole tekstowe)

Bardzo, bardzo Ci dziękuję za pomoc i wypełnienie kwestionariusza.

Appendix 2. English translation of the questionnaire

Hello, my name is Barbara Grobelna and I would like to ask you to fill out the form that will be used to write my doctoral thesis. Thank you! If you have any questions, you can write here: barbara.grobelna@phdstud.ug.edu.pl

Section 1

Person No. 1

1.1. What is your immediate first impression/opinion of this person? Write 3 words or sentences that you think best describe this person.

(open text field)

1.2. Is this person: Rude / polite?

(1 - rude, 5 - polite)

1.3. Rich and high social / poor and low social?

(1 - poor, 5 - rich)

1.4. Aggressive / calm?

(1 - aggressive, 5 - calm)

1.5. Unfriendly/Friendly?

(1 - unfriendly, 5 - friendly)

1.6. Unfair / honest?

(1 - dishonest, 5 - fair)

1.7. Uneducated / educated?

(1 - uneducated, 5 - educated)

1.8. Messy or tidy?

(1 - messy, 5 - tidy)

1.9. Boring or interesting?

(1 - boring, 5 - interesting)

1.10. Laid back or uptight?

(1 - laid back, 5 - uptight)

1.11. Arrogant / nice?

(1 - arrogant, 5 - nice)

1.12. Cheerful / Gloomy?

(1 - cheerful, 5 - gloomy)

1.13. When I listen to this person, I feel:

- that I trust them
- that I don't like them
- that I would like to make friends
- overwhelmed

I disagree, I rather disagree, I neither agree nor disagree, I rather agree, I agree

1.14. Do you like the way this person talks?

1 - I don't like it at all, 5 - I like it a lot

1.15. When I speak English, I have a pronunciation similar to this person's.

1 - completely disagree, 5 - completely agree

1.16. Speaking English, I'd like to sound like this person

1 - completely disagree, 5 - completely agree

1.17. Where do you think this person comes from? There are no wrong answers!

(open text field)

Section 2

Person No. 2

2.1. What is your immediate first impression/opinion of this person? Write 3 words or sentences that you think best describe this person.

(open text field)

2.2. Is this person: Rude / polite?

(1 - rude, 5 - polite)

2.3. Rich and high social / poor and low social?

(1 - poor, 5 - rich)

2.4. Aggressive / calm?

(1 - aggressive, 5 - calm)

2.5. Unfriendly/Friendly?

(1 - unfriendly, 5 - friendly)

2.6. Unfair / honest?

(1 - dishonest, 5 - fair)

2.7. Uneducated / educated?

(1 - uneducated, 5 - educated)

2.8. Messy or tidy?

(1 - messy, 5 - tidy)

2.9. Boring or interesting?

(1 - boring, 5 - interesting)

2.10. Laid back or uptight?

(1 - relaxed, 5 - tense)

2.11. Arrogant / nice?

(1 - arrogant, 5 - nice)

2.12. Cheerful / Gloomy?

(1 - cheerful, 5 - gloomy)

2.13. When I listen to this person, I feel:

that I trust her

that I don't like her

that I would like to make friends

she got overwhelmed

I disagree, I tend to disagree, I neither agree nor disagree, I rather agree, I agree

2.14. Do you like the way this person talks?

1 - I don't like it at all, 5 - I like it a lot

2.15. When I speak English, I have a pronunciation similar to this person's.

1 - completely disagree, 5 - completely agree

2.16. Speaking English, I'd like to sound like this person

1 - completely disagree, 5 - completely agree

2.17. Where do you think this person comes from? There are no wrong answers!

(open text field)

Section 3

Person No. 3

3.1. What is your immediate first impression/opinion of this person? Write 3 words or sentences that you think best describe this person.

(open text field)

3.2. Is this person: Rude / polite?

(1 - rude, 5 - polite)

3.3. Rich and high social / poor and low social?

(1 - poor, 5 - rich)

3.4. Aggressive / calm?

(1 - aggressive, 5 - calm)

3.5. Unfriendly/Friendly?

(1 - unfriendly, 5 - friendly)

3.6. Unfair / honest?

(1 - unfair, 5 - fair)

3.7. Uneducated / educated?

(1 - uneducated, 5 - educated)

3.8. Messy or tidy?

(1 - messy, 5 - tidy)

3.9. Boring or interesting?

(1 - boring, 5 - interesting)

3.10. Laid back or uptight?

(1 - relaxed, 5 - tense)

3.11. Arrogant / nice?

(1 - arrogant, 5 - nice)

3.12. Cheerful / Gloomy?

(1 - cheerful, 5 - gloomy)

3.13. When I listen to this person, I feel:

that I trust her

that I don't like her

that I would like to make friends

she got overwhelmed

I disagree, I tend to disagree, I neither agree nor disagree, I rather agree, I agree

3.14. Do you like the way this person talks?

1 - I don't like it at all, 5 - I like it a lot

3.15. When I speak English, I have a pronunciation similar to this person's.

1 - completely disagree, 5 - completely agree

3.16. Speaking English, I'd like to sound like this person

1 - completely disagree, 5 - completely agree

3.17. Where do you think this person comes from? There are no wrong answers!

(open text field)

Section 4

Person No. 4

4.1. What is your immediate first impression/opinion of this person? Write 3 words or sentences that you think best describe this person.

(open text field)

4.2. Is this person: Rude / polite?

(1 - rude, 5 - polite)

4.3. Rich and high social / poor and low social?

(1 - poor, 5 - rich)

4.4. Aggressive / calm?

(1 - aggressive, 5 - calm)

4.5. Unfriendly/Friendly?

(1 - unfriendly, 5 - friendly)

4.6. Unfair / honest?

(1 - unfair, 5 - fair)

4.7. Uneducated / educated?

(1 - uneducated, 5 - educated)

4.8. Messy or tidy?

(1 - messy, 5 - tidy)

4.9. Boring or interesting?

(1 - boring, 5 - interesting)

4.10. Laid back or uptight?

(1 - relaxed, 5 - tense)

4.11. Arrogant / nice?

(1 - arrogant, 5 - nice)

4.12. Cheerful / Gloomy?

(1 - cheerful, 5 - gloomy)

4.13. When I listen to this person, I feel:

that I trust her

that I don't like her

that I would like to make friends

she got overwhelmed

I disagree, I tend to disagree, I neither agree nor disagree, I rather agree, I agree

4.14. Do you like the way this person talks?

1 - I don't like it at all, 5 - I like it a lot

4.15. When I speak English, I have a pronunciation similar to this person's.

1 - completely disagree, 5 - completely agree

4.16. Speaking English, I'd like to sound like this person

1 - completely disagree, 5 - completely agree

4.17. Where do you think this person comes from? There are no wrong answers!

(open text field)

About you:

It's almost over! I will now ask for some information related to you.

Gender: Female, male, non-binary

Age: (open text field)

Field of study: (open text field)

Native language: Polish or (open text field)

City where you went to school (if there were several, enter the one where you spent the most time): (open text field)

Have you been to an English-speaking country? If yes, how long and how? (e.g. 2 weeks, England / 2 years, Canada): no / open- text field

Do you watch English-language TV series and movies?

- no, I don't watch at all
- yes, I watch with English audio and subtitles
- yes, I watch with Polish dubbing or voice-over
- other (open text field)

If you watch English-language TV series and movies, list a few titles that you liked the most or have watched recently

(open text field)

What foreign language did you learn as the primary one at school (you wrote your matura exam, exam, etc.)

English, German, Russian, other (open text field)

List the titles of English textbooks you have ever studied from

(open text field)

Are you satisfied with your knowledge of the English language?

1 - not at all, 5 - very satisfied

Do you develop your knowledge of the English language and how?

- I don't develop, I'm not interested in it
- I read books in English
- I watch series and movies in English
- I use English on the Internet (reading, writing)
- I am attending an English language course outside the university
- I attend an English language course at the university
- other (open text field)

Which variant of the English language do you like better?

- American
- British
- other (open text field)

Thank you very much for your help and for completing the questionnaire.

Appendix 3. R programme code

```
stat_signif <- read_excel("C:/Users/majko/OneDrive/Pulpit/stat-signif.xlsx")
```

```
t.test(stat_signif$SBrE, stat_signif$RAmE)
```

```
t.test(stat_signif$SBrE, stat_signif$RBrE)
```

```
t.test(stat_signif$SBrE, stat_signif$SAmE)
```

```
t.test(stat_signif$RAmE, stat_signif$RBrE)
```

```
t.test(stat_signif$RAmE, stat_signif$SAmE)
```

```
t.test(stat_signif$RBrE, stat_signif$SAmE)
```

Results

```
> stat_signif <- read_excel("C:/Users/majko/OneDrive/Pulpit/stat-signif.xlsx")
```

```
>
```

```
> t.test(stat_signif$SBrE, stat_signif$RAmE)
```

Welch Two Sample t-test

```
data: stat_signif$SBrE and stat_signif$RAmE
```

```
t = 0.25101, df = 12.123, p-value = 0.806
```

```
alternative hypothesis: true difference in means is not equal to 0
```

```
95 percent confidence interval:
```

```
-0.4323222 0.5450494
```

```
sample estimates:
```

```
mean of x mean of y
```

```
3.430909 3.374545
```

```
> t.test(stat_signif$SBrE, stat_signif$RBrE)
```

Welch Two Sample t-test

data: stat_signif\$SBrE and stat_signif\$RBrE

t = 1.5139, df = 14.886, p-value = 0.151

alternative hypothesis: true difference in means is not equal to 0

95 percent confidence interval:

-0.1483159 0.8737704

sample estimates:

mean of x mean of y

3.430909 3.068182

```
> t.test(stat_signif$SBrE, stat_signif$SAmE)
```

Welch Two Sample t-test

data: stat_signif\$SBrE and stat_signif\$SAmE

t = 1.958, df = 14.145, p-value = 0.07025

alternative hypothesis: true difference in means is not equal to 0

95 percent confidence interval:

-0.04347439 0.96529257

sample estimates:

mean of x mean of y

3.430909 2.970000

```
> t.test(stat_signif$RAmE, stat_signif$RBrE)
```

Welch Two Sample t-test

data: stat_signif\$RAmE and stat_signif\$RBrE

t = 2.3658, df = 17.04, p-value = 0.03011

alternative hypothesis: true difference in means is not equal to 0

95 percent confidence interval:

0.03319751 0.57952976

sample estimates:

mean of x mean of y

3.374545 3.068182

```
> t.test(stat_signif$RAmE, stat_signif$SAmE)
```

Welch Two Sample t-test

data: stat_signif\$RAmE and stat_signif\$SAmE

t = 3.3287, df = 17.951, p-value = 0.003747

alternative hypothesis: true difference in means is not equal to 0

95 percent confidence interval:

0.1491684 0.6599225

sample estimates:

mean of x mean of y

3.374545 2.970000

```
> t.test(stat_signif$RBrE, stat_signif$SAmE)
```

Welch Two Sample t-test

data: stat_signif\$RBrE and stat_signif\$SAmE

t = 0.66559, df = 19.833, p-value = 0.5133

alternative hypothesis: true difference in means is not equal to 0

95 percent confidence interval:

-0.2096886 0.4060523

sample estimates:

mean of x mean of y

3.068182 2.97000

Appendix 4. The comments regarding the pronunciation of the speakers — Polish raw data and its English translation

Standard British English

No.	Polish raw data	English translation
1	dokładna, rzeczowa, zbulwersowana	precise, factual, outraged
2	poważny, pewny siebie, dokładny	serious, confident, accurate
3	spokojny, mało emocjonalny, mało żywy	calm, not very emotional, not very lively
4	Starszy pan, z przeciętnej rodziny, niezbyt bogaty	an older man, from an average family, not very rich
5	Spokojna, neutralna,	calm, neutral,
6	Melancholijny, spokojny, dedukcyjny	melancholic, calm, deductive
7	Jakiś lektor lub komunikat w pociągu	some voice-over or announcement on the train
8	Osoba flegmatyczna, apodyktyczna	a phlegmatic, domineering person
9	Bezpostaciowa, spokojna, wolnomówiąca	amorphous, calm, slow-talking
10	Powolny, niewyrazisty, nudny	slow, inexpressive, boring
11	Brzmi jak David Attenborough	sounds like David Attenborough
12	Spokojna wykształcona świadoma	calm, educated and aware
13	Spokojna, wykształcona, inteligentna	calm, educated, intelligent
14	Lekto, filmu bbc	lector of the BBC film
15	Spokojny, skupiony, miły	calm, focused, nice
16	Spokojny starszy pan	a calm old man
17	Spokojna, uprzejma	calm, polite
18	Lektor z słuchanek na angielskim	Lector from listening comprehension exercises on English lessons
19	40-50 lat, anglik, spokojny, ułożony	40-50 years old, English, calm, composed
20	dostojny, wykształcony brytyjczyk	a dignified, educated British man
21	Spokojny, nie czuje mocnych emocji, brzmiał na dobrze wykształconego i inteligentnego	he was calm, did not feel strong emotions, sounded well-educated and intelligent
22	Flegmatyczny, stary, spokojny	phlegmatic, old, calm
23	opanowana, rzeczowa, nudna	composed, matter-of-fact, boring
24	Flegmatyczna, zadaniowa, spokojna	phlegmatic, task-oriented, calm
25	Powolna, dokładna, inteligentna	slow, precise, intelligent
26	Spokojna, miła, uprzejma	calm, nice, polite
27	Rzeczowa, arogancka, snobistyczna	factual, arrogant, snobbish
28	Narrator	narrator
29	Ponura starsza osoba	a gloomy old person
30	ułożona, poważna i spokojna	composed, serious and calm
31	Mówi wolno, średnio wyraźnie	speaks slowly, with moderate clarity
32	Osoba wydaje się spokojna	the person appears calm
33	Spokojny starszy mężczyzna	a calm older man
34	Nudny, przygnębiony, beznadziejny	boring, depressed, hopeless
35	Profesjonalizm	professionalism
36	Arogancja, nie miła, wredna	arrogance, not nice, mean
37	Poważna, spokojna, ma pieniądze	serious, calm, has money
38	Spokojna, dokładna, przyjazna	calm, precise, friendly
39	Poważna, spokojna	serious, calm
40	Spokojna, ułożona, cicha	calm, organized, quiet
41	Spokojna, stara, mądra	calm, old, wise
42	dorosły mężczyzna	adult male
43	miła dojrzała wykształcona	nice, mature, educated
44	Spokojna, zrównoważona, neutralna emocjonalnie.	calm, balanced, emotionally neutral.
45	Pierwsze wrażenie jest pozytywne.	the first impression is positive.
46	Nieśmiały, cichy	shy, quiet
47	Spokojna, ułożona, miła	calm, organized, nice
48	Spokojna, rozważna, poukładany	calm, prudent, organized
49	Sprawia wrażenie ponurego	it gives a gloomy impression
50	spokojna, opanowana, racjonalna	calm, composed, rational
51	Spokojny, mądry, starszy	calm, wise, older
52	Poważna, odpowiedzialna, dojrzała	serious, responsible, mature
53	Spokojny ułożony i poważny	calm, composed and serious
54	Uczona, wykształcona i dojrzała.	academic, educated and mature.

55	Dojrzała, Miła, Wykształcona	mature, nice, educated
56	Osoba zrównoważona, konkretna	a balanced, specific person
57	Narrator	narrator
58	Osoba wydawała się miłą i spokojną	the person seemed nice and calm
59	Dojrzały spokojny mężczyzna	a mature, calm man
60	Spokojna, uporządkowana, zaradna	calm, orderly, resourceful
61	Spokojna, opanowana, cierpliwa	calm, composed, patient
62	Poważna, neutralny, monotony ton głosu, spokojna	serious, neutral, monotonous tone of voice, calm
63	Spokojna, poważna, uprzejma	calm, serious, polite
64	Elokwentna, uprzejma, inteligentna	eloquent, polite, intelligent
65	Jest chyba przyjazna	he's friendly, i guess
66	Jest uprzejmą	he is polite
67	Spokojna, elokwentna i miłą osobą.	a calm, eloquent and nice person.
68	Osoba starsza, być może nauczyciel	an older person, perhaps a teacher
69	Miła, mądra, wykształcona	nice, smart, educated
70	Cierpliwy, uprzejmy, ciepły	patient, kind, warm
71	Starszy emeryt	senior retiree
72	Przyjemny głos, odpowiednie tempo mowy, spokojny	pleasant voice, appropriate speech rate, calm
73	Spokojny, starszy, ekspert	calm, older, expert
74	Niezainteresowany, czytający tekst, spokojny	uninterested, reading text, calm
75	Zimny konkretny, zdecydowany	cold, specific, decisive
76	Spokojna, cierpliwa, miła	calm, patient, nice
77	Znudzony bez pasji stary facet	bored and dispassionate old guy
78	Bardzo poważny głos, może z zawodu lektor filmowy	a very serious voice, maybe a film narrator by profession
79	Znudzony	bored
80	Stary spokojny człowiek	a quiet old man
81	Poważny, spokojny,	serious, calm,
82	Nie na emocji. Zwykły npc. Zwykły wylew informacji (neutralna osoba)	not on emotions. regular npc just an outpouring of information (neutral person)
83	Spokojna, uprzejma, wykształcona	calm, polite, educated
84	Starszy pan z Wielkiej Brytanii	an elderly gentleman from Great Britain
85	Słabo słycać i nie zrozumiiałem co mówiła	it's hard to hear and i didn't understand what he was saying
86	Monotonna, spokojna, wolna	monotonous, calm, slow
87	Bardzo przyjemny głos, dobra dykcja	very pleasant voice, good diction
88	za wolno, ton okej, podoba mi się akcent i barwa głosu	too slow, tone ok, i like the accent and the tone of the voice
89	wykształcony, spokojny, uprzejmy	educated, calm, polite
90	Bardzo spokojny człowiek, cierpliwy	a very calm man, patient
91	Starszy Pan, spokojny, znający się na temacie	an older gentleman, calm and knowledgeable
92	40 latek, miły, skromny	40 years old, nice, modest
93	Nagranie z języka angielskiego w liceum	recording of English in high school
94	Miła sympatyczna	nice and friendly
95	Poważna, spokojna,	serious, calm,
96	Apatyczny, niesympatyczny, nudny	apathetic, unsympathetic, boring
97	spokojny, poważny, ułożona	calm, serious, composed
98	Spokojna, opanowana, nudna	calm, collected, boring
99	Ciepła, spokojna, konkretna	warm, calm, specific
100	Mądra, starsza, poważna	wise, older, serious
101	Znużony, Brytyjczyk, ospany	tired, British, lethargic
102	Zwykły, przeciętny, skromny	ordinary, average, modest
103	Osoba jest konkretna, uprzejma, stanowcza	the person is specific, polite and decisive
104	Spokojna	calm
105	Brytyjczyk, dokładny, taki typowy z książek od angielskiego.	British, precise, typical of English books.
106	Było pozytywne	it was positive
107	Uprzejma, przyjazna, niekonfliktowa	polite, friendly, non-confrontational
108	Poważna, nagranie z języka angielskiego w szkole	serious, recording of English at school
109	Spokojna, uprzejma, opanowana	calm, polite, composed
110	Zero emocji	no emotions
111	Starsza, kulturalna osoba wykształcona	an older, cultured, educated person

112	brzmi spokojnie, profesjonalnie, ale neutralnie (ani miło ani niemiło)	sounds calm, professional, but neutral (neither nice nor unpleasant)
113	pracował nad dykcją żeby mówić wyraźnie	he worked on his diction to speak clearly
114	Znudzona, zmęczona, melancholiczna	bored, tired, melancholic
115	spokojna, starsza osoba	a calm, elderly person
116	Osoba ma spokojny głos	the person has a calm voice
117	Osoba w starszym wieku, spokojna, poważna	an elderly person, calm, serious
118	Miła, spokojna, rozmowna	nice, calm, talkative
119	Osoba, która patrzy na innych z góry, czuje się lepszą, wyższą, szlachta	a person who looks down on others feels superior, superior, nobility
120	Brzmiał jak typowy służbista. Suche fakty. Bez polotu	he sounded like a typical serviceman. dry facts. predictable
121	Poważna, odczytana, starsza	serious, well-read, older
122	Neutralne	neutral
123	Raczej pozytywne	rather positive
124	Lektor, spokojny, miły	lector, calm, nice
125	bot, nudny	bot, boring
126	zmęczona, z lekkim brakiem szacunku	tired, slightly disrespectful
127	niemiła, arogancka, poważny	rude, arrogant, serious
128	Miła uprzejma pomocna	nice, polite and helpful
129	Takie sobie wrażenie	so-so impression
130	poważny, bogaty, wykształcony	serious, rich, educated
131	Osoba jest sympatyczna i spokojna i uprzejma	the person is nice and calm and polite
132	Spokojny	calm
133	Dają vibe profesora/nauczyciela	i give the vibe of a professor/teacher
134	spokojny, poważny	calm, serious
135	Spokojny, znudzony, ponury	calm, bored, gloomy
136	stanowcza, wie czego potrzebuje, w miarę uprzejma	decisive, knows what he needs, quite polite
137	niski barowy głos mężczyzny	a man's low bar voice
138	spokojny, opanowany, osoba w średnim wieku	calm, composed, middle-aged person
139	Spokojna, zdystansowana, powolna	calm, distant, slow
140	Mężczyzna, starszy, opanowany	a man, older, composed
141	Poważna i neutralna brzmiała jak osobą starszą	serious and neutral, he sounded like an older person
142	Mężczyzna, starszy,	man, older,
143	Opanowanie, zrównoważenie, spokój	composure, balance, calm
144	Nie podoba mi się. Nie lubię takiego akcentowania.	i do not like. i don't like this accent.
145	Starsza, spokojna, wyrafinowana	older, calm, refined
146	elegancka, miła, dystygowana	elegant, nice, distinguished
147	Starszy, Eloquentny, Znudzony	older, eloquent, bored
148	Mechaniczna, sztuczna, nie podoba mi się akcent	mechanical, artificial, i don't like the accent
149	Opanowany, spokojny głos	a composed, calm voice
150	Rodzinną, profesjonalną, uprzejmą	family-owned, professional, polite
151	Ta osoba brzmi jak lektor.	this person sounds like a narrator.
152	Miła, spokojna, poważna	nice, calm, serious
153	Nieprzyjemna, zimna, władcza	nasty, cold, domineering
154	Osoba starsza, miła z głosu	an older person, with a nice voice
155	Pozytywne luźna wypowiedź	positive, casual expression
156	Brzmi na wyczerpanego	he sounds exhausted
157	Dorosły mężczyzna, z mało przyjemnym głosem.	a grown man, with a not very pleasant voice.
158	Oschły jakiś ten pan	this gentleman is dry
159	Wysłuchana osoba wypowiada się w sposób wyraźny, uprzejmy i kulturalny	the person being listened to speaks clearly, politely and politely
160	oponowany, uprzejmy, spokojny	composed, polite, calm
161	Miła,	nice,
162	Spokojna, cicha, ponura	calm, quiet, gloomy
163	Miła, sztywna, uprzejma	nice, stiff, polite
164	Poważna, spokojna, ułożona	serious, calm, composed
165	Poważna, formalna, wyraźnie mówiąca	serious, formal, clearly speaking
166	Starsza osoba, raczej zmęczona życiem.	an older person, rather tired of life.
167	Profesjonalny, spokojny	professional, calm
168	Lektor z matury	Matura exam lecturer
169	Starszy pan, który dużo wie.	an older man who knows a lot.

170	lektor, poważna, mądra	lecturer, serious, wise
171	Spokojna, znająca się na rzeczy i neutralna	calm, knowledgeable and neutral
172	Służbista, stonowany, konkretny	servant, subdued, specific
173	uprzejmy, znudzony, spokojny	polite, bored, calm
174	znudzona, neutralna, bez żadnych emocji	bored, neutral, without any emotions
175	Gentelman	gentleman
176	Profesjonalna, poważna, ambitna	professional, serious, ambitious
177	Spokojny, rozważny, bystry	calm, thoughtful, smart
178	poważna, pewna siebie, uprzejma	serious, confident, polite
179	Mechaniczne opowiadanie, spokój w głosie, uporządkowanie wypowiedzi	mechanical storytelling, calm voice, orderly expression
180	nudna osoba, może trochę snobistyczna i ma zamkniętą głowę	a boring person, maybe a bit snobbish and closed-minded
181	Uprzejmy, dobrze wychowany, inteligentny	polite, well-mannered, intelligent
182	miły, spokojny, brytyjczyk	clean, calm, British
183	spokojny, poważny	calm, serious
184	Opanowany, uprzejmy, znudzony	cool, polite, bored
185	Oczytana, wykształcona, spokojna	well-read, educated, calm
186	Bardzo ładny akcent	very nice accent
187	Lektor	lector
188	Moje pierwsze wrażenie jest raczej nienajlepsze. Moim zdaniem osoba mówiła niewyraźnie. Nieprzyjemnie się słuchało.	my first impression is rathis not good. in my opinion, the person spoke slurred. it was unpleasant to listen to.
189	uprzejma, wyrafinowana, uporządkowana	polite, refined, orderly
190	Brzmi jak starszy mężczyzna, dość przyjemnie, jak troszke figura ojcowska albo dziadek.	he sounds like an older man, pleasant enough, like a bit of a fathis figure or grandfathis.
191	Spokojna, opanowana	calm, composed
192	Spokojna, opanowana, kulturalna	calm, composed, cultured
193	nie mam żadnych opinii o tej osobie	i have no opinions about this person
194	Monotonny, bezpośredni, zorganizowany	monotonous, direct, organized
195	Snob , spokojny , bogaty	snob, quiet, rich
196	Uprzejmy, miły, myślący o innych	polite, nice, thinking about othiss
197	Spokojna, miła, przyjazna	calm, nice, friendly
198	Wyrafinowana, dystyngowana, elegancka	sophisticated, distinguished, elegant
199	Arogancki, nieuprzejmy, narcystyczny	arrogant, rude, narcissistic
200	Sympatyczna, Brytyjczyk, dobrze wychowana	nice, British, well-mannered
201	osoba jest opanowana, uprzejma i zmęczona	the person is composed, polite and tired
202	Ma bardzo spokojny głos, ale niestety nie byłam w stanie rozróżnić niektórych słów	he has a very calm voice, but unfortunately i couldn't distinguish some of the words
203	Ponura, gburowata, spokojna	gloomy, surly, calm
204	Dojrzała, profesjonalna, poważna	mature, professional, serious
205	Flegmatyczny, wolny	phlegmatic, slow
206	brytyjczyk, mężczyzna, 40+	British, male, 40+
207	Bardzo wolna wypowiedź. Powiedziałbym, że wręcz męcząca tym tempem.	very free speech. i would say it's downright tiring at this pace.
208	Poważna, dystyngowana, starsza	serious, distinguished, older
209	Poważna, wymądrzała, nieprzyjemna	serious, smart-mouthed, unpleasant
210	Znudzony, wykończony, zmuszony do powiedzenia czegoś	bored, exhausted, forced to say something
211	Flegmatyczna spokojna powolna	phlegmatic, calm, slow
212	Sztywna, profesjonalna, nudna	stiff, professional, boring
213	Znudzona, pragmatyczna, spokojna	bored, pragmatic, calm
214	Osoba mówi wolno, zrozumiale, spokojny ton	the person speaks slowly, understandably, in a calm tone
215	nic nie rozumiem	i do not understand
216	typowy lektor z matury z języka angielskiego	a typical English exam teacher
217	Osoba spokojna, uprzejma, używająca słów grzecznościowych (proszę, dziękuję)	a calm, polite person who uses polite words (please, thank you)
218	Obojętna, miła, zmęczona	indifferent, nice, tired
219	małowyraźna , bez daru przekonywania, bez empatii	inexpressive, without the gift of persuasion, without empathy
220	stanowcza, opanowana, rzetelna	decisive, composed, reliable
221	Konkretna, neutralna	specific, neutral
222	Uprzejmy, spokojny człowiek. Na pierwszy rzut oka bezkonfliktowy.	a polite, calm man. at first glance, conflict-free.
223	Spokojna, konkretna, neutralna	calm, specific, neutral

224	Osoba starsza	elderly person
225	Wyrozumiała, doświadczona	understanding, experienced
226	zdecydowana, rodzinna, spokojna	determined, family-oriented, calm
227	Dojrzały mężczyzna, spokojny, stonowany, pewny siebie	a mature man, calm, subdued, self-confident
228	Znudzona, apatyczna	bored, apathetic
229	Neutralne	neutral
230	Dziwnie się wypowiada, stara, nudna, monotonna	he speaks strangely, old, boring, monotonous
231	dziwny wolny monotony	strange slow monotonous
232	starość, doświadczenie	old age, experience
233	Nudziarz	bore
234	Mądra, ambitna, miła	smart, ambitious, nice
235	spokojny, dokładny, cichy	calm, precise, quiet
236	osoba starsza, pewna siebie, zmęczona	an older, confident, tired person
237	Na nagraniu Pan wydawał się uprzejmy i skory udzielenia informacji.	in the recording, the gentleman seemed polite and willing to provide information.
238	Brytyjczyk, elegancja, bogaty dom	British, elegance, rich house
239	Ponura, poważna, dojrzała	gloomy, serious, mature
240	spokojna, starsza, przyjazna	calm, older, friendly
241	jest spokojna	is calm
242	Osoba dorosła, sztywna, dobrze wykształcona	an adult, stiff, well-educated
243	Zrozumiała, miła, komunikacyjna	understandable, nice, communicative
244	Osoba zorganizowana, stonowana	an organized, subdued person
245	pewna siebie, wyniosła	self-confident, haughty
246	Opanowana, wyważona, z dużą dozą elokwencji	poised, balanced, with a lot of eloquence
247	Bardzo dobry akcent	very good accent
248	poważna, spokojna, bez emocji	serious, calm, without emotions
249	Osoba mówi spokojnym głosem. Wydaje się być zmęczona. Mówi troszkę niedokładnie	the person speaks in a calm voice. he seems tired. he speaks a bit inaccurately
250	Ciepły, miły, opiekuńczy	warm, kind, caring
251	Doświadczona, wykształcona, uprzejma	experienced, educated, polite
252	Poważna osoba, trochę zmęczona/znudzona.	serious person, a little tired/bored.
253	-	-
254	znudzona, zmęczona życiem, bez entuzjazmu	bored, tired of life, unenthusiastic
255	Monotonny, poważny, nudny	monotonous, serious, boring
256	Spokojna, opanowana, miła	calm, composed, nice
257	Wyniosła, pewna siebie	haughty, confident
258	Uprzejma, miła, spokojna	polite, nice, calm
259	Spokojny, zrównoważony, dobra dykcja	calm, balanced, good diction
260	Ta osoba ma duże ego	this person has a big ego
261	Osoba chce pokazać, że jej nie zależy trochę na tym co mówi. Pokazuje przez to swój wyższy status.	the person wants to show that they don't care a bit about what they say. by doing so, he shows his high status.
262	ma taki sobie humor	he has a so-so sense of humor
263	Jest spokojna	is calm
264	Znudzony, obojętny,	bored, indifferent,
265	Emeryt, wykształcony, rodowity brytyjczyk	retired, educated, native British
266	wyniosła, pewna siebie	haughty, self-confident
267	Spokojny człowiek z ładną dykcją	a calm man with nice diction
268	Brzmi jak typowy lektor angielskiego na maturze	sounds like a typical high school English teacher
269	Słowianin	Slavic
270	Znudzona, rozkojarzona, spokojna	bored, distracted, calm
271	Spoko	cool
272	Opanowany, konserwatywny, brak poczucia humoru	poised, conservative, no sense of humor
273	Lektor, ciepły	lector, warm
274	profesjonalna, starsza, dobrze wykształcona	professional, older, well-educated
275	Znudzony, spokojny, uprzejmy	bored, calm, polite
276	Stary mężczyzna, wyedukowany, wykwintny	an old man, educated, refined
277	Wykształcona, uprzejma, wychowana	educated, polite, well-mannered
278	Starsza osoba, spokojny, cierpliwy	elderly person, calm, patient
279	Kompetentny, cierpliwy, uczciwy	competent, patient, honest
280	uprzejma, kulturalna, wychowana	polite, cultured. brought up
281	Spokojna, zorganizowana, mówi zrozumiale	calm, organized, speaks understandably

282	monotonny ton mowy	monotonous tone of speech
283	arogancka, inteligentna	arrogant, intelligent
284	Osoba jest podejrzana, jej głos budzi lekkie zastanowienie co do jej zamiarów	the person is suspicious, his voice makes you slightly wonder about his intentions
285	Ta osoba może być flegmatyczna	this person may be phlegmatic
286	Osoba czyta w sposób nie zainteresowany tematem, jakby była znudzona.	the person reads in a way that is disinterested in the topic, as if he or she is bored.
287	Miła, konkretna, poważna	nice, specific, serious
288	Osoba jest spokojna, mówi wyraźnie, zrozumiale.	the person is calm, speaks clearly and understandably.
289	Oschły, znudzony, stary, zorganizowany	dry, bored, old, organized
290	nudna, poważna i ważny ktoś brzmi jak jakaś starsza osoba która jest politykiem albo ma inne ważne stanowisko	boring, serious and important someone sounds like some older person who is a politician or has some other important position
291	spokojna, opanowana, z poważnym podejściem do sprawy	calm, composed, with a serious approach to the matter
292	Powolny, monotony, opanowany	slow, monotonous, composed
293	Bardzo zaangażowana, ułożona, pewna siebie,	very committed, organized, self-confident,
294	Monotonny, bez uczuć, spokojny	monotonous, emotionless, calm
295	Ponura nudna wykształcona	gloomy, boring, educated
296	Miły głos	nice voice
297	wykształcony, mądry, arogancki	educated, wise, arrogant
298	Jest to mężczyzna w średnim wieku	he is a middle-aged man
299	Profesjonalizm w stylu wykładowcy uniwersyteckiego jednak nie o flegmatycznego w sposobie mówienia	professionalism in the style of a university lecturer, but not a phlegmatic way of speaking
300	znudzona ale na wyższej warstwie społecznej	bored but in a high social class
301	Stara zmęczona znudzona	old tired and bored
302	Miła, znudzona, sympatyczna	nice, bored, nice
303	Dystygowana, bogata, dżentelmeńska	distinguished, rich, gentlemanly
304	Powazny, spokojny ale ciepły mężczyzna	a serious, calm but warm man
305	Spokojna, obeznana, w starszym wieku	calm, knowledgeable, elderly
306	Skoncentrowana na wypowiedzi.	focused on expression.
307	Szczegółowa, dokładna, wie czego chce	detailed, precise, knows what he wants
308	Znudzona, miła, starsza	bored, nice, older
309	Miła, optymistyczna	nice, optimistic
310	Melancholik dystans opanowanie	melancholic distance and composure
311	inteligentny mężczyzna w średnim wieku	intelligent middle-aged man
312	Opanowana, flegmatyczna, spokojna	poised, phlegmatic, calm
313	Ułożona, spokojna i zorganizowana osoba.	a composed, calm and organized person.
314	osoba powyżej 40 lat, spokojna, wymagająca	person over 40 years old, calm, demanding
315	Po 50 roku życia, wykształcona, spokojna	over 50, educated, calm
316	Poważna, następnie mam neutralne ani dobre ani złe słyhać angielski akcent i że jest osobą dojrzałą.	serious, then i have a neutral neither good nor bad English accent and that he is a mature person.
317	Poważna, wywyższająca się, elegancka	serious, self-aggrandizing, elegant
318	Spokojna, nudna, apatyczna	calm, boring, apathetic
319	Osoba mądra i	a wise person and
320	Wykształcona	educated
321	Monotonny znudzony opanowany	monotonous, bored, composed
322	Ta osoba jest konkretna	this person is specific
323	Flegmatyczny, monotony	phlegmatic, monotonous
324	Uprzejmą, miłą, zwraca się chyba z szacunkiem	polite, nice, he seems to speak with respect
325	Spokojny, typowy głos z podstawowych zadań z języka angielskiego, przeciętny niewyróżniający się, uważam, że jest to osoba ze zwykłej klasy średniej, której ktoś zapłacił za to nagranie	calm, typical voice for basic English tasks, average unremarkable, i believe this is an ordinary middle class person who was paid to make this recording
326	Miły głos, ciepły. Sympatyczna osoba, pewna siebie.	nice voice, warm. a nice person, confident.
327	spokojna, rozważna, bezproblemowa	calm, prudent, trouble-free
328	Zna angielski	he knows English
329	Głos typu lektor, przyjemny. Bardzo wyraźnie słyszalny, świetnie operuje językiem. Pozytywne wrażenie	voiceover type, pleasant. very clearly audible, uses the tongue very well. positive impression
330	Trochę monotonna i bez wyrazu ale też nie wypowiada się w sposób negatywny.	a bit monotonous and expressionless, but not negative either.

331	Dokładna, konkretną, skoncentrowana	accurate, specific, focused
332	Starsza osoba, trochę znudzona, taka bez emocji	an older person, a bit bored, so emotionless
333	poważny, nudny, arogancki	serious, boring, arrogant
334	osoba zrównoważona, stabilna emocjonalnie, opanowana	a balanced, emotionally stable and self-controlled person
335	Inteligentna, stoicka, bez wyraźnych uczuć	intelligent, stoic, with no obvious feelings
336	Uprzejma, o wysokim statusie społecznym, mądra	polite, with a high social status, smart
337	Starsza osoba w wieku średniego o wysokim statusie społecznym	an older middle-aged person with a high social status
338	Nie biedna nie bogata	not poor, not rich
339	Starszy pan, sympatyczny, może wydawać się flegmatyczny	a nice older man may seem phlegmatic
340	mężczyzna średni wiek	middle age man
341	Przejrzysta, jasna wypowiedz	transparent, clear statement
342	Lektor, spokojna osoba	a lecturer, a calm person
343	Profesjonalny, Miły, Poważny	professional, nice, serious
344	Poważna średnim wieku, neutralna	serious, middle-aged, neutral
345	Starsza ułożona osoba, która wie jak kulturalnie o coś poprosić.	an older, polite person who knows how to ask for something politely.
346	Uprzejma, inteligentna, spokojna	polite, intelligent, calm
347	Elegancka Wykształcona Uprzejma	elegant, educated and polite
348	Poważna/ bardzo skrupulatna	serious/very meticulous
349	Spokojna, miła, inteligentna	calm, nice, intelligent
350	Poważna, średnio uprzejma, ale jest w porządku.	serious, moderately polite, but okay.
351	Uprzejmą, w wieku 30 lat, zabiegana	polite, 30 years old, busy
352	Jest uprzejmą, dojrzała(dorośla), profesjonalna	he is polite, mature (adult), professional
353	Nudna, bez emocji, brak sympatii	boring, emotionless, unlikable
354	Spokojna, opanowana, cierpliwa	calm, composed, patient
355	Ta osoba wydaje się być poważna, znudzona.	this person seems serious and bored.
356	Ta osoba jest uprzejma, stanowcza i formalna.	this person is polite, firm and formal.
357	Melancholijna, bez energii, bez emocji	melancholic, without energy, without emotions
358	Flegmatyczny, starszy, miły	phlegmatic, older, nice
359	.	.
360	Starszy mężczyzna	elderly man
361	Nudna, bez ducha, flegmatyczna	boring, spiritless, phlegmatic
362	Neutralna, spokojna, cierpliwa	neutral, calm, patient
363	spokojny głos	calm voice
364	Flegmatyczna, spokojna ,	phlegmatic, calm,
365	Mężczyzna w średnim wieku, wykształcony, przykłada dużą wagę do wymowy	a middle-aged, educated man pays great attention to pronunciation
366	Znudzony, opanowany	bored, composed
367	Spokojna, rozmowna, uprzejma	calm, talkative, polite
368	Jest git	it's cool
369	Smutny, zaspany, dojrzały	sad, sleepy, mature
370	narrator, neutralny	narrator, neutral
371	Spokojna, opanowana, dojrzała	calm, composed, mature
372	Uprzejma	polite
373	Starsza	older
374	Nudna	boring
375	Doswiadczona, zmęczona, zapracowana	experienced, tired, busy
376	Spokojny, zrównoważony, wychillowany	calm, balanced, chilled
377	Oficjalny styl mówienia rodem z matury z angielskiego	the official speaking style is straight from the English exam
378	osoba wydawała się być spokojna i flegmatyczna, nie odniosłem za bardzo jakiegoś innego zdania	the person seemed calm and phlegmatic, i didn't get much of a different opinion
379	Wyraźny głos, słowa zrozumiałe.	clear voice, understandable words.
380	Spokojny, zrównoważony, w średnim wieku	calm, balanced, middle-aged
381	Top Gear uk	top gear UK
382	Brzmi jak taki Anglik co się wywyższa że zna język i kawę bierze zawsze na mleku bez laktozy	he sounds like an Englishman who boasts that he knows the language and always drinks his coffee with lactose-free milk
383	Nudna, spokojna, poważna	boring, calm, serious
384	Cook	cook
385	Bardzo spokojna	very calm

386	Ta osoba jest nudna, mówi monotonicznie	this person is boring, he speaks monotone
387	flegmatyczny cichy tajemniczy	phlegmatic quiet mysterious
388	Uprzejmy, stary, otwarty	polite, old, open
389	miła, mądra, flegmatyczna	nice, smart, phlegmatic
390	Zwyczajna, służbowa osoba, bardzo neutralna, lekko znudzona	an ordinary business person, very neutral, slightly bored
391	Spokojna, poukładana i inteligentna	calm, organized and intelligent
392	Przyjazny, inteligentny, starszy	friendly, intelligent, older
393	Ok	approx.
394	wykształcona, z dobrymi manierami, opanowana	educated, with good manners, self-possessed
395	Wydaje się być wykształcona, o wysokim statusie, wydaje się być pomocna	he appears to be educated, of high status, and appears to be helpful
396	osoba starsza, elokwentna, spokojna	an older, eloquent, calm person
397	Spokojna, miła, dokładna	calm, nice, precise
398	Spokojny, rzeczowy, opanowany	calm, businesslike, composed
399	Spokojna, miła, uczynna	calm, nice, obliging
400	Mówi monotonicznie, bez okazywania emocji	he speaks monotonously, without showing any emotion
401	Przyjazny, miły, trochę nudzący	friendly, nice, a bit boring
402	Spokojna opanowana durna jak chuj	calm and composed, dumb as fuck
403	Klasa wyższa, z dużą rodziną, dużym kręgiem społecznym. Najprawdopodobniej mężczyzna w swoich latach 40, z poukładanym życiem i stałą pracą	upper class, with a large family, a large social circle. most likely a man in his 40s, with an organized life and a steady job
404	znużony głos, jak na typowej słuchance z angielskiego na egzaminie	a tired voice, like a typical English exam student
405	Osoba pełna energii	a person full of energy
406	Osoba starsza, z wykształceniem wyższym, osoba uporządkowana	an older person, with high education, an orderly person
407	Lubiąca zasady	likes rules
408	Ma cudowną dykcję	he has wonderful diction
409	Uprzejmy, spokojny, zorganizowany	polite, calm, organized
410	Pogodna, ciekawa, uporządkowana	cheerful, interesting, orderly
411	Poważna, spokojna, uprzejma	serious, calm, polite
412	Przymus, zniechęcenie	coercion, discouragement
413	Starszy miły mężczyzna, bardzo spokojny	older nice man, very calm
414	Wykształcony, dorosły gość	an educated, adult guy
415	Wolna mowa, łatwo zrozumiana, poważna	slow speech, easily understood, serious
416	Stanowcza, miła, zdecydowana	firm, kind, determined
417	Powolna, dokładna, uprzejma	slow, precise, polite
418	Ojciec rodziny, zapewne osoba która zarabia pieniądze	the father of the family, probably the person who earns money
419	Spokojna rzeczowa konkretna	calm, factual and specific
420	spokojna, opanowana, neutralna	calm, composed, neutral
421	Nie skupiłem się na pierwszej osobie przepraszam	i didn't focus on the first person, sorry
422	Typowy Brytyjczyk z ziemniakiem w ustach	typical brit with a potato in his mouth
423	Spokojna, znudzona, zmęczona	calm, bored, tired
424	Osoba jest spokojna, raczej lubi mieć wszystko uporządkowane. Wydaje proste, zrozumiałe komunikaty	the person is calm and likes to have everything in order. issues simple, understandable messages
425	Nudna, surowa, denerwująca	boring, harsh, annoying
426	Spokojny, cierpliwy, opanowany	calm, patient, composed
427	Nudny monotoniczny stary	boring monotonous old
428	Konkretna, opanowana i spokojna	concrete, composed and calm
429	Poważna, starsza	serious, older
430	Osoba uważa na to co mówi	a person is careful about what he says
431	Perfekcjonista	perfectionist
432	Znudzony	bored
433	Nuda, zmęczenie, brak życia	boredom, tiredness, lack of life
434	nudna, powolna, flegmatyczna	boring, slow, phlegmatic
435	Członek rodziny szykujący się na przyjazd krewnej osoby. Planuje jakieś przyjęcie. Robi listę zakupów.	a family member getting ready for the arrival of a relative. he's planning a party. he makes a shopping list.
436	Authoritative, wise, friendly	authoritative, wise, friendly
437	Fajny amerykański mężczyzna	cool American man
438	Poważny	serious

439	jakbym słuchał lektora z każdej płyty szkoleniowej z angielskiego, brakuje tylko przegłosu i szumów radiowych, generalnie mam wrażenie że słyszę go od 11 lat	as if i was listening to the narrator from every English training cd, the only thing missing is the umlaut and radio noise, in general i have the impression that i have been hearing him for 11 years
440	Wydukowany, starszy	educated, older
441	Osoba wydaje się podejrzanie spokojna i lekko niebezpieczna (psychopatyczna)	the person seems suspiciously calm and slightly dangerous (psychopathic)
442	Lektor szkolny	school teacher
443	Normalny stonowany mężczyzna	normal toned man
444	Ciekawy głos, starsza osoba, mówi powoli	interesting voice, older person, speaks slowly
445	Spokojny ponury nudny	calm, gloomy, boring
446	Nie mam opinii	i have no opinion
447	Brzmi jak pan ze słuchanki na maturze	he sounds like the guy from the high school exam
448	poważna, monotonna, zmęczona	serious, monotonous, tired
449	zmęczona, spokojna	tired, calm
450	Brzmi jak Pan z nagrań z książki. uprzejmie prosi o wykonanie danych zadań	he sounds like you from the recordings in the book. kindly asks you to perform certain tasks
451	brzmi jakby był znudzony i niechętny	he sounds like he's bored and reluctant
452	Starszy dojrzały mężczyzna	older mature man
453	Szanowana przez innych osoba	a person respected by others
454	Spokojna, zrównoważona, miła	calm, balanced, nice
455	Spokojna, poważna, stanowcza	calm, serious, decisive
456	Poważny, respektuje etykietę	serious, respects etiquette
457	Ta osoba wydaje się bardzo spokojna, bez większych emocji jej towarzyszących.	this person seems very calm, without any major emotions.
458	Trochę oschła osoba, poważna i konkretna	a bit of a dry person, serious and specific
459	Mówi monotonna, jest spokojny, według mnie za spokojny.	he speaks in a monotone, is calm, too calm in my opinion.
460	Osoba nudno mówi, jak z podręcznika do angielskiego	the person speaks boringly, as if from an English textbook
461	Wydaje się bardzo uprzejma, opanowana, ale nieco chłodna?	he seems very polite, composed, but a bit cold?
462	Starszy pan, gość ze słuchania na maturze	an older man, a guy from the high school exam listening session
463	Znudzona, skupiona, zasadnicza, pochodzi z bogatej rodziny, która ma szlabany na wszystko na co wskazuje powściągliwość i rezerwa w głosie	bored, focused, principled, he comes from a rich family that has restrictions on everything indicated by restraint and reserve in his voice
464	Brytyjczyk spokojny przyjazny	British calm friendly
465	Niski, sepleniący, starszy	short, lisping, older
466	spokojna, melancholijna, pochodzi z wysublimowane środowisko	calm, melancholic, comes from a sublime environment
467	ułożona	arranged
468	Mężczyzna w średnim wieku	middle-aged man
469	spokojna uprzejma stonowana Po sposobie wymowy wydaje mi się że pochodzi z wyższej sfery społecznej	calm, polite, subdued from the way he speaks, it seems to me that he comes from a high social sphere
470	Ta osoba jest pewna siebie	this person is confident
471	Spokojna, starsza, uprzejma, troskliwa	quiet, older, polite, caring
472	odpowiedzialna, planująca, o wysokiej pozycji	responsible, planning, with a high position
473	poważna, wykształcona, zdecydowana	serious, educated, determined
474	Anglik, stanowczy, arystokrata	English, decisive, aristocrat
475	wykwintny i spokojny	exquisite and calm
476	ciężka do rozmowy	hard to talk to
477	Poważna, powolna, nudna	serious, slow, boring
478	Surowa konsekwentna poważna	strict, consistent and serious
479	Brzmi monotonna, ponuro, niezachęcająco	it sounds monotonous, gloomy and uninviting
480	Nudny spokojny mężczyzna Z drobnej rodziny mieszczańskiej, dorosły mężczyzna z wieloletnim stażem rodzinnym i zawodowym	a boring, quiet man from a small bourgeois family, an adult man with many years of family and professional experience
481	nudna, zbyt uporządkowana, zbyt szczegółowa	boring, too structured, too detailed
482	Poważny spokojny zmęczony z uniwersytetu	serious calm tired from university
483	Brzmi apatycznie i szorstko, jednak wydaje się uprzejma	he sounds apathetic and harsh, but seems polite

484	Jest to osoba poważna i stonowana, mówi z poczuciem wyższości, jej sposób wypowiedzi oddaje prowadzenie wykładu.	he is a serious and subdued person, he speaks with a sense of superiority, his way of speaking reflects the way he lectures.
485	Spokojna, flegmatyczna, uporządkowana	calm, phlegmatic, orderly
486	Opanowana, bez skłonności do agresji, mająca uporządkowane życie	he is composed, not prone to aggression, and has an orderly life
487	Bardzo spokojna, flegmatyczna, powolna	very calm, phlegmatic, slow
488	Monotonny ton wypowiedzi	monotonous tone of speech
489	Stanowczy, wymagający, poważny	firm, demanding, serious
490	Sztywny, konkretny, nudny	stiff, specific, boring
491	miły, obowiązkowy, pomocny	nice, dutiful, helpful
492	Flegmatyk ale metodyczny	phlegmatic but methodical
493	Osoba uprzejma i oficjalna	a polite and formal person
494	Spokojny stonowany mężczyzna	a calm, subdued man
495	Przyjazna, spokojny ton głosu, dobre słownictwo z bogatego domu	friendly, calm tone of voice, good vocabulary from a rich home
496	poważna, spokojna	serious, calm
497	Poważna, wykształcona, dojrzała	serious, educated, mature
498	Spokojny, cierpliwy, znudzony	calm, patient, bored
499	Osoba koło 50	person around 50
500	Obca, mężczyzna, pracownik	stranger, man, employee
501	Jest przyjazna i miła	he is friendly and nice
502	Mówi po angielsku	speaks English
503	Spokojna, poukładana, wymagająca	calm, organized, demanding
504	Ta osoba jest spokojna	this person is calm
505	Jest to dumna osoba. dba o wymowę, wyraźnie mówi.	this is a proud person. cares about pronunciation, speaks clearly.
506	Spokojna, uporządkowana, dokładna	calm, orderly, precise
507	Pospolity zmęczony głos	a common tired voice
508	Opanowana, przyjazna, spokojna	poised, friendly, calm
509	Dziadek, dystans, konsekwencja	grandpa, distance, consistency
510	Jest w miarę miła	he's quite nice
511	Spokojna, stanowcza, pewna siebie	calm, decisive, self-confident
512	Spokojna, uprzejma, wyluzowana	calm, polite, laid back
513	Spokojna, bez emocji, ponury	calm, emotionless, gloomy
514	starsza zmęczona przygnębiona	old tired depressed
515	Znudzony starszy pan	bored old man
516	Typowy lektor w słuchankach z angielskiego	a typical English teacher wearing headphones
517	Spokojna, opanowana	calm, composed
518	Ciepła	warm
519	spokojna, starsza osoba	a calm, elderly person
520	Mezcyzna	man
521	Miła sympatyczna ciekawa	nice, friendly, interesting
522	poważny, wysoko postawiony, konserwatysta	serious, high-ranking, conservative
523	Osoba wydaje się nieuprzejmą, surowa oraz zbyt pewna siebie. Ale ma bardzo wyraźny brytyjski akcent	the person seems rude, strict and overconfident. but he has a very distinct British accent
524	Znudzony, zmęczony, zażenowany	bored, tired, embarrassed
525	znudzony, zmęczony, obojętny	bored, tired, indifferent
526	I don't know :<	i don't know :<
527	Miła osoba	nice person
528	Oschła osoba, typowy polityk, Uważam że jest to członek brytyjskiego parlamentu. Brzmi jak brytyjczyk i głos ma podobny do polityka	a dry person, a typical politician. i believe he is a member of the British parliament. he sounds British and has a voice similar to that of a politician
529	brzmi jak słuchanka na angielskim	sounds like an English listening session
530	starsza osoba, męski głos, znudzony	older person, male voice, bored
531	jak bardzo bogaty koleś	like a very rich guy
532	Lektor z egzaminu z kiepskiej szkoły filologii angielskiej	a lecturer from an exam from a poor English philology school
533	Mówi w sposób nienachalny, bardzo spokojnie, raczej nie wydaje się agresywny brzmi jakby mieszkała w luksusowym domu	he speaks in an unobtrusive way, very calmly, doesn't seem aggressive, sounds like he lives in a luxurious house
534	Głęboki głos z akcentem	deep voice with an accent
535	starszy mężczyzna, poważny	older man, serious

536	Zamulony, znużony, nie przyjazny. Pewnie jest znużony życiem, nie robi tego, co lubi, jest przymulony, może pochodzić z większego miasta	dull, bored, not friendly he's probably bored with life, he doesn't do what he likes, he's dull, he may come from a bigger city
537	poważny, nudny, melancholijny	serious, boring, melancholic
538	dojrzała, dorosła, profesjonalna	mature professional adult
539	Dorosły mężczyzna, sprawia wrażenie zmęczonego	a grown man, he looks tired
540	Jest znużona, stara się czytać poprawnie i wyraźnie, wykonuje swoją pracę	he is bored, tries to read correctly and clearly, does his job
541	dobrze wychowany, sztywny, trochę zarozumiały	well-mannered, stiff, a bit cocky
542	Arogancka, protensjonalna, niemila	arrogant, pretentious, rude
543	Typowy nauczyciel	typical teacher
544	zrównoważony/spokojna/przyjazna	balanced/calm/friendly
545	mówi płynnie, lecz trochę niewyraźnie	speaks fluently but a bit slurred
546	Angielski Brytyjski	British English
547	Głos jest ciepły, lecz trochę szorstki, neutralny w wrażeniach ze słuchania	the voice is warm but a bit rough, with a neutral listening experience
548	Pewna siebie, stanowcza, spokojna, dźwięk podobny jak na większości słuchawek na egzaminach	confident, decisive and calm, the sound is similar to that of most exam headphones
549	bardzo poważna osoba	very serious person
550	głos nudny i niewyraźny, nauczyciel angielski	voice dull and indistinct English teacher
551	poważny, dorosły mężczyzna	serious adult man
552	poważna, spokojna, rozważna	serious, calm, thoughtful
553	To osoba raczej spokojna.	he is a rather calm person.
554	Nudna, monotonna, cierpliwa, trochę wyniosła	boring, monotonous, patient, a bit haughty
555	monotonny, jak robot brzmi, nie słucha się przyjemnie	monotonous as a robot sounds, it's not pleasant to listen to
556	Spokojna, cicha, poważna	calm, quiet, serious
557	Mówi bez emocji, spokojny	he speaks without emotion, calmly
558	Arogancka, niemila,	arrogant, rude,
559	Uprzejmy, dokładny, spokojny	polite, precise, calm
560	poważna, spokojna, nudna	serious, calm, boring
561	Jest osobą, która jest poważna, mówi wyraźnie i powoli, tak aby każdy mógł go zrozumieć.	he is a serious person who speaks clearly and slowly so that everyone can understand him.
562	poważna, skupiona, wymagająca	serious, focused, demanding
563	Powoli, spokojnie, mało wyraźnie	slowly, calmly, not very clearly
564	poważna, zorganizowana, ambitna	serious, organized, ambitious
565	Spokojny głos, poważna osoba, monotonna	calm voice, serious person, monotonous
566	Osoba lubi ser pleśniowy	the person likes blue cheese
567	miły, stanowczy, zdecydowany	kind, firm, determined
568	Głos osoby numer 1 kojarzy mi się z lektorem wykorzystywanym w filmach.	the voice of person number 1 reminds me of the voice-over used in films.
569	Zorganizowana	organised
570	Ambitna	ambitious
571	Realista	realist
572	Głos jest przyjemny i wyraźny, dobrze się go słucha i łatwo zrozumieć przekaz zdania	the voice is pleasant and clear, easy to listen to and easy to understand
573	Po czterdziestce/ typowy pan z nagrań na sprawdzianach/ Brytyjczyk	in his forties / typical gentleman from test recordings / British
574	Nauczyciel w podeszłym wieku, spokojny	an elderly, calm teacher
575	Jest wychowany	he's brought up
576	komputer, sztywny, coś ta osoba wymaga	computer, stiff, this person requires something
577	Mówi bardzo płynnie. Posiada lekki brytyjski akcent. Mówi także bardzo schludnie bez zająknięcia.	he speaks very fluently. he has a slight British accent. he also speaks very neatly without stuttering.
578	Spokojna, opanowana, starsza osoba	a calm, composed, older person
579	Nudna, nieciekawa, prosta	boring, uninteresting, simple
580	dojrzały, inteligentny, bogaty	mature, intelligent, rich
581	Uprzejmy głos, wydaje mi się, że jest dobrym człowiekiem	polite voice, seems like a good person to me
582	Nie śpieszy mi się, mówi w sposób spokojny i przemyślany i łatwy do zrozumienia	he is not in a hurry and speaks in a calm, thoughtful way that is easy to understand
583	Osoba wydaje się być w codziennej sytuacji. Słuchać w jej głosie powagę. Nie okazuje żadnych emocji.	the person appears to be in an everyday situation. you can hear the seriousness in his voice. he doesn't show any emotion.

584	Zmeczony spokojny	tired and calm
585	spokojny, uprzejmy,	calm, polite,
586	nudna, nudna, nudna	boring, boring, boring
587	Spokojna	calm
588	Osoba mówi tak jakby była znudzona, bez przekonania o tym co mówi	the person speaks as if he or he is bored, without conviction in what he or he is saying
589	Poważny, spokojny, informację	serious, calm, informative
590	Starszy wyluzowany wykładowca	a laid-back senior lecturer
591	Nie mam pojęcia	i have no idea
592	Bardzo przyjemny głos	very pleasant voice
593	Uprzejma dostojna nieagresywna	polite, dignified, non-aggressive
594	Nieprawdziwa	not true
595	Dojrzały, zrównoważony, nudny	mature, balanced, boring
596	Uważam że ta osoba jest w jakimś pomieszczeniu i słabo ją słyszeć	i think this person is in some room and i can't hear him very well
597	Spokojna, opanowana osoba	a calm, composed person
598	Poważna, wyniosła, profesjonalna	serious, haughty, professional
599	Poważna, przerażająca, surowa	serious, terrifying, raw
600	Nudna, poważna, bez wyrazu	boring, serious, expressionless
601	Stary, nieprzyjazny, niemiły	old, unfriendly, unpleasant
602	ta osoba jest poważna, uprzejma i wykształcona	this person is serious, polite and educated
603	Rzeczowy	material
604	Spokojna opanowana dobra	calm, composed, good
605	Nudna niewyraźna nieuprzejma	boring vague rude
606	Starszy miły pan	nice old gentleman
607	ojciec dziecka, poważny	fathis of the child, serious
608	spokojna, uprzejma, zorganizowana	calm, polite, organized
609	Jak dla mnie spokojnie ta osoba sie wypowiada, wolno, delikatny ma głos, lekko znudzony	to me, this person speaks calmly, slowly, his voice is delicate, slightly bored
610	Uprzejmy, wychowany, kulturalny	polite, well-mannered, cultured
611	Wyraźna	clear
612	Powolna spokojna	slow and calm
613	Nudna, nie przyjemna, irytująca	boring, unpleasant, irritating
614	brytyjska, arogancka, pewny siebie	British, arrogant, self-confident
615	Mądra, rozważna	wise, prudent
616	Spokojny dojrzały irytujący	calm mature annoying
617	Spokojna, wymagająca, władcza	calm, demanding, domineering
618	język jest mocno twardy	the tongue is very hard
619	Uprzejma, wymagająca,	polite, demanding,
620	ten głos jest bardzo neutralny, typowy dla zadań słuchanych z angielskiego	this voice is very neutral, typical of English listening tasks
621	nudne, monotonne, ponure	boring, monotonous, gloomy
622	Dorosły mężczyzna Polak, akcent pół na pół	adult polish man, half and half accent
623	powolna, zrozumiała, okej	slow, understandable, okay
624	mówi bez emocji, mówi jakby z przymusu, jest smutna	he speaks without emotion, he speaks as if forced, he is sad
625	mówi bez żadnych emocji	he says without any emotion
626	Osoba spokojna, z typowo angielskim akcentem bardzo przyjemnym dla ucha	a calm person, with a typical English accent, very pleasant to the ear
627	nie wiem	i don't know
628	Starsza osoba, miła, elegancka	an older person, nice, elegant
629	Jest poważna, skupiona i trochę nieprzyjazna	he is serious, focused and a little unfriendly
630	starsza spokojna osoba	older calm person
631	Neutralna, znudzona, mało przyjemna	neutral, bored, not pleasant
632	niepokojący głos	disturbing voice
633	Osoba 1 brzmi jak narrator jakiegoś dokumentu	person 1 sounds like the narrator of some document
634	Normalna Spokojna Miła	normal calm nice
635	Fajna Ciekawa Sympatyczna	cool interesting nice
636	Jest bardzo spokojna ale i pewna siebie. Między zdaniami można usłyszeć jak rozkazuje osobie cis zrobi ale nie dosadnie. Jest bardzo urzekająca i trochę manipulatywna swoim miękim ale pewnym głosem	he is very calm but also confident. between sentences you can hear him ordering the cis person to do something, but not in a blunt way. he is very charming and a bit manipulative with his soft but confident voice

637	Osoba mówi rzeczowo i spokojnie. Mogłaby piastować jakieś wysokie stanowisko, bo już sam jej głos wzbudza respekt.	the person speaks matter-of-factly and calmly. he could hold some high position because his voice alone commands respect.
638	Domagająca	demanding
639	Chyba żąda zbyt wiele	i guess he's asking too much
640	Leniwa	lazy
641	mowi bez emocji	he says without emotion
642	mowi jakby z przymusu, jest smutna	he speaks as if forced, he is sad
643	Ma znudzony głos, mówi wolno, trochę nienaturalnie,	he has a bored voice, he speaks slowly, a bit unnaturally,
644	Spokojna	calm
645	Normalny opanowany nudny	normal, composed, boring
646	Nudna, flegmatyczna, nie miła	boring, phlegmatic, unpleasant
647	Jest to starsza osoba, mówi dość ospale, powoli, ton głosu wskazuje jakby było mu to obojętne.	he is an older person, he speaks quite lethargically, slowly, the tone of his voice shows that he is indifferent to it.
648	Spokojna osoba, starsza, męski głos	calm person, older, male voice
649	Głos jest łatwy do zrozumienia bo pan mówi wolno i wyraźnie. Poważny, neutralny	the voice is easy to understand because you speak slowly and clearly. serious, neutral
650	poważny spokojny mozolny	serious calm arduous
651	Typowa słuchanka na angielskim. Bez charakteru.	a typical English lesson. no character.
652	Wyniosły ton, znudzony, ponury	haughty tone, bored, gloomy
653	Montonny, jak z słuchanki, nudny	monotonous, as you hear, boring
654	Elegancka, pretensjonalna, nadęta	elegant, pretentious, pompous
655	Oficjalna, konkretna, spokojna	formal, specific, calm
656	neutralna, spokojna, opanowana	neutral, calm, composed
657	Szef, wydaje polecenie, poważny gość	the boss gives an order, a serious guy
658	Poważna, nudna, stara	serious, boring, old
659	Robot snob nudziarz, typowy głos z podręcznika do angielskiego	robot snob, boring, typical voice from an English textbook
660	Lektor z czytańek z gimnazjum	secondary school reading teacher
661	Osoba starsza, formalna, profesor/lektor	an older, formal person, a professor/lecturer
662	Zwykły, nijaki, wysoki	plain, bland, tall
663	znudzona, konkretna, zachowawcza	bored, specific, conservative
664	Brzmi jak komputer, jak słuchanka z matury,	it sounds like a computer, like a high school final exam,
665	Brzmi jak słuchanka w zadaniu maturalnym, znudzona, bez żadnych emocji	he sounds like a student listening to a high school exam, bored, without any emotions
666	Spokojny poważny opanowany	calm, serious and composed
667	Czyta z kartki, podaje informacje, punktuje	he reads from a piece of paper, gives information, and scores points
668	Spokój, inteligencja i rozwaga	calm, intelligence and prudence
669	Spokojny, starszy, dokładny	calm, older, precise
670	neutralna, dokładnie tłumaczająca	neutral, explaining thoroughly
671	Uprzejma, dobrze wychowana, miła	polite, well-mannered, nice
672	Neutralna, spokojna, decyzyjna	neutral, calm, decisive
673	Dobrze wychowana, uprzejma, starsza osoba	a well-mannered, polite, elderly person
674	Spokojny, opanowany, ogarniający życie	calm, composed, embracing life
675	powolny, znudzony	slow, bored
676	Brzmi jak osoba czytająca tekst w podręcznikach od angielskiego	he sounds like a person reading a text in an English textbook
677	poważny, dziwny, sztywny	serious, strange, stiff

Standard American English

No.	Polish raw data	English translation
1	Nieprzyjemny, arogancki, nerwowy	nasty, arrogant, nervous
2	Oschła	dry
3	Pewny siebie, wyrazisty	self-confident, expressive
4	Nie zwraca uwagi na szczegóły, niedokładna, nudna	does not pay attention to details, inaccurate, boring

5	Normalna osoba której się trochę jakby nie chciało.	a normal person who didn't seem to want anything.
6	stanowcza, ale uprzejma.	firm but polite.
7	Wyrazista stanowcza poważna	expressive, decisive and serious
8	nieprzyjemna, arogancka, znudzona	unpleasant, arrogant, bored
9	To jest chyba osoba z 1 nagrania więc to co w 1	this is probably the person from the 1st recording, so it's the same as in the 1st one
10	trochę spięta, powolna, mówi od niechcienia	a little tense, slow, speaks casually
11	Zrelaksowany, aktywny, ludzki	relaxed, active, human
12	Poukładana, spokojna, miła	organized, calm, nice
13	Tonacja głosu ciekawa, brzmi profesjonalnie	interesting tone of voice, sounds professional
14	Pozytywne	positive
15	Interesująca, wykształcona, spokojna	interesting, educated, calm
16	Doświadczona, arogancka i wyniosła osoba.	an experienced, arrogant and haughty person.
17	Lektor z gry	voiceover from the game
18	pomocny, uprzejmy, znudzony	helpful, polite, bored
19	Stara, gruba, miła	old, fat, nice
20	Starsza osoba, może nauczyciel	an older person, maybe a teacher
21	Znudzona osoba, niechętna, wydaje się zmęczona	a bored, reluctant person appears tired
22	Ponury znudzony	gloomy bored
23	Nieprzyjemny	unpleasant
24	Starsza osoba mówiąca wolno/negatywnie	older person speaking slowly/negatively
25	Starszy, uszczypliwy i wścibski mężczyzna	an older, snarky and nosy man
26	Konsekwentny, pewny siebie, altruista	consistent, self-confident, altruistic
27	negatywne pierwsze wrażenie	negative first impression
28	Nieprzyjemny, wywyższający się, poważny	rude, self-aggrandizing, serious
29	Złe mi się kojarzy	i have a bad feeling about it
30	mająca duży wiedzę, opanowana, trochę nerwowa	knowledgeable, composed, a little nervous
31	Niezrozumiałość, spokój,	incomprehensibility, peace,
32	Przeciętna, niczym się nie wyróżniająca, zwykła	average, unremarkable, ordinary
33	-	-
34	Nudno, nie wyraźnie	boring, not clear
35	Znudzony, zasnuty, apatyczny	bored, sleepy, apathetic
36	Jest to dość poważna osoba, starsza.	this is quite a serious, older person.
37	Lektor, wykształcony, inteligentny	lecturer, educated, intelligent
38	Znudzony, nieprzyjemny, ma jakąś wadę wymowy	bored, unpleasant, has a speech impediment
39	Nie wykształcony, jakby spelelniaka trochę	not educated, kind of a mess
40	Osoba starsza, znudzony, brak zainteresowania tekstem	older person, bored, no interest in the text
41	Poważna, sztywna, mądra	serious, stiff, smart
42	Neutralna opinia.	neutral opinion.
43	Znudzony, zniecierpliwiony	bored, impatient
44	M mało przyjazna, nudna.	not very friendly, boring.
45	Nieprzyjemna osoba, wydaje się być roszczeniowa i niezbyt sympatyczna	an unpleasant person, he seems demanding and not very nice
46	Miły, powolny, interesujący	nice, slow, interesting
47	Opanowanie skupienie przygnębienie	mastery, concentration, depression
48	Konkretna, pewna tego co czyta, uporządkowana	specific, sure of what he reads, orderly
49	Niewyraźnie, niechlujnie,	blurred, sloppy,
50	Osoba spokojna, ciekawy styl mówienia, osoba starsza	a calm person, interesting speaking style, an older person
51	Znudzona, spokojna, neutralna	bored, calm, neutral
52	Starsza, smutna, powolna	older, sad, slow
53	Nudna, wyniosła, zamknięta w sobie	boring, haughty, closed off
54	Smutna, znudzona, spokojna	sad, bored, calm
55	Poważna, skoncentrowana, nudna	serious, focused, boring
56	Jakiś wykładowca, nauczyciel mównicy	some lecturer, teacher speaker
57	Niechlujna, nudna, ponura	sloppy, boring, gloomy
58	Nieprzyjemny, ponury, męski głos,	an unpleasant, gloomy, male voice,
59	Znudzona, nie przykłada się do czytania	bored, he doesn't bother reading
60	Miła, cierpliwa, spokojna	nice, patient, calm
61	Poważna, tajemnicza, nieprzyjemna	serious, mysterious, unpleasant
62	Ponury nudny starsza osoba	gloomy boring old person
63	Osoba mówi spokojnie, ale bez zaangażowania	the person speaks calmly but without involvement

64	Spokojna, opanowana, poważna	calm, composed, serious
65	Nudna, leniwa, zbyt wyluzowana	boring, lazy, too laid back
66	Starsza osoba, trochę sepleni	older person, a bit of a lisp
67	Znudzona, niemiła, w podeszłym wieku	bored, unpleasant, elderly
68	Jest zmęczona, przygnębiona, trochę znudzona	he's tired, depressed, a little bored
69	Flegmatyczna, dojrzała, dokładna	phlegmatic, mature, precise
70	Osoba starsza, miła, znudzona	older, nice, bored person
71	Poważny, nieprzyjemny, ponury	serious, unpleasant, gloomy
72	Spokojnie mówi ale trochę nie wyraźnie	he speaks calmly, but not clearly
73	Nudny	boring
74	Trudno mi ocenić	it's hard for me to judge
75	arogancki	arrogant
76	niekulturalny	uncultivated
77	Nudna, bez życia, lubi gdy pada deszcz	boring, lifeless, likes it when it rains
78	Odpowiedzialna, rzetelna, prawdomówna	responsible, reliable, truthful
79	Spokojna	calm
80	Arogancka	arrogant
81	Wesoła	happy
82	Oficjalna nudna zgred	official boring old man
83	Stary, nudny, zamulony	old, boring, muddy
84	Nudny gość	boring guy
85	Stary	old
86	Brzmi jak nagranie z zadań z angielskiego z liceum	it sounds like a recording of a high school English assignment
87	Dojrzały	mature
88	ma gdzieś to co mówi, zmęczona	he doesn't care what he says, he's tired
89	Brzmi tak samo jak poprzednie	sounds the same as the previous one
90	Brzmi tak samo, znudzona, bez wyrazu	he sounds the same, bored, expressionless
91	Starsza osoba	old person
92	Osoba wydaje się niezainteresowana rozmową	the person seems uninterested in the conversation
93	Głośny, niestaranny, powolny	loud, clumsy, slow
94	neutralna	neutral
95	Nudna	boring
96	Sepleniący, nie spieszy się, starszy	lisp, not in a hurry, older
97	Wywyższający się,	self-aggrandizing,
98	Starsza, zmęczona, spokojna	older, tired, calm
99	ignorant	ignoramus
100	4 osoby nie różnią się dla mnie wymową	4 people have no different pronunciation for me
101	spokojny, znudzony, miły	calm, bored, nice
102	nieuprzejma, arogancka, zirytowana	rude, arrogant, irritated
103	Bogaty ojciec	rich dad
104	Spokojna	calm
105	Znudzony, lekkomyślny, ma wszystko gdzieś	bored, reckless, doesn't care
106	Nie wyraźnie mówi	he doesn't speak clearly
107	Nonszalancko mężczyzna	nonchalant man
108	Jets to osoba przyjemna, mówiąca naturalnie	jets is a pleasant, natural-speaking person
109	Sepleni, powolny, znudzony	lisp, slow, bored
110	Podobnie mówi jak 3 osoba	he speaks similarly to the 3rd person
111	Znudzona	bored
112	Czytacz ebooka, artysta, mężczyzna	e-book reader, artistry, man
113	Spokojny, niedbały, wyluzowany	calm, carefree, laid back
114	Znudzony, trochę pijany pan który bardzo nie chce z nikim rozmawiać	a bored, slightly drunk man who really doesn't want to talk to anyone
115	otwarta, przyjazna, szczerza	open, friendly, honest
116	Mówi spokojnie	he speaks calmly
117	niedbały, rozluźniony, w średnim wieku	carefree, relaxed, middle-aged
118	nie mam zdania	i have no opinion
119	Nie brzmi przyjaźnie, może trochę zmęczony, chce załatwić co ma załatwić i mieć spokój	he doesn't sound friendly, maybe a little tired, he wants to get things done and be left alone
120	Wyluzowany, swobodny, miły	chilled out, casual, nice
121	nieprzekonana do tego, co mówi (czyta), znudzona, zniecierpliwiona	unconvinced by what he says (reads), bored, impatient
122	Zblazowana, flegmatyczna, doświadczona	blasé, phlegmatic, experienced
123

124	Poważna, ponura, rzeczowa	serious, gloomy, matter-of-fact
125	.	.
126	Nudna przynudzająca osoba	a boring, boring person
127	poważna, spięta i ułożona	serious, tense and composed
128	Miła, powolna,	nice, slow,
129	Osoba spokojna	a calm person
130	Nieuprzejma, zarozumiała, arogancka	rude, conceited, arrogant
131	Bogacz, przemądrzały, nieznośny	rich man, smart-ass, insufferable
132	Nie fajny, martwy, przykry	not cool, dead, unpleasant
133	Zmęczony	tired
134	Ponura, znudzona, trochę złości	gloomy, bored, a little angry
135	.	.
136	Spokojna, przyjazna, bogata	calm, friendly, rich
137	Ponura	gloomy
138	Spokojna, stara, jak to ta sama osoba co wcześniej	calm, old, the same person as before
139	sympatyczny	sympathetic
140	poważna, nieprzyjemna, znudzona	serious, unpleasant, bored
141	Osoba wykształcona, opanowana	an educated, composed person
142	Niemiły	unpleasant
143	Nudny, nieuprzejmy, arogancki	boring, rude, arrogant
144	Ta sama osoba co osoba nr 1	same person as person #1
145	Sprawia wrażenie osoby oschłej i znudzonej	he gives the impression of a dry and bored person
146	zdecydowana, pewna siebie, dająca poczucie bezpieczeństwa	determined, self-confident, giving a sense of security
147	Chce, aby każdy zrozumiał; zainteresowany; miły	he wants everyone to understand; interested; nice
148	Poważna, odważna, podejrzana	serious, brave, suspicious
149	Osoba starsza powolna po układana	an elderly person is slow to be put to bed
150	Uprzejma, interesująca, przenikliwa	polite, interesting, insightful
151	Znudzona, Poważna, Nieprzyjemna	bored, serious, unpleasant
152	Texańczyk, lubi broń palną	Texan, likes firearms
153	Miła, bogata	nice, rich
154	Pewna siebie arogancka wyluzowana	self-confident, arrogant, laid-back
155	To samo co osoba nr1	same as person #1
156	Brak zaufania	lack of trust
157	Melancholijna, spokojna, ponura	melancholic, calm, gloomy
158	Spokojna, uważna, poważna	calm, attentive, serious
159	Wyluzowana, obojętna, znająca się na rzeczy	laid back, indifferent, knowledgeable
160	Wzbudzą raczej zaufanie	rather, they will inspire trust
161	Nieuprzejmą	rude
162	Osoba starsza	elderly person
163	Zarozumiała, wykształcona, nudna	conceited, educated, boring
164	Stary, niecierpliwy, znudzony	old, impatient, bored
165	Nie wiem	i don't know
166	Arogancki, niewyraźnie mówi, wydaje się poważny	arrogant, slurred speech, seems serious
167	Spokojna, starsza osoba, znudzona.	a quiet, older person, bored.
168	Agresywny, czytający książkę, ponury	aggressive, book-reading, gloomy
169	Starszy człowiek, ponury, europejczyk lub osoba gorzej mówiąca po angielsku	an older man, gloomy, European or someone who speaks less English
170	Energiczna, ciekawa, pozytywna	energetic, interesting, positive
171	Niczym nie wyróżniający się człowiek	an unremarkable man
172	Obojętny	inert
173	Nie wyraźnie mówi	he doesn't speak clearly
174	Ponury, arogancki	gloomy, arrogant
175	Brzmi jakby chciał mnie oszukać, zaciąga nosem	he sounds like he's trying to trick me, he sniffs
176	Nie wiem	i don't know
177	Wydaje się spokojna ale niemiła	he seems calm but unpleasant
178	Znudzona osoba	bored person
179	Bełkocząca, monotonna, nudna	gibberish, monotonous, boring
180	Mężczyzna, mówiący niewyraźnie	a man speaking slurred
181	Brzmi jak z amerykańskiego filmu, nieco nonszalancko	it sounds like something out of an American movie, a bit nonchalant
182	Spokojna, opanowana, flegmatyczna	calm, composed, phlegmatic
183	Lektor,neutralny, bez emocji	lector, neutral, without emotions

184	Nudna, uprzejma, tolerancyjna	boring, polite, tolerant
185	Spokojny, ciekawy, zainteresowany	calm, curious, interested
186	Kulturalna stanowcza spokojna	cultured, decisive and calm
187	Poważna, starsza,	serious, older,
188	Bezproblemowy, flegmatyczny, nudny	hassle-free, phlegmatic, boring
189	Poważna, ponura, spięta	serious, gloomy, tense
190	Spokojna, wyluzowana, zwyczajna	calm, laid back, ordinary
191	Ciepła, spokojna, konkretna	warm, calm, specific
192	Top Gear, Zmęczony Clarkson	top gear, tired Clarkson
193	Nudna, przeciętna, dojrzała	boring, average, mature
194	Osoba przyjemna, konkretna, uprzejma	a pleasant, specific, polite person
195	Niezainteresowana	not interested
196	Brytyjczyk z zatkanym nosem	British man with a stuffy nose
197	Nie wyraźne mówi,	not explicit says
198	Ponura, ułożona, spokojna	gloomy, composed, calm
199	Poważna, znudzona, niemiła	serious, bored, unpleasant
200	Niezdecydowany, niepewny, spokojny	indecisive, uncertain, calm
201	Bez emocjo	no emotions
202	nie lubię robić takich założeń ale nie chciałabym słuchać tej osoby dłużej, jej głos jest nudny i czuję że bym zasnęła	i don't like to make such assumptions, but i wouldn't like to listen to this person any longer, their voice is boring and i feel like i would fall asleep
203	-	-
204	Podobnie jak pozostali biegle mówi w języku angielskim	like the others, he speaks English fluently
205	Sepleniąca, zainteresowana, podekscytowana	lisp, interested, excited
206	niczym nie wyróżniająca się osoba	an unremarkable person
207	Trochę niewyraźnia mowa	speech a bit slurred
208	Znudzony, obojętny, niechętny do rozmowy	bored, indifferent, reluctant to talk
209	Spokojna	calm
210	Wyraźna wymowa, w porządku osoba	clear pronunciation, okay person
211	Brzmi naprawdę dobrze	sounds really good
212	Nijakie	bland
213	Nudna	boring
214	Nieuprzejma	rude
215	Lektor, robot, starszy człowiek	voiceover, robot, elderly man
216	odpowiedzialna w średnim wieku	responsible middle-aged
217	miła, uprzejma, niewyraźnie mówiąca	nice, polite, not speaking clearly
218	Miły, wykształcony, poważny	nice, educated, serious
219	Wesoła uśmiechnięta uprzejma	cheerful, smiling and polite
220	Nie przyjemna	unpleasant
221	średni wiek, handlarz, palący	middle age, trader, smoker
222	Nudna	boring
223	Stary dziadek	old grandpa
224	starsza. znudzona	older. bored
225	Zaciekawiona, sympatyczna, energiczna	curious, nice, energetic
226	stanowcza, ponura, bez emocji	resolute, gloomy, emotionless
227	niski barowy głos	low bar voice
228	brzmi jak aktor ze starego filmu	sounds like an actor from an old movie
229	Znudzenie	boredom
230	Starsza, brzmi na zmęczoną	older, sounds tired
231	Brzmi jakby był niezadowolony	sounds like he's dissatisfied
232	Męczyzna, starszy	male, older
233	Zrezygnowanie	resignation
234	Poirytowany, zestresowany, zmęczony	irritated, stressed, tired
235	miła, raczej prosta, otwarta	nice, rather simple, open
236	Brzmi tak samo	sounds the same
237	Stary, dokładny, mechaniczny	old, precise, mechanical
238	Brzmi podobnie do 3 osoby	sounds similar to 3rd person
239	Brak siły, brak zaufania, niespokojna osoba	lack of strength, lack of trust, anxious person
240	To ta sama osoba co wcześniej.	it's the same person as before.
241	Niechlujny, znudzony, zmęczony	sloppy, bored, tired
242	Zmęczony, miły, podejrzliwy	tired, nice, suspicious
243	Wydanie się niemiły	he will seem unpleasant
244	Brzmi najbardziej zrozumiale i spokojnie	it sounds the most understandable and calm

245	Dojrzały, nudny głos	mature, boring voice
246	Super człowiek, taki typowy człowiek	great man, such a typical man
247	Wypowiada się w niewyraźny sposób, niechłujna, znudzona	speaks in a slurred, sloppy, bored manner
248	zły, zmęczony, ponury	angry, tired, gloomy
249	Przywódcza	leadership
250	Spokojna, przyjazna, zabawna	calm, friendly, funny
251	Spokojny, zwyczajny, uprzejmy	calm, ordinary, polite
252	Tak jak nr 1 i 2	just like #1 and #2
253	Pewny siebie, groźny,	confident, dangerous,
254	Jaki to jest akcent?!	what's that accent?!
255	Sknera, stary, znudzony	miserly, old, bored
256	Poważny, wykształcony mężczyzna w średnim wieku	a serious, educated, middle-aged man
257	straszy, znudzony mężczyzna	scared, bored man
258	Starsza, biedna, szukająca sposobu na zysk	old, poor, looking for a way to make money
259	Starsza osoba, znudzona,	older person, bored,
260	znudzona, spokojna, leniwa	bored, calm, lazy
261	znudzona, spokojna, uporządkowana	bored, calm, orderly
262	starszy koles	older guy
263	Doświadczona, oschła, starsza osoba	an experienced, dry, older person
264	zmęczona, niepewna, znudzona	tired, unsure, bored
265	Zdecydowana, dokładna, schematyczna	determined, precise, schematic
266	poukładany, nudziarz, tradycjonalista	put together, boring, traditionalist
267	Znudzona, spokojna, poirytowana	bored, calm, irritated
268	wyluzowany, trochę niemiły, arogancki	laid back, a bit rude, arrogant
269	ma problem z ustami może zła operacja plastyczna nwm	he has a problem with his lips, maybe bad plastic surgery idk
270	Niechłujny, pyszny, zadufany w sobie	sloppy, proud, self-righteous
271	Inteligentna, wykształcona, spokojna	intelligent, educated, calm
272	Nie podoba mi się	i do not like
273	Przyjemny ton głosu, ciekawie się słucha	pleasant tone of voice, interesting to listen to
274	niechłujna, obojętna, wszystko jej jedno	sloppy, indifferent, he doesn't care
275	Redneck vibe. Bardzo teksański, brzmi jakby miał iść zaraz na rodeo.	redneck vibe. very Texan, sounds like he's about to go to a rodeo.
276	Mało uprzejma	not very polite
277	Mało przyjazna osoba ale spokojna	not a very friendly person, but calm
278	nie mam opinii o tej osobie	i have no opinion about this person
279	Brzmi na starszą osobę niż reszta, co sprawia że ton głosu jest mniej przyjemny. Możliwe, że jest miły. Brzmi na zmęczonego	he sounds older than the rest, which makes the tone of voice less pleasant. maybe he's nice. he sounds tired
280	Stary, polityk, arogancki, niezadbany	old, politician, arrogant, untidy
281	Stanowczy, ponury, uprzejmy	firm, gloomy, polite
282	Spokojna, miła, uprzejma	calm, nice, polite
283	Nonszalancka, spokojna, wyluzowana	nonchalant, calm, laid back
284	Ma kochankę której opowiada historię o niebieskim serze i plastikowym wężu i ma 3 rzeczy w środku w pociągu. Jest całkiem przystojny i śmieszny	he has a lover to whom he tells a story about blue cheese and a plastic snake, and he has 3 things on the train on Wednesday. he's quite handsome and funny
285	zmęczona, ponura, może na coś zła	tired, gloomy, maybe angry at something
286	Wyraźnie mówi	speaks clearly
287	Niezainteresowana, nudna, arogancka	uninterested, boring, arrogant
288	Profesjonalna, dojrzała, ciekawa	professional, mature, interesting
289	-	-
290	To samo ale amerykańsko	the same, but American
291	Brytyjczyk, mężczyzna, 40+	British, male, 40+
292	wrażenia są takie, że osoba wypowiada się dość niechłujnie	the impression is that the person speaks quite sloppily
293	Brzmi jak jakiś gangster. Pewna siebie, nieco arogancko. Czuć że lubi stawiać na swoim	sounds like some gangster. confident, a bit arrogant. you can feel that he likes to get his own way
294	Niedbały, ospały, wada wymowy	sloppy, lethargic, speech impediment
295	Tak jakby ją nic nie obchodziło	as if he didn't care
296	Wyraźna, poważna, barwna	clear, serious, colorful
297	Znudzona, niechłujna, spokojna	bored, sloppy, calm
298	Stanowcza tonacja, dobra wymowa	firm tone, good pronunciation

299	Z każdą kolejną postacią brzmi jak ojciec chrzestny	with each new character he sounds like a godfather
300	Brak natychmiastowego wrażenia	no immediate impact
301	starszy pan ok 60 lat	an older man, about 60 years old
302	Zdegustowana, zmęczona, bez humoru	disgusted, tired, humorless
303	Starsza, znudzona	older, bored
304	Osoba jest znacząco mniej zrozumiała.	the person is significantly less understandable.
305	Osoba niechlujna, mająca gdzieś innych ludzi	a sloppy person who doesn't care about other people
306	Arogancka, nieprzyjazna, konkretna	arrogant, unfriendly, specific
307	Arogancka	arrogant
308	Obojętna	indifferent
309	stara, zmęczona, ponura	old, tired, gloomy
310	kanciarz, pewny siebie, arogant	conman, self-confident, arrogant
311
312	Egzamin z angielskiego	English exam
313	taka se	that's the way it is
314	pijany	drunk
315	Nie wiem	i don't know
316	Starsza, mądra, wykształcona	older, wise, educated
317	starsza, dojrzała, miła	older, mature, nice
318	normalny, trochę zdenerwowany	normal, a little nervous
319	nic specjalnego	nothing special
320	Lekko zdenerwowana	slightly nervous
321	Brzmi jak amatorska imitacja Szkockiego akcentu	sounds like an amateur imitation of a Scottish accent
322	Znudzona, niechętna, starsza	bored, reluctant, older
323	znudzona, zmęczona, smutna	bored, tired, sad
324	znudzona	bored
325	Podobnie do reszty	similar to the rest
326	Znudzona	bored
327	starsza osoba, wyluzowana	older person, laid back
328	Opanowana zdystansowana luzowana	poised, distant, relaxed
329	Niezrozumiały	incomprehensible
330	lektor, nudny, bez emocji,	narrator, boring, emotionless,
331	Osoba jest pewna siebie. Jest energiczna. Jest spokojna.	the person is self-confident. he is energetic. is calm.
332	Lekko arogancka, niechlujna, poirytowana	slightly arrogant, sloppy, irritated
333	Ponura, nieprzyjemna, dziwna	gloomy, unpleasant, strange
334	Lekko zdenerwowany, poważny.	slightly nervous, serious.
335	znudzony, arogancki, ponury	bored, arrogant, gloomy
336	Monotonny, niewyraźny, rozdrażniony	monotone, indistinct, irritable
337	Niestaranny, spokojny, niefajny	careless, calm, uncool
338	Niechlujna, niepewna siebie	sloppy, insecure
339	Niechlujna, arogancka, nudna	sloppy, arrogant, boring
340	Powolny, nijaki, bez wyrazu	slow, bland, expressionless
341	Podoba mi się ten głos	i like this voice
342	Pewna siebie ale nie żeby to pokazywała bardzo	confident, but not that he shows it very much
343	Nie wiem	i don't know
344	Jest spokojna i leniwa	he is calm and lazy
345	.	.
346	pewna siebie, zorganizowana, starsza	self-confident, organized, older
347	Niemila osoba	rude person
348	brzmi Arnold Schwarzenegger w jakimś starym filmie Clinta Eastwooda	sounds like Arnold Schwarzenegger in some old Clint Eastwood movie
349	Kanadyjczyk po pracy	Canadian after work
350	Spokojna, miła, znudzona	calm, nice, bored
351	Spoko	cool
352	Wykształcony, apodyktyczny, inteligentny	educated, domineering, intelligent
353	Piwko	beer
354	miła, uprzejma, opanowana	nice, polite, composed
355	Normalny mężczyzna z Teksasu	a normal man from Texas
356	Znudzona, arogancka, butna	bored, arrogant, arrogant
357	Osoba o spokojnym usposobieniu	a person with a calm disposition
358	Manipulacyjny, kłamliwy i chciwy	manipulative, deceitful and greedy
359	Nudna, spokojna, bezinteresowna	boring, calm, disinterested

360	Wolno mówi, zrozumiała	he speaks slowly, he understood
361	Osoba jest otawrta	the person is open
362	opanowana	composed
363	Brzmi jak osoba starsza, zmęczona	sounds like an older, tired person
364	Miły znudzony	nice bored
365	Miła, wyluzowana, opanowana	nice, laid back, composed
366	Osoba mówi zrozumiale i spokojnie	the person speaks understandably and calmly
367	Zmęczona życie.	tired of life.
368	Miły i taki okej jest	he's nice and okay
369	dorośla, przemęczona, po ciężkim dniu pracy	adult, tired, after a hard day's work
370	Bez zycia, monotony, nudny	lifeless, monotonous, boring
371	Bardzo ładny akcent, spokojna, mądra, opanowana	very nice accent, calm, smart, composed
372	Nudny, ponury, spokojny	boring, gloomy, calm
373	Spokojny sympatyczny	calm and friendly
374	Znudzona	bored
375	Jest ok	it's ok
376	Jakbym rozmawiał z tą osobą przez telefon raczej na luzie	it's as if i were talking to this person on the phone more casually
377	uprzejma spokojna	polite and calm
378	Starsza, doświadczona, interesująca	older, experienced, interesting
379	Normalny głos	normal voice
380	Wyluzowana, otwarta, niesłowna	relaxed, open, non-verbal
381	Nie robi na mnie żadnego wrażenia	it doesn't make any impression on me
382	stara, uporządkowana	old, tidy
383	Osoba zwyczajnie wypowiada się.	a person simply expresses himself.
384	Ładny akcent, ciekawa, miło się słucha	nice accent, interesting, nice to listen to
385	Spokojna	calm
386	Old money vibes	old money vibes
387	niezbyt wykształcony i jadalny na całe życie	not very educated and edible for life
388	nie przejmuje się zdaniem innych ludzi, wyluzowana, chce już skończyć mówić	doesn't care what other people think, relaxed, wants to finish talking
389	Pewna siebie. Radiowy głos. Dobra emisja głosu/dobrze się wypowiada.	confident. radio voice. good voice emission/speaks well.
390	kojarzy mi się z takim szeryfem w amerykańskich filmach, będącym na tropie jakiegoś zabójcy	it reminds me of a sheriff in American movies who is on the trail of a killer
391	Spokojna, opanowana, miła	calm, composed, nice
392	Sbowoba w mówieniu słyhać że jest to prawdopodobnie amerykański angielski.	showboat when speaking, you can hear that it is probably American English.
393	Sympatyczna, miła, spokojna	nice, nice, calm
394	Wyluzowana, surowa	chilled out, strict
395	Spokojny opanowany pomocny	calm, composed and helpful
396	Nie słyhałem jej	i didn't listen to her
397	Opanowany głos, jakby był prezenterem telewizyjnym, lekko niepokojący	a composed voice, as if he were a tv presenter, slightly disturbing
398	Spokojna, wyluzowana, miła	calm, laid back, nice
399	Najmniej przyjazny, znajomy głos trochę głos jak z ojca chrzestnego	the least friendly, familiar voice, a bit like a godfather voice
400	Ciekawy akcent, sympatyczny, ciepły.	interesting accent, nice and warm.
401	opanowana, flegmatyczna, wycofana	composed, phlegmatic, withdrawn
402	Dorośla z donośnym głosem	he grew up with a loud voice
403	Amerykański głos filmowy, brzmi ciekawie, piękna wymowa słów	American film voice, sounds interesting, beautiful pronunciation of words
404	Troche mniej dokładna osoba	a slightly less precise person
405	Brzmi jak cowboy z amerykańskich filmów	he sounds like a cowboy from American movies
406	ciężko powiedzieć, ponura roszczeniowa	it's hard to say, gloomy and demanding
407	Pewny siebie, stonowany, wiekiem również jak poprzednia osoba około 50	self-confident, subdued, same age as the previous person, around 50
408	Bez uczuć, bez wyrazu	no feelings, no expression
409	Jejdysgvw	jejdysgvw
410	Fajna, super, uczuciowa	cool, great, emotional
411	Niewyraźna, znudzona	blurred, bored
412	Wykształcona	educated
413	Osoba starszą	elderly person
414	Mężczyzna	man

415	Miła, uprzejma, sympatyczna	nice, polite, friendly
416	Pracownik fabryki w Detroit	factory worker in Detroit
417	Najstarszy pan również nie uprzejmy	the oldest gentleman was also not polite
418	Powolna, inteligentna, miła	slow, intelligent, nice
419	Średnio uprzejma i ponura	moderately polite and gloomy
420	To samo	same
421	Stara, groźny, niechlujny	old, menacing, sloppy
422	Brak empatii, arogancja	lack of empathy, arrogance
423	Stara, zdziadziała, poważna	old, old, serious
424	Starsza, wykształcona, samotna	older, educated, single
425	Arogancki, przytłaczający, niezadowolony	arrogant, oppressive, dissatisfied
426	Nieprzyjemny, poważny, groźny	rude, serious, dangerous
427	Spokojna, starsza osoba, zmęczona	a calm, elderly person, tired
428	Nie wiem	i don't know
429	Sztuczna, nagrana, przerobiona	artificial, recorded, processed
430	Dojrzała, normalna, neutralna	mature, normal, neutral
431	arogancki	arrogant
432	Że mówi ta sama osoba	that it's the same person speaking
433	Amerykanin	American
434	Nieprzyjemny spokojny spięty	unfriendly calm tense
435	Egzotyczna/ Dziwna	exotic/weird
436	Niechlujny, smutny, ponury	messy, sad, gloomy
437	zirytowana	irritated
438	Spokojna, szybka, bystra	calm, fast, smart
439	Surowa	raw
440	Creepy	creepy
441	Poważna	serious
442	Ponura, zmęczona, nudna	gloomy, tired, boring
443	niewyraźnie mówiąca	speaking slurred
444	Stella	stella
445	osoba brzmi jakby miała swoje lata	the person sounds like they are old
446	Spokojny, trudno powiedzieć	calm, it's hard to say
447	Starsza	older
448	Taki luźny wujek na weselu co najwięcej pije i żartuje	such a loose uncle at the wedding who drinks and jokes the most
449	Spokojna	calm
450	Spokojny	calm
451	Podziw	admiration
452	Przytłaczające	overwhelming
453	Spokojna opanowana wyciszona	calm, composed and calm
454	Robot lub ma zatkaany nos	robot or has a stuffy nose
455	nieprzyjemny, poważny, groźny	unpleasant, serious, dangerous
456	Poukładana, podirytowana opanowana	organized, irritated and composed
457	Przyjemny starszy pan, z chęcią bym go słuchała, uczciwy	a pleasant old man, i would love to listen to him, honest
458	Nie wiem	i don't know
459	spokojny, sprzedawca w sklepie	calm, shop assistant
460	Arogancka, ponura, nieprzyjemna	arrogant, gloomy, unpleasant
461	amerykański generał z cygarem	American general with a cigar
462	Odpowiedzialna, poważna, dobra	responsible, serious, good
463	Pijany, wyluzowany, chytry	drunk, laid back, cunning
464	Miła, uczynna, spokojna	nice, helpful, calm
465	Jest to ta sama osoba	this is the same person
466	Spokojna znudzona zrelaksowana	calm, bored, relaxed
467	Osoba ponura, znudzona i zmęczona.	a person who is gloomy, bored and tired.
468	arogancka osoba, wypowiada się jak 'od niechcenia'	arrogant person, speaks casually
469	Osoba spokojna	a calm person
470	Osoba stanowcza, łagodna i pomocna	a firm, gentle and helpful person
471	Nudna, zmęczona, niechętna	boring, tired, reluctant
472	Ma cudowną wymowę	he has wonderful pronunciation
473	Znudzony, niezadowolony, marudny	bored, dissatisfied, grumpy
474	Uczciwa, spokojna, uporządkowana	honest, calm, orderly
475	Spokojna, wyluzowana, przyjazna	calm, laid back, friendly



476	Znudzony , zmęczony, nie za bardzo obchodzi go to co mówi	bored, tired, doesn't really care what he says
477	30 letni gość co ma wywalone	a 30-year-old guy who's fired
478	Spokojna, poważna	calm, serious
479	Pewna siebie, smutna, przytłaczająca	confident, sad, overwhelming
480	Niezidentyfikowana, znudzona, problemy logopedyczne	unidentified, bored, speech therapy problems
481	Taki tata, bardziej nieuprzejmy niż uprzejmy, ale taki, który stara się pokazywać coś innego	that kind of dad, more rude than kind, but one who tries to show something different
482	Nie mam pojęcia	i have no idea
483	Niemila , nieprzyjazna , arogancka	rude, unfriendly, arrogant
484	Brytol	British
485	Stary amerykańnik bez zęba	an old American without a tooth
486	Sounds like he does cares, spokojny, wyluzowany	sounds like he does cares, calm, laid back
487	Osoba Miła, mająca cierpliwość, przeciętna osoba	nice person, patient, average person
488	Nudna, przeciętna, denerwująca	boring, mediocre, annoying
489	Podobny do osoby 2	similar to person 2
490	Ponura stara przygnębiona	gloomy old depressed
491	Kontaktowa, rzeczowa, opanowana	sociable, matter-of-fact, composed
492	Arogancka	arrogant
493	nudna, spokojna,	boring, calm,
494	Irytujący głos	annoying voice
495	Smutny	sad
496	Tak samo	same
497	Znudzony, przygnębiony	bored, depressed
498	Mężczyzna ktory lubi anime	a man who likes anime
499	Kowboj, teksas wiek XVIII	cowboy, Texas 18th century
500	trochę bardziej sepleni, ale niespecjalnie czuć różnicę	a little more lisp, but you can't really feel the difference
501	Nieprzyjazny, chciwy, knujący	unfriendly, greedy, scheming
502	Brzmi jakby był zmęczony, znudzony, lekko sepleni	he sounds tired, bored, with a slight lisp
503	Aktor ze starego amerykańskiego filmu	an actor from an old American movie
504	Nudna spięta	boring uptight
505	Nie mam opinii	i have no opinion
506	Brzmi jak aktor	sounds like an actor
507	znużona, powolna, monotonna	tired, slow, monotonous
508	arogancka, niesympatyczna	arrogant, unpleasant
509	Brzmi jak osoba ze starych filmow, głęboki głos ale nie jest zbyt poważny	he sounds like someone from old movies, deep voice but not too serious
510	Lepszy niż wcześniejszy	better than the previous one
511	brzmi jak jakiś pedofil	sounds like some kind of pedophile
512	Jaka niższa warstwa społeczna	what a lower social class
513	Starszy człowiek, zasłużony i z dużym doświadczeniem	an older man, distinguished and with a lot of experience
514	Poważna, smętna, stara	serious, sad, old
515	Biurokrata	bureaucrat
516	Ta osoba brzmi jakby wypowiadała się za karę, nieuprzejmie. Brak pozytywnej energii	this person sounds like he is speaking rudely as a punishment. no positive energy
517	mieszane uczucia, z jednej strony wydaje się wredny, z drugiej stanowczy i konkretny, nie wiem co myśleć	mixed feelings, on the one hand he seems mean, on the other hand he seems firm and specific, i don't know what to think
518	Nieprzyjemny, zimny, zdystansowany	unpleasant, cold, distant
519	Zmęczony kasjer w sklepie osiedlowym	tired cashier in a local store
520	Wydaje się przyjazna ale impulsywna, uporządkowana ale choleryczna	he seems friendly but impulsive, orderly but choleric
521	Niesympatyczny, egoista	unsympathetic, selfish
522	Spieszy się, ma dużo pracy terwz i mówi w międzyczasie	he is in a hurry, has a lot of work to do and talks in the meantime
523	Texas Amerykanin	Texas American
524	nieprzyjemna, chamska, wywyższającą się	unpleasant, rude, self-aggrandizing
525	Profesor uniwersytecki vibe	university professor vibe
526	obojętna nijaka	indifferent bland
527	Mówiący brzmi jakby był osoba starszą	the speaker sounds like he is an elderly person
528	Starsza, pewna siebie	older, confident

529	do bólu przeciętna, niewyróżniająca się, o bezbarwnym głosie	painfully average, unremarkable, with a colorless voice
530	poważny, zmęczony	serious, tired
531	Starszy człowiek, dziadek, pracujący	older man, grandfather, working
532	to średnia ze wszystkich osób	this is the average of all people
533	znudzona rozmowa	bored conversation
534	Ponury neutralny zwykły	gloomy neutral plain
535	Brzmi jak głos z typowej, angielskiej słuchanki, nieco monotonicznie	it sounds like a typical English voice, a bit monotonous
536	Mężczyzna spokojny normalny	a calm, normal man
537	wyluzowana, spokojna, niechlujna idk	laid back, calm, messy idk
538	Zirytowana, obojętna, nie wydaje się być sympatyczną osobą	irritated, indifferent, he doesn't seem like a nice person
539	Wyduje się takim cwaniaczkiem	he seems like such a smartass
540	Totalny nudziarz, niezadowolony z tego co robi	a total bore, dissatisfied with what he does
541	Prosta , trochę jak pijana	simple, a bit like drunk
542	niemiła, szorstka	unpleasant, rough
543	Osoba jest wyluzowana i spokojna	the person is laid back and calm
544	Nudny, poważny, brzmi jak osoba starsza zmęczona życiem	boring, serious, sounds like an elderly person tired of life
545	Pewność siebie, władza, arogancją	self-confidence, power, arrogance
546	Nudna, arogancka, nieuprzejma	boring, arrogant, rude
547	Zirytowany że musi to robić, ewidentnie nie chce mu się.	annoyed that he has to do this, he clearly doesn't want to do it.
548	Osoba stanowcza, uprzejma i dość znudzona	a person who is assertive, polite and quite bored
549	Starszy doświadczony mężczyzna	an older experienced man
550	Spokojna, cicha, bez emocji	calm, quiet, without emotions
551	dorosły nudny i taki nieatrakcyjny	adult boring and so unattractive
552	Dojrzała, zmęczona i poważna	mature, tired and serious
553	ponura, zmęczona	gloomy, tired
554	Zła, tendencje do przestępczości, groźna	evil, criminal tendencies, dangerous
555	Bez emocji	without emotions
556	.	.
557	Ponury, spokojny, wymagający	gloomy, calm, demanding
558	Ojciec, niezbyt dba o wymowę	my father doesn't care much about pronunciation
559	Ponura, znudzona, niezainteresowana tematem	gloomy, bored, uninterested in the topic
560	Podstac heisenberga z serialu breaking bad która Produkuje metaamfetamine	a subset of Heisenberg from the tv series breaking bad who produces methamphetamine
561	Tajemnicza, ciekawa, silna osobowość	mysterious, interesting, strong personality
562	Nudny, stary człowiek	boring old man
563	Te samo co osoba 3 i 3	the same as person 3 and 3
564	Stary, nudny, zgorzkniały	old, boring, bitter
565	Nieprzyjemnym sposób wypowiedzi	an unpleasant way of speaking
566	starsza zmęczona	old woman tired
567	Amerykanin	American
568	Mężczyzna w średnim wieku ze złym humorem	a middle-aged man with a bad temper
569	Kolejny spokojny ponury człowiek	another calm, gloomy man
570	Normalna	normal
571	Niefajnie te osobę się słucha	it's not nice to listen to this person
572	Nudna mało interesująca uciążliwa	boring, uninteresting, burdensome
573	nudny, starszy, stanowczy	boring, older, assertive
574	Wyduje się poczciwy jak dziadek i cierpliwy, spokojny ale znudzony	he seems as honest as a grandfather and patient, calm but bored
575	Nudny, zmarnowany, wkurzony	boring, wasted, pissed off
576	Nudny, spięty, nieuprzejmy	boring, tense, rude
577	Smutny i ponury	sad and gloomy
578	Nie mam pojęcia	i have no idea
579	Sympatyczna, dobra dykcja.	nice, good diction.
580	brzmi bardziej stanowczo niż poprzednio tak mi się wydaje	sounds more decisive than before, i think
581	jak Winston Churchill	like Winston Churchill
582	Amerykanin ze strzelbą / westernowiec	American with a shotgun/western man
583	Brzmi, jakby ktoś mu to kazał powiedzieć, nieprzekonujący głos i jego brzmienie	it sounds like someone told him to say it, the unconvincing voice and the sound of it

584	Ta sama osoba	the same person
585	Nie wiem	i don't know
586	Nudny przymulony smutny	boring, dull, sad
587	nudny, spokojny, konkretny	boring, calm, specific
588	wrogo nastawiona konkretna stara	hostile particular old woman
589
590	Obojętny, pogodny, znużony	indifferent, cheerful, tired
591	pewny siebie, zarozumiały, odpowiedzialny	self-confident, conceited, responsible
592	Powazny, surowy, stary	serious, strict, old
593	Poważna	serious
594	Poukładana	tidy up
595	Godna zaufania	trustworthy
596	poważna/spokojna/zrównoważona	serious/calm/balanced
597	Ciężko zrozumieć wypowiedź	it's hard to understand the statement
598	Głos jest gardłowy średnio przyjemny w słuchaniu	the voice is throaty and not pleasant to listen to
599	Troszkę nudny głos	a bit boring voice
600	Osoba brzmi mało sympatycznie.	the person doesn't sound very nice.
601	serio bardzo neutralnie	seriously very neutral
602	osoba brzmi tak samo jak poprzednia	person sounds the same as the previous one
603	powazny czlowiek	serious man
604	poważna znudzona	seriously bored
605	neutralna, trochę nudna, nie jest źle	neutral, a bit boring, not bad
606	Smutna niefajna spokojna	sad, uncool, calm
607	Wredny, stanowczy	mean, decisive
608	Sympatyczna, miła, przyjacielska	nice, nice, friendly
609	Osoba jest zajęta podawaniem listy zakupów	the person is busy giving a shopping list
610	przynudzająca, poważna, uporządkowana	boring, serious, orderly
611	Spokojna, poważna, powolna, dokładna	calm, serious, slow, precise
612	poważna, nieuprzejma, oschła	serious, rude, dry
613	Znudzenie, spokój, roztargnienie	boredom, calm, absent-mindedness
614	nudna, poważna, inteligentna	boring, serious, intelligent
615	Nic	thread
616	Zdecydowana miła stanowcza	determined, nice and firm
617	-	-
618	Pracowita	hardworking
619	Poważna	serious
620	Uporządkowana	orderly
621	Osoba ma bardzo nieprzyjemny głos, nie jest przyjemny w odbiorze	the person has a very unpleasant voice, it is not pleasant to hear
622	Nie mam wrażenia bo nie ma w tym głosie żadnych emocji	i have no impression because there is no emotion in this voice
623	Bandzior	thug
624	Nie wiem	i don't know
625	nudny, brzmi jakby był ojcem	boring, sounds like he's a father
626	Stanowczy, zrównoważony, mający zasady	firm, balanced, principled
627	Miła, sympatyczna, normalna	nice, nice, normal
628	wyluzowany, nie przejmujący się niczym, ma wysokie mniemanie o sobie	laid back, doesn't care about anything, has a high opinion of himself
629	W głosie osoby słychać negatywne emocje. Zdaje się być poważna. Jej głos jest monotony.	negative emotions can be heard in the person's voice. he seems serious. his voice is monotonous.
630	Spokojna	calm
631	spokojna, znudzona	calm, bored
632	Nudna Spokojna Wyluzowana	boring calm laid back
633	zwyczajna, niewyróżniająca się	ordinary, unremarkable
634	Nauczyciel	teacher
635	Zdenerwowana	nervous
636	Mało entuzjazmu w głosie	little enthusiasm in the voice
637	Wykształcona bogata uprzejma	educated, rich and polite
638	Nieprawdziwa	not true
639	Ciekawy, spokojny	curious, calm
640	Ta osoba jest starsza około w wieku 50 lat	this person is older around the age of 50
641	Arogancka i niezainteresowana osoba	arrogant and uninterested person
642	Ma wyjebane w to co mówi, bezpośrednia, niecierpliwa	he doesn't give a damn about what he says, direct, impatient

643	Spięta, smutna, zwykła	tense, sad, ordinary
644	Agresywna, nieuprzejma, arogancka	aggressive, rude, arrogant
645	arogancka, nudna	arrogant, boring
646	Uporządkowana	orderly
647	Normalna	normal
648	Agresywny niemiły nudny	aggressive, unpleasant, boring
649	pijany	drunk
650	interesująca, zmęczona, miła	interesting, tired, nice
651	Lekko poddenerwowana, przyjazna, kulturalna	slightly nervous, friendly, cultured
652	Nudna	boring
653	Pracownik biura	office worker
654	Przynudzająca, dojrzała spokojna	boring, mature, calm
655	egoista, brzmi jakby był pijany cały czas, przyjazny	selfish, sounds like he's drunk all the time, friendly
656	Poważny, zmęczony, poirytowany	serious, tired, irritated
657	Dojrzała ojculek miły	mature daddy nice
658	Zmęczona, wyluzowana, niechlujna	tired, laid back, sloppy
659	osoba wydaje się przytłoczona i nje sympatyczna	the person seems overwhelmed and unsympathetic
660	Zły, znudzony	angry, bored
661	lektor trochę znudzony	the narrator is a bit bored
662	miły fajny kolega	nice cool friend
663	tak samo jak inne	same as others
664	zaangażowana w rozmowę	engaged in conversation
665	brzmi bardzo nie miło	sounds very unpleasant
666	osoba o głosie lektora, ciężko zdefiniować jej akcent, głos wydaje się znajomy	a person with a narrator's voice, it's hard to define his accent, the voice seems familiar
667	nie wiem	i don't know
668	Ma fajny akcent, podkreśla słowa, i wyraźnie mowi	he has a nice accent, emphasizes words, and speaks clearly
669	Jest trochę ponura, nieuprzejma i znudzona	he's a bit sullen, rude and bored
670	brzmi podobnie do poprzedniejp	sounds similar to the previous one
671	niepokojący głos	disturbing voice
672	Osoba ta ma charakterystyczny sposób wymowy	this person has a characteristic way of pronunciation
673	Znudzona Niewyraźna normalna	bored blurred normal
674	Dobrze mówi słyhać jak ma słaby akcent więc może nie pierwszy język. Bardzo pewny siebie. Mówi w trybie rozkazującym	he speaks well, but he has a weak accent, so maybe it's not his first language. very confident. he speaks in the imperative mood
675	Osoba jest mocno zirytowana i powoli przestaje to ukrywać. Sprawia wrażenie snoba.	the person is very irritated and slowly stops hiding it. he gives the impression of a snob.
676	To samo wrażenie, jakie w każdym poprzednim połączone razem	the same impression as in each previous one combined together
677	zaangażowana w rozmowę	engaged in conversation

Regional British English

No.	Polish raw data	English translation
1	Przyjemny, opanowany, pracowity	pleasant, composed, hard-working
2		
3	odnoszę wrażenie że za tym głosem czai się zło	i have the impression that evil lurks behind this voice
4	Nudna, nieprzyjazna, mało dokładna	boring, unfriendly, not very accurate
5	Normalny mężczyzna z normalną wymową.	a normal man with normal pronunciation.
6	Lekko spięta, tak jakby chciała coś mi sprzedać	he tenses slightly, as if he wants to sell me something
7	Wyrazista przyjazna otwarta	expressive, friendly and open
8	przyjazna, spokojna, rozmowna	friendly, calm, talkative
9	Znudzona zmęczona jakby to powtarzała któryś raz	bored and tired, as if he had repeated it over and over again
10	wyluzowany, młoda osoba, lubi prowadzić dialog	laid-back, young person, likes to dialogue
11	Swojska, konkretna, schematyczna	homely, specific, formulaic
12	Głośna, krzykliwa, mało uprzejma	loud, flashy, not very polite
13	Głos przyjemny, ale niewyraźny	the voice is pleasant but unclear
14	Pozytywne	positive
15	Niechlujna, mało zdecydowana, mało przyjazna	sloppy, indecisive, not friendly
16	Niechlujna, arogancka i nieprzyjazna osoba.	sloppy, arrogant and unfriendly person.

17	Niezrozumiały	incomprehensible
18	znudzony, nieuprzejmy, leniwy	bored, rude, lazy
19	Zwykła, poważna, normalna	plain, serious, normal
20	Młoda, ponura osoba	a young, gloomy person
21	Przyjemny głos, szczerzy, ale trochę znudzony	pleasant voice, honest, but a little bored
22	Flegmatyczny, powolny	phlegmatic, slow
23	Obojętny	inert
24	Brzmi niewyraźnie/negatywnie	sounds vague/negative
25	Nudny osoba, raczej typ domownika o mozolnym charakterze	a boring person, more of a homebody type with a laborious nature
26	Dobry człowiek, uczciwy, niepewny	a good man, honest, insecure
27	Nie mam zdania.	i have no opinion.
28	Poważna, ponura, smutna	serious, gloomy, sad
29	Taka Normana, typowa, nie wyróżniając się	so normal, typical, unremarkable
30	znudzona życiem, zmęczona, przepracowana	bored with life, tired, overworked
31	spokój, opanowanie	calm, composed
32	Smutna zmęczona przygnębiona	sad tired depressed
33	-	-
34	Przyjemnie się słucha, nie nudzi	it's pleasant to listen to, not boring
35	Trochę arogancki, lekko zirytowany, znudzony	a little arrogant, a little irritated, bored
36	Otwarta osoba, wypowiada się ładnie i zrozumiale. Wydaje się być przyjazna osoba	an open person, speaks nicely and understandably. seems like a friendly person
37	Miły, sympatyczny, uprzejmy	nice, friendly, polite
38	Zdenerwowany, rozczarowany, ma jakiś problem	upset, disappointed, has some problem
39	Osoba nie wykształcona, nieuprzejma	an uneducated, rude person
40	Osoba trochę zestresowana, młoda, wyraźnie mówi	the person is a little stressed, young, and speaks clearly
41	Lekko arogancka, poważna, jakby mówiła od niechcienia	slightly arrogant, serious, as if he spoke casually
42	Że jest spokojna.	that he is calm.
43	Zdenerwowany, rozczarowany	upset, disappointed
44	Zero zaangażowania, ale słowa zrozumiałe.	no commitment, but the words are understandable.
45	Nieśmiała osoba, stresuje się czymś, bardzo skryta	a shy person, stressed about something, very secretive
46	Stres zakłopotanie zamieszanie	stress embarrassment confusion
47	Spięta, wystraszona, mało pewna siebie	tense, scared, unsure of himself
48	Dobra wymowa i akcent, odpowiednia modulacja głosu	good pronunciation and accent, appropriate voice modulation
49	Spokojny głos, przyjazny, cierpliwy	calm voice, friendly, patient
50	Konkretna, zaangażowana	specific, committed
51	Mocno wymawiająca głoskę f, mówiąca w dobrym tempie, ekspresyjna	he pronounces the f sound strongly, speaks at a good pace, and is expressive
52	Formalny, nudny, nie przyjazny	formal, boring, not friendly
53	Znudzona, powolna, spokojna	bored, slow, calm
54	Niechlujny w wymowie, niezbyt interesująca,	sloppy in pronunciation, not very interesting,
55	Dziadek podirytowany	grandpa is irritated
56	Poważny, starsza osoba, spokojny	serious, elderly person, calm
57	Starsza osoba, męski głos, poważny	older person, male voice, serious
58	Czyta tekst pierwszy raz, jest zestresowana, nie jest pewna siebie	he is reading the text for the first time, he is stressed, he is not confident
59	Osoba młodsza, wyluzowana, sympatyczna	a younger, laid-back, nice person
60	Normalny, naturalny, pospolity	normal, natural, common
61	Poważna, starsza osoba, trochę niewyraźnie mówi	serious older person, speaks a little slurred
62	Osoba mówi wyraźnie i spokojnie z zaangażowaniem	the person speaks clearly and calmly with commitment
63	Rutyna, poważna, spokojna	routine, serious, calm
64	Niezrozumiała wymowa, taka niechlujna, nudna, nieciekawa.	incomprehensible pronunciation, so sloppy, boring, uninteresting.
65	Wymowa nie była idealna, styl mówienia jakby mu się nie chciało.	his pronunciation was not perfect, his speaking style seemed as if he didn't feel like it.
66	Smutna, nieszczęśliwa, spokojna	sad, unhappy, calm
67	Jest przyjazna, ma dzieci, jest miła	he's friendly, he has children, he's nice
68	Niepewna, miła, młoda,	insecure, nice, young,
69	Osoba młodą, bardzo wyraźnie mówiąca, powolna.	a young person, very clear, slow.
70	Poważna, męski głos, starsza osoba	serious, male voice, older person

71	Wypowiedź jest bardziej naturalną spokojna. Ta osoba wydaje mi się sympatyczna, otwarta i wykształcona z takim spokojnym wyluzowanym podejściem	the statement is more naturally calm. i find this person nice, open and educated with such a calm, laid back attitude
72	Stanowczy, monotony, nudny	resolute, monotonous, boring
73	Pewna siebie, stanowcza, pozytywna	confident, decisive, positive
74	Mówi tak jakby mu się nie chciało. Robi to dlatego, że musi	he talks as if he doesn't want to. he does it because he has to
75	Tak samo jak poprzedni	same as the previous one
76	Arogancka	arrogant
77	SMUTNA	sad
78	Oziębły bot zdystansowany	cold, distant bot
79	Poważna, nudna, nieprzyjazna	serious, boring, unfriendly
80	W porządku gość, zwykły	okay, regular guy
81	Postawny	portly
82	Brzmi jak osoba dyktująca coś dla kogoś innego	sounds like a person dictating something for someone else
83	Nieprzyjemny, chcąc mnie oszukać	nasty, trying to deceive me
84	Znużona, stara, obojętna	bored, old, indifferent
85	Brzmi tak samo jak poprzednie	sounds the same as the previous one
86	Brzmi bardzo podobnie do poprzednich, jakby czytała z kartki, nie zastanawia się nad tym co mówi	he sounds very similar to the previous ones, as if he was reading from a piece of paper, not thinking about what he was saying
87	Osoba czarnoskóra	a black person
88	Spokojna, zdecydowana	calm, determined
89	Spokojny, dokładny, zdecydowany	calm, precise, decisive
90	neutralna	neutral
91	Znużona życiem	bored with life
92	Spokojny, wyluzowany, starszy	calm, laid back, older
93	Pretensjonalna, wybuchowa, ukrywająca emocje	pretentious, explosive, hiding emotions
94	Osoba ciemnoskóra, dostoja, przekonana	a dark-skinned, dignified, confident person
95	spoko	cool
96	british english który chce być zrozumiały	British English who wants to be understood
97	sympatyczna, miła, spokojna	nice, nice, calm
98	niepewna, niechlujna, zestresowana	insecure, sloppy, stressed
99	Osoba czarnoskóra, niewykształcona	a black, uneducated person
100	Lekko podenerwowana	slightly nervous
101	Niepewny siebie, bojący się, smutny	unsure of himself, afraid, sad
102	Trochę bez wyrazu i emocji. Pewnie, ale nie naturalnie	a bit expressionless and emotionless. sure, but not naturally
103	Smutny starszy mężczyzna	sad older man
104	Ta osoba jest zmęczona, nie chce tu być	this person is tired, he doesn't want to be here
105	Stary, ledwo żywy, znużony	old, barely alive, bored
106	Zaciąga się pod koniec każdego zdania	it takes a drag at the end of each sentence
107	Niemila zajęta obojętna	unpleasant busy indifferent
108	Bloger kulinarny, mężczyzna, coś chce	food blogger, male, wants something
109	Wymagający, sprawiedliwy, miły	demanding, fair, kind
110	Ten akurat brzmi niemilo	this one sounds unpleasant
111	Arogancka, pretensjonalna, agresywna	arrogant, pretentious, aggressive
112	Ma twardego sposobu mówienia	he has a tough way of talking
113	stanowczy, ułożony, spokojny, ojciec/dziadek	decisive, composed, calm, father/grandfather
114	ktoś nie do końca przejmujący się tym, co mówi	someone who doesn't really care what he says
115	Znużony, nie obchodzi go w sumie co mówi	bored, he doesn't really care what he says
116	Surowy, zamknięty, patrzący z góry	raw, closed, looking down
117	konkretna, zniecierpliwiona, śpiesząca się	specific, impatient, in a hurry
118	Profesjonalna, ułożona, inteligentna	professional, organized, intelligent
119	Smutna	sad
120	Miła, przyjazna, zagadkowa	nice, friendly, mysterious
121	Jak Gary Oldman	like Gary Oldman
122	Osoba miła sympatyczna	a nice and friendly person
123	znużona, spokojna i miła	bored, calm and nice
124	Poukładana, spokojna, opanowana	organized, calm, composed
125	Osoba wydaje się spokojna	the person appears calm
126	Osoba która lubi dzieci	a person who likes children

127	Miły, przyjazny, ale brzydki akcent ma	he has a nice, friendly, but ugly accent
128	Nudny, smutny, niemały	boring, sad, big
129	Głodny, rodzinny, młody	hungry, family, young
130	Arogancja, dokładność, nerwowość	arrogance, precision, nervousness
131	.	.
132	Uprzejma, spokojna, mało towarzyska	polite, calm, not very sociable
133	Nie miła	not nice
134	Mądra, uczona, leniwa	wise, learned, lazy
135	nie miła	not nice
136	zmęczona, znudzona,	tired, bored,
137	Szkot lub ktoś z marginesu	a Scotsman or someone from the margins
138	Nieładny akcent	bad accent
139	arogancka, dumna, spokojna	arrogant, proud, calm
140	Zwyczajna, normalna, niewyróżniająca się	ordinary, normal, unremarkable
141	Nie wywołuje żadnych szczególnych emocji	it doesn't evoke any particular emotions
142	niepewna, cicha, nieśmiała	insecure, quiet, shy
143	Leniwy, nie interesuje go to, o czym mówi; nieprzyjemny	lazy, not interested in what he talks about; unpleasant
144	Znudzona, spokojna, zmęczona	bored, calm, tired
145	Normalny eleganci i ułożony	normally elegant and well-behaved
146	Uczciwa, spięta, nie zachęcająca	honest, tense, uninviting
147	Zmęczona, znudzona, brak chęci do życia	tired, bored, no desire to live
148	Brytyjczyk	Briton
149	Wydaje się nieuprzejma	he seems rude
150	Stonowany opanowany spokojny	subdued, calm and composed
151	Nudny, sympatyczny, przyjazny	boring, nice, friendly
152	Nie mam zdania	i have no opinion
153	Sympatyczna, spokojna, zmęczona	nice, calm, tired
154	Rozważna, spokojna, uważna	thoughtful, calm, attentive
155	Miła, normalna, wyluzowana	nice, normal, laid back
156	Jest uprzejmą	he is polite
157	Nauczyciel akademicki, osoba, która naśladowuje akcent bądź była wychowywana za granicą	a university teacher, a person who imitates an accent or was raised abroad
158	Madra, zarozumiała, wykształcona	smart, conceited, educated
159	Za bardzo wyluzowany, trochę arogancki i nie miły	too laid back, a bit arrogant and not nice
160	Dziwnie	strangely
161	Niewyraźna mowa, wydaje się spięty	slurred speech, seems tense
162	Młodsza osoba, mniej zrozumiale wypowiada się, spokojna.	a younger person, speaks less clearly, is calm.
163	Zainteresowany, czytający tekst, opanowany	interested, reading text, composed
164	Powolna, znudzona, zmęczona	slow, bored, tired
165	Wymagająca, niecierpliwa, znudzona	demanding, impatient, bored
166	Osoba obowiązkowa, uporządkowana, ustatkowania	a dutiful, orderly, settled person
167	Uporządkowana	orderly
168	Nudna stara osoba	boring old person
169	Spokojna, sympatyczna	calm, nice
170	Głęboki głos jak u ojca	a deep voice like his father's
171	Uprzejma, spokojna, przyjazna	polite, calm, friendly
172	Wydaje się ponura	it seems gloomy
173	Brak emocji	no emotions
174	Powolna, dokładna, wyważona	slow, precise, balanced
175	Młody mężczyzna, z dobrą dykcją	a young man with good diction
176	Przyjemny akcent, ładna barwa głosu	pleasant accent, nice voice
177	Obojętna znudzona	indifferent, bored
178	Niezrozumiała, sepleni, chytra	misunderstood, lisp, cunning
179	Miła, ciekawa, wykształcony	nice, interesting, educated
180	Naukowiec, spokojny, ciekawy	scientist, calm, curious
181	Stanowcza konkretna	firm and specific
182	Smutna, zmęczona, znudzona	sad, tired, bored
183	Bezproblemowy, nudny, zmęczony	seamless, boring, tired
184	zmęczona, znudzona, smutna	tired, bored, sad
185	Wykształcona, uprzejma, spokojna	educated, polite, calm

186	Ciepła, spokojna, konkretna	warm, calm, specific
187	Boris Johnson, Zmęczony brytol	Boris johnson, tired brit
188	Nudna, Przeciętna, Dojrzała	boring, average, mature
189	Nie czuję się źle słuchając tej osoby	i don't feel bad listening to this person
190	Obojętna	indifferent
191	Boris Johnson	Boris johnson
192	Jest poważna, starsza i jest mężczyzna	he is serious, older and a man
193	Nudna, niecierpliwa, niespokojna	boring, impatient, restless
194	Wredna, ponura, arogancka	mean, gloomy, arrogant
195	Znudzona, niezainteresowana, obojętna	bored, uninterested, indifferent
196	Zero emocji	no emotions
197	mówi dość niewyraźnie, trochę niechlujnie, nie wiadomo gdzie kończy się zdanie a gdzie zaczyna	he speaks quite indistinctly, a bit sloppily, it is unclear where a sentence ends and where it begins
198	-	-
199	Osoba mówi z brytyjskim akcentem	the person speaks with a British accent
200	Niedbała, niezainteresowana, spokojna	careless, uninterested, calm
201	osoba w wieku 50 lat, pije hisbatę co czwartek o 17:00	a 50-year-old person drinks tea every Thursday at 5 p.m
202	Osoba mówi niewyraźnie	the person speaks slurred
203	Poddenerwowany	nervous
204	Asertywny,	assertive,
205	Niewyraźnie mówi, niezrozumiale, wysoko postawiona	speaks slurred, incomprehensible, high-ranking
206	Słysząc pełen profesjonalizm	you can hear complete professionalism
207	Negatywne	negative
208	Nudne	boring
209	Neutralny, brzmi jak robot,	neutral, sounds like a robot,
210	wyluzowany imprezowicz	laid-back party animal
211	zmęczona, jakby robiła to z przymusu	tired, as if he was forced to do it
212	Nudny, wykształcony, leniwy	boring, educated, lazy
213	Nudny ponury pesymistyczny	boring gloomy pessimistic
214	Smutna, przygnębiona	sad, depressed
215	emeryt, wykształcony, poważany	retired, educated, respected
216	Nudna spokojna uprzejma	boring calm polite
217	Nudzisz	bore
218	poważna, ponura	serious, gloomy
219	Znudzony, śpiący, zażenowany	bored, sleepy, embarrassed
220	chamski, agresywny, wyluzowany	rude, aggressive, laid back
221	niski donośny barowy	low loud bar sound
222	wiek średni, niespokojny, poddenerwowany	middle age, restless, nervous
223	Nie chce jej już słuchać	he doesn't want to listen to his anymore
224	Osoba w średnim wieku, poddenerwowany	middle-aged person, nervous
225	Spokojny, smutny głos	a calm, sad voice
226	Mężczyzna, młody	male, young
227	Zniecierpliwienie, irytacja	impatience, irritation
228	Spięta, zmęczona, znudzona	tense, tired, bored
229	brytyjska, z mniejszego miasta, uprzejma	British, from a smaller town, polite
230	Brzmi tak samo jak poprzednie	sounds the same as the previous one
231	Zestresowany, uprzejmy, niezainteresowany	stressed, polite, uninterested
232	Przyjemny głos, daje uczucie spokoju	pleasant voice, gives a feeling of peace
233	Zmęczona, smutna, bezsilna	tired, sad, powerless
234	Niesympatyczna osoba.	unsympathetic person.
235	Zmęczony, obojętny, przytłoczony	tired, indifferent, overwhelmed
236	Zmęczony, znudzony, nieuprzejmy	tired, bored, rude
237	Mówi za wolno	he speaks too slowly
238	Mówi zanudzająco	he speaks boringly
239	Głos mało przyjemny, nie wyraźny, irytujący	the voice is not pleasant, not clear, irritating
240	Wszystko mu jest obojętne	he is indifferent to everything
241	Niechlujna, niekulturalna, nieuprzejma	sloppy, uncultured, rude
242	smutny, lekko zły?	sad, slightly angry?
243	Zwyczajna	ordinary
244	Ponury, spokojny, śpiący	gloomy, calm, sleepy
245	Nudny, ponury, znudzony	boring, gloomy, bored
246	Nudny, niezadowolony, irytujący	boring, dissatisfied, irritating

247	Smutna, od niechcenia, poważna	sad, casual, serious
248	Brzmi jakby miał depresję lub chciał umrzeć	sounds like he's depressed or wants to die
249	Robot, od niechcenia, smutny	robot, casually, sad
250	Mężczyzna wykształcony	an educated man
251	opowiada nieciekawie	he talks uninterestingly
252	Biedna, próbująca wypowiadać się zbyt prawidłowo, szukająca pomocy	poor girl, trying to speak too correctly, looking for help
253	Inteligenta, pewna siebie, opanowana	intelligent, self-confident, composed
254	podirytowana, znudzona, nie chce jej się mówić	irritated, bored, i don't want to talk to his
255	nudna, zirytowana, bez wyrazu	boring, irritated, expressionless
256	Opiekuńcza, obowiązkowa, rodzinna	caring, dutiful, family-oriented
257	ponura, niepewna, znudzona	gloomy, uncertain, bored
258	Zestresowana, niezainteresowana, nudna	stressed, uninterested, boring
259	mówi trochę jak Kevin z The Office, nudziarz, może dziwny	he sounds a bit like Kevin from the office, boring, maybe weird
260	Złęknioma, niepewna, zestresowana	fearful, uncertain, stressed
261	trochę zamyślony, przyjazny, odprężony	a little thoughtful, friendly, relaxed
262	zmęczony rozmową	tired of talking
263	Znudzony, obojętny, zmęczony	bored, indifferent, tired
264	Wykształcona, monotonna, mało ekspresyjna	educated, monotonous, not very expressive
265	Osoba jest obojętna	the person is indifferent
266	Niski, elegancki	low, elegant
267	nieuprzejma, roszczeniowa, spięta	rude, demanding, tense
268	Wydaje się zarobiony, trochę brzmi jak zabiegany i w pośpiechu. Zmęczony.	it seems busy, it sounds a bit busy and in a hurry. tired.
269	Spokojna opanowana	calm and collected
270	Opanowana wie czego chce	he knows what he wants
271	nie mam żadnych opinii o tej osobie	i have no opinions about this person
272	W porządku, spokojny, profesjonalny	okay, calm, professional
273	Niepewny, nieśmiały, ponury, znudzony	insecure, shy, gloomy, bored
274	, uprzejmy, stanowczy, w miarę miły	, polite, firm, quite nice
275	Miła, uprzejma, interesująca	nice, polite, interesting
276	Spięta, uporządkowana, zdystansowana	tense, orderly, distant
277	Jest pogodynką lubi zielony ser, jest Brytyjczykiem i nie lubi dzieci i żółtych rzeczy	he is a weathisman, he likes green cheese, he is British and he doesn't like children and yellow things
278	uprzejma, opanowana, wyluzowana	polite, composed, laid back
279	Wolno mówi, ale wyraźnie	he speaks slowly but clearly
280	Nieprzyjemna, zamknięta w sobie, niepewna	unpleasant, withdrawn, insecure
281	Niezrozumiała, dziwna, pozer	incomprehensible, strange, a poseur
282	Znudzony, zmęczony, wolny	bored, tired, free
283	To samo tylko że tym razem robi szkocki akcent	same thing, only this time he's doing a Scottish accent
284	Brytyjczyk, mężczyzna, 40+	British, male, 40+
285	nienaturalne f; trochę brzmi jakby udawała brytyjski akcent	unnatural f; it kind of sounds like he's faking a British accent
286	Jest znudzona. Informuje po prostu kogoś. Nie przykłada się do tego dokładnie	he's bored. it just informs someone. he doesn't put much thought into it
287	Wredny, znudzony bardzo	mean, very bored
288	Zestresowana	stressed
289	Obojętna, ponura, niska	indifferent, gloomy, low
290	Niechlujna, spokojna, wyluzowana	messy, calm, laid back
291	Osoba 3 przypomina mi osobę która nie mówiła wcześniej po angielsku, jakby ten język nie był jej ojczystym, nadal zrozumiałe	person 3 reminds me of someone who hasn't spoken English before, as if it wasn't their native language, still understandable
292	Taka gburowata postać z kreskówki	such a grumpy cartoon character
293	Nadal nic nie rozumiem	i still don't understand anything
294	pan lektor z matury z angielskiego	Mr. lecturer from the English final exam
295	Spokojna, trochę ponura, lekko zdegustowana	calm, a little gloomy, a little disgusted
296	Ciężko powiedzieć	hard to say
297	Po trzeciej wypowiedzi uważam, że nie jest w stanie odpowiedzieć rzetelnie na poniższe pytania, ponieważ wypowiedzi nie różnią się dla mnie znacząco.	after the third statement, i believe that i am not able to honestly answer the following questions, because the statements do not differ significantly for me.
298	Osoba znudzona, raczej uprzejma, ze skłonnościami do agresji	a bored person, rather polite, with a tendency to aggression
299	Poddenerwowana, konkretna, dominująca	nervous, specific, dominant

300	Osoba starsza	elderly person
301	Rozdrażniona	irritated
302	z głową w chmurach, roztargniona, radosna	head in the clouds, absent-minded, joyful
303	Niezainteresowany, arogancki, zdystansowany	uninterested, arrogant, distant
304	To ta sama osoba co dwie poprzednie ale, inny ton,	it's the same person as the previous two but, different tone,
305	Morgan Freeman, podobny akcent	morgan freeman, similar accent
306	normalna	normal
307	Zmęczony smutny wyczerpany	tired sad exhausted
308	Nie	no
309	Mądra, wykształcona, przyjazna	smart, educated, friendly
310	lekko arogancka, mało ogarnięta leniwa	slightly arrogant, lacking self-control, lazy
311	spokojna miła w porządku	calm nice okay
312	zestresowana, osoba ma zarost, brzmi jakby czytała	stressed, the person has facial hair, sounds like he or he is reading
313	Osoba wydaje się znudzona	the person seems bored
314	Kojarzy mi się z rodziną z Charlie i fabryka czekolady, adaptacja filmu	it reminds me of the family from Charlie and the chocolate factory, the film adaptation
315	Luźna, niezainteresowana tym co mówi, spokojna	casual, uninterested in what he says, calm
316	arogancki wredny. Brytyjczyk	arrogant mean. Briton
317	wkurzona, niesympatyczna, ponura	angry, unpleasant, gloomy
318	Jest najgorsza ze wszystkich	he is the worst of all
319	Ponura	gloomy
320	zmęczona, starsza osoba	tired, elderly person
321	Nudnawa osobowość, bez wyrazu	boring personality, expressionless
322	Brzmi jak tłumacz	sounds like a translator
323	znudzona, ponura, bez emocji	bored, gloomy, emotionless
324	Mówi niechlujnie. Jest zmęczona życiem. Niezbyt ma w sobie energię	he speaks sloppily. he is tired of life. he doesn't have much energy
325	Smutna, przygnębiona, miła	sad, depressed, nice
326	Spokojna, zmęczona, doświadczona przez życie	calm, tired, experienced by life
327	Lekko podenerwowany, spięty.	slightly nervous, tense.
328	arogancki, mówi od niechcenia, zirytowany	arrogant, speaks casually, irritated
329	Nostalgiczny, powolny, mniej zrozumiały	nostalgic, slow, less understandable
330	Odpychający, niemiły, spokojny	repulsive, unpleasant, calm
331	Zrównoważona, spokojna, nie zbyt pewna siebie	balanced, calm, not too self-confident
332	Arogancka, nudna, stabilna	arrogant, boring, stable
333	Nijaki, wręcz taki sam jak poprzedni	bland, even the same as the previous one
334	Osoba ta jest nudna	this person is boring
335	Zniechęcona	discouraged
336	jest znudzona	he is bored
337	Jest niecierpliwa	he is impatient
338	.	.
339	nieszczęśliwa, powolna, niepewna	unhappy, slow, uncertain
340	Bardziej interesujący od poprzedników	more interesting than its predecessors
341	Brzmi jak ojciec 5 dzieci robiący zakupy w Tesco bo żona mu kazała	he sounds like a father of 5 shopping at Tesco because his wife told him to
342	Zmęczony życiem pracownik biurowy.	office worker tired of life.
343	Zmęczona, wyczuwalny był brak chęci, spokojna	tired, lack of desire was palpable, calm
344	Spoko	cool
345	Szczery, nieśmiały, wesoły	honest, shy, cheerful
346	Nigger	nigger
347	nieprzewidywalna, zdecydowana, surowa	unpredictable, decisive, strict
348	Znudzony i ma dosyć życia	bored and fed up with life
349	Smutna, niezadowolona, nieszczęśliwa	sad, dissatisfied, unhappy
350	Osoba opiekuńcza tajemnicza	a caring but mysterious person
351	Sztywny, zestresowany i w pośpiechu	stiff, stressed and in a hurry
352	przysłonięta, nudna, dziwna	overwhelmed, boring, weird
353	Spokojna, mocny akcent, zrozumiała	calm, strong accent, understandable
354	Żarty dotyczące bottle of water w hiperboli	the bottle of water jokes are hyperbolic
355	spokojna nudna	calm boring
356	Ma trudności z językiem, ale wydaje się przyjazna	he has difficulty with language, but seems friendly
357	Miły znudzony człowiek	nice bored man
358	Poważna, osoba o doniosłym głosie,	a serious person with a loud voice,

359	Można odnieść wrażenie lekkiej niepewności w głosie osoby mówiącej.	you may get the impression of slight uncertainty in the speaker's voice.
360	Rodzina	family
361	Miła, przyjazna i wesoła	nice, friendly and cheerful
362	zmęczona, dojrzała, poważna	tired, mature, serious
363	Bez życia, nijacy, taki sam jak dwie poprzednie osoby.	lifeless, bland, same as the previous two people.
364	Nonszalancka, raczej spokojna, opanowana	nonchalant, rather calm and composed
365	Ponury, nudny, monotony	gloomy, boring, monotonous
366	Nudny ponury spięty	boring, gloomy, uptight
367	Spokojna osoba	a calm person
368	ze nie jest pewna siebie bo cicho mówi	that he is not confident because he speaks quietly
369	Instruktor tłumaczący jakąś poważną procedurę bardzo schematycznie w sposób uporządkowany i starający się być jak najlepiej i najjaśniej zrozumiany	an instructor explaining a serious procedure very schematically in an orderly manner, trying to be understood as best and as clearly as possible
370	spokojna znudzona	calm and bored
371	Znudzona, starsza, arogancka	bored, older, arrogant
372	Mówi jakby jadła coś podczas mówienia, w sposób niechlujny, nieprzyjemnie się jej słucha	he speaks as if he was eating something while speaking, in a sloppy manner, and is unpleasant to listen to
373	Spokojny, przyjazny, opanowany	calm, friendly, composed
374	Bez emocji, nijaki	no emotions, bland
375	W średnim wieku, zabiegana	middle-aged, busy
376	Wypowiada się bez zwracania uwagi na otoczenie.	speaks without paying attention to the surroundings.
377	Dziwna, niepewna, spięta	weird, uncertain, tense
378	Miła	nice
379	Ciekawy akcent, opanowanie, obojętność	interesting accent, self-control, indifference
380	nudny i szczególnie ładny	boring and especially pretty
381	ma przyjemny głos, skupia się na tym co mówi, przyjazna	he has a pleasant voice, focuses on what he is saying, is friendly
382	Znudzona, spokojna i może nawet trochę smutna.	bored, calm and maybe even a little sad.
383	zmęczony, poważny, zirytowany	tired, serious, irritated
384	Po 40 roku życia, spokojny, miły	over 40, calm, nice
385	Jest bardziej wyluzowana w porównaniu do reszty poprzedniej oraz widać że jest także dojrzała	it is more relaxed compared to the rest of the previous one and you can see that it is also mature
386	Znudzona, spokojna, nic jej się nie chce	bored, calm, he doesn't want to do anything
387	Ponura, zmęczona,	gloomy, tired,
388	Zmęczony znudzony monotony	tired bored monotonous
389	Ta osoba ma ciężki akcent	this person has a heavy accent
390	Trochę zestresowany, skupiony na tekście przyjazny	a little stressed, focused on the text, friendly
391	Zorganizowana, może posiadać dzieci, uprzejma	organized, may have children, polite
392	Mówi mniej wyraźnie, mowa przez nos, trochę jakby miał coś w ustach	he speaks less clearly, speaking through his nose, as if he had something in his mouth
393	Lekko niewyraźna mowa, osoba raczej nie mówiąca w tym języku na co dzień.	slightly slurred speech, person who doesn't speak this language on a daily basis.
394	dziwna, spokojna, zamyślona	strange, calm, thoughtful
395	Całkiem spoko głos	pretty cool voice
396	Osoba, która się uczy. Głos brzmiący poważnie, ton niski, nie brzmiący do końca przyjaźnie	a person who is learning. the voice sounded serious, the tone was low, not entirely friendly
397	Ciężko powiedzieć, raczej w żaden sposób się nie wyróżnia poza dziwnymi akcentami i długimi przerwami	it's hard to say, it doesn't really stand out in any way apart from strange accents and long pauses
398	ponury i dziwny	gloomy and strange
399	zdeenerwowana, arogancka, nie uprzejma	upset, arrogant, not polite
400	Lekko arogancka, mówiąca z poddenerwowaniem w głosie, około 50	slightly arrogant, nervous, around 50
401	Nerwowy,	nervous,
402	Dobre	good
403	Niemila, nie lubię jej, nie fajna	he's rude, i don't like his, he's not cool
404	irish 40yo	Irish 40yo
405	Niezainteresowana, nieprzekonująca, powolna	uninterested, unconvincing, slow
406	Zdeenerwowana	nervous
407	Starsza osoba, miła	older person, nice
408	Mężczyzna	man

409	Uprzejma, zdecydowana, miła	polite, decisive, nice
410	Nudna lekko pretensjonalna	boring, slightly pretentious
411	Pan w średnim wieku nie uprzejmy	middle-aged gentleman not polite
412	Powolna, cicha, inteligentna	slow, quiet, intelligent
413	Bardzo poważna, średnio wyluzowana i w miarę w porządku	very serious, moderately laid back and quite okay
414	Spokojna	calm
415	Stara, chora, creepy	old, sick, creepy
416	Nie rozumiem co mówi, mówi nie wyraźnie, brak emocji	i don't understand what he's saying, he doesn't speak clearly, he has no emotions
417	Ma katar, roztargniona, dziwna	he has a runny nose, absent-minded, strange
418	Zmęczona, starsza, spokojna	tired, older, calm
419	Przytłaczający, niedokładny, irytujący	overwhelming, inaccurate, annoying
420	Przyjazny, pogodny, przyjacielski	friendly, cheerful, friendly
421	Ponura, nudna, zmęczona	gloomy, boring, tired
422	Nie wiem	i don't know
423	Żywsza, szybsza, normalna	liver, faster, normal
424	Nudna, zwyczajna, neutralna	boring, ordinary, neutral
425	bojaźliwy	timid
426	Nie mówi do końca wyraźnie	he doesn't speak entirely clearly
427	Starszy Australijczyk(?)	older Australian(?)
428	Spokojna przyjazna nieenergiczna	calm, friendly, not energetic
429	Flegmatyczna	phlegmatic
430	Smutny, nudny, arogancki	sad, boring, arrogant
431	znudzony	bored
432	Spokojna, powolna, niechlujna	calm, slow, sloppy
433	Surowa	raw
434	Nieprzyjemna	unpleasant
435	Podejrzana	suspicious
436	Nudna, zmęczona, tryhard	boring, tired, tryhard
437	Mówiąca niezbyt wyraźnie	speaking not very clearly
438	Nie wiem	i don't know
439	osoba brzmi arogancko	the person sounds arrogant
440	Spokojny	calm
441	Sepleni	lisp
442	Troche mu się żyć nie chce	he doesn't really want to live
443	Powolna,	slow,
444	Chory	sick
445	bardzo nieuprzejmy głos	very rude voice
446	Sepleni, nudna osoba	a lisp, boring person
447	ponura zrezygnowana bez chęci do życia	gloomy, resigned, with no will to live
448	Zaspany dziadek smutny	sleepy, sad grandfathis
449	przyjazny, pogodny, przyjacielski	friendly, cheerful, friendly
450	Poukładana, opanowana, spokojna	organized, composed, calm
451	Nieprzyjemny, nudny, jestem do niego niechętnie nastawiona	unpleasant, boring, I'm reluctant towards it
452	Może być	may be
453	biedny, średnia klasa społeczna, lubi oglądać TV	poor, middle social class, likes watching tv
454	Wysoko wykształcona, wysoko usytuowana, ponura	highly educated, highly situated, gloomy
455	osoba starsza, otyła, zmęczona	an elderly, obese, tired person
456	wyluzowany, znudzony, wolny	laid back, bored, free
457	Stary, chory, smutny	old, sick, sad
458	Spokojna, miła, pomocna	calm, nice, helpful
459	Taka sama osoba	same person
460	relaxed, calm, kind	relaxed, calm, kind
461	Nudna osoba.	boring person.
462	spokojna osoba	a calm person
463	Osoba starsza	elderly person
464	Osoba spięta, zmęczona, znudzona	a person who is tense, tired, bored
465	Ponura, zmęczona, starsza	gloomy, tired, older
466	Ma nieszczęśliwy głos	he has an unhappy voice
467	Osoba starsza, niezadowolona, introwertyk	older, dissatisfied, introverted person
468	Uczciwa, spokojna, przyjazna	honest, calm, friendly

469	Znudzona, poważna	bored, serious
470	Znudzony, ponury , daje wrażenie jakby niemiło wydawał rozkazy	bored, gloomy, he gives the impression that he is giving orders unpleasantly
471	Spięty 30 letni mężczyzna	a tense 30-year-old man
472	Poważna, odważna, wykształcona	serious, brave, educated
473	Miła, nudna, sympatyczna	nice, boring, nice
474	Smutna, nudna, znudzona	sad, boring, bored
475	Depresyjny przybity ojciec	depressed depressed fathis
476	Niechlujna konserwatywna stara	sloppy conservative old lady
477	Spokojny, miły , przyjazny	calm, nice, friendly
478	Nieogarnięta, zmęczona, smutna	cluttered, tired, sad
479	Murarz	bricklayer
480	Stary dziadek	old grandpa
481	Uprzejmy spokojny niesmiały	polite, calm, shy
482	Osoba o wysokiej stanowisku, spokojna, wykształcona	a person with a high position, calm, educated
483	Spokojna, miła do słuchania, ciekawy akcent	calm, pleasant to listen to, interesting accent
484	Spokojny, opanowany, cierpliwy (jak osoba 1)	calm, composed, patient (like person 1)
485	Niewiem	i don't know
486	Mam mieszane uczucia	i have mixed feelings
487	Leniwa	lazy
488	Spokojna	calm
489	Delikatnie lekceważąca	gently dismissive
490	Znudzona, smutna,	bored, sad,
491	Brak wrażeń	no impressions
492	Nudna, smutna, zmęczona	boring, sad, tired
493	Tak samo	same
494	Nudny, apatyczny, brak emocji	boring, apathetic, lacking emotion
495	Spokojny, zdecydowany, opanowany	calm, determined, composed
496	Aktor	actor
497	Dobra do piwa w piątek	good for a beer on Friday
498	niespecjalnie czuć różnicę chociaż ten brzmi bardziej jak zwykły człowiek niż lektor	you can't really feel the difference, although this one sounds more like an ordinary person than a lecturer
499	Ponury, przygnębiony	gloomy, depressed
500	Brzmi naturalnie, uprzejmie i przyjaźnie	it sounds natural, polite and friendly
501	Nie wyraźnie mówi	he doesn't speak clearly
502	Dziwny	weird
503	Nie mam opinii	i have no opinion
504	Wydaje się normalny	seems normal
505	nudna, monotonna, niepewna	boring, monotonous, uncertain
506	smutna, wykończona, przygaszona	sad, exhausted, subdued
507	Brzmi na osobę wystraszoną, smutną.	he sounds scared and sad.
508	brzmi jakby był smutny	he sounds sad
509	Młoda osoba	young person
510	Młody człowiek, studiujący lub uczący się w szkole średniej	a young man studying or studying in high school
511	Porywczy, śmiały, zdecydowany	impetuous, bold, determined
512	Zmęczony życiem	tired of life
513	Ta osoba wydaje się niearrogancka, wypowiada się w sposób uprzejmy, z szacunkiem	this person appears non-arrogant and speaks in a polite, respectful manner
514	osoba jakby przygnębiona, znudzona i zmęczona	a person who seems depressed, bored and tired
515	Trochę zrezygnowany, wrażliwy , ciepły	a bit resigned, sensitive, warm
516	Osoba ubrana w garnitur, skoncentrowana	person wearing a suit, concentrated
517	osoba młoda, wydaje się otwarta i tolerancyjna, chciałabym ją poznać	young person, seems open and tolerant, i would like to meet his
518	Wyrafinowany	sophisticated
519	BARDZO ZNUDZONA, spieszy się, nie interesuje się rozmową	very bored, in a hurry, not interested in conversation
520	Młody, spokojny, przyjazny	young, calm, friendly
521	niezadowolona, melancholijna, smutna	dissatisfied, melancholic, sad
522	Zmęczony życiem rodzic	a parent who is tired of life
523	znudzona obojętna poirytowana	bored indifferent irritated
524	Ta osoba jest spięta, wycofana	this person is tense and withdrawn
525	Nieśmiała, wrażliwa, przestraszona	shy, sensitive, scared

526	poddenerwowana, niepewna siebie, ale zmuszona do planowania/wydawania poleceń	nervous, unsure of himself, but forced to plan/give orders
527	uporządkowany, rzeczowo wyraża myśli	orderly, expresses thoughts objectively
528	Znudzony, nastolatek,	bored, teenager,
529	lekko nosowa wymowa	slightly nasal pronunciation
530	nudna osoba	boring person
531	Dobra spokojna sympatyczna	good, calm and nice
532	Brzmi na nieco zdenerwowanego, ma ponagląjący ton	he sounds a bit nervous, his tone urgent
533	Nic się nie wyróżniający mężczyzna	an unremarkable man
534	spokojna, wyluzowana,	calm, laid back,
535	Raczej wesoła, chyba zirytowana, miły głos	rathis cheerful, probably irritated, with a pleasant voice
536	Wydaje się zmęczona, ale uprzejma, ponieważ prosi o coś	he seems tired but polite as he asks for something
537	Bardzo podobne do pierwszej.	very similar to the first one.
538	Prosta, dosyć oschła, konkretna	simple, quite dry, specific
539	miła, opanowana, spokojna, uporządkowana	nice, composed, calm, orderly
540	Osoba jest spokojna i poważna	the person is calm and serious
541	Przyjazny, godny zaufania, sympatyczny	friendly, trustworthy, likeable
542	Wyluzowana, nie dbająca o szczegóły, kumpel	chilled out, doesn't care about details, buddy
543	Nudna, zmęczona, nieuprzejma	boring, tired, rude
544	Miła, chce pomóc ale nie narzucać się.	nice, wants to help but doesn't impose.
545	Mówi bez emocji	he speaks without emotion
546	Agresywna nieskupiona na zadaniu osoba	aggressive person not focused on the task
547	Wyluzowana, gotowa do działania, dynamiczna	relaxed, ready for action, dynamic
548	podoba mi się jego głos, wydaje się miły i może nawet przystojny	i like his voice, he seems nice and maybe even handsome
549	Mówi lekceważącym tonem, jest wyluzowana	he speaks in a dismissive tone and is laid back
550	ponura, zmęczona	gloomy, tired
551	Niechętna do pracy tam, znudzona, przytłoczona światem	reluctant to work there, bored, overwhelmed by the world
552	Lepsza wymowa niż druga osoba	better pronunciation than the other person
553	Jest zamulona	it's muddy
554	Poukładany, wymagający, pozytywny	organized, demanding, positive
555	Ta osoba jest trochę ponura	this person is a bit gloomy
556	Wyluzowany, spokojny,	laid back, calm,
557	Płynnie mówiąca, solidnie podchodzi do tematu, uprzejma	he speaks fluently, has a solid approach to the topic, and is polite
558	poukładana godna zaufania	organized and trustworthy
559	Gburowata, chciwa, nieuprzejma	surly, greedy, rude
560	Sympatyczny	sympathetic
561	Wyluzowana, uprzejma, młoda	relaxed, polite, young
562	Miły, spokojny	nice, calm
563	zmęczona ponura	tired and gloomy
564	Brytyjczyk	Briton
565	Młoda znudzona osoba	young bored person
566	Spokojny człowiek	calm man
567	Normalna	normal
568	Bardzo nudna osoba	a very boring person
569	.	.
570	Agresywna oburzona złośliwa	aggressive, indignant, malicious
571	spokojny, wyluzowany, uprzejmy	calm, laid back, polite
572	Osoba wydaje się być zmęczona i znudzona, wzbudza niepokój	the person appears tired and bored and is anxious
573	Zdenerwowany, zestresowany, spięty	nervous, stressed, tense
574	wyluzowany, spokojny, przyjazny	laid back, calm, friendly
575	nie wiem :<	i don't know :<
576	Nie mam pojęcia	i have no idea
577	Słabo wykształcona, może nawet trochę ograniczona umysłowo	poorly educated, maybe even a little mentally limited
578	wszystko zwięźle mówi	says everything concisely
579	zmęczony życiem	tired of life
580	Totalny Brytyjczyk	totally British

581	Mocno akcentuje słowa, brzmi dość nieufnie	he emphasizes the words strongly and sounds quite distrustful
582	Stonowana	subdued
583	Znudzony	bored
584	Znudzony nieprzyjemny nie chce tego robić	bored unpleasant doesn't want to do it
585	obrażony, pogniewany, śpiący	offended, angry, sleepy
586	spokojna uporządkowana młoda	calm, orderly young woman
587	Zirytowany, zniechęcony, znużony	annoyed, discouraged, tired
588	smutny, spokojny, uprzejmy	sad, calm, polite
589	Ponura, znudzona, nieciekawa	gloomy, bored, uninteresting
590	Spokojna	calm
591	Apatyczna	apathetic
592	Niezaangażowana	disengaged
593	konkretna/spokojna/pewna siebie	specific/calm/confident
594	Mówi średnio wyraźnie	he speaks with moderate clarity
595	Angielski jest pomiędzy brytyjskim a amerykańskim ale bardziej po stronie brytyjskiego	English is between British and American but more on the British side
596	Głos jest ciepły i przyjemny	the voice is warm and pleasant
597	Przyjazna spokojna	friendly, calm
598	mega fajna osoba	super cool person
599	spokojny głos, profesjonalny angielski	calm voice, professional English
600	głos jak tata	voice like dad
601	znudzona wymagająca niecierpliwa	bored demanding impatient
602	osoba jest znudzona, monotonna, ale nie jest zła	the person is bored, monotonous, but not angry
603	Nudna smutna przytłoczona	boring sad overwhelmed
604	Bez emocji, smutny, znudzony	emotionless, sad, bored
605	Poważna	serious
606	Powolna mowa, dokładna, akcentowanie	slow speech, precise, accentuated
607	uporządkowana, wyraźna, spokojna	orderly, clear, calm
608	Chyba mówi szybciej niż poprzedni, spokojna, przyjazna	i think he talks faster than the previous one, calm, friendly
609	spokojna, niecierpliwa, wymagająca	calm, impatient, demanding
610	Opanowanie, wyrozumiałość, ciepło	composure, understanding, warmth
611	spięta, poważna,	tense, serious,
612	Może być	may be
613	Miła, zdecydowana, wyrazista	nice, determined, expressive
614	W dalszym ciągu uważam, że głos osoby jest bardzo podobny więc ciężko w nim znaleźć jakkolwiek różnice. Osoba wydaje się mądra i dojrzała	i still think that the person's voice is very similar, so it's hard to find any differences. the person seems wise and mature
615	Nudna	boring
616	Pesymista	pessimist
617	Leniwa	lazy
618	Osoba ma bardzo mocny, wyraźny angielski akcent, przyjemnie się jej słucha jednak uważam, że osoba z niskim poziomem języka angielskiego mogłaby mieć problem ze zrozumieniem jej	the person has a very strong, clear English accent, he is pleasant to listen to, but i think that a person with a low level of English might have trouble understanding his.
619	.	.
620	Nie mówi za dużo	he doesn't talk much
621	nic specjalnego, brzmi amerykańsko, nudno	nothing special, sounds American, boring
622	Zmęczony, wyluzowany, mówi od niechcenia	tired, relaxed, speaks casually
623	Dojrzała, mądra, wykształcona	mature, wise, educated
624	zmęczony, surowy, nie w humorze	tired, raw, not in the mood
625	Dobry gość, fajny chłop, czuje ten luz	good guy, cool guy, i feel the coolness
626	Ospala, obojętna, powolna	lethargic, indifferent, slow
627	W jej głosie słycać komfort. Zdaje się być dosyć obojętna. Nie czuć w jej głosie konkretnych emocji.	there's comfort in his voice. he seems quite indifferent. you don't feel any specific emotions in his voice.
628	Spokojna miła	calm and nice
629	spokojny, uporządkowany	calm, orderly
630	znudzona	bored
631	Spokojna uprzejma ponura	calm, polite, gloomy
632	.	.
633	zwyčajna, niewyróżniająca się	ordinary, unremarkable
634	Osoba pracująca w programie kulinarnym	a person working in a cooking program

635	W miarę młoda i nieufna	fairly young and distrustful
636	Naciągane i słycać w nim mało entuzjazmu	it's far-fetched and thise's little enthusiasm in it
637	Bogata wykształcona uporządkowana	rich, educated and orderly
638	Dziwna	odd
639	Monotonny, nudny, uprzejmy	monotonous, boring, polite
640	Ta osoba jest młoda i nie operuje językiem dobrze	this person is young and does not use the language well
641	Trochę znudzona i spięta osoba	a bit bored and tense person
642	Mówi na luzie, łatwo się ją rozumie, cierpliwa	he speaks freely, is easy to understand, and patient
643	Ta osoba została zmuszona, nudna, bez wyrazu	this person was forced, boring, expressionless
644	Uprzejma, spokojna, uporządkowana	polite, calm, orderly
645	nudna, niewykształcona,	boring, uneducated,
646	Spięty	uptight
647	Spokojna	calm
648	Nudny niemiły bezuczcć niechlujny mężczyzna	a boring, unpleasant, emotionless, sloppy man
649	arogancka, nieuporządkowana, niepoważna	arrogant, disorderly, frivolous
650	nie wiem	i don't know
651	Spokojna, neutralna, przyjazna	calm, neutral, friendly
652	Interesująca	interesting
653	Prowadzący wiadomości	news anchor
654	Odrobinę spięta,normalna,wykształcona	a bit tense, normal, educated
655	zmęczony, zapracowany,	tired, busy,
656	Znudzona, zmeczona, marudna	bored, tired, grumpy
657	Głośna, spięta, poważna	loud, tense, serious
658	osoba wydaje sie smutna	the person seems sad
659	Spokojna	calm
660	lekceważące, mówione z przymusu	disrespectful, spoken out of compulsion
661	starsza i wykształcona osoba poważna	an older and educated serious person
662	to jest ta sama osoba nie widze różnicy	it's the same person, i don't see the difference
663	mowi z lekkim zaangażowaniem	he speaks with slight commitment
664	akcent brytyjski, spokojny, przyjemny do słuchania	British accent, calm, pleasant to listen to
665	nie mam zdania	i have no opinion
666	Wolno mowi i wyraznie	speaks slowly and clearly
667	Jest trochę zdenerwowana, nieuprzejma i spięta	he is a bit nervous, rude and tense
668	raczej godna zaufania zmeczona osoba	rathis a trustworthy, tired person
669	człowiek, któremu się nic nie chce	a man who doesn't want anything
670	Ta osoba średnio przykłada wagę do estetyki wymawianych słów	this person pays average attention to the aesthetics of the words he pronounces
671	Znudzona Wolna Normalna	bored single normal
672	Nudna Młoda	boring young
673	Dobra dykcja, średni głos, bardzo mówione od niechcenia	good diction, average voice, very casual
674	Mam wrażenie, że osoba jest nastolatkiem, tak brzmi jej głos. Powiedziałabym, lekko znużona codziennością.	i feel like the person is a teenager, that's what their voice sounds like. i would say, a little tired of everyday life.
675	Bri'ish	bri'ish
676	Nieuprzejma, chytra	rude, sly
677	mowi z lekkim zaangażowaniem	he speaks with slight commitment

Regional American English

No.	Polish raw data	English translation
1	Szczery, spokojny, przyjazny	honest, calm, friendly
2	dość miły głos, nie zamulał, taki mój nowy kolega	quite nice voice, not muddy, just like my new friend
3	agresywny, stanowczy, nakazujący	aggressive, decisive, commanding
4	Aktor, w średnim wieku	actor, middle-aged
5	Jest trochę zdenerwowana	he's a little nervous
6	Inteligentny, zorganizowany, surowy	intelligent, organized, strict
7	Normalny człowiek	normal human

8	Osoba twarda, zdecydowana	a tough, determined person
9	Spokojna, opanowana, przyjemna	calm, composed, pleasant
10	Konkretny, znudzony, zmęczony	specific, bored, tired
11	Brzmi jak typowy Amerykanin	sounds like a typical American
12	Spięta	tense
13	Aktywna, energiczna, cwana	active, energetic, smart
14	Nauka angielskiego, mężczyzna, nono	learning English, man
15	Pewny siebie, nerwowy, impulsywny	confident, nervous, impulsive
16	Głos Boga z megafonu	the voice of god from a megaphone
17	nieuprzejma, spokojna	rude, calm
18	Głośna i stanowcza	loud and assertive
19	Młodszy, żywy facet, stanowczy	a younger, lively guy, decisive
20	zasadniczy człowiek czegoś od nas chce	the basic man wants something from us
21	Niepokojący, brzmi jakby nie znośli sprzeciwu, głos nakazujący.	disturbing, sounds like it can't stand any opposition, a commanding voice.
22	40-latek, stanowczy, przyjazny	40-year-old, firm, friendly
23	rzeczowa, konkretna, neutralna	factual, specific, neutral
24	Uprzejma, pomocna, zadaniowa	polite, helpful, task-oriented
25	Stonowana, spokojna, niechlujna	subdued, calm, sloppy
26	Opiekuńcza, troskliwa, sympatyczna	caring, considerate, nice
27	.	.
28	Osoba w średnim wieku	middle-aged person
29	wyluzowana, przyjazna i kreatywna	laid back, friendly and creative
30	Niechlujna, gestykułuje	sloppy, gesturing
31	Arogancka	arrogant
32	Niezbyt sympatyczna, nie miła	not very nice, not nice
33	nudny, denerwujący, irytujący	boring, annoying, irritating
34	Bardzo wyraźna mowa, tonacja głosu bardzo mi odpowiada	very clear speech, voice tone suits me very well
35	Miła spokojna, opanowana	nice, calm, composed
36	Rodziny, dojrzały, zabawny	family-friendly, mature, funny
37	Pewna siebie, wyluzowana, ma jakiś brud w głosie który brzmi ciekawie	confident, laid-back, he has some dirt in his voice that sounds interesting
38	.	.
39	Wyluzowana, szalona, odważna	chilled, crazy, brave
40	Wyluzowana	laid-back
41	Spokojna, zadbana, w średnim wieku	calm, well-groomed, middle-aged
42	dorosły mężczyzna	adult male
43	zdistansowany, niezbyt miły	distant, not very nice
44	Nie zachęca do poznania jej bliżej.	it doesn't encourage you to get to know his better.
45	Pierwsze wrażenie jest pozytywne	the first impression is positive
46	Miły, śmiały, niski	nice, bold, short
47	Wyluzowany, miły, wesoły	chilled out, nice, cheerful
48	Ekspresywna, wyluzowana, pewna siebie	expressive, relaxed, self-confident
49	Osoba wyluzowana, sprawia wrażenie mieszkańca małej miejscowości	a laid-back person, he gives the impression of a resident of a small town
50	rzeczowa, zorganizowana, ułożona	factual, organized, arranged
51	Wyluzowany, ciekawy ale nie fanatyk czegokolwiek, zwykły człowiek	chilled out, interesting but not a fanatic of anything, an ordinary person
52	Cwaniak, poważny, ciekawski	smart, serious, curious
53	Ciekawy chytry niegodny zaufania	curious, cunning, untrustworthy
54	Arogancka, niemiła, złośliwa.	arrogant, rude, malicious.
55	Poważny,	serious,
56	Niemiła, pewna siebie, nie wzbudza zaufania	rude, self-confident, does not inspire confidence
57	Irytujący	annoying
58	Spokojna	calm
59	Mężczyzna o simowskim głosie	a man with a sim voice
60	Ponura, przygnębiona, smutna	gloomy, depressed, sad
61	Przebiegła, nieuczciwa, podejrzana	cunning, dishonest, suspicious
62	Wyluzowana, młoda, koleżeńska	chilled, young, friendly
63	Spokojna, zainteresowana tym co mówi, wesoła	calm, interested in what he says, cheerful
64	normalna, miła	normal, nice
65	Jest grubymi	he's fat
66	Energiczna, inteligentna i porywcza osoba.	an energetic, intelligent and quick-tempered person.

67	Tata z przedmieść, nauczyciel wf-u/historii/matematyki	suburban dad, gym/history/math teacher
68	Nudna, mądra, zarozumiała	boring, smart, conceited
69	Arogancki, chamski, patrzy z góry	arrogant, rude, looks down on him
70	Mógłby być lektorem	he could be a voice-over artist
71	Arogancki, z wyższych sfer, niski ton głosu	arrogant, upper class, low tone of voice
72	Spokojny, znudzony, pewny siebie, .	calm, bored, confident, .
73	Zainteresowany, czytający tekst, żywy	interested, text-reading, lively
74	Ułożony, konkretny, nie wyróżniający się	organized, specific, unremarkable
75	Miła, wymagająca, spokojna	nice, demanding, calm
76	Wesoły wyluzowany, możliwe że z poczuciem humoru	cheerful, laid-back, possibly with a sense of humor
77	Nie mam zdania	i have no opinion
78	Opanowany, bez emocji	cool, unemotional
79	zbyt pewny siebie	too confident
80	Ponura, poważna	gloomy, serious
81	Is that you CJ?	is that you CJ?
82	Wymagająca, apodyktyczna, przywódcza	demanding, domineering, leader
83	Nie ma w niej nic specjalnego co mógłbym napisać	there's nothing special about it that i could write
84	Osoba jest znudzona	the person is bored
85	Nudna, monotonna, usypiająca	boring, monotonous, sleep-inducing
86	Mężczyzna, wiodący spokojne życie, miły	a man, leading a quiet life, nice
87	Wolno, monotonna, nie podoba mi się akcent	slow, monotonous, i don't like the accent
88	wesoły, uprzejmy, pomocny	cheerful, polite, helpful
89	Spokojny aczkolwiek lekko poirytowany	calm but slightly irritated
90	Powolny, w średnim wieku, poważny	slow, middle-aged, serious
91	Monotonną, nie przyciągającą uwagi, miła	monotonous, not attention-grabbing, nice
92	Spokojny, opanowany, skromny	calm, composed, modest
93	Spokojna miła kulturalna	calm, nice and cultured
94	Opanowana, spokojna	poised, calm
95	Niesympatyczny, profesjonalny, gbur	unsympathetic, professional, boorish
96	ponura, przytłoczona, poważna	gloomy, overwhelmed, serious
97	Dojrzała, opanowana, wykształcona	mature, composed, educated
98	Ciepła, spokojna, konkretna	warm, calm, specific
99	Chuda, zwyczajna, stabilna emocjonalnie	skinny, ordinary, emotionally stable
100	Monotonny, znużony, rozczarowany	monotonous, tired, disappointed
101	Zwykła, Nudna, Przeciętna	ordinary, boring, average
102	Tak jak poprzednio	as previously
103	Mądra	smart
104	Bardziej energiczny od poprzedniego, mówił bardziej przejrzystym głosem.	more energetic than the previous one, he spoke with a clearer voice.
105	Było okej	it was okay
106	Nudna, spokojna, ułożona	boring, calm, composed
107	Spięta, wymuszony akcent	tense, forced accent
108	Luźny, powolny, trochę arogancki	loose, slow, a little arrogant
109	Bez emocji	without emotions
110	:)	:)
111	Osoba w średnim wieku, chyba jest przeziębiona	a middle-aged person, he probably has a cold
112	Wydaje mi się że to ta sama osoba, chyba mają podobny, monotonna ton głosu, brzmi nudno ale trochę lepiej niż poprzednia	i think it's the SAME person, they probably have a similar, monotonous tone of voice, it sounds boring but a bit better than the previous one
113	-	-
114	Mówi z dziwnym akcentem	he speaks with a strange accent
115	Skupiona na wymowie, zestresowana, spięta	focused on pronunciation, stressed, tense
116	Spokojna, wykształcona osoba	a calm, educated person
117	Osoba ma spokojny głos	the person has a calm voice
118	Ponura, w złym humorze, zmęczona	gloomy, in a bad mood, tired
119	Spokojny,	calm,
120	Szybko mówi, wyraźnie w miarę	he speaks quickly and clearly
121	Bardzo profesjonalnie	very professional
122	Wkurzający głos, zapatrzona w siebie	annoying voice, self-absorbed
123	Dziwne	weird
124	Raczej pozytywne	rather positive

125	Nieprzyjemny, starszy, zimny	unpleasant, older, cold
126	cyberprzestępca	cybercriminal
127	osoba z szacunkiem, ale bez uczuć	a person with respect but no feelings
128	Sympatyczna, wykształcona, poważna	nice, educated, serious
129	Nudna nieorganizowana pesymista	boring disorganized pessimist
130	Nie przyjazna	not friendly
131	zbok, pijak, robotnik w fabryce	pervert, drunkard, factory worker
132	Poważna uprzejma	seriously polite
133	spokojna	calm
134	Dziwak	weirdo
135	Bardziej wyluzowany	more laid back
136	spokojna, spięta	calm, tense
137	Poważny, spokojny, flegmatyczny	serious, calm, phlegmatic
138	stanowcza, nie uprzejma, trochę agresywna	firm, not polite, a bit aggressive
139	także niski barowy głos starszego mężczyzny	also the low bar voice of an older man
140	osoba w średnim wieku, spokojny i opanowany	middle-aged person, calm and composed
141	Osoba podobna do poprzedniej, nie mam zadania	a person similar to the previous one, i have no task
142	Mężczyzna, straszny, opanowany	a man, intimidating, composed
143	Poważny mocny głos, dobry na mówcę	serious, strong voice, good as a speaker
144	Mężczyzna, w średnim wieku,	middle-aged man,
145	Cierpliwość, wyluzowanie	patience, relaxation
146	Ma głos miłego wujka.	he has the voice of a nice uncle.
147	Nudna, flegmatyczna, zirytowana	boring, phlegmatic, irritated
148	w średnim wieku, biała, amerykańska	middle-aged, white, American
149	Dorosły, mówiący przez nos, zwykły	adult, nasal talker, regular
150	Nudny, stary, wymuszona barwa głosu	boring, old, forced voice
151	Brzmi jak lektor z nagrań głosowych na angielskim, brak charakteru i uczuci w głosie w porównaniu z pierwszą osobą	it sounds like a narrator from voice recordings in English, lacking character and feeling in the voice compared to the first person
152	Ponura, zmęczona, arogancka	gloomy, tired, arrogant
153	Osoba, która posiada dużą wiedzę na dany temat.	a person who has extensive knowledge on a given topic.
154	Poważna inteligentna oschła	serious, intelligent, dry
155	Czeka na coś, uprzejmy, zadowolony	waiting for something, polite, satisfied
156	Dziwny lektor	strange narrator
157	Ciekawy akcent, pozytywnie	interesting accent, positively
158	Brzmi bardziej zrozumiałe i mało wyczerpująco	it sounds more understandable and not exhaustive
159	Męski przyjemny głos, dźwięczny, miły dla ucha	a pleasant masculine voice, sonorous and pleasant to the ear
160	Brzmi jakby był szczęśliwy	sounds like he's happy
161	Spokojna, uporządkowana, przyjazna	calm, orderly, friendly
162	znudzony, podirytowany, opanowany	bored, irritated, composed
163	Przywódca	leadership
164	Przyjazny, spokojny, szczęśliwy	friendly, calm, happy
165	Nudny, zorganizowany, nie zachęcający	boring, organized, uninviting
166	Taki jak poprzedni	SAME as the previous one
167	Z akcentem, jak w czasie zwykłej rozmowy, dalej poważny	with an accent, as in an ordinary conversation, still serious
168	Raczej młoda osoba, brzmi jak osoba cwana i chytra	rather young person, sounds like a cunning and cunning person
169	Ta sama osoba jak 1	SAME person as 1
170	Stary, uporządkowany, miły	old, tidy, nice
171	Mężczyzna w średnim wieku wykształcony	middle-aged, educated man
172	starszy mężczyzna z siwą brodą	older man with a gray beard
173	Starszego wieku, pracowita, naturalna	older, hard-working, natural
174	Stonowana, spokojna, opanowana	subdued, calm, composed
175	nudna, spokojna, nie wyróżnia się	boring, quiet, unremarkable
176	wysoko postawiona, pewna siebie, zdecydowana	high-ranking, self-confident, determined
177	Malice	malice
178	Oschła, agresywna, snobistyczna	dry, aggressive, snobbish
179	Cwaniak, manipulator, sprytny	cunning, manipulative, clever
180	bardziej wyluzowana niż pierwsza, pewna siebie, pogodna	more relaxed than the first one, self-confident, cheerful
181	Osoba jest spokojna, wypowiada się z harmonią, monotonię	the person is calm, speaks with harmony, monotony

182	konkretny, wykonuje dobrze zadania, pracowity	specific, performs tasks well, hardworking
183	Zdenerwowany, w pośpiechu, poirytowany	nervous, in a hurry, irritated
184	przypominający trochę narratora z gry Stanley Parable, spokojny, trochę sztywny	somewhat reminiscent of the narrator from the game Stanley parable, calm, a bit stiff
185	ciężko opisać	hard to describe
186	Poważny, nieuprzejmy, arogancki	serious, rude, arrogant
187	Oczytana, smutna, spokojna	well-read, sad, calm
188	Bezuczuciowe wypowiedzianie słów	feelingless words
189	Groźna	dangerous
190	Przyjemniej się słuchało tej osoby w przeciwieństwie do poprzedniej. Wyraźna mowa.	this person was more pleasant to listen to than the previous one. clear speech.
191	sredni wiek uprzejma uporządkowa	middle age polite sorted out
192	Brzmi mniej spokojnie niż pierwsza osoba, trochę oceniająco i porywczco, troszeczkę.	he sounds less calm than the first person, a little judgmental and short-tempered, just a little.
193	Spokojna opanowana	calm and collected
194	Opanowana, zdecydowana,	poised, determined,
195	nie mam żadnych opinii o tej osobie	i don't have any opinions about this person
196	Śmiesznie mówi i mnie to bawi, spokojny, ogarnia	he talks funny and it amuses me, he is calm and understands
197	Stary, mądry, spokojny	old, wise, calm
198	Uprzejmy miły wyrozumiały	polite, kind and understanding
199	Przyjazna, miła, raczej	friendly, nice, rather
200	uczciwa	honest
201	Spokojna, przyjazna, opanowana	calm, friendly, composed
202	Poważna, nieuprzejma, flegmatyczna	serious, rude, phlegmatic
203	Brytol, może lubi koty ale na pewno lubi ser. Ma dużo lat i chyba lubi żaby	Britol may like cats, but he definitely likes cheese. he is very old and seems to like frogs
204	jest zabawna, opanowana i przyjazna	he is funny, poised and friendly
205	Poważna, czuje jakby mówiła komuś co ma zrobić	serious, feels like he's telling someone what to do
206	Spokojna, zrównoważona, zdecydowana	calm, balanced, determined
207	Wyluzowana, profesjonalna, miła	relaxed, professional, nice
208	Pewna siebie, wyluzowana, spokojna	self-confident, laid-back, calm
209	To ta sama osoba tylko z innym tonem głosu xd	it's the SAme person, just with a different tone of voice xd
210	Amerikanin, mężczyzna, 40+	American, male, 40+
211	kolejna osoba, której słuchając czuję się, jakbym był na maturze lub innym egzaminie z angielskiego. Nienaturalnie wolne tempo mówienia.	another person who, when i listen to him, makes me feel like I'm taking a high school final exam or another English exam. unnaturally slow rate of speaking.
212	Osoba która stara się poprawnie mówić po angielsku. Wydaje mi się, że niedawno zaczęła się nim posługiwać na codzień i chce żeby wszyscy ją zrozumieli	a person who tries to speak English correctly. i think he recently started using it on a daily basis and wants everyone to understand him
213	Powolna, flegmatyczna, nudna	slow, phlegmatic, boring
214	Przemądrzały, pedantyczny	smart, pedantic
215	Dokładana	added
216	Wolna, wyraźna, ciekawa	free, clear, interesting
217	Zdystansowana, spokojna, ciepła	distanced, calm, warm
218	Ta osoba mówi jeszcze lepiej, bardziej zrozumiale, tak jakby to komuś tłumaczyła	this person speaks even better, more understandably, as if he were explaining it to someone
219	Taki miły wysoki pan	such a nice tall gentleman
220	Nic nie rozumiem	i do not understand
221	bardziej energiczny lektor z matury z j ang	a more energetic teacher of the English exam
222	Uprzejma, spiesząca się, miła	polite, in a hurry, nice
223	Mądra, uprzejma, zainteresowana	smart, polite, interested
224	Wyraźna, pewna siebie	clear, confident
225	opanowana, pomocna, uprzejma	composed, helpful, polite
226	To samo co w przypadku poprzedniej osoby	SAme as the previous person
227	Człowiek żywszy niż ten pierwszy, uprzejmy, wykształcony	a man more alive than the first one, polite, educated
228	Pretensjonalna, zdecydowana, konkretna	pretentious, decisive, specific
229	Osoba w średnim wieku	middle-aged person
230	Schludna	neat
231	Profesjonalna	professional
232	nudna, ciężka, niezdecydowana	boring, heavy, indecisive

233	Sympatyczny, żywy, charyzmatyczny	likeable, lively, charismatic
234	Podobnie jak poprzednią, tylko mniej godnie brzmi	similar to the previous one, only it sounds less worthy
235	Dobre	good
236	przyjemna, taki mysiopysio	nice, such a mouse-faced guy
237	wolny starszy pan	single old gentleman
238	Pozytywność, młodość, zaangażowanie	positivity, youth, commitment
239	Wykształcona, ambitna, na wysokim stanowisku	educated, ambitious, in a high position
240	mily, dokładny, przyjazny	nice, accurate, friendly
241	Normalny dobry	normal good
242	osoba zmęczona, mniej ułożona	a tired, less composed person
243	Osoba wydaje się lekko zdenerwowana	the person appears slightly nervous
244	Brzmi jak coś co powstało za pomocą AI	sounds like something created using ai
245	Osoba dorosła, poważna, stonowana	an adult, serious, subdued person
246	elokwentna, miła, spokojna	eloquent, nice, calm
247	sympatyczna	nice
248	Uprzejma, z poczuciem humoru, ciekawa	polite, with a sense of humor, interesting
249	Miła, spokojna, starsza	nice, calm, older
250	Milszy niż osoba nr 1	nicer than person #1
251	pewna siebie	confident
252	Zbalansowana, rodzinna, dominująca osobowość	balanced, family-oriented, dominant personality
253	Bardzo wyraźna mowa	very clear speech
254	spokojna, bez emocji, arogancka	calm, emotionless, arrogant
255	Jest spokojna. Mówi w sposób uporządkowany. Jest kulturalna	is calm. speaks in an orderly manner. he is cultured
256	Obojętna, podoba do poprzedniej	indifferent, i like the previous one
257	Poważna, wiedząca czego chce, wykształcona	serious, knows what he wants, educated
258	Wyrozumiął pan w średnim wieku.	an understanding middle-aged gentleman.
259	-	-
260	spokojny, opanowany, dokładny	calm, composed, precise
261	Bez emocji, wyraźnie, wolno	no emotions, clearly, slowly
262	Miły, sympatyczny, spokojny	nice, friendly, calm
263	Opanowana, bardzo poważna	cool, very serious
264	Poważna, uprzejma, stabilna	serious, polite, stable
265	Powolny, za wolno mówi, nijaki	slow, talks too slowly, bland
266	Ta osoba jest poważna	this person is serious
267	Basic, niczym się nie wyróżniająca.	basic, unremarkable.
268	Powolna	slow
269	Jest zdecydowana, pewna siebie, władcza	he is determined, self-confident and authoritative
270	Nuda,	boredom,
271	Wykształcona, lektor, średni wiek	educated, lecturer, middle age
272	spokojna, opanowana, pewna siebie	calm, composed, confident
273	Zmęczony człowiek	tired man
274	Brzmi jak tłumacz google pod wpływem alkoholu	sounds like google translate under the influence of alcohol
275	Agnt agencji nieruchomości	agent real estate agency
276	Pewna siebie, inteligentna, czytana	confident, intelligent, well-read
277	Tak samo spoko	just as cool
278	Sympatyczny, spokojny, zorganizowany	friendly, calm, organized
279	Usa	USA
280	nudna, spokojna, porządna	boring, calm, decent
281	Wyluzowany, spokojny, miły	chilled out, calm, nice
282	Mężczyzna w średnim wieku, brzmi jak czyjś tata	middle aged man, sounds like someone's dad
283	Arogancka, ponura, niepomocna	arrogant, sullen, unhelpful
284	Osoba wywyższająca się	a self-aggrandizing person
285	Wymagający, charyzmatyczny i wygadany	demanding, charismatic and outspoken
286	ponura, zarozumiała, arogancka	gloomy, conceited, arrogant
287	Spokojna, zrozumiała, wolno mówi	calm, understandable, speaks slowly
288	Emocje powodują potencjalne wyobrażenie o okolicznościach w jakich postać się znajduje	emotions give rise to potential ideas about the character's circumstances
289	spokojna, mądra	calm, wise
290	Wydaje się miła, brzmi jak osoba mająca dużą rodzinę	he seems nice, sounds like a person with a large family
291	Charyzma, zaangażowanie, sympatyczna	charisma, commitment, nice

292	Czyta normalnie, głos jest neutralny.	he reads normally, his voice is neutral.
293	Miła, poważna, spokojna	nice, serious, calm
294	Wypowiedź osoby ma charakter profesjonalny, opanowany. Osoba jest przygotowana do wypowiedzi	the person's statement is professional and composed. the person is prepared to speak
295	Niepokój	anxiety
296	poważna, zorganizowana i jakby rozkazywała	serious, organized and as if he was giving orders
297	profesjonalna, rozsądna, opanowana	professional, reasonable, composed
298	Opanowany, konserwatywny, zmęczony	cool, conservative, tired
299	Spokojna, powolna, opanowana	calm, slow, composed
300	Spokojny, nudny, opanowany	calm, boring, composed
301	Wykształcona uporządkowana uprzejma	educated, orderly and polite
302	Git git	git git
303	Przemądrzały, nie lubiany, tak zwany aę	smart, disliked, the so-called aę
304	brzmi jak każde nagranie na angielskim przez całą moją edukację	it sounds like every English recording throughout my entire education
305	Cierpliwa ale nieco nudna	patient but a bit boring
306	wyższa klasa społeczna	higher social class
307	W średnim wieku, dobrze usytuowana, ciekawa	middle-aged, well-situated, interesting
308	Miła sympatyczna	nice and friendly
309	Uczciwy, ciężko pracujący, rzetelny	honest, hard-working, reliable
310	Nijaki, bez emocji	bland, without emotions
311	Młody dorosły, uporządkowany, odpowiedzialny	young adult, orderly, responsible
312	Mówi z pamięci.	he speaks from memory.
313	Opanowana, stanowcza, dojrzała	poised, decisive, mature
314	Troszkę znudzony, wydaje się mądry, średniego wieku	a little bored, he seems wise, middle-aged
315	Spokojna	calm
316	Stanowczość	firmness
317	Wyluzowana czy spięta	chilled out or tense
318	spokojna, zestresowana, skupiona	calm, stressed, focused
319	Osoba straszą, ciepła i nudna.	the person is scary, warm and boring.
320	wyluzowany, osoba koło 30 lat, niewyróżniająca się z tłumu	laid-back, around 30 years old, doesn't stand out from the crowd
321	Po 50 roku życia, spokojna, miła	over 50, calm, nice
322	Spokojna, opanowana i także dojrzała	calm, composed and also mature
323	Nie mam zdania	i have no opinion
324	Uprzejma, dystygowana,	polite, distinguished,
325	Osoba przyjazna wykształcona	a friendly, educated person
326	Opanowany spokojny wyważony	cool, calm and balanced
327	Opanowana z dobrą dykcją	poised with good diction
328	Neutralny, przyjazny głos, spokojny	neutral, friendly voice, calm
329	Troskliwa, miła, zorganizowana	caring, kind, organized
330	Przyjazny, taki głos taty, dosyć przeciętny	friendly, like dad's voice, quite average
331	Prawdopodobnie starsza osoba, głos powolny, lekko flegmatyczny.	probably an older person, slow, slightly phlegmatic voice.
332	pewny siebie, zdecydowany, despotyczny	self-confident, decisive, despotic
333	Głos specyficzny, brzmiący inteligentnie	a specific, intelligent voice
334	sugeruje osobę, która uczy się jeszcze wymawiania słów	suggests a person who is still learning to pronounce words
335	Wypowiedzi są napewno bardziej dokładne i wyraźne niż u poprzedniej osoby, raczej pozytywne wrażenie w porównaniu do poprzedniej osoby. Bardziej wyrafinowany sposób wymowy	the statements are certainly more accurate and clear than the previous person's, rather a positive impression compared to the previous person. a more refined way of pronunciation
336	Skupiona, dokładna, uprzejma	focused, precise, polite
337	Nie jest nudny, średniego wieku, wyraźny	it's not boring, middle-aged, distinct
338	Spokojny, nie jest niemiły, myślę, że nie dyskryminowałby ludzi ze względu na pochodzenie i stan społeczny	he's calm, he's not rude, i don't think he would discriminate against people based on their origin or social status
339	nieco arogancka, pewna siebie, zdeterminowana	a bit arrogant, self-confident, determined
340	Osoba w średnim wieku, spokojna, mająca poczucie humoru	a middle-aged person, calm, with a sense of humor
341	Służbista, wydaje się jakby to był stereotypowy głos policjanta z amerykańskich filmów	the serviceman sounds like a stereotypical voice of a policeman from American movies
342	Xd	xd

343	Miła, sympatyczna, fajna	nice, nice, cool
344	american 30 yo	American 30 y.o
345	Powolna, przejrzysta	slow, transparent
346	Luzak, spokojny	casual, calm
347	Miła, Powolna, Poważna	nice, slow, serious
348	Zadowolona, lekko poważna, uprzejma	satisfied, slightly serious, polite
349	Starsza ułożona osoba	a well-behaved older person
350	Uprzejma, stanowcza, miła	polite, firm, nice
351	Biedna zwykła przeciętna	Poor, just average
352	Srednio miły starszy pan	a rather nice older gentleman
353	Spokojna, cicha, inteligentna	calm, quiet, intelligent
354	Poważna, poukładana i średnio w porządku	serious, organized and moderately okay
355	Miły, spokojny, zmęczony	nice, calm, tired
356	Chora, stara, surowy	sick, old, raw
357	Nudny, bez emocji, dobry akcent	boring, emotionless, good accent
358	Spokojna, poważna, zdecydowana	calm, serious, determined
359	Nudna.	boring.
360	Asertywna, spokojna, uprzejma	assertive, calm, polite
361	Uprzejmą, dokładna	polite, accurate
362	Apodyktyczny, surowy, nudny	bossy, strict, boring
363	.	.
364	Nie wiem	i don't know
365	Szara, nudna, dziwna	grey, boring, strange
366	Sympatyczna, spokojna, opanowana	nice, calm, composed
367	ojciec	father
368	Bardzo wyraźna wymowa,	very clear pronunciation,
369	Chyba amerykańnin	American, i guess
370	Pracowity	hard-working
371	Przyjazna, towarzyska, wyluzowana	friendly, sociable, laid back
372	Ponurak	gloomy
373	Poważny, kulturalny, uprzejmy	serious, cultured, polite
374	narrator	narrator
375	Opanowana, przyjacielska, mądra	poised, friendly, smart
376	Bogata Nieinteresująca Odważna	rich uninteresting brave
377	Nudna, zmęczona, nieuprzejma	boring, tired, rude
378	Spokojna, wyluzowana, mniej interesująca niż pierwsza osoba	calm, laid back, less interesting than the first person
379	Oficjalny dziwny	official
380	szczerze to nie odniosłem za bardzo jakiegokolwiek wrażenia jeśli chodzi o ta osobę	honestly, i didn't have much of an impression about this person
381	Miły, zrozumiałe słowa, wyraźny akcent.	nice, understandable words, clear accent.
382	Spokojny, skłonny do złości, w średnim wieku	calm, prone to anger, middle-aged
383	Spokojna wyluzowana poważna	calm, laid back, serious
384	Taki niby sympatyczny ale jakby ktoś mu odmówił to by nóż wyciągnął z kieszeni	he seems so nice, but if someone refused him, he would take a knife out of his pocket
385	Przyjemna, interesująca, miła	pleasant, interesting, nice
386	Spokojna wyrozumiała	calm and understanding
387	Podobna do osoby nr1, spokojny głos	similar to person number 1, calm voice
388	Głodomor	starveling
389	zorganizowana opanowana spokojna	organized, composed, calm
390	Gargamel z smurfów	Gargamel from the Smurfs
391	ostra, surowa, nudna	sharp, raw, boring
392	Miły Pan w młodym wieku, taki sąsiad który lubi czasem pożartować	a nice young man, a neighbor who likes to joke sometimes
393	Osoba spokojna, z manierami i poukładana	a calm, well-mannered and organized person
394	Przyjazna, sympatyczna, ale jej nie ufam	friendly, nice, but i don't trust him
395	Ok	ok
396	pochodzi z klasy średniej, dobrze obyty mężczyzna, lubi chodzić na siłownię	he comes from a middle class, well-skilled man, likes going to the gym
397	Nawet przyjazna, lekko spięta, trochę arogancka	even friendly, slightly tense, a little arrogant
398	Poważna, miła, spokojna	serious, nice, calm
399	Pasywnoagresywny, arogancki,	passive-aggressive, arrogant,
400	Spokojna, miła, kulturalna	calm, nice, cultured
401	Przyjemna	pleasant

402	Bogata, nieuprzejmą, ponura	rich, rude, gloomy
403	Spokojny miły	calm and nice
404	Praktycznie identyczna do osoby nr 1.	virtually identical to person #1.
405	osoba wydaje się być stateczna i poukładana	the person seems to be stable and put together
406	Osoba pewna siebie	a confident person
407	Osoba w średnim wieku, surowy i stanowczy	a middle-aged person, strict and decisive
408	Poważna	serious
409	Ciekawa	interesting
410	Energiczna	energetic
411	Uprzejma, spokojna, przyjazna	polite, calm, friendly
412	Poważna, stanowcza	serious, decisive
413	Zaangażowanie entuzjazm ciekawość	engagement enthusiasm curiosity
414	Spokojny, stanowczy, daje wrażenie głowy rodziny	calm, decisive, he gives the impression of being the head of the family
415	Starszy dziwny Pan około 50	older man around 50
416	Przytłoczona, dość zrozumiała mowa, poważna	overwhelmed, quite intelligible speech, serious
417	Powolna, smutna, przygnębiona	slow, sad, depressed
418	Wysoko postwiona, pewna siebie, dokładna	high-status, self-confident, precise
419	Ojciec rodziny, który ma dość już powoli np. swojej pracy i trochę pokazuje to rodzinie	a family man who is slowly fed up with, for example, his job and shows it to his family a bit
420	Nie mam pojęcia	i have no idea
421	Ponura, wykształcona, melancholijna	gloomy, educated, melancholic
422	Zirytowana, z powodu tłumaczenia tego SAMego trzeci raz	annoyed at having to translate the SAMe thing for the third time
423	Morgan wolny człowiek	morgan is a free man
424	Konkretna, pewna siebie, spięta	specific, confident, tense
425	Przyjazny, ale zmęczony/niezadowolony z planów	friendly but tired/unhappy with plans
426	Uprzejmy miły w porządku	polite nice okay
427	Osoba poważna, wydaje się rzadko kiedy mówić tak spokojnie. Wydaje się być wesoła w życiu prywatnym	a serious person rarely seems to speak so calmly. he seems cheerful in his private life
428	Dziwna, surowa, podejzliwa	strange, strict, suspicious
429	Również ktoś spokojny i opanowany, choć wyczułem chęć ponaglenia odbiorcy jego wiadomości (nie wiem, czy słuszne)	also someone calm and composed, although i sensed a desire to rush the recipient of his message (i don't know if it's right)
430	Ponura cicha wywyższająca się	gloomy, silent, self-aggrandizing
431	Brzmi jak typowy Amerykanin	sounds like a typical American
432	Dorośla osoba	adult person
433	Dokładna, wykształcona, introwertyk	accurate, educated, introvert
434	Podobnie do pierwszej osoby	similar to first person
435	Więcej energii, dziwny	more energy
436	Zmęczona życiem	tired of life
437	Jak poprzednio	as previously
438	Stanowcza, zdecydowana, mówi wprost	firm, decisive, speaks directly
439	Ojcowska spokojna przyjazna	fatherly, calm and friendly
440	Spokojny brutalny	calm and brutal
441	Powolna, ponura, przygnębiona	slow, gloomy, depressed
442	nie usłyszałem jakiejś szczególnej różnicy	i didn't hear any particular difference
443	Przeciętny	average
444	Ta osoba brzmi nienaturalnie, akcent jest przesadzony, jakby lekko wymuszony	this person sounds unnatural, the accent is exaggerated, as if slightly forced
445	Osoba w średnim wieku	middle-aged person
446	Normalny mężczyzna.	normal man.
447	Osoba w średnim wieku, spokojny głos, jest synaptyczna	middle-aged person, calm voice, is synaptic
448	Uporządkowany zarozumiały	orderly conceited
449	Nie mam opinii	i have no opinion
450	Ma miły głos.	he has a nice voice.
451	mówi jasno, jest pewna i wie co mówi	he speaks clearly, is confident and knows what he is saying
452	przyjazna, energiczna	friendly, energetic
453	Ma dziwnie „piszczący” głos, wydaje się mniej poważny niż osoba pierwsza	he has a strangely squeaky voice, he seems less serious than the first person
454	Nie mam pojęcia	i have no idea
455	wyduje się być zarozumiały	he seems conceited

456	Młoda nie pewna osoba	a young, insecure person
457	Pracuje jako prezenter i jest tatą	he works as a presenter and is a dad
458	Konkretna, w porządku, taka zwyczajna	specific, okay, just plain
459	Ma około 20-30 lat, jest dla mnie bardzo neutralna,	he is about 20-30 years old, he is very neutral to me,
460	Randomowy typ którego mijasz na ulicy	random guy you pass on the street
461	Głos wydawał się energiczny, jednakże sama wypowiedz sprawiała wrażenie nieuprzejmej.	the voice seemed energetic, but the words themselves seemed rude.
462	sprawia wrażenie osoby opiekuńczej, trochę wyluzowanej i czasem nieśmiałej	gives the impression of a caring person, a bit laid back and sometimes shy
463	Dobrze się słucha, mówi bardzo wyraźnie	he listens well and speaks very clearly
464	Uprzejma osoba	a polite person
465	Negatywnie kojarzy mi się ten głos, osoba wydaje się dziwna uparta, sarkastyczna	i have a negative association with this voice, the person seems stubborn and sarcastic
466	Zarozumiały	conceited
467	Wyluzowana, ma poczucie humoru	chilled out, has a sense of humor
468	Amerykanin, południowiec	American, southerner
469	Dobra dykcja, średniej wysokości głos, w średnim wieku	good diction, medium-high voice, middle-aged
470	wyśrodkowana, uprzejma, miła	centered, polite, nice
471	Brzmi jak ktoś z chłopaków z baraków	sounds like one of the trailer park boys
472	spokojna niecierpliwa stonowana	calm impatient subdued
473	Ta osoba sprawia wrażenie wyluzowanej, rozmownej osoby	this person comes across as a laid-back, talkative person
474	Przyjazna, troskliwą, młodszą	friendly, caring, younger
475	serdeczna, ciepła, ale mimo wszystko - poważana	cordial, warm, but nevertheless - respected
476	nieuprzejmy, wywyższa się	rude, self-aggrandizing
477	Amerykanin, ojciec, w średnim wieku	American, father, middle-aged
478	naturalność	naturalness
479	miła osoba	nice person
480	Wynoszący się, mało przyjazny, ciężko słuchać	aloof, not friendly, hard to listen to
481	Młody trochę nudny ale miły	young, a bit boring, but nice
482	Osoba mówi głośno i wyraźnie, mało zaangażowanym tonem	the person speaks loudly and clearly, in a non-engaging tone
483	Spokojny ułożony mężczyzna	a calm, well-behaved man
484	nudna,	boring,
485	Miła, lekko pobudzona, zdenerwowana trochę dziwna	nice, slightly excited, nervous
486	Osoba wydaje się być lekko arogancka	the person seems slightly arrogant
487	Jest to osoba wyluzowana, leser	he is a laid-back, laissez-faire person
488	Pewna siebie, przyjemna, spokojna	confident, pleasant, calm
489	Lider, ekstrawertyk, Amerykanin	leader, extrovert, American
490	miła, spokojna	nice, calm
491	Miła, wesoła, uprzejma	nice, cheerful, polite
492	Osoba jest nudna i wprowadza w przygnębienie	the person is boring and depressing
493	Dziwny, nieprzyjemna	strange, unpleasant
494	Wyluzowana, przyjazna, przyjaciel	chilled out, friendly, friend
495	Spokojna, opanowana, sympatyczna	calm, composed, nice
496	Przyjazna, uporządkowana ale zmęczona	friendly, orderly but tired
497	Osoba z obrzeży, uprzejma	a person from the outskirts, polite
498	Ambitny idealistyczny mężczyzna	an ambitious, idealistic man
499	Uprzejma, trochę bardziej wyluzowana od pierwszej osoby, wydaje się przyjazna	polite, a bit more laid back than the first person, seems friendly
500	młodszy niż poprzedni, raczej przyjazny	younger than the previous one, rather friendly
501	Osoba wydaje się być spokojna, nie jest spięta	the person seems calm, not tense
502	Poważna, ale wyluzowana, niezbyt zaciekawiona	serious but laid back, not very curious
503	ponura, dziwna koło 50,	gloomy, around 50,
504	Oficjalna, wypalona zawodowo, przemęczona	official, burnt out, overworked
505	Lepiej jesteśmy w stanie ją zrozumieć	we are better able to understand it
506	Wie o czym mówi	he knows what he's talking about
507	Neutralna, poukładana, spokojna	neutral, organized, calm
508	Ta osoba jest wyluzowana	this person is laid back
509	Chce zaznaczyć swoją pozycję, mówi wolno żeby odbiorca na pewno zrozumiał komunikat,	i want to emphasize my position, i speak slowly so that the recipient understands the message,
510	Robiąca rzeczy na szybko, lekko arogancka, lekko nudna	doing things quickly, slightly arrogant, slightly boring

511	arogancka	arrogant
512	Ponura, irytująca, nieprzyjemna	gloomy, irritating, unpleasant
513	Osoba publiczna kontaktowa	public contact person
514	Ma dobrą dykcję	he has good diction
515	Te samo co osoba 1	SAMe as person 1
516	Uprzejma, wychowana, kulturalna	polite, well-mannered, cultured
517	Stanowczy, wyraźny	firm, clear
518	wesoła normalna	cheerful normal
519	Neutralna	neutral
520	Mężczyzna w średnim wieku	middle-aged man
521	Nie wiem ponury spokojny my człowiek	i don't know, we are a gloomy, calm person
522	Grzeczna	well-behaved
523	Ma nieprzyjemny głos	he has an unpleasant voice
524	Pewny siebie, wyluzowany	confident, laid-back
525	.	.
526	Obrażony , groźny , nie przyjazny	offended, threatening, not friendly
527	konkretny, stanowczy, nieuprzejmy	specific, firm, rude
528	Osoba jest dziecinna, ale uprzejmą i wydaje się być dobrze wychowana.	the person is childish but polite and appears to be well-mannered.
529	Miła, przyjemna, spokojna	nice, pleasant, calm
530	wyrozumiały, przyjazny, opanowany	understanding, friendly, composed
531	Miła.	nice.
532	Spokojna osoba i raczej nudna	a quiet person and rather boring
533	milszy ton niż poprzednio	nicer tone than before
534	Męski głos, w średnim wieku	male voice, middle-aged
535	Nie podoba mi się jego szorstki głos, wydaje się miły i jednocześnie niegrzeczny	i don't like his rough voice, it seems nice and rude at the SAMe time
536	Czarnoskóry mężczyzna palący marihuane	a black man smoking marijuana
537	Nie mówi spokojnie, ale też nie mówi zbyt agresywnie, raczej brzmi neutralnie	he doesn't speak calmly, but he doesn't speak too aggressively either, he sounds rather neutral
538	Opanowana	cool
539	Znudzona	bored
540	Charyzmatyczny, dobrze nastawiony, miły	charismatic, good attitude, nice
541	uprzejmy, spokojny, mądry	polite, calm, wise
542	starsza pogodna spokojna	older, cheerful and calm
543
544	Irytująca, przytłaczająca, spokojna, dziwna	irritating, overwhelming, calm
545	Skupiony, pewny tego co mówi, profesjonalny	focused, confident in what he says, professional
546	miły, nie da sobie wejść na głowę, zabawny	nice, can't be fooled, funny
547	Spokojna, uprzejma, nie uporządkowana	calm, polite, not tidy
548	Miła Optymistyczna Zagaangażowana	nice optimistic, committed
549	spokojna/sympatyczna/wyluzowana	calm/friendly/laid back
550	Mówi wyraźnie i zrozumiale	speaks clearly and understandably
551	Angielski jest czymś pomiędzy brytyjskim a amerykańskim (wymowa)	English is somewhere between British and American (pronunciation)
552	Wydaje się entuzjastyczna i pozytywna	he seems enthusiastic and positive
553	.	.
554	dość wesoła osoba	quite a cheerful person
555	wyraźny i śmieszny głos	clear and funny voice
556	denerwujący głos	annoying voice
557	Raczej nieuprzejma, ale mówi wolno i wyraźnie.	rather rude, but speaks slowly and clearly.
558	Cierpliwa, miła, sympatyczna	patient, kind, sympathetic
559	przyjazna, całkiem dobrze się słucha, neutralna	friendly, listens quite well, neutral
560	Nudna, smutna, nieciekawa	boring, sad, uninteresting
561	Spokojny, stanowczy	calm, decisive
562	Sympatyczna, miła	nice, nice
563	Zaciągnie końcówkę wyrazów, donośny ton głosu, mowa nosowa	intense word endings, loud tone of voice, nasal speech
564	trochę irytująca, ciekawa, inna	a little irritating, interesting, different
565	Mówi wyraźniej niż pierwszą osobą.	speaks more clearly than the first person.
566	przyjazna, radosna, pełna energii	friendly, joyful, full of energy
567	Niechlujnie, szybka, brak skupienia	sloppy, fast, lack of focus
568	odpowiedzialna, miła, inteligentna	responsible, nice, intelligent
569	Nieprzyjemna, skrzypiący głos, wywyższają ca się	unpleasant, creaky voice, self-aggrandizing

570	Okej	okay
571	Niechlujny, nie zastanawia się nad tym co mówi, ma wywalone	sloppy, doesn't think about what he's saying, he doesn't care
572	Uważam, że głos osoby numer dwa jest znacząco podobny do osoby nr 1	i believe that person number two's voice is significantly similar to person number one
573	Miły Inteligentny Można na nim polegać	nice intelligent you can rely on him
574	Osoba ma bardzo wyraźny angielski akcent, zrozumienie jej jest łatwe i przyjemne w odbiorze	the person has a very clear English accent, understanding him is easy and pleasant
575	Takie 35 lat/ brzmi na śmieszka/	such 35 years / sounds funny /
576	Organizator, nieco zestresowany	organizer, a bit stressed
577	Mówi nie za dużo	he doesn't talk much
578	miły, trochę mówi jakby był z teksasu(cowboy)	nice, kind of talks like he's from Texas (cowboy)
579	Płynnie, bez zająknięcia, dziwnie	smoothly, without stutters, strangely
580	Zaangażowany wyluzowany spokojny	engaged, laid-back, calm
581	Pogodna, normalna, średnio zamożna	cheerful, normal, moderately wealthy
582	wyluzowana, zmęczona, niebogata	laid back, tired, not rich
583	Mówi z zaangażowaniem, a jednak wyczuwam w jego tonie nieprzyjemną ostrość	he speaks with commitment, and yet i sense an unpleasant sharpness in his tone
584	Osoba brzmi energicznie. Zdaje się, że odczuwa pozytywne emocje. Nie słyhać w jej głosie nadmiernej powagi.	the person sounds energetic. he seems to feel positive emotions. there is no excessive seriousness in her voice.
585	Spokojna miła	calm and nice
586	spokojna, miła, opanowana	calm, nice, composed
587	zabawna, miła, sympatyczna	funny, nice, likable
588	Spokojna Wyluzowana	calm and laid back
589	nw	idk
590	Osoba mówi mało interesująco	the person speaks uninterestingly
591	Spokojny	calm
592	miła, spokojna	nice, calm
593	Zmęczony praca i życiem	tired of work and life
594	Dziwna osoba	strange person
595	Energiczny, wesoły głos	energetic, cheerful voice
596	Uporządkowana spokojna	orderly and calm
597	Dziwna nieprawdziwa	strangely untrue
598	W średnim wieku, pogodny, z poczuciem humoru	middle-aged, cheerful, with a sense of humor
599	Jest to osoba w wieku 15-20 lat według mnie	this is a person aged 15-20 in my opinion
600	Ciekawy głos chociaż dziwny	interesting voice
601	Poważna, dokładna , neutralna	serious, precise, neutral
602	Wyluzowana, zwyczajna, po prostu przekazuje jakieś informacje	chilled out, casual, just passing on some information
603	Jest lepiej, może być, biedna i nudna	it's better, it can be, poor and boring
604	W średnim wieku, sympatyczny, uprzejmy	middle-aged, friendly, polite
605	nieprzyjemna, arogancka, energiczna	unpleasant, arrogant, energetic
606	Spokojna	calm
607	Spokojna troche nerwowa	calm, a little nervous
608	Fajna spokojna uczciwa	cool, calm and honest
609	student mówiący przez nos	student talking through his nose
610	student	student
611	sympatyczna, interesująca, arogancka	nice, interesting, arrogant
612	Przyjemny głos, miły, żywy głos nie przytłaczający	pleasant voice, nice lively voice not overwhelming
613	Przyjazny, uczciwy, dobry	friendly, honest, good
614	Nie wyraźna	not clear
615	Kaczor Donald	Donald Duck
616	Wyluzowana,normalna,spokojna	chilled, normal, calm
617	zadufany w sobie, nie miły, szybko podejmuje decyzje	self-confident, not nice, makes decisions quickly.
618	Śmieszna, pozytywna, miła	funny, positive, nice
619	Młody fajny git	cool young guy
620	Wyluzowana, spokojna	chilled out, calm
621	osoba zaciąga końcówki	the person tightens the ends
622	Wesoła, spokojna, odpowiedzialna	cheerful, calm, responsible
623	Niezbyt przyjemny do słuchania, jakby mówił przez nos	not very pleasant to listen to, as if he was talking through his nose
624	nudne, bez intonacji, normalne	boring, no intonation, normal

625	młody chłopak	young boy
626	wolno mówi nudna biedna	Slowly talking boring poor
627	spokojna, cicha	calm, quiet
628	bardzo ciekawie się wypowiada	he speaks very interestingly
629	osoba mówiąca z typowo amerykańskim akcentem, bez większych emocji	a person who speaks with a typical American accent, without much emotion
630	bardzo wyraźnie mówię ta osoba	i say this person very clearly
631	Wydaje się byc przemądrzały	he seems smart
632	Jest spokojna, wyluzowana i w miarę przyjazna	he is calm, laid back and quite friendly
633	zorganizowana osoba	organized person
634	Neutralna, bez większych emocji, bardziej pozytywna niż negatywna	neutral, without major emotions, more positive than negative
635	sztuczny	artificial
636	Brzmi jak przeciętna osoba	sounds like an average person
637	Normalna Wesoła	normal cheerful
638	Nudna Nie ciekawa Czemu ja to robię	boring not interesting why am i doing this?
639	Jest bardzo dykcyjna i uprzejmą z głosu. Głos ma lekko piskliwy przez co wydaje nam się miła i sympatyczna może tak jest ale jest też pochmurna. I ścisza swój głos na końcach wyrazów więc nie jest zbyt zachwycona rozmowa i chce ją jak najszybciej skończy	he is very articulate and polite in his voice. his voice is slightly high-pitched, which makes him seem nice and friendly, maybe he is, but he is also cloudy. and he lowers his voice at the ends of words, so he's not too thrilled with the conversation and wants to end it as soon as possible
640	Mówi przez nos, jakby była chora. Słyszac jak mówi, pieką mnie oczy. Sprawia wrażenie śliskiej osoby.	he talks through his nose as if he was sick. hearing him speak makes my eyes sting. gives the impression of a slippery person.
641	Domagająca się czegoś Mechaniczna Życzliwa	demanding something mechanical friendly
642	spokojna, cicha	calm, quiet
643	Jest zadaniowa, obowiązkowa, służbowa/profesjonalna	it is task-oriented, obligatory, official/professional
644	Żywa	alive
645	Wyluzowana otwarta fajna	laid back, open, cool
646	Powolna, skrupulatna, flegmatyczna	slow, meticulous, phlegmatic
647	Osoba młodsza, wyluzowana, na wpół znudzona.	a younger, laid-back, semi-bored person.
648	Męski głos, przyjemny, spokojny	a man's voice, pleasant, calm
649	Wymowa trudniejsza do zrozumienia niż u osoby nr1 mówi przez nos	the pronunciation is more difficult to understand than that of person 1, who speaks through his nose
650	Żywszy głos, trochę nosowo	a livelier voice, a bit nasal
651	Zabawny, otwarty, towarzyski	funny, open, sociable
652	Spokojna, nudna, stara	calm, boring, old
653	Niecierpliwa	impatient
654	Konkretna, zrównoważona	specific, balanced
655	profesjonalna, uprzejma, pewna siebie	professional, polite, confident
656	Szef, poważny, uporządkowany	boss, serious, orderly
657	Profesjonalny, towarzyski, rozmowny	professional, sociable, talkative
658	Lektor	lector
659	Postawny chłop	a good-looking guy
660	Osoba pewna siebie, wiedząca co mówi, konkretna	a confident person who knows what he is saying and is specific
661	Przyjemny, dojrzały, ciepły	pleasant, mature, warm
662	Pewna siebie, dziwna, konkretna	confident, strange, specific
663	Trochę wyraźniejsza niż poprzednia	a little clearer than the previous one
664	Tak samo jak poprzednia tylko trochę mniej znudzona i wyraźniejsza, bardziej zdecydowana, konkretna	the SAmE as the previous one, only a little less bored and clearer, more decisive and specific
665	Duży chłop	big guy
666	Takie samo jak poprzednio. Rzeczowa, punktualna, uporządkowana	SAmE as before. to the point, punctual, orderly
667	Opiekuńcza rozważna i uprzejma	caring, considerate and polite
668	Stanowczy, spokojny, szybki	firm, calm, quick
669	Neutralna ale chyba biedna	Neutral but probably poor
670	Dosadna, rozkazuje	blunt, he commands
671	Dorośli, poważny, donośny głos	adult, serious, loud voice
672	Szef firmy, stanowczy, uprzejmy	the boss of the company, firm and polite
673	Luźna, przyjazna, zakręcona	loose, friendly, crazy
674	wzbudza respekt	commands respect

675	brzmi tak samo jak poprzednia osoba	sounds the SAme as the previous person
676	nijaka, nerwowa	bland, nervous
677	nudna	boring

Summary in English

This study concentrates on the linguistic attitudes of Polish university students majoring in non-linguistic areas towards British and American accents. The aim of the study is to identify preferences within the cognitive, affective and conative framework of language attitudes. In addition, it explores the participants' experiences with foreign languages, focusing on English, including activities such as watching television habits (including streaming platforms), language learning, stays in English-speaking countries and other efforts to improve their English skills. A study combining a listening experiment and a survey was conducted to determine whether these experiences correlate with attitudes towards English accents, examining factors like accent use in textbooks and the respondents' interest in popular culture.

The respondents were tasked with assessing four English speakers, each representing a different variety of English: Standard British, Standard American, Regional British, and Regional American. The recording of four samples was prepared, employing a mixed-method approach of verbal and matched-guise technique: it employed three speakers of whom one guised two accents. The data was collected for the study with a questionnaire. The questionnaire served the dual purpose of gathering information regarding the respondents' demographic information and experiences with English, as well as of collecting the attitudinal responses in the context of the blended approach mixed-guise experiment. The data was analyzed quantitatively and qualitatively, including sentiment analysis.

Thanks to the findings of this study, it is possible to present the contemporary sociolinguistic status of the English language in Poland. English emerges as the most popular foreign language in Poland, with moderate satisfaction with proficiency levels. Television shows featuring American accents are favoured, contrasting with the prevalence of Standard British English in the textbooks and the recordings which accompany them used in education.

The Standard British English speaker is generally perceived as polite, wealthy, calm, and educated. However, the Regional British English speaker is viewed as less trustworthy and tidy, yet still likeable. The Regional American English speaker is commonly associated with cheerfulness. In contrast, Standard American English is characterized by perceptions of impoliteness, unfriendliness, lack of cheerfulness and overall unlikability. Furthermore, the sentiment analysis of comments highlights a contrast between the more positive perception of

Standard British English and the more negative sentiment directed towards Regional British English.

The study also highlights discrepancies between implicit and explicit attitudes. While the participants favour Standard British English when presented without contextual cues, they explicitly express a preference for American accents, possibly influenced by the exposure to American culture.

It is crucial to emphasize that the differences in the perception of speakers are often minor. Due to this fact, it is also possible that some of the Polish learners of English might be unaware of the distinctions between various English accents or find the variances between British and American accents too subtle to discern while listening to audio material.

Furthermore, the research underscores the significant role of formal education in shaping language attitudes. Despite the exposure to American culture, the textbook accent exposure aligns with the preferences towards British English, which suggests a lasting impact of educational contexts on language preferences.

Future research could explore longitudinal shifts in attitudes, considering evolving cultural influences and the adaptability of language preferences over time as well as the evolving sociolinguistic situation of English in Poland.

Streszczenie

Niniejsza rozprawa ma na celu zbadanie postaw językowych studentów polskich uczelni, którzy specjalizują się w dziedzinach niezwiązanych z lingwistyką, wobec brytyjskich i amerykańskich akcentów języka angielskiego. Celem przeprowadzonych badań było zidentyfikowanie preferencji akcentów w ramach kognitywnej, afektywnej i konatywnej struktury postawy językowej. Dodatkowo, badanie miało na celu zbadanie doświadczeń uczestników z językami obcymi, ze szczególnym uwzględnieniem języka angielskiego, w tym aktywności takich jak oglądanie telewizji (w tym platform streamingowych), nauka języków obcych, pobyty w krajach anglojęzycznych oraz inne wysiłki zmierzające do poprawy umiejętności języka angielskiego. Badanie miało na celu ustalenie, czy te doświadczenia korelują z postawami wobec akcentów języka angielskiego, przy uwzględnieniu czynników takich jak używanie akcentu w podręcznikach i zainteresowanie kulturą popularną.

Respondenci mieli za zadanie ocenić cztery osoby mówiące w języku angielskim, z których każda reprezentowała odrębne akcenty języka angielskiego: standardowy brytyjski, standardowy amerykański, regionalny brytyjski i regionalny amerykański. Nagrania czterech próbek zostały starannie przygotowane przy wykorzystaniu zróżnicowanego podejścia metodologicznego: techniki werbalnej (verbal-guise) i techniki maskowania (matched-guise). Dane do badania zebrano za pomocą kwestionariuszy. Badanie ankietowe służyło podwójnemu celowi: zbieraniu informacji dotyczących danych demograficznych respondentów i ich doświadczeń z językiem angielskim oraz odpowiedzi dotyczących postaw językowych. Dane były analizowane pod kątem ilościowym, jak i jakościowym, z uwzględnieniem analizy sentymentu.

Wyniki tego badania umożliwiają nakreślenie współczesnego socjolingwistycznego statusu języka angielskiego w Polsce. Angielski wyłania się jako najpopularniejszy język obcy w Polsce, z umiarkowanym zadowoleniem z poziomu jego biegłości wyrażonym przez użytkowników. Respondenci preferują programy telewizyjne z amerykańskimi akcentami, zaś w podręcznikach do nauki angielskiego w nagraniach audio i video przoduje odmiana standardowego brytyjskiego angielskiego.

Podczas gdy użytkownik standardowego brytyjskiego angielskiego jest postrzegany jako uprzejmy, bogaty, spokojny i wykształcony, osoba posługująca się regionalnym brytyjskim akcentem jest postrzegana jako mniej godna zaufania i mniej schludna w porównaniu z pozostałymi osobami, ale nadal sympatyczna. Użytkownik regionalnego amerykańskiego

angielskiego kojarzony jest z osobą radosną. Jednakże, użytkownik standardowego amerykańskiego akcentu jest odbierany jako nieuprzejmy, niemile widziany, pozbawiony radości oraz ogólnie niezbyt lubiany. Dodatkowo, analiza sentymentu komentarzy wskazuje na kontrast między bardziej pozytywną percepcją standardowego brytyjskiego angielskiego a bardziej negatywnym sentymentem wobec regionalnego brytyjskiego angielskiego.

Badanie również pozwala zauważyć rozbieżności między postawami implikowanymi a deklarowanymi. Podczas gdy uczestnicy preferują standardowy brytyjski angielski, gdy prezentowany jest wyłącznie materiał dźwiękowy, zapytani o to wprost, wyrażają preferencję dla akcentów amerykańskich, być może pod wpływem ekspozycji na kulturę amerykańską.

Należy jednak podkreślić, że niektórzy polscy użytkownicy języka angielskiego mogą nie zdawać sobie sprawy z różnic między akcentami angielskimi albo różnice między brytyjskimi a amerykańskimi akcentami są dla nich zbyt subtelne podczas słuchania materiałów audio.

Badanie wyraźnie wskazuje na znaczącą rolę edukacji formalnej w kształtowaniu postaw językowych. Pomimo ekspozycji na kulturę amerykańską, preferencje w kierunku brytyjskiego angielskiego są zgodne z ekspozycją na akcenty brytyjskie w podręcznikach, co sugeruje trwały wpływ kontekstów edukacyjnych na preferencje językowe.

Przyszłe badania mogłyby dotyczyć długotrwałych zmian w postawach, uwzględniając ewoluujące wpływy kulturowe i zmiany w preferencjach językowych w czasie oraz zmieniające się role języka angielskiego w Polsce.

OŚWIADCZENIA

Ja, niżej podpisana oświadczam, iż przedłożona praca doktorska została wykonana przeze mnie samodzielnie, nie narusza praw autorskich, interesów prawnych i materialnych innych osób.

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własnoręczny podpis

Oświadczam, że wersja papierowa pracy doktorskiej pt. Attitudes of Polish speakers of English towards British and American English accents (Postawy polskich użytkowników angielszczyzny wobec brytyjskich i amerykańskich akcentów tego języka) zgodna jest z wersją elektroniczną załączoną na płycie CD, zapisaną w formacie Microsoft Word (.DOC) i Adobe Acrobat (.PDF).

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