

ZDENA KRALOVA

*Constantine the Philosopher University in Nitra  
Tomas Bata University in Zlin*

KATARINA NEMCOKOVA

*Tomas Bata University in Zlin*

KARLA HRBACKOVA

*Tomas Bata University in Zlin*

SAMUEL KRAL

*Trnava University*

## Identification and evaluation of English accents by listeners with related native languages

**ABSTRACT.** This study explores the identification and evaluation of English accents by non-native English speakers, specifically Czech and Slovak undergraduate students majoring in English as a Foreign Language (EFL). The research aims to determine how these students perceive and rate ten English accents, including native and non-native varieties. Using questionnaires, the study examines the correlation between the ability to identify the speakers' native language and the evaluation of their English pronunciation quality. The findings reveal that Czech and Slovak students generally share similar evaluations of English accents, with significant differences primarily in identifying and evaluating accents related to their native languages. This research contributes to understanding how related linguistic backgrounds influence the perception and judgment of English accents, providing insights for language teaching and accent training in EFL contexts.

**KEYWORDS:** English accents, EFL teaching, accent identification, pronunciation evaluation, non-native speakers.

### 1. INTRODUCTION

Many distinct variants of English have emerged across time and space as a result of the English language spread (e.g., Graddol 1997; Kirkpatrick 2007; Smith 2012). Over the last few decades, the number of non-native English speakers (NNS) has significantly surpassed that of native English speakers (NS) (Kachru

1986). Speaking English as a foreign language has become more common than speaking English as a first language these days (Crystal 2008; McKay 2002).

Earlier studies have proved that non-native English varieties are frequently considered less prestigious and even slightly inferior, whereas native English varieties like General American and British English, are typically recognized as prestigious (e.g., Cargile 1997; Chien 2018; Ryan & Carranza 1975). However, increasing legitimation and changing attitudes towards non-native English varieties have been noted to occur concurrently with their growth (e.g., Jenkins 2006; Kachru 1997; Tsurutani 2012).

It has long been believed by academics and laypeople alike that non-native speech is more difficult to understand than native speech, and research has indicated that listening to speech with an unusual accent causes listeners to exert more effort (Porretta & Tucker 2019; Van Engen & Peelle 2014). Nonetheless, it is a variety of characteristics, not only talker or accent familiarity, that influence how speech is perceived (Weissler et al. 2023). Communication success with non-native accented speech may also depend on the listener's expectations, experience, language background, social prejudices, cognitive ability, and motivation (Baese-Berk et al. 2020).

As many scholars have noted, assessments of language varieties are not necessarily assessments of the language itself, but rather of the groups that speak them (Lippi-Green 1997). Views regarding the ethnicity of a speaker have been sufficient to cause the speaker to be classified as non-native and even to result in reduced understanding rates (Rubin 1992). Folk perceptions of native and non-native English are examined in the current study applying the methodology of perceptual dialectology (Lindemann 2005), which examines multiple individual responses to determine the level of agreement in the reactions to language varieties.

## 2. LITERATURE REVIEW

The way speech is perceived may be influenced by many factors, both internal and external to the speaker and the listener. L1 is one of the primary variables that predict the listener's perception and attitude towards accented speech (Beinhoff 2013), given that speech comprehension is optimized for the native language of the listener (Cutler 2012). If the listener's accent deviates from their perception, their evaluation of the speaker may be less favorable (Beinhoff 2013; Bent & Bradlow 2003).

Previous research has demonstrated the "interlanguage speech intelligibility benefit" – the ability of non-native listeners to transcribe the speech of people

with similar linguistic backgrounds accurately (Bent & Bradlow 2003). Language background can also influence other evaluations of non-native speech, ranging from solidarity ratings (Brennan & Brennan 1981) to ratings of unpleasantness (Fayer & Krasinski 1987). In addition to language background and familiarity with a non-native accent, social attitudes toward speakers are frequent predictors of listeners' accentedness ratings (Lindemann 2002).

Listeners rely on the accent to identify the speaker's origin, as stated by Wright (1996). Some studies have attempted to examine how accurately listeners can identify the origins of different English accents. It is important to find out whether listeners judge individual varieties of English based on their supposed identification of the speaker's origin as this often causes stereotypical judgments (Preston 2004).

The argument is backed by the idea that a speaker's accent can elicit favorable or unfavorable attitudes based on contextual factors like nationality or ethnicity, which can influence the speaker's discourse evaluation (e.g., Chien 2018; Edwards 1999; Rubin 1992). Therefore, scientists have focused on verifying the correlation between knowing where speakers come from and evaluating their speech. Different connections between listeners' ability to identify the origins of various English speakers and their assessments.

The first main finding indicates that correctly identifying the speaker's origin has a beneficial effect on listeners' perceptions of the way they speak English (e.g., McKenzie 2008). Yook and Lindemann (2013) also found a connection between accurately recognizing the speaker's origin and evaluation. Research by Zhang (2010) shows that positive ratings of English speech sometimes remain even when the rater incorrectly assigns the speaker's ethnicity. Both native speakers (e.g., Lindemann 2003) and non-native speakers (e.g., Ladegaard 1998) were subjects of studies that illustrated the association between misidentifying the speaker and negative evaluation of English utterances.

In contrast, several studies (e.g., Ladegaard 1998; Lindemann 2003) demonstrated a weak connection between identifying a speaker's background and speech judgments. This suggests that stereotypical responses to different varieties of English may be influenced by subconscious opinions, regardless of knowing the geographical affiliation of a particular variety (Ladegaard 1998).

Early research on accent perception has focused on the evaluation of non-native speech by native listeners (Cunningham-Andersson & Engstrand 1989). Later, studies appeared that dealt with non-natives' attitudes toward non-native accents (e.g., Chiba et al. 1995), and few have compared the attitudes of natives and non-natives to examine any similarities and differences that might exist between the two groups (McKenzie 2008; Zhang 2010; Yook & Lindemann 2013). To the best of the authors' knowledge, there has yet been no comparison of ge-

neologically and typologically related L1 listeners' judgments of both native and non-native English accents, which is addressed in the present study.

### 3. METHODOLOGY

#### 3.1. Objectives

The aim of the study was to detect a possible relationship between accent identification and evaluation of native and non-native English accents by speakers of different yet related L1 languages. The study's primary research question was: How do different but related L1 listeners' identification and evaluation of English accents correlate?

To obtain the data for the study, non-native undergraduate students of EFL were asked to volunteer to complete a questionnaire that surveyed their verdicts on various English accents. The questionnaire consisted of two parts since the research question contained two components – accent identification and evaluation. First, the study sought to find what L1 the listeners think each speaker has. Second, the study sought to understand how NNSs rate the quality of NS and NNS' English pronunciation.

#### *Research Hypotheses*

Based on the information discussed in the previous sections, the following hypotheses were formulated:

**H1:** Listeners with related native languages identify the native language of speakers similarly.

**H2:** Listeners with related native languages judge native and non-native accents of English similarly.

**H3:** Listeners' identification of speakers' origins correlates with their evaluations of accents.

#### 3.2. Sample

Participant listeners were non-native English-speaking first-year university students majoring in EFL, with Czech (114 listeners) and Slovak (86 listeners) being their native languages. Respondents were informed that the study would be conducted anonymously. All of them gave their written consent to participate in the research.

The Slovak and Czech languages belong to the West Slavic languages. They are genetically and typologically very close; their closeness and “brotherly” relationship during the common state of Czechs and Slovaks (1918–1993) led to present-day extensive passive bilingualism. Similarities between the two languages are numerous: Slovak and Czech both use Latin script, display striking parallels in their grammatical systems, share similar vowel and consonant pronunciations, and a considerable portion of their vocabularies. For example, of the 500 most frequent lexemes, 230 (46%) are completely identical and 154 (30.8%) are partially identical (Sokolova 1991).

Before listening to the stimuli, Czech and Slovak students were informed about the number of speakers and approximate length of recordings, and they learned that the speakers would be from various parts of the world, both of native and non-native status. The listeners also obtained the information that all speakers would be reading the same text, and they received a printed transcript of the recording before listening. The listeners were also ensured that the speakers’ linguistic identities would be disclosed after finishing the experiment.

The material used for recorded speech stimuli was obtained from IDEA (2024). To minimize potential extraneous factors amongst the selected speakers, several other factors were controlled. The speakers shared several variables: age (19–23), university students (not majoring in English), and no long-term experience in an English-speaking environment in the case of NNS. The speakers (4 females and 6 males) were from a variety of first language backgrounds: 1. British English, 2. American English, 3. Czech, 4. Slovak, 5. Japanese, 6. Finnish, 7. Chinese, 8. Swahili, 9. Arabic, and 10. Australian English, presented to listeners in that order. British and American English are commonly taught at Slovak and Czech schools and were included as an initial control for speech sample quality. The questionnaires, which the listeners completed for each speaker after listening, took an average of forty minutes for listeners to complete.

The speech sample stimuli were comprised of ten speakers reading the story *Comma Gets a Cure* (Honorof et al. 2000), focusing the listeners specifically on accent and avoiding the possible problems in comprehension. Although McKenzie (2010) highlighted the benefits of using spontaneous speech recordings as auditory stimuli, for this research, a scripted passage was selected to eliminate the influence of other lexical and grammatical variations (Martens 2020). The selected stimulus had neutral content and was distinguished by its simple language structure.

### 3.3. Instruments

#### *L1 Identification*

In the first part, listeners reported their opinions on the speakers' native language (L1). The responses identifying the country or geographical region of the supposed speaker's origin were also accepted (e.g., Japan instead of Japanese). The design of the survey made it possible to study the ability of Czech and Slovak students to recognize the origin of speakers based on their audio recordings.

The answers were coded on a 3-point descending scale: 2 – correct identification, 1 – close identification (correctly approximated region/area/continent but not exactly the native language, e.g., Scandinavia instead of Finnish, or Asia instead of Japanese), and 0 – incorrect identification.

#### *Pronunciation Evaluation*

In the second part of the survey, listeners rated the speakers' English pronunciation in general (in the Results section referred to as MARK), using the equal-appearing interval 5-point Likert scale commonly used in European education (1 – excellent; 2 – very good; 3 – quite good; 4 – not very good; 5 – poor).

### 3.4. Data analysis

The survey generated a lot of data from both groups of listeners. The questionnaire responses were quantitative and required the following statistical techniques. The t-test was used to verify the first and the second hypotheses and Multivariate Analysis of Variance (MANOVA) was used to verify the third hypothesis. Further, the Pearson correlation coefficient was used to express the correlation between the variables L1 and MARK, and the chi-square test was applied to detect the differences between the Czech and Slovak listeners' evaluations of each speaker.

## 4. RESULTS

The data collected from 200 participants ( $N = 200$ ) showed a wide range of correct cases of accent identification: the minimum score of L1 was 1, which means that the listener with that score approximately identified only one of the possible ten accents (the region was identified correctly but the specific identification was not stated) while other nine accents were identified incorrectly or not at all. The maximum L1 score was 18, which means the listener with that

score identified nine accents correctly and one incorrectly or not at all, or eight accents were identified correctly and two with sufficient approximation. The average L1 grade was 7.77, which corresponds to roughly the listener’s four correct identifications and six incorrect/none or eight approximate and two missing, or a proportionate combination of the two. The average L1 grade is of a middle value within the given interval.

In terms of accent evaluation, the range of MARK grades was smaller among the listeners. The best-grading listener averaged a MARK of 1.6, which would equal six accents graded ‘excellent’ (1), two accents graded ‘very good’ (2), and two accents graded ‘quite good’ (3). The most critical listener averaged the MARK of 3.33, which translates to, for example, three accents graded ‘excellent’ (1), four accents graded ‘quite good’ (3), two accents with ‘not very good’ score (4) and two grades of ‘poor’ (5). The average MARK among the 200 listeners, each evaluating ten accents, is 2.39, which, similarly to the L1 grade, was almost in the middle of the grading interval. Table 1 shows the descriptive data for the two variables analyzed (L1 and MARK).

**Table 1.** Descriptive statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
<b>L1</b>	200	1	18	7.77	2.478
<b>MARK</b>	200	1.60	3.33	2.3930	.38061
<b>Valid N (listwise)</b>	200	-	-	-	-

Source: current study.

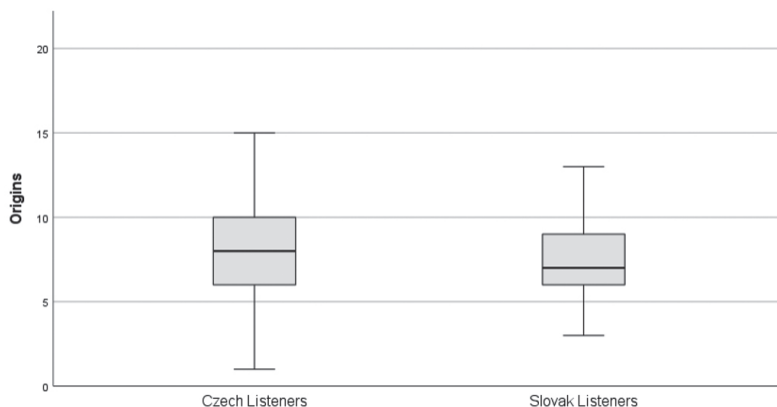
### *L1 Identification*

The t-test revealed that both groups (Czech and Slovak listeners) identified the native language of the speakers with similar success rates ( $t = 1.200; p = 0.232$ ) (Table 2, Figure 1). In terms of the comparison between the two groups, Czech listeners were marginally more successful in the L1 identification overall. All the listeners were most successful in identifying British and American English, and the most difficulty in identifying the Arabic speaker.

**Table 2.** L1 identification by Czech and Slovak listeners

	Listeners	N	Mean	Std. Deviation	Std. Error Mean
<b>L1</b>	Czech	114	7.95	2.664	.249
	Slovak	86	7.52	2.200	.237

Source: current study.



**Figure 1.** L1 identification by Czech and Slovak listeners

Source: current study.

The significant differences between Czech and Slovak listeners in the identification of speakers' native language were found only in the case of the Czech speaker identification. Czech listeners identified the Czech speaker significantly better than Slovak listeners ( $p < 0.001$ ) (Table 3). Out of 200 listeners, 37 did not identify the Czech speaker at all, with almost double the number of Slovaks (24 listeners) failing in the identification as compared to the Czechs (13 listeners). Almost one-half of all the Slovak listeners (41 out of 86) identified the approximate region or language family in the case of the Czech speaker. On the other hand, over 75% of all Czech listeners identified the Czech speaker precisely, with only 17% of Slovaks succeeding in the Czech speaker's precise identification.

**Table 3.** L1 identification of the Czech speaker

Crosstabulation			Listeners		Total
			Czech	Slovak	
Czech_L1	0	Count	13	24	37
		Expected Count	21.1	15.9	37.0
	1	Count	7	41	48
		Expected Count	27.4	20.6	48.0
	2	Count	86	15	101
		Expected Count	57.6	43.4	101.0
Total		Count	106	80	186
		Expected Count	106.0	80.0	186.0



Chi-Square Tests		Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square		75.097 <sup>a</sup>	2	<.001
Likelihood Ratio		81.487	2	<.001
Linear-by-Linear Association		46.681	1	<.001
N of Valid Cases		186	-	-
Symmetric Measures		Value	Approximate Significance	
Nominal by Nominal	Phi	.635	<.001	
	Cramer's V	.635	<.001	
N of Valid Cases		186	-	

a. 0 cells (.0%) have an expected count of less than 5. The minimum expected count is 15.91.

Source: current study.

### Pronunciation Evaluation

The best rating by all the listeners, irrespective of their native language, was given to the American English speaker (MARK = 1.11) and the worst to the Japanese speaker (MARK = 4.41) (Table 4). Among all the listeners, the best mark assigned to the American speaker was 1 ('excellent') and the worst was 3 ('quite good'). The best mark for the Japanese speaker was 3 ('quite good') and the worst was 5 ('poor').

Table 4. Pronunciation evaluation by all the listeners

MARK	N		Mean	Std. Deviation	Minimum	Maximum
	Valid	Missing				
British	200	0	1.46	.701	1	5
American	200	0	1.11	.329	1	3
Czech	198	2	2.69	.748	1	5
Slovak	198	2	2.69	.788	1	5
Japanese	200	0	4.41	.602	3	5
Finnish	198	2	1.28	.482	1	3
Chinese	196	4	3.64	.742	2	5
African	196	4	2.99	.694	1	5
Arabic	195	5	2.26	.655	1	4
Australian	193	7	1.40	.579	1	4

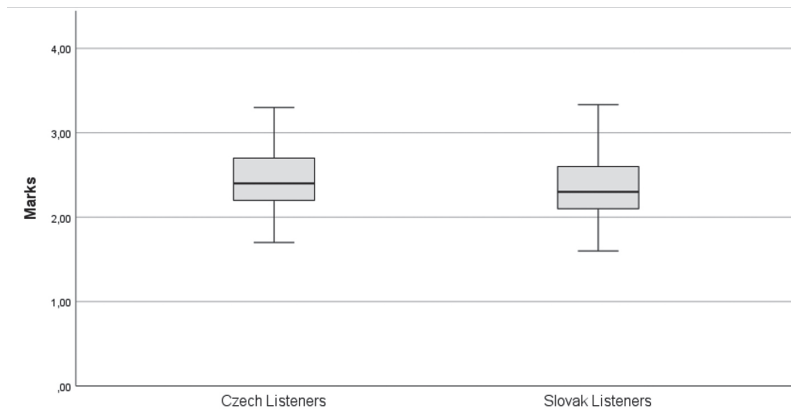
Source: current study.

The t-test revealed that Czech and Slovak listeners rated speakers' pronunciation similarly ( $t = 1.462$ ;  $p = 0.145$ ) (Table 5, Figure 2), with Slovak listeners grading marginally better.

**Table 5.** Pronunciation evaluation by Czech and Slovak listeners

MARK	Listeners	N	Mean	Std. Deviation	Std. Error Mean
	Czech	114	2.4271	.37292	.03493
	Slovak	86	2.3478	.38814	.04185

Source: current study.

**Figure 2.** Pronunciation evaluation by Czech and Slovak listeners

Source: current study.

Significant differences between Czech and Slovak listeners in pronunciation evaluation were detected in the case of the Czech, Slovak, and Chinese speakers. Czech listeners rated the Czech speaker lower than Slovak listeners ( $t = 2.896$ ;  $p = 0.004$ ) (Table 6).

**Table 6.** Pronunciation evaluation of the Czech speaker

Group Statistics					
MARK	Listeners	N	Mean	Std. Deviation	Std. Error Mean
Czech	Czech	113	2.82	.735	.069
	Slovak	85	2.52	.734	.080
Independent Samples Effect Sizes <sup>1</sup>		Standardizer <sup>2</sup>	Point Estimate	95% Confidence Interval	
Czech	Cohen's d	.734	.416	.131	.700
	Hedges' correction	.737	.414	.130	.697
	Glass's delta	.734	.416	.127	.703

Source: current study.

Similar to the lower grades assigned to the Czech speaker by Czech listeners, they were also more critical of the Slovak speaker and evaluated them worse than Slovak listeners ( $t = 2.113$ ;  $p = 0.036$ ) (Table 7). However, the difference between the mean value of Czech and Slovak listeners evaluating the Slovak speaker was not so high as in evaluating the Czech speaker.

**Table 7.** Pronunciation evaluation of the Slovak speaker

Group Statistics					
MARK	Listeners	N	Mean	Std. Deviation	Std. Error Mean
Slovak	Czech	112	2.79	.850	.080
	Slovak	86	2.56	.679	.073
Independent Samples Effect Sizes <sup>1</sup>		Standardizer <sup>2</sup>	Point Estimate	95% Confidence Interval	
				Lower	Upper
Slovak	Cohen's d	.781	.303	.020	.585
	Hedges' correction	.784	.302	.020	.583
	Glass's delta	.679	.348	.061	.633

Source: current study.

Czech listeners were also stricter than Slovak listeners in evaluating the Chinese speaker ( $t = 2.761$ ;  $p = 0.003$ ) (Table 8).

**Table 8.** Pronunciation evaluation of the Chinese speaker

Group Statistics					
MARK	Listeners	N	Mean	Std. Deviation	Std. Error Mean
Chinese	Czech	113	3.76	.794	.075
	Slovak	83	3.47	.631	.069
Independent Samples Effect Sizes <sup>1</sup>		Standardizer <sup>2</sup>	Point Estimate	95% Confidence Interval	
				Lower	Upper
Chinese	Cohen's d	.729	.399	.113	.685
	Hedges' correction	.732	.398	.112	.682
	Glass's delta	.631	.461	.168	.752

Explanation:

<sup>1</sup>Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

<sup>2</sup>The denominator used in estimating the effect sizes.

Source: current study.

### *The Relationship of L1 Identification and Pronunciation Evaluation*

There was a weak correlation between L1 identification and pronunciation evaluation ( $r = -0.143$ ;  $p = 0.043$ ), meaning that the better the listeners identified the speakers' L1, the better they rated their pronunciation (Table 9).

**Table 9.** The correlation between pronunciation evaluation and origin identification

Correlation		Origins	Marks
Origins	Pearson Correlation	1	-.143*
	Sig. (2-tailed)	-	.043
	N	200	200
Marks	Pearson Correlation	-.143*	1
	Sig. (2-tailed)	.043	-
	N	200	200

\*Correlation is significant at the 0.05 level (2-tailed).

Source: current study.

No significant influence was found of listeners' native languages (Czech or Slovak) on the combination of both pronunciation evaluation and L1 identification ( $F(2.197) = 2.096$ ,  $p = 0.126$ ; Wilks' lambda = 0.979). No significant effect of the listener's native language was identified solely for pronunciation evaluation ( $F(1.198) = 2.137$ ;  $p = 0.145$ ). A significant effect of the listener's native language was detected only for L1 identification ( $F(1.198) = 1.439$ ;  $p = 0.232$ ) (Table 10).

**Table 10.** The effect of listeners' native language on pronunciation evaluation and L1 identification

Descriptive Statistics				
Variable	Listeners	Mean	Std. Deviation	N
L1	Czech	7.95	2.664	114
	Slovak	7.52	2.200	86
	Total	7.77	2.478	200
Mark	Czech	2.4271	.37292	114
	Slovak	2.3478	.38814	86
	Total	2.3930	.38061	200

Multivariate Tests <sup>1</sup>							
	Effect	Value	F <sup>2</sup>	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.983	5531.668	2.000	197.000	<.001	.983
	Wilks' Lambda	.017	5531.668	2.000	197.000	<.001	.983
	Hotelling's Trace	56.159	5531.668	2.000	197.000	<.001	.983
	Roy's Largest Root	56.159	5531.668	2.000	197.000	<.001	.983
Origin	Pillai's Trace	.021	2.096	2.000	197.000	.126	.021
	Wilks' Lambda	.979	2.096	2.000	197.000	.126	.021
	Hotelling's Trace	.021	2.096	2.000	197.000	.126	.021
	Roy's Largest Root	.021	2.096	2.000	197.000	.126	.021

Legend:

<sup>1</sup> Design: Intercept + Origin

<sup>2</sup> Exact statistic

Source: current study.

## 5. DISCUSSION

The relationship between the listener's identification of an English speaker's native language and their evaluation of the speaker's English output has been widely studied and various factors influencing the outcomes have been described in the literature. Nevertheless, the situation when the speakers' native languages are identified and spoken outputs evaluated by two groups of listeners with different but closely related native languages has, to the best of our knowledge, not been a subject of any studies.

This study claims that differences in identification and evaluation of English-spoken output by the two groups of listeners with Czech and Slovak native languages exist, but they are, expectedly, not overwhelming. The expectedness is based on the fact that the two languages and the two nations using them are historically, geographically, and culturally close. Despite three decades of independent development in two separate nation-states, the relationship between the two nations is marked by proximity in many aspects, underlined by the mutual legislative status of the other language understandability in each state.

Based on the existing knowledge, it is suggested that the positive or negative perception of a specific English dialect is likely to be influenced by the supposed origin of the speakers (e.g., Callan et al. 1983; Chien 2018; McKenzie 2008; Preston 2010). As a result, the identification success of various English speakers' mother tongues by Czech and Slovak students would enhance the credibility of their further evaluations of English varieties.

In the study, three hypotheses addressing the issues of identification and evaluation of speakers' English output were formulated and tested. The first hypothesis (H1) states: *Listeners with related native languages identify the native language of speakers similarly*. Based on the results, the hypothesis is confirmed. No significant difference was found between how successfully Czech and Slovak listeners identify the native language of ten different speakers of English.

The noteworthy detail, however, seems to be in the difference between the Czech speaker's identification by Czech and Slovak listeners, and the Slovak speaker's identification by Slovak listeners. Despite the similarities between the Czech and Slovak languages, the Slovak listeners achieved much lower scores in the precise identification of the Czech speaker. In most cases, they (mis)identified the Czech speaker as a Slovak one. This stands in contrast with the Slovak speakers' identification of the Slovak speaker, which does not show such a discrepancy. It seems natural that Czech listeners were able to pinpoint a fellow speaker with high precision. However, why Slovak listeners were less successful in identifying their fellow speakers and why so many lacked precision in identifying the Czech speaker remains a suggestion for future research.

Concerning speakers evaluated by lower grades (e.g., Japanese and Chinese), both groups of listeners frequently (mis)identified them as French or Indian; Slovak listeners also frequently misidentified the Japanese speaker as Russian. Both groups were similarly mistaken with the Finnish speaker, who was most frequently (mis)identified as American and graded by the 'very good' score, which suggests the listeners acknowledged native-like pronunciation but they were aware of the actual non-native background of the speaker.

The second hypothesis (H2) states: *Listeners with related native languages judge native and non-native accents of English similarly*. Like H1, this hypothesis is also confirmed by the results – both groups of listeners evaluated the ten English speakers with similar grades. The notable difference in evaluations lies in stricter evaluations of Czech, Slovak, and Chinese speakers by the Czech listeners. Again, the reasons behind such an outcome remain unclear.

The third hypothesis (H3) says that *Listeners' identification of speakers' origins correlates with their evaluations of accents*. The hypothesis is also confirmed, albeit the correlation is very weak. The origin of the listeners seems to influence the identification rather than the evaluation of the speakers. However, the identification and evaluation of the speakers by the Czech and Slovak listeners differ in case they identify and evaluate their fellows.

In general, the results show that Czech and Slovak students mostly share similar assessments of different varieties of English. These results add to the understanding of the parallels and distinctions between the attitudes towards English varieties in the globalized world with a growing presence of non-native

English speakers. Further research could provide more insights into the reasons behind the reactions of listeners to various varieties, the specific characteristics of varieties that are important to them and the reasons for their significance, and the extent to which such beliefs are commonly held (Sykes 2010).

## 6. CONCLUSIONS

Studying language attitudes is crucial for understanding interpersonal communication, as many non-native speakers interact with native speakers in social and economic contexts that greatly impact people's well-being. It is therefore important to be aware of how individuals view both native and non-native accents (Barona 2008). Perception of a non-native accent can have negative consequences on listener evaluations of a speaker's competence, likeability, and believability (Gluszek & Dovidio 2010). It is possible to evaluate how native and non-native varieties of English are identified and evaluated by the confrontation of two close language contexts. It would be useful – especially for language teachers and practitioners – to have more detailed information on what influences the perceived accentedness and intelligibility in non-native accents.

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### Identyfikacja i ocena angielskich akcentów przez słuchaczy posługujących się pokrewnymi językami ojczystymi

ABSTRAKT. Niniejsze badanie dotyczy identyfikacji i oceny akcentów angielskich przez osoby niebędące rodzimymi użytkownikami języka angielskiego, w szczególności czeskich i słowackich

studentów studiów licencjackich na kierunku język angielski jako język obcy (EFL). Badanie ma na celu określenie, w jaki sposób studenci ci postrzegają i oceniają dziesięć różnych akcentów angielskich, w tym zarówno rodzimych, jak i nierodzimych odmian. Za pomocą kwestionariuszy zbadano korelację między zdolnością do identyfikacji języka ojczystego mówców a oceną jakości ich wymowy angielskiej. Wyniki pokazują, że czescy i słowaccy studenci generalnie podobnie oceniają angielskie akcenty, a znaczące różnice występują przede wszystkim w identyfikacji i ocenie akcentów związanych z ich językami ojczystymi. Badanie to przyczynia się do zrozumienia, w jaki sposób pokrewne pochodzenie językowe wpływa na postrzeganie i ocenę akcentów angielskich, zapewniając wgląd w nauczanie języków obcych i trening akcentu w kontekście EFL.

SŁOWA KLUCZOWE: akcenty angielskie, nauczanie języka angielskiego jako obcego, identyfikacja akcentu, ocena wymowy, osoby niebędące rodzimymi użytkownikami języka.

#### ZDENA KRALOVA

Constantine the Philosopher University in Nitra (Slovakia)

Tomas Bata University in Zlin (Czechia)

zkralova@ukf.sk

<https://orcid.org/0000-0001-6900-9992>

#### KATARINA NEMCOKOVA

Tomas Bata University in Zlin (Czechia)

nemcokova@utb.cz

<https://orcid.org/0000-0003-1393-4745>

#### KARLA HRBACKOVA

Tomas Bata University in Zlin (Czechia)

hrbackova@utb.cz

<https://orcid.org/0000-0001-8192-7235>

#### SAMUEL KRAL

Trnava University (Slovakia)

samuel.kral@tvu.sk

<https://orcid.org/0009-0002-9074-8735>