

TALK GEORDIE TO ME: AN INVESTIGATION INTO IMPLICIT AND EXPLICIT LANGUAGE ATTITUDES TOWARDS TYNESIDE ENGLISH IN THE UK

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Abstract: This study explores implicit and explicit language attitudes towards Tyneside English (TE) in the UK as well as the impacts of these attitudes on dialect-speakers in the form of linguistic discrimination. Data was collected in two parts: (1) a questionnaire to gather explicit attitude data and discrimination information ($n = 328$), and (2) an online IAT to gather implicit attitude data ($n = 25$). Data was analysed using both a paired t-test and two-way mixed ANOVAs, and a divergence between implicit and explicit attitudes was ultimately found. Participants held an implicit bias *against* TE, but an explicit bias *towards* TE, especially within social attractiveness dimensions. High levels of accent-based discrimination were also reported. Age was found not to have any significant effects upon explicit language attitudes, although it was influential in how people differentiate between TE and SSBE in terms of prestige and social attractiveness. Overall, the findings indicate a clear dissociation between implicit and explicit attitudes, highlighting the complexity of language attitudes towards TE.

Keywords: implicit/explicit language attitudes, Tyneside English, linguistic discrimination, dialectal variation, IAT

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This study explores implicit and explicit language attitudes towards Tyneside English (TE) in the UK as well as the impacts of these attitudes on dialect-speakers in the form of linguistic discrimination. Data was collected in two parts: (1) a questionnaire to gather explicit attitude data and discrimination information ($n = 328$), and (2) an online IAT to gather implicit attitude data ($n = 25$). Data was analysed using both a paired t-test and two-way mixed ANOVAs, and a divergence between implicit and explicit attitudes was ultimately found. Participants held an implicit bias *against* TE, but an explicit bias *towards* TE, especially within social attractiveness dimensions. High levels of accent-based discrimination were also reported. Age was found not to have any significant effects upon explicit language attitudes, although it was influential in how people differentiate between TE and SSBE in terms of prestige and social attractiveness. Overall, the findings indicate a clear dissociation between implicit and explicit attitudes, highlighting the complexity of language attitudes towards TE.

1. Introduction

Stereotyping aspects of the world around us is not simply the result of ignorance, but an innate cognitive survival tactic dating back to our ancestors (Neuberg and Schaller, 2016, p. 1). When posed with an unfamiliar situation, humans instinctively use context clues to form generalised ideas about the environment to increase chances of survival, however this adaptation has led to prejudicial views and subsequent discrimination against many groups and characteristics, including accent and dialect (Neuberg and Schaller, 2016).

The study of language attitudes is by no means a recent endeavour, with records of the public's views of non-standard language dating back to at least the Roman period (McKenzie, 2026, p. 1). The implicit and explicit language biases (as well as the associated stereotypes) people hold and their wider societal implications is an important and growing field of research, aiming not only to understand the linguistic and psychological underpinnings of language bias, but to also formulate methods of reducing (and ultimately eliminating) accent discrimination, a.k.a. *linguicism* (McKenzie, 2026, p. 2).

Despite the fact that language attitudes ‘permeate our daily lives’ and influence our perceptions of the world (and the people) around us (Taylor, 2021, p. 55), there are very few studies investigating both implicit and explicit language attitudes in the UK, and even fewer studies which utilise the IAT to investigate implicit language attitudes (McKenzie and Carrie, 2018, p. 834). It is this gap in the literature that this study aims to fill.

Tyneside English (TE) is a dialect of English spoken in the city of Newcastle-Upon-Tyne and the surrounding areas, including settlements such as Gateshead, Jarrow and Tynemouth (Watt and Allen, 2003, p. 267). The dialect is undisputedly one of the most salient English dialects (Beal, 2018, p. 172), however it ‘suffers from a history of acute stigma’ due to its non-standard features and negative stereotypes associated with ‘lower social class and unintelligibility’ (Taylor, 2021, p. 46).

To best show the language attitudes of TE, attitudes towards a standard English dialect were simultaneously assessed and compared with TE. Standard Southern British English (SSBE) is a rather ambiguously-defined accent spoken in the South of England and is often equated with Received Pronunciation (RP) (Cole and Strycharczuk, 2024, p. 4; McKenzie *et al.*, 2025 p. 2). It is well established that standard dialects such as SSBE are often perceived to hold high levels of prestige, but lower ratings of social attractiveness (SA) than regional dialects (McKenzie, 2015; McKenzie and Carrie, 2018)

This study will ultimately aim to answer the following research questions:

1. What explicit language attitudes do UK nationals hold towards Tyneside English and its speakers?
2. Do UK nationals hold implicit bias for or against Tyneside English?
3. To what extent do these implicit and explicit attitudes deviate from one another?
4. What influence does age have on explicit language attitudes?

It is hypothesised that TE will explicitly be rated highly for SA but lowly for prestige due to stereotypes about the dialect. It is also predicted that participants will hold implicit bias *against* TE and *for* SSBE, favouring the standard dialect and deviating significantly from the explicit bias *towards* TE. Finally, age is hypothesised to have a significant effect on explicit attitudes, with younger speakers predicted to be more accepting and less prescriptive in their approach to non-standard dialects.

2. Background

2.1 Language Attitudes

Language attitudes have long been of significant interest for those in the fields of behavioural science, psychology and linguistics (Kircher and Zipp, 2022, p. 1), allowing for research into how language shapes norms and stereotypes.

Ryan *et al.* (1982, cited in Kircher and Zipp, 2022, p. 4) define language attitudes as ‘any affective, cognitive or behavioural index of evaluative reactions towards different varieties and their speakers’, with the primary role of attitudes being to ‘organise and structure stimuli in an otherwise ambiguous informational environment’ to allow individuals to adapt (Kircher and Zipp, 2022, p. 2). Language attitudes (and attached stereotypes) thus allow individuals to make inferences about the social and personal characteristics of new people based on their language use (Kircher and Zipp, 2022, p. 5). As a result of their contingency upon knowledge of social connotations, language attitudes are dynamic in nature and fluctuate over time (Kircher and Zipp, 2022, pp. 5-6). As the perceived status and prestige of an accent/dialect changes, attitudes fluctuate and stereotypes evolve. Furthermore, the language attitudes one holds are a product of their environment, built and reinforced over a lifetime via interpersonal interactions, the media, and personal experience (Kircher and Zipp, 2022, p. 3; Garrett, 2010, pp. 22-23).

There is a significant amount of research indicating that an individual’s language attitudes ‘operate at both explicit and implicit levels’ (McKenzie and Carrie, 2018, p. 830). Explicit language attitudes are the conscious, reportable views an individual holds, and are available to introspection, whereas implicit language attitudes are the opposite – the subconscious, inaccessible core views of an individual (McKenzie and Carrie, 2018, p. 830; Taylor, 2021, p. 86). It is also well established in the literature that these types of language attitudes change at different rates. According to McKenzie and Carrie (2018, p. 831), implicit attitudes are much slower to develop and change, whilst their explicit counterparts can be easily influenced by the environment. Furthermore, explicit language attitudes have been most readily researched due to their ease of accessibility. Researchers are able to use self-

report techniques, such as questionnaires and interviews, to gain insight into individuals' surface-level attitudes. However, despite their ease of distribution and cost-effectiveness, questionnaires are prone to the effects of social desirability bias and order effects, and often lack reliability and validity (Kircher, 2022, pp. 129-131; Zipp, 2022, pp. 146-149). However, the recently developed investigation techniques to analyse implicit attitudes are thought to circumvent these limitations, since implicit attitudes are thought to be more robust and reflective of the individual's true feelings (McKenzie and Carrie, 2018, p. 830). Methods such as the Matched Guise Technique (MGT), Verbal Guise Technique (VGT) and the Implicit Association Test (IAT) have been developed by psychologists and used in the field of linguistics, each of them tapping into the participants' subconscious (Loureiro-Rodríguez and Acar, 2022; Dragojevic and Goatley-Soan, 2022; Rosseel, 2022). Whilst all three techniques have exhibited significant success in analysing and understanding implicit language attitudes, only an IAT is used in the present study, and so the MGT and VGT will not be discussed further.

The IAT was developed by social psychologists Greenwald *et al.* (1998), and (in the context of language attitude research) uses reaction time data to measure the strength of participants' associations of two dichotomous language varieties with 'two opposing evaluative dimensions' (McKenzie and Carrie, 2018, p. 831). The foundational theory upon which the IAT is built dictates that 'more rapid categorisations...reflect strong evaluative associations in memory and unconscious prejudices', and thus slower reaction times indicate incongruent pairings (McKenzie and Carrie, 2018, p. 831). The IAT is deemed to be a 'robust predictor of deeply-embedded prejudice' (McKenzie *et al.*, 2025, p. 2), making it an invaluable research method within language attitude research. This method of research has been conducted in language attitude studies all over the world, for example: Callesano and Carter (2023); Álvarez-Mosquera and Marín-Gutiérrez (2021); and Dekker *et al.* (2021). The IAT is conducted either in lab settings or online, and typically consists of seven stages, two of which being test conditions. Participants are shown words on the screen (sometimes audio and/or visual stimuli are used) and are instructed to press keys to assign the stimulus to one of two categories. For example, Ianos *et al.* (2024) investigated university students' implicit attitudes towards Catalan and Spanish using an IAT. Emotionally neutral words from Catalan and

Spanish were tested against a set of positive and negative characteristics over the course of seven trials, the structure of which can be seen in Table 1.

During the test conditions, the participants' reaction times were recorded.

Trial 1	Spanish or Catalan
Trial 2	Positive or Negative
Trial 3	Catalan + Positive or Spanish + Negative
Trial 4	Catalan + Positive or Spanish + Negative
Trial 5	Catalan or Spanish
Trial 6	Spanish + Positive or Catalan + Negative
Trial 7	Spanish + Positive or Catalan + Negative

Table 1 The stages of the IAT used in Ianos et al.'s (2024) study.

Participants were ultimately slower to associate Catalan with negative characteristics compared to the inverse, demonstrating an implicit preference for Catalan over Spanish.

The IAT has been praised for its psychometric qualities, with Rosseel (2022, pp. 256-257) emphasising the strong reliability and validity of the method as a result of consistent results reported from multiple IAT studies. The technique is also highly flexible, allowing for the use of any stimulus modality and is applicable to a wide range of fields (Rosseel, 2022, p. 257). Any dialect, accent or language can be used in an IAT with endless possibilities for evaluative characteristics, rendering the IAT an invaluable research method in language attitude research. Rosseel (2022, p. 258) further commends the IAT's 'fool-proof' design – participants are very rarely able to influence the outcome intentionally (although this is not impossible). Not only does this improve the reliability of the IAT but allows for more accurate results.

Unfortunately, as with any research technique, the IAT is not without its limitations. One such drawback is the requirement to label targets and attribute categories (Rosseel, 2022, p. 259). The labels used in an IAT are crucial in the outcome of the test, for example due to length. If a text or audio stimulus is particularly long, it will take participants longer to comprehend the input, which, for a reaction time-based method, would significantly skew results. Furthermore, researchers must be wary when using text stimuli to avoid any accidental use of linguistic jargon. There is the possibility that participants, who are most likely non-linguists, will not understand the labels used, or interpret them in a way that was not

intended. Such instances would indeed skew results, but would also render the experiment invalid.

There exists overwhelming evidence that an individual's implicit and explicit attitudes can be (and often are) misaligned (McKenzie and Carrie, 2018, p. 831), which presents an intriguing new dimension to the study of language attitudes. Whilst much of the previous research in this field examines *either* implicit or explicit language attitudes, very few investigate both and the interaction between them (McKenzie and Carrie, 2018, p. 833). One study that analyses both attitudes is McKenzie and Carrie's (2018) investigation into the attitudes of English nationals on Northern- and Southern-English speech. Through the utilisation of both an IAT and self-report measures, McKenzie and Carrie determined that participants held an implicit bias for Southern-English speech, yet an explicit preference for Northern-English speech.

With regards to English accents/dialects specifically, there are many more studies investigating explicit attitudes than implicit (McKenzie and Carrie, 2018, p. 833). These explicit attitude studies have, however, generated significant evidence for a pattern of linguistic bias. Southern English accents are routinely rated highly in terms of prestige and intelligence, whereas Northern English accents are typically scored highly on warmth and SA (McKenzie and Carrie, 2018, p. 832; McKenzie, 2015, p. 32). Furthermore, dialects and accent from the north of England are often rated poorly for competence, a pattern explained by McKenzie *et al.* (2025) as being the result of northern cities' associations with deprivation and deindustrialisation. They also address the fact that, due to its long history as the centre of English power, the south and its associated dialects are typically perceived as being high status. This not only evidences the significant influence of stereotype on language attitudes but highlights the fact that England's salient North-South divide is not just present within politics and economics, but within language itself. The dialects investigated in the present study, TE and SSBE, are prime examples of this attitudinal divide due to their long histories of stereotypical characteristics.

Furthermore, the literature evidences that characteristics such as age and gender significantly influence one's language attitudes, both implicit and explicit (Coupland and Bishop, 2007, p. 80; Kircher and Zipp, 2022, p. 9; McKenzie *et al.*, 2025, p. 3; McKenzie, 2026, p. 6). Multiple studies have found that women are more likely to rate an accent as more

prestigious and socially attractive than men and tend to favour standard speech (Coupland and Bishop, 2007, pp. 80-83; McKenzie and McNeill, 2023, p. 155-158). McKenzie and McNeill (2023, p. 155) suggest that this preference for standard speech is due to women being 'more status-focussed than men who...are thought to be better able to express their masculinity through the usage of non-standard speech'. With regards to TE, Bishop *et al.* (2005) found that women responded significantly more positively to TE than did men, a result corroborated by McKenzie and Carrie (2018). This trend appears to continue when considering implicit attitudes, however the effects of gender were not included in the present analysis due to constraints on scope and word limit associated with an undergraduate dissertation.

With regards to age, recent research has suggested that attitudes towards both standard and non-standard English dialects are shifting amongst younger speakers towards 'a greater tolerance, if not outright approval, of urban forms of spoken English' (McKenzie and Carrie, 2018, p. 832; Taylor, 2021, p. 102). In their Voices study, Coupland and Bishop (2007, p. 83) found that younger people are 'less embedded in the conservative ideology of positively evaluating standard accents', with older individuals also attributing more prestige. They also found that older participants more strongly believed that people should 'speak properly' compared to younger participants. McKenzie and Carrie (2018) gathered similar results, with younger participants responding more positively both implicitly and explicitly than older participants. Although these findings were not deemed statistically significant, they nevertheless provide a useful contribution to the study of age effects on language attitudes.

2.2 Linguistic Prejudice and Discrimination

Prejudice and discrimination on the grounds of one's accent/dialect have a long history, with no indication of decline (Watt *et al.*, 2023, pp. 39-40). Nonstandard-accented speakers often face stigmatisation and are routinely discriminated against in education, employment opportunities, the adoption process, the law and healthcare (Hansen *et al.*, 2014, p. 69; McKenzie and Carrie, 2018, p. 832; Taylor, 2021, p. 108; Kircher and Zipp, 2022, p. 7; McKenzie *et al.*, 2025, p. 2; McKenzie, 2026). This is due to prejudicial stereotypes that paint dialect-speakers as less intelligent, loyal, competent, and of lower social status than standard-

accented speakers (Hansen *et al.*, 2014, p. 69; Spence *et al.*, 2024, p. 373). Hansen *et al.* (2014, p. 69) highlight that, since ‘accent-based discrimination...and social norms against language-based discrimination seem to be weaker than against racial or gender discrimination’, linguicism is noticed less and accepted more.

Unlike characteristics such as gender and sexuality, accent is not currently recognised as a protected characteristic under the UK Equality Act (2010), making it legal for employers to discriminate against job applicants on the grounds of accent/dialect (Watt *et al.*, 2023, p. 39). A 2006 report by the Chartered Institute of Personnel and Development recorded that 76% of the employers sampled admitted discriminating against job candidates based on accent (Watt *et al.*, 2023, p. 39). It is often reported that when two equally qualified job candidates differ only in accent, the standard-accented candidate is much more likely to be hired, thus devaluing applicants with regional accents/dialects (Spence *et al.*, 2024, p. 371; Watt *et al.*, 2023, p. 39). This bias is thought to be more prevalent in ‘the elite professions’, i.e. medicine, finance, the law, and the military due to their histories of being ‘the preserve of people from...the affluent upper-middle and upper classes’, a social position often shown through one’s accent (Watt *et al.*, 2023, p. 39). Consequently, the pressure to “sound the part” in these professions is exacerbated (Watt *et al.*, 2023, p. 39). Companies have been recorded as recommending accent modification training to non-standard-speaking employees, and new accent-reduction businesses have emerged (Hansen *et al.*, 2014, p. 69). Such discriminatory and belittling processes as these would likely spark outrage were they applied to one’s race or sexuality, and so the question remains as to why such prejudice is acceptable with regards to accent. Kircher and Zipp (2022, p. 7) claimed that linguicism is ‘a proxy for discrimination based on individuals’ (perceived) sexual orientation, immigration background, ethnicity, and other salient social group memberships’, highlighting its severity and harmfulness.

In 2020, the French government passed a law recognising accent as a protected characteristic and banned discrimination based on a person’s accent/dialect, with a maximum penalty for doing so being three years’ imprisonment and a €45,000 fine (France 24, 2020). Although not a law in the UK, this legislation provides hope that ‘conservative attitudes towards language may be changing’, and that similar laws may soon be passed ‘across the English Channel’ (Watt *et al.*, 2023, p. 49).

2.3 Historical Background of Tyneside English

The wider perception of TE has undoubtedly undergone significant diachronic changes, fluctuating from a highly prestigious dialect in the OE period to an indicator of poverty and low intelligence in the LMODE and PDE periods (Beal, 2017, p. 18; Wales, 2006).

Old English (OE)	500-1099
Middle English (ME)	1100-1499
Early Modern English (EMODE)	1500-1749
Late Modern English (LMODE)	1750-1899
Present Day English (PDE)	1900-

Table 2 The years of each period of English.

During the pre- and early OE period, what is now ‘England’ consisted of a heptarchy of kingdoms with relatively equal influence (Von Mengden, 2012, p. 20). The kingdom of Northumbria gradually became increasingly influential, until it was the dominant kingdom both politically and culturally in the 7th- and 8th-centuries (Wales, 2006, p. 39; Sauer and Waxenberger, 2012, p. 342; Von Mengden, 2012, pp. 20-21; Collins and Turner, 2018, p. 44). The kingdom was not only influential within the heptarchy itself, but also with mainland Europe. Musgrove (1990, cited in Wales, 2006, pp. 38-39) emphasises how Northumbria’s influence extended into Western Europe as a result of its ‘mercantile wealth’ and ‘intellectual communications’. It was during this time of Northumbria’s power that the Northumbrian dialect was perceived as prestigious, particularly due to the significant religious and literary outputs of the region. In the 8th-century, Northumbria was home to some of the most influential religious centres in the heptarchy, such as the Wearmouth, Jarrow and Hexham Abbeys, and Lindisfarne (Brown, 2023; Wales, 2006, p. 40), as well as many scriptures and texts in the Northumbrian dialect. Due to the religious and cultural significance of the region, Northumbrian became the dialect of the literate, the cultured, and the faithful (Beal, 2017, p. 18). However, after the initial Viking invasions of Lindisfarne and Jarrow in 793-4 (Wales, 2006, p. 54), many of Northumbria’s abbeys, monasteries and scriptures were destroyed (Wales, 2006, p. 40). Northumbria and its dialect gradually lost prestige, becoming associated with ‘a non-literate, pagan and...alien culture’ (Beal, 2017, p. 18). The Viking invasions,

coupled with King Alfred of Wessex's Winchester-centric revival of learning (c.880-890s) and the establishment of the Danelaw in 886 (Beal, 2017, p. 18), triggered the start of the pejoration of the Northumbrian dialect in the public eye. This social decline was further exacerbated by the Norman Conquest of 1066, beginning the consolidation of the South, and especially London, as 'the centre of power in England' (Beal, 2017, p. 18).

As OE turned to ME, the negative attitudes and perceptions of the Northumbrian dialect continued, although relatively mildly. English during this time period is considered to be standardless, largely due to perceptions of 'prestige' and 'standard' being imposed onto entire languages (e.g. French and Latin) rather than on dialects of one language (Schaefer, 2012, pp. 519-520). According to Mugglestone (2003, p. 7), when people in the 14th-century sought to express their superiority they would use French over English, which was often perceived as 'rude and barbarous'. It has been suggested that, due to this lack of a standardised dialect, 'all dialects in Middle English assumed an equality they were never thereafter to attain' (Mugglestone, 2003, p. 7), however there is significant evidence that the Northumbrian dialect was indeed the subject of at least some judgement and degradation, albeit less than in future periods. Primary sources from ME clearly depict the association of the Northumbrian dialect with evil and un-humanlike characteristics, such as John of Trevisa's (1380) translation of and additions to Higden's *Polychronicon*, wherein he describes Northumbrian as 'so sharp, slitting and frotting and unshaped, that we southern men can barely understand that language' (Wales, 2000, p. 9). Whilst accounts such as this are invaluable in the insight they give into the language attitudes of the time, they are extremely rare due to the minimal number of texts and scriptures that have survived to present-day. This is the primary hurdle encountered when investigating historical linguistics and often generates more questions than answers. According to Havinga and Krogull (2022, p. 297), historical sociolinguistics differs from modern sociolinguistics in that evidence of language attitudes is reliant on the 'collection and availability of data as well as the nature of these data', thus rendering data analysis immensely difficult.

Despite the limited primary evidence on ME attitudes towards the Northumbrian dialect, there are many sources depicting widespread negativity towards Northumbria itself and its people. In the 12th-century, William of Malmesbury describes the Northumbrians as 'people ever ripe for rebellion' and a 'ferocious race of people' (Jewell, 1994, p. 38), a

sentiment mirrored by the supporters of King John (d.1216) in their use of the term *northerner* as an insult with ‘undertones of barbarism’ (Wales, 2006, p. 62). The Northumbrian people’s barbaric stereotype can even be seen in the popular culture of ME. The Border Ballads, a popular collection of songs describing the wars between Scottish and English families at the border, present the Northumbrians as lawless (Beal, 2017, p. 18). The fact that these negative, almost inhuman, stereotypes and classifications of the Northumbrian people are so widely and deeply entrenched in society that they have permeated the popular culture is testament to the strength of this prejudice. Whilst the aforementioned evidence is not specifically about the Northumbrian dialect itself, it would be logical to assume that such widely accepted stereotypes would have been reflected and enregistered in the perception of the dialect.

It was towards the end of the ME period in the late 15th-century that written standardisation began to appear in English (Hancil and Beal, 2017, p. 2), a standard centred on the Chancery official writings in London, and accelerated by the recent introduction of printing to the country (Wales, 2006, p. 68). Although this London-centric standard rose in popularity, attitudes towards regional accents/dialects remained relatively neutral, a trend which continued throughout most of the EMODE period. This is largely due to standardisation at this time being primarily concerned with spelling reform rather than linguistic prescriptivism (Beal, 2010, p. 22). The London dialect was chosen simply because of its associations with Court and the upper-classes (Barber *et al.*, 2009, p. 209; Beal, 2010, p. 21; Hickey, 2010, p. 13), and reflected ‘an existing consensus as to what was the most prestigious sociolect’ at that time (Beal, 2010, p. 22). There is significant literature evidencing neutrality towards regional dialects, primarily in the form of dictionaries and grammars (Hickey, 2010, p. 14). One such example is Cooper’s *Grammatica Linguae Anglicanae* (1685, cited in Hickey, 2010, p. 13), wherein he states that, although London speech is ‘the best dialect’ and is ‘most pure and correct’, ‘everyone pronounceth them as himself pleases’. Furthermore, a prominent London-based 17th-century writer, Daniel Defoe, wrote on many English dialects during his travels (Beal, 2010, p. 29), and exhibited neutrality when describing features of the Northumbrian dialect (Hickey, 2010, p. 16), mirroring John Hart’s (1569) comments that dialect-speakers, ‘at Newcastell upon Tine or Bodman in Cornewale’ were well within their rights to spell as they pronounced (Wales, 2006, p. 67). Although there was a widespread recognition of London-speech as the standard at this time, there was, as of yet, ‘no notion

that people born at a distance from the capital should learn to speak better' (Barber *et al.*, 2009, p. 209).

Not every account from the EMODE period exhibits neutrality towards the Northumbrian dialect, however. Gill is recorded as stating that the Northern dialect is 'the most delightful, the most ancient, the purest, and approximates most closely to the speech of our ancestors' in his *Logonomia Anglica* (1616), a sentiment seemingly relatively common regarding the dialects of remote regions (Beal, 2017, p. 27). Unfortunately, not all non-neutral attitudes towards the Northern dialect were positive, largely due to the belief that, in folklore, the North was the home of the devil, and that it was a breeding ground for knaves (Wales, 2006, p. 53). These two contrasting perceptions of the Northern dialect are long-standing, with the battle between civility and authenticity having waged for many centuries (Beal, 2017, p. 28).

In the first half of the 18th-century, neutrality towards non-standard accents and dialects began to diminish due to a growing sense that English should be 'ruled' and 'regulated', much like Classical Greek and Classical Latin had been (Barber *et al.*, 2009, p. 215). This decline allowed the negative stereotypes and connotations surrounding the Northumbrian dialect (at this stage now TE) to come to the forefront in the LMODE period.

The second half of the 18th-century is often cited in the literature as the 'age of correctness' (Beal, 2010, p. 22), and is said to be when both the 'snob value of a good pronunciation' (Beal, 2010, p. 23) and the 'condemnation of all traits of language which do not correspond to standard usage' (Hickey, 2010, p. 13) began. True, deep-seated dialectal prescriptivism undeniably begins in the LMODE period (Hickey, 2010, p. 1) due to a combination of factors, namely: the introduction of codification of the standard; greater social and geographical mobility; and the industrial revolution (Beal, 2010, pp. 22-23; Beal, 2017, p. 29). Non-standard dialects were seen as embarrassing and 'sure marks...of a provincial, rustic, pedantic or mechanical education' with 'some degree of disgrace attached to them' (Sheridan, 1761, cited in Beal, 2018, p. 167). The large-scale classism characteristic of this period also largely influenced dialectal prescriptivism, with the idea that 'mastering the standard improves one's lot in life' playing a large role in the pejorative view of non-standard dialects (Hickey, 2010, p. 15). Dialect-speakers in the LMODE period were perceived to use 'infected speech', and were encouraged to cure themselves (Wales, 2006, p. 99), a

sentiment pushed especially rigorously on the lower classes. According to Coote (1788, cited in Beal, 2010, p. 24), ‘persons of vulgar breeding’ (i.e. the lower classes) were to blame for their ‘incorrect’ speech since they could ‘easily emulate their betters, if only they took the trouble’. Such blatant prejudice and discrimination resulted in people being ashamed of their roots, heritage, and history, as reflected by their dialect (Beal, 2010, p. 23). Not even native speakers of TE ‘would have suggested that the dialect of Newcastle-upon-Tyne was as good as any other’ during the LMODE period (Beal, 1993, cited in Wales, 2006, p. 99), showing just how internalised dialectal prescriptivism had become even in the dialect-speakers themselves.

The British industrial revolution (c.1760-1850) brought about technological innovation, urbanisation and capital accumulation (Allen, 2009, pp. 1-2), as well as acting as a catalyst in the pejoration of non-standard dialect perceptions, especially TE. Due to an increase in job opportunities and geographical mobility, a new ‘class of upwardly mobile speakers prone to...linguistic insecurity’ emerged (Beal, 2010, p. 23), drawing even more attention to any deviations from the standard and the stigma surrounding provincial dialects (Beal, 2017, p. 29). Stereotypes local to the Tyneside area became enregistered in the perceptions of the dialect itself, solidified by the industrial revolution. Newcastle-Upon-Tyne was a ‘large and exceeding populous town’ during the industrial revolution (Defoe, 1748, cited in Beal, 2017, p. 19) and was known for its substantial coal-mining industry (Wright, 2020). It was because of this association with coal-mining that TE became synonymous with the character of the ‘Geordie miner’ (Beal, 2017, p. 35), further damaging the perception of the dialect due to insinuations of ‘industrial grime’ (Beal, 2017, p. 19). The long-standing association between TE and the ancient language of our ancestors begins to diminish during the 18th-century as a direct result of the industrial revolution, with Pearce (2015, p. 130) commenting on the fact that ‘the notion of a pure linguistic pedigree is undermined by socio-linguistic facts’.

TE and its speakers began to receive a significant amount of negativity during this period. For example, the June 1874 edition of the *London Literary World* described those living in the ‘smoke-enveloped town of Newcastle’ as using a ‘strange vernacular’ (Wales, 2006, p. 138). Similarly, Brockett noted in his *Glossary of North Country Words* (1825, cited in Wales, 2006, p. 101) that ‘Croakumshire’ was slang for Northumberland as a result of the ‘peculiar

croaking' sound made by its inhabitants. It is believed that this 'peculiar croaking sound' refers to the 'Northumbrian Burr' ('uvular /r/'), one of the 'most distinctive traits' of TE (Maguire, 2017, p. 87). During the LMODE period, the Burr was strongly stigmatised, even being referred to as 'a salient symbol of rusticity and barbarity' (Wales, 2006, p. 100) and became an 'overt object of social comment' for elocutionists (Beal, 1999, p. 40). It is fabled that the Northumbrians were misled by the Devil in the OE period and subsequently punished by God with the Burr. This tale is told in Richard Dawes' poem from the 18th century:

A gutt'ral Noise, like Crows and Jays:

Or somewhat like a croaking Frog,

Or Punch in Puppet-Show, or Hog:

A rattling Ear-tormenting Yell,

Much us'd 'mong low-liv'd Fiends in Hell...

(Dawes, 1767, cited in Wales, 2006, p. 101)

The use of the phrase 'low-liv'd Fiends' to refer to the Northumbrian people is a prime example of the inhumanity attributed to TE-speakers, clearly demonstrating the blatant, deep-rooted prescriptivism of the time. Furthermore, elocutionists such as Thomas Sheridan saw the Burr as a speech defect, claiming that TE-speakers 'simply cannot pronounce /r/ correctly' (Beal, 2010, pp. 28-30), while William Kenrick described the Burr as 'awkwardly pronounced' due to TE-speakers having an 'incapacity of pronouncing the *r*' (Kenrick, 1773, cited in Beal, 2010, p. 30). The condemnation of this feature ran so deep in this period that even those deemed 'more tolerant of regional diversity than most' exhibit significant prescriptivism, such as Adams, who referred to the feature as a 'disagreeable rattling of the throat' (1799, cited in Beal, 2010, pp. 30-31), and Brocket, referring to the Burr as a 'peculiar whirring sound made by the inhabitants of Newcastle...in endeavouring to pronounce the letter R' (Brocket, 1825, cited in Wales, 2006, pp. 101-102).

Speakers of the Northumbrian dialect were typically proud of this feature, however, viewing it as 'a sign of their distinct heritage' (Beal, 1999, p. 39), with Defoe commenting that the Burr 'shows the antiquity of their blood' (Beal, 2010, pp. 29-30). Despite this pride, some

wealthier Northumbrian families in the 19th-century would 'send their children south for education to cure them of the burr' (Murray, 1880, cited in Beal, 1999, p. 39).

Despite such well-established negativity and prescriptivism surrounding the Burr, the literature evidences a surprising aspect of positivity. Wales (2006, p. 102) highlights that the Burr was used to test non-TE speakers, a custom common amongst speakers throughout the country. 'Outsiders' were challenged to pronounce phrases containing the Burr rapidly, resulting in the outsider appearing unintelligent (Widdowson, 1975, cited in Wales, 2006, p. 102), a stark juxtaposition to the prescriptivism mentioned above. The Burr appeared in multiple alliterative rhymes in the LMODE period, designed for fun and playfulness, as well as being used as a party trick (Beal, 1999, p. 40). Unfortunately, these rhymes were appropriated by elocutionists as tools to cure 'defected' speech, such as in Springarn's (1827) *Six Exercises on the Letter R; Arranged to Obviate the Difficulty of its Articulation (Peculiar to the Natives of Newcastle and Northumberland)* (Wales, 2006, p. 102). It has also been documented that, when speakers of TE visited London, the Burr was mocked in 'rum-gum-shus chimes' – witty songs sung to make game of this dialectal feature (Wales, 2006, p. 102). Although now a recessive feature, the Burr has undoubtedly 'left its mark on the distinctive modified vowels of present-day Geordie' (Wales, 2006, p. 102), taking with it at least some of the negative connotations of the dialect's phonology.

Despite such prescriptivism surrounding the features of TE, it was Newcastle that, behind London, published 'more grammars during the 18th-century than anywhere else' (Wales, 2006, p. 99; Beal, 2020, p. 55), which is not surprising when one considers that the North-East's 'most well-known contributions to English culture [are] linguistic' (Pearce, 2017, p. 61). TE was also the 'most prolific dialect with regard to the production of dialect texts in the 19th-century', with the majority of texts taking the form of songs and recitations performed in music halls in and around Newcastle, and were 'intended for local consumption and celebrated local stereotypes' (Beal, 2017, pp. 32-33). This was a welcome juxtaposition to the prejudice faced by TE-speakers from much of England at the time.

The LMODE period is often thought to be from when many of the present-day stereotypes of TE and its speakers were fixated, with many deriving from the industrial revolution (Wales, 2000, pp. 5-6). It was also in this period that RP became 'a distinct and

widely recognised sociolect' (Beal, 2010, p. 21), signalling the exacerbation of England's favour towards RP and against non-standard dialects, especially TE.

2.4 Perceptions of Tyneside English Today

TE unfortunately still faces much prejudice and prescriptivism today, with many elitist stereotypes surviving from the LMODE period (Wales, 2000, pp. 5-6).

There has, however, been a shift in the primary perceptions of TE since the late 20th-century, catalysed by increased access to media such as television and social media. It is well established in the literature that, since the late 20th-century, speakers of TE have gained the stereotype of being party-loving extroverts (Beal, 2018, p. 172; Leggott, 2021, p. 193), with young speakers even being referred to as 'hard-drinking, foul-mouthed and lascivious' (Beal, 2018, p. 178). The stereotype of the 'Geordie Miner' is now outdated thanks to the pit closures of the 1980s-1990s, instead replaced by party-loving stereotypes (Beal, 2018, p. 172). The expansion and marketisation of higher education in the 1990s played a large role in the consolidation of TE's party-animal stereotype – students from across the UK (and the world) flooded to Newcastle's two universities, and the nightlife industry naturally boomed, solidifying perceptions of TE speakers as binge-drinkers and socialites (Beal, 2018, p. 172). Furthermore, a Texan poll in the 1990s named Newcastle as the eighth-best party city in the world, ranked among cities such as Rio and New Orleans, significantly contributing to the party stereotypes whilst also solidifying Newcastle's recognition worldwide (Beal, 1999, p. 36).

These perceptions have been significantly fuelled by MTV's *Geordie Shore*, first aired in 2011 (Wood, 2017, p. 39). This reality-style television programme initially followed eight TE-speaking housemates in Newcastle-upon-Tyne as they live 'an extraordinary everyday of clubbing, binge-drinking and having sex' (Wood, 2017, p. 41) and spanned over more than 180 episodes (Leggott, 2021, p. 194). Despite *Geordie Shore*'s popularity, the show received significant backlash, primarily from Geordies themselves concerned about the show's representation of Newcastle (Wood, 2017, p. 41), with British Newspaper *The Sun* commenting that 'the idiots in Geordie Shore [should be] hanging their heads in shame – the only thing they have achieved is being hated by the true Geordies' (Wood, 2017, p. 41). A Facebook page titled 'RIP Geordie Pride' was set up by Newcastle residents in response to the

provocative, damaging image of the city and its residents portrayed by the show (Wood, 2017, p. 41), as well as Newcastle MP Chi Onwurah expressing her distaste of the shows unrepresentative image of Newcastle and its people (Leggott, 2021, p. 194). Civic leaders in the North-East further corroborated these complaints, claiming that *Geordie Shore* promoted 'outdated stereotypes that [the region] has worked hard to shed' (Beal, 2018, p. 172).

Whilst *Geordie Shore* undoubtedly contributed to the pejorative perceptions of TE and its speakers, the show has been said to have significantly contributed to Newcastle's economy and its tourism industry, especially the nightlife hotspots highlighted by the show (Leggott, 2021, p. 194). The commodification of TE, however, has been a feature of the dialect for many years before *Geordie Shore*, and has continued robustly since. According to Beal (2018, p. 171), TE has one of the longest histories of commodification, triggered by the deindustrialisation of the area and the creation of 'a service economy in which varieties of English indexed as friendly or trustworthy became marketable assets' (Beal, 2018, p. 172). It was this perception of TE as *friendly*, *warm* and *open* that was exploited by companies across the country: many large call-centres were opened in the North-East in the 1990s to portray a personable, caring image to customers (Beal, 2018, p. 172; Beal, 1999, p. 38). According to Beal (1999, p. 38), 'a "sexy" or "friendly" Geordie-accented speaker [was] more likely to sell an insurance policy than in an "unfriendly" RP speaker'. Due to emerging views of TE as friendly in the 20th-century, more money was invested in the area, allowing for improved industrial and commercial infrastructure such as call centres (Beal, 1999, p. 38).

TE has not just been used as a sales tactic, however – the dialect itself has been used as a novelty to sell directly. It has been suggested that tourists visiting the North-East view TE as just as much a part of the experience as sightseeing, and, in response, many 'dialect souvenirs' commodifying TE were made available (Beal, 2018, pp. 172-173). One such example is a mug from the 1990s, which had the phrase 'How to tell a genuine original Geordie: divvint, he canna be telt' on the front, and 'This is a genuine original Geordie Mug: an a reet clivvor clogs an aal' on the back (Beal, 2018, p. 173). The emphasis of the stereotypical and the use of non-standard spelling to reflect dialectal differences commodifies TE to such an extent that it seems to single it out as almost a different language, a phenomenon that is almost exclusively characteristic of TE. Dialect souvenirs are incredibly

popular, and it has been suggested that ‘tokens of dialect add value to items which would otherwise be mundane’ (Beal, 2018, p. 174).

The commodification of TE has had both positive and negative impacts on the perception of the dialect, simultaneously celebrating positive stereotypes of authenticity and seemingly distancing the dialect from other English dialects (Beal, 2009, p. 147). TE’s commodification is somewhat of a phenomenon, since other dialects with similar levels and timelines of enregisterment, such as the Sheffield dialect, do not exhibit the same extent of commodification (Beal, 2009, p. 147). Beal (2009, pp. 149-150) posits that the sheer uniqueness of the TE stereotypes allowed for extensive commodification and salience, whereas the Sheffield dialect shares perceptions and stereotypes, such as ‘the Yorkshire Tyke’, with multiple Yorkshire cities. She also identifies that the stereotype of ‘the Sheffielder’ is interchangeable with that of ‘the Yorkshireman’, thus leaving little room for individualistic commodification.

It is well established that there exists a strong sense of ‘Geordie pride’, wherein speakers of TE often hold unwavering positive attitudes towards the dialect (Beal, 1999, p. 37). Beal (1999, p. 33) even goes so far as to compare TE-speakers to Native Americans, suggesting that ‘Geordies are a tribe with a unique language and culture, threatened and exploited by the colonial power in the Southeast’. Whilst this extreme (and culturally insensitive) comparison is somewhat inappropriate, the sentiment that TE-speakers are exceedingly passionate about their people and their language despite pejorative attitudes from other English nationals rings true. Not only are TE-speakers proud of their linguistic heritage (Beal, 1999), but also rank TE more highly in the dimensions of SA and prestige than speakers of other English dialects. One such example can be found in the responses of TE-speakers to a poll from women’s magazine *Bella*, in which people were asked to name ‘the sexiest UK accent’. TE was the highest-rated English accent, with a third of those rating it highest being TE-speakers themselves (Beal, 1999, p. 37). Accent-loyalty of this strength was not found in other dialect/accent groups in this survey, providing further evidence for the phenomenon that is ‘Geordie pride’.

3. Methodology

3.1 Experiment 1: Explicit Attitudes – Questionnaire

3.1.1 Participants

A total of 328 L1-English participants were used in the questionnaire investigating explicit attitudes towards TE. These participants were recruited via a combination of social media outreach, the Newcastle University Daily Digest forum, and e-mails/texts to friends and family. Posts containing the questionnaire link and a short blurb about the survey were uploaded to my personal stories on both Instagram and Snapchat, as well as the Newcastle University public Snapchat story. Similar posts containing the questionnaire link were shared on my personal Facebook page, the pages of family and friends, and in the Facebook groups for my hometown (Sleaford, Lincolnshire) and for Newcastle University students.

The demographic information for the questionnaire participants can be seen in Figures 1-3 below. A significant proportion of participants (33%) originated from the East Midlands, which, whilst undesirable, was to be expected due to my own roots being in this region. As a result, the majority of my family and friends (as well as the participants recruited from the town Facebook group) are also from the East Midlands, accounting for the slightly skewed data. It was decided that participant ages would be divided into generations so as to gain four distinct groups rather than a single continuous group.

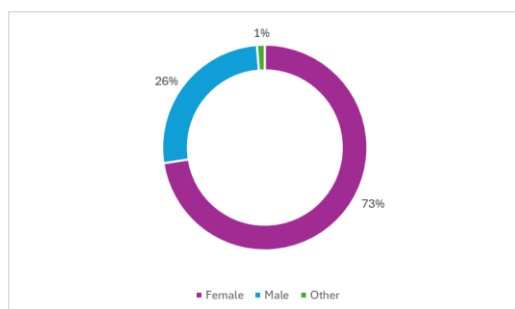


Figure 1 A breakdown of the genders of the questionnaire participants.

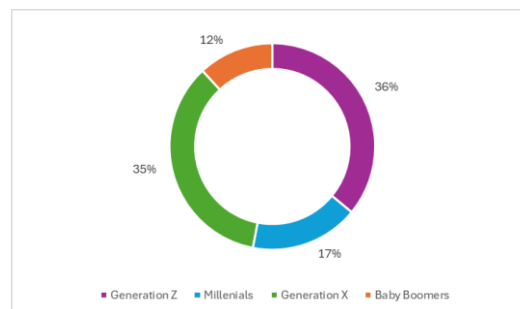


Figure 2 A breakdown of the ages (in generations) of the questionnaire participants.



Figure 3 A breakdown of the regions of origin of the questionnaire participants.

3.1.2 Materials

The questionnaire used in this experiment (see appendix) was built on Microsoft Forms and consisted of 31 questions. The questions in section 1 simply gathered socio-demographic information, followed by section 2, which asked a series of questions about general language attitudes. This section gathered data on the participants' own accents, accents they would/would not like to possess, and experiences of linguistic discrimination and bias. Section 3 focussed purely on TE (referred to in the questionnaire as 'Geordie' for ease of understanding) and consisted of a mix of short-answer questions and Likert scales. These Likert scales measured respondents' associations of TE with a selection of adjectives (Table 3) with both negative and positive poles. Section 4 exactly mirrored section 3, although it investigated SSBE. The questions used in this survey were modelled off those used in McKenzie and Carrie's (2018) study.

Bad	Good
Not Educated	Educated
Not Clear	Clear
Low Status	High Status
Not Correct	Correct
Not Friendly	Friendly
Not Honest	Honest
Not Sociable	Sociable

Table 3 The adjective pairs used in the questionnaire Likert scales.

3.1.3 Procedure

Questionnaire responses were collected between the 31st January-21st February 2026, and ethical approval was acquired for this study.

3.1.4 Analysis

Both quantitative and qualitative data from the questionnaire was analysed on Microsoft Excel. The influence of age was analysed using two separate two-way mixed ANOVA tests on RStudio. The first investigated effects on prestige ratings using the average score given by each participant in the *Status* and *Education* Likert scales for both TE and SSBE. The second investigated SA ratings using each participant's average score for the *Friendliness*, *Honesty* and *Sociability* Likert scales for both TE and SSBE.

3.2 Experiment 2: Implicit Attitudes – IAT

3.2.1 Participants

A much smaller set of participants was used for the IAT due to the required sustained attention and longer completion time reducing participant willingness. All participants were family and friends. A total of 25 L1-English participants were recruited using word of mouth and social media (Snapchat). Similarly to that of the questionnaire participants, a significant proportion of participants were from the East Midlands due to reasons mentioned above. Unfortunately, no participants from the Baby Boomer generation were recruited, again due

to limited participant willingness, however there was a much more even split between male and female participants than for the questionnaire.

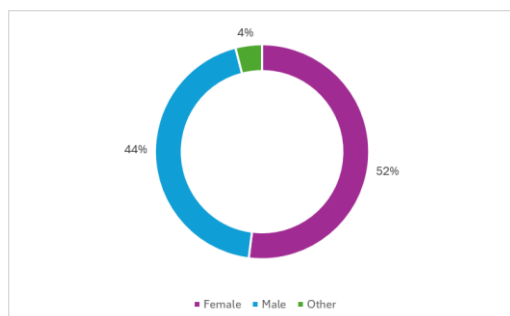


Figure 4 A breakdown of the genders of the IAT participants.

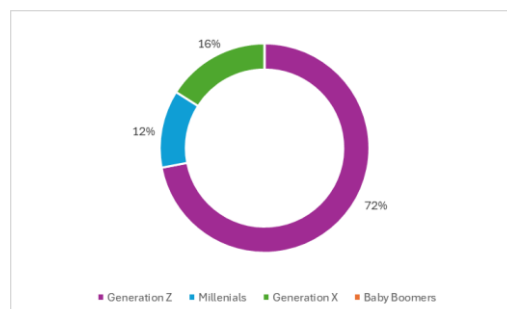


Figure 5 A breakdown of the ages (in generations) of the IAT participants.



Figure 6 A breakdown of the regions of origin of the IAT participants.

3.2.2 Materials

A typical text-text 7-stage IAT was utilised in this study, using the adjectives seen in the questionnaire Likert scales and a selection of 10 SSBE- and TE-speaking cities (again referred to as Geordie for ease of understanding). The congruent condition was POSITIVE+SSBE; NEGATIVE+TE, and trials 4 and 7 were the test conditions. These cities and evaluative traits (as well as the layout of the IAT itself) were selected to mirror those used by McKenzie and Carrie (2018) and Hiraga (2005), since their experiments generated solid results. This IAT was built and run via Gorilla.

Evaluative Dimensions		Cities	
Positive	Negative	SSBE	TE
Good	Bad	London	Newcastle
Educated	Not Educated	Oxford	Sunderland
Clear	Not Clear	Cambridge	Gateshead
High Status	Low Status	Southampton	Durham
Correct	Not Correct	Brighton	North Shields
Friendly	Not Friendly		
Honest	Not Honest		
Sociable	Not Sociable		

Table 4 The evaluative dimensions and cities used in the IAT.

Trial 1	Adjectives
Trial 2	Cities
Trial 3	Positive SSBE + Negative TE
Trial 4	Positive SSBE + Negative TE
Trial 5	Cities
Trial 6	Negative SSBE + Positive TE
Trial 7	Negative SSBE + Positive TE

Table 5 The order of stages in the IAT.

3.2.3 Procedure

Responses for the IAT were gathered between the 15th February-20th March 2026, and ethical approval was acquired for this study.

3.2.4 Analysis

Data from the IAT was analysed using RStudio, where a paired t-test was run to determine whether the difference in reaction times between congruent and incongruent conditions was statistically significant.

4. Results

4.1 Explicit Attitudes – Questionnaire

Responses to each of the 26 questions in the language attitudes questionnaire (ignoring the consent and sociodemographic questions) were analysed on Excel, however it was ultimately decided to disregard data from Q6 due to irrelevancy to the investigation at hand. All figures are to 2 decimal places.

Questions 7 and 8

The raw data from these questions was cleaned by removing any non-English accents and by manually sorting responses in cases of spelling errors. With regards to Q7, over a third of participants claimed they had no preference. However, when you disregard those responses, *Newcastle* (i.e. TE) was the most common accent given, with a frequency over double that of *Yorkshire*, the next most frequent. Furthermore, of the top five most frequent accents, four were northern varieties of English (two of which being spoken in deindustrialised northern cities of Newcastle and Liverpool). Responses of both *Posh* and *Received Pronunciation* were relatively infrequent, making up just 2.35% of responses combined.

The results for Q8 are extremely interesting considering it is simply the opposite of Q7. Despite being ranked as the fourth most desired/appreciated accent in the previous question, *Liverpool* was the most negatively viewed in Q8. The *Liverpool* and *Birmingham* accents accounted for almost half of responses, dwarfing the next most frequent answer, *Newcastle*. Similarly to the previous question, three of the top five accents are spoken in deindustrialised cities.

In both questions, a *Posh* accent was put forward by participants. However, this response came roughly in the middle of the table in both conditions and made up a relatively small percentage of overall answers. Despite this, both *Posh* and *Received Pronunciation* were put forward more frequently as accents participants wish they didn't have.

Unfortunately, due to these questions being qualitative rather than quantitative, issues of categorisation arose. For example, specific responses such as *Cornish* and *Somerset* were

given by some participants, whilst others simply gave *West Country* as an answer. Since Cornwall and Somerset are both part of the region of the West Country, data representing the same accent may be split into separate categories in the analysis. Contrastingly, those that responded with *West Country* may well have intended Cornish, however there is no way to discern the specific accent/dialect meant by the participant. This ambiguity is due to an oversight in the questionnaire's construction and could be rectified by using multiple-choice questions in future studies.

Accent	Frequency	Percentage
None	133	39.23
Newcastle	64	18.88
Yorkshire	28	8.26
Northern	18	5.31
Liverpool	15	4.42
Southern	10	2.95
Manchester	9	2.65
North East	6	1.77
Bristol	6	1.77
Norfolk	6	1.77
London	5	1.47
Cockney	5	1.47
Posh	5	1.47
Lancashire	3	0.88
Essex	3	0.88
Received Pronunciation	3	0.88
West Country	2	0.59
Hull	2	0.59
Birmingham	2	0.59
Wirral	2	0.59
Somerset	2	0.59
Midlands	1	0.29
Black Country	1	0.29
Cambridge	1	0.29
Suffolk	1	0.29
Gloucestershire	1	0.29
Kent	1	0.29
Standard	1	0.29
Wolverhampton	1	0.29
Cornish	1	0.29
Devon	1	0.29
Total	339	100

Table 6 Accents and dialects given in response to Question 7.

Accent	Frequency	Percentage
Liverpool	125	24.80
Birmingham	124	24.60
None	51	10.12
Newcastle	20	3.97
Southern	20	3.97
Essex	19	3.77
West Country	15	2.98
London	14	2.78
Manchester	13	2.58
Cockney	13	2.58
Midlands	11	2.18
Black Country	11	2.18
Posh	11	2.18
Received Pronunciation	8	1.59
Bristol	6	1.19
Somerset	6	1.19
Yorkshire	5	0.99
Cornwall	5	0.99
Hull	4	0.79
Norfolk	4	0.79
Northern	4	0.79
Estuary English	2	0.40
Dorset	2	0.40
Bradford	2	0.40
Lancashire	1	0.20
Plymouth	1	0.20
Portsmouth	1	0.20
Surrey	1	0.20
Nottingham	1	0.20
Lincolnshire	1	0.20
Sheffield	1	0.20
Leeds	1	0.20
Barnsley	1	0.20
Total	504	100

Table 7 Accents and dialects given in response to Question 8.

Questions 9 and 10

Almost a third of participants (n=102) reported being victims of linguicism. When asked to provide more information in Q10, many participants described being mocked by peers, colleagues and strangers because of their accent/dialect. There were multiple responses detailing significant discrimination faced in the workplace, at all levels of education, and the military. A selection of quotes from respondents can be seen in Figure 5.

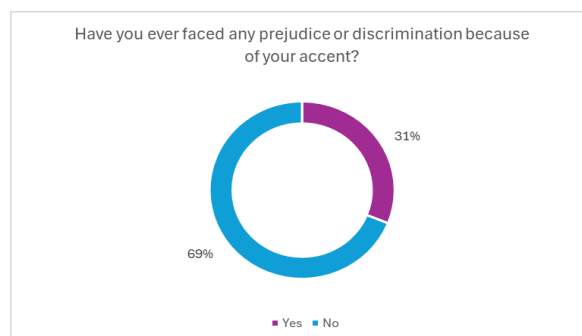


Figure 7 Participants' responses to Question 9.



Figure 8 Quotes from participants in response to Question 10.

Question 11

Over three quarters of participants stated that one's accent is representative of at least one personal or social characteristic, with 31.37% of the responses naming *Social Class* as the

trait most shown through accent, closely followed by *Friendliness* (22.46%). The responses put forward by the participants who selected *Other* included characteristics such as *Honesty*, *Intelligence*, *Helpfulness* and *Authenticity*.

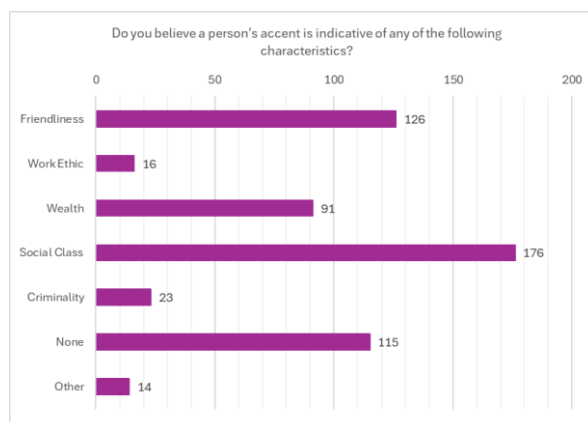


Figure 9 Participants' responses to Question 11.

Questions 12 and 22

The data was cleaned to remove any non-adjectives and nonsensical responses (full table of adjectives in the Appendix). For ease of analysis and better representation of characteristics, the adjectives were divided into categories based on the evaluate features used in the Likert scales and IAT, with *friendliness* and *sociability* merged due to semantic overlap. These categories were: *Clarity*, *Correctness*, *Education*, *Honesty*, *Sociability*, and *Status*, with an additional *Dialect Features* category.

A total of 893 adjectives were given in response to Q12, the majority of which belonged to the *Sociability* category. Aside from *Sociability* and *Dialect Features*, every other category was remarkably under-represented. The most frequent term, *friendly*, was almost four times as common than the term in second place.

TE		
Category	Frequency	Percentage
Clarity	15	1.68
Correctness	16	1.79
Dialect Features	393	44.01
Education	1	0.11
Honesty	10	1.12
Sociability	454	50.84
Status	4	0.45
Total	893	100

Table 8 A breakdown of the frequencies of each subcategory of adjectives given in Question 12.

TE				
Ranking	Term	Category	Frequency	Percentage
1	Friendly	Sociability	159	17.81
2	Strong	Dialect Features	42	4.70
3	Funny	Sociability	40	4.48
4	Fast	Dialect Features	39	4.37
5	Warm	Sociability	38	4.26
6	Loud	Dialect Features	34	3.81
7	Musical	Dialect Features	33	3.70
8	Distinctive	Dialect Features	30	3.36
9	Northern	Dialect Features	27	3.02
10	Unique	Dialect Features	25	2.80
Total			467	52.30

Table 9 The subcategories and frequencies of the top 10 adjectives put forward in response to Question 12.

850 different adjectives were given in response to Q22 in total, with *Dialect Features* and *Status* accounting for half of these terms. Every category aside from *Honesty* was represented in the 10 most frequent terms for SSBE, with *posh* being almost twice as frequent as the term in second place. Very few terms belonged to the *Honesty* category.

SSBE		
Category	Frequency	Percentage
Clarity	99	11.65
Correctness	82	9.65
Dialect Features	218	25.65
Education	49	5.76
Honesty	1	0.12
Sociability	182	21.41
Status	219	25.76
Total	850	100

Table 10 A breakdown of the frequencies of each subcategory of adjectives given in Question 22.

SSBE				
Ranking	Term	Category	Frequency	Percentage
1	Posh	Status	140	16.47
2	Clear	Clarity	76	8.94
3	Boring	Sociability	21	2.47
4	Educated	Education	18	2.12
5	Well-spoken	Education	17	2
6	Annoying	Sociability	16	1.88
7	Wealthy	Status	16	1.88
8	Proper	Correctness	15	1.76
9	Understandable	Clarity	14	1.65
10	Loud	Dialect Features	12	1.41
Total			345	40.59

Table 11 The subcategories and frequencies of the top 10 adjectives put forward in response to Question 22.

Despite both questions receiving a similar number of responses, the types of adjectives received were markedly different. A quarter of the terms describing SSBE belonged to the *Status* subcategory, compared to less than 1% for TE. Furthermore, half of the adjectives for TE described some aspect of *Sociability*, compared to just 21.41% for SSBE. Rates of terms describing *Clarity*, *Correctness* and *Education* were vastly higher for SSBE, although these were not the primary subcategories for this dialect. A similar percentage of terms in the *Honesty* category were seen for both dialects.

Category	Percentage	
	TE	SSBE
Clarity	1.68	11.65
Correctness	1.79	9.65
Dialect Features	44.01	25.65
Education	0.11	5.76
Honesty	1.12	0.12
Sociability	50.84	21.41
Status	0.45	25.76

Table 12 A comparison of the divisions of adjectives given in Questions 12 and 22.

Questions 13 and 23

The percentage of participants who *Strongly Agreed* in Q13 was more than triple that of those who *Strongly Agreed* in Q23, and four times more people *Strongly Disagreed* in Q23 than Q13. Overall, 77% of participants like to hear TE to some degree, compared to just 36% for SSBE. In Q23, almost half of the participants were neutral regarding SSBE, a vast increase from just 17% in Q13.

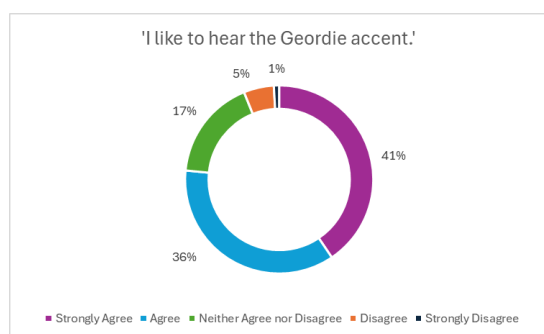


Figure 10 Participants' responses to Question 13.

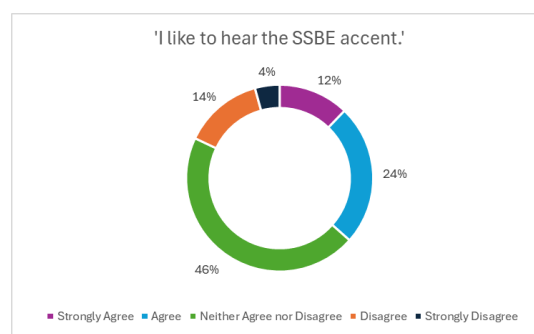


Figure 11 Participants' responses to Question 23.

Questions 14-21 and 24-31

Whilst many of the characteristics have a mean around the median (5.5), a few traits stand out. On average, participants rated TE-speakers as *Friendly* and *Sociable*, with mean ratings of 8.07 and 8.2 respectively. TE-speakers were also rated as *Good* and *Honest*, although these means were lower than the aforementioned characteristics. SSBE-speakers were rated as *Clear* and *Educated*, however the means of these traits were not much higher than other SSBE

ratings. Ratings of *Correctness* were almost identical for each dialect, with both being only slightly higher than the median. SSBE-speakers were rated as more *Educated* and *Clear* overall, although not by a large margin. Over the two sets of questions, only one rating fell below the median – the *Friendliness* condition for SSBE-speakers, which even so fell only marginally below.

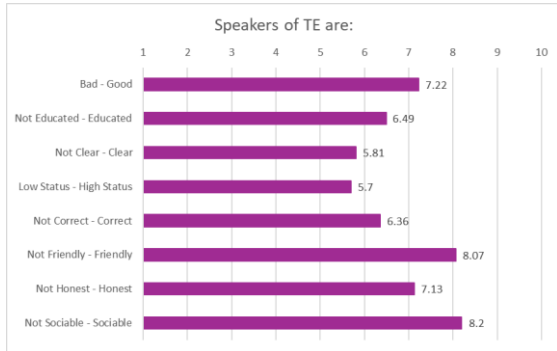


Figure 12 Mean ratings of each Likert scale in Questions 14-21.

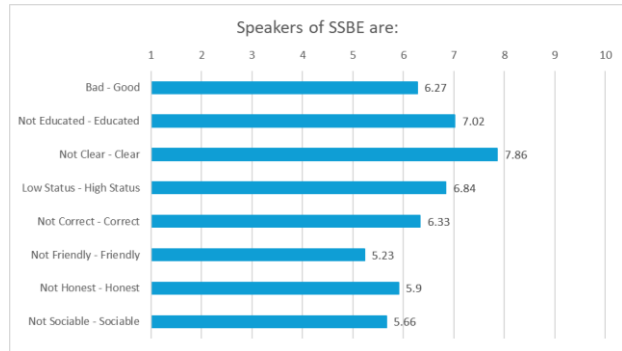


Figure 13 Mean ratings of each Likert scale in Questions 24-31.

Influence of Age

It was found that there was no significant influence of age in both prestige ($F(3, 324) = 1.998, p = .114$) and SA ($F(3, 324) = 1.23, p = .298$) ratings. There was, however, a significant effect of variety (i.e. TE or SSBE) in both conditions, indicating a significant difference between the prestige ($F(1, 324) = 60.13, p < .001$) and SA ($F(1, 324) = 335.51, p < .001$) ratings of the dialects. Finally, a statistically significant interaction between age group and dialect was found, indicating that age influences the extent to which participants distinguish between the dialects regarding prestige ($F(3, 324) = 9.29, p < .001$) and SA ($F(3, 324) = 11.04, p < .001$). The younger generations (GenZ and Millennials) rated SSBE lower for SA (*Friendliness*, *Honesty* and *Sociability*) than the older generations (GenX and Baby Boomers), although this difference was minimal. Furthermore, GenZ typically rated SSBE higher in prestige conditions than the other generations, although again this was not a large difference. There was little variation between the generations in their mean ratings of SA and prestige of TE.

Trait	TE			
	Generation			
	Gen Z	Millenials	Gen X	Baby Boomers
Bad - Good	7.68	7.09	6.67	6.92
Not Educated - Educated	6.58	6.25	6.48	6.56
Not Clear - Clear	5.36	5.91	6.09	6.23
Low Status - High Status	5.46	5.38	5.95	6.15
Not Correct - Correct	6.58	6.09	6.18	6.62
Not Friendly - Friendly	8.47	8.04	7.7	8.05
Not Honest - Honest	7.56	6.79	6.87	7.08
Not Sociable - Sociable	8.75	8.07	7.65	8.28

Table 13 The average Likert ratings of each generation for TE.

Trait	SSBE			
	Generation			
	Gen Z	Millenials	Gen X	Baby Boomers
Bad - Good	6.33	6.29	6.23	6.23
Not Educated - Educated	7.56	6.89	6.68	6.59
Not Clear - Clear	8.43	7.84	7.37	7.62
Low Status - High Status	7.29	6.52	6.57	6.74
Not Correct - Correct	6.34	6.38	6.23	6.51
Not Friendly - Friendly	4.87	4.98	5.51	5.82
Not Honest - Honest	5.63	5.91	6.01	6.38
Not Sociable - Sociable	5.42	5.45	5.86	6.08

Table 14 The average Likert ratings of each generation for SSBE.

4.2 Implicit Attitudes – IAT

Raw data from the IAT results was cleaned to remove any unnecessary data points, as well as to remove any anomalies in the reaction time data. In line with Greenwald *et al.* (2003), any times below 300ms or above 10,000ms were deleted. 8 reaction times were deleted due to being outside of these parameters. The remaining reaction times were analysed on R using a paired t-test, and it was found that reaction times in the congruent ($M = 846.35\text{ms}$, $SD = 271.86$) and incongruent ($M = 1004.36\text{ms}$, $SD = 445.57$) conditions differed significantly ($t(24) = -2.41$, $p = .024$), demonstrating an implicit bias in favour of SSBE.

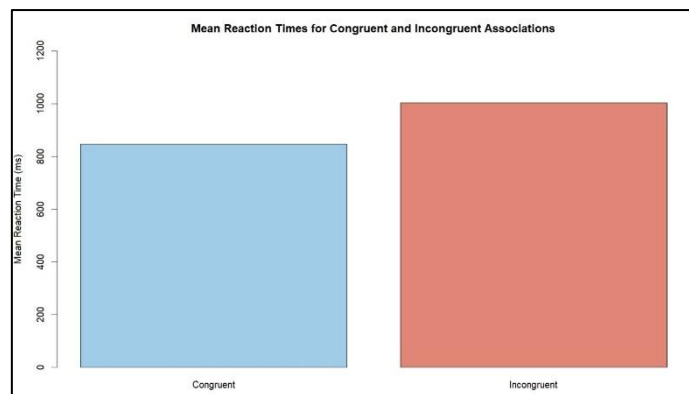


Figure 14 Mean reaction times of participants in the congruent and incongruent IAT conditions.

5. Discussion

This study aimed to examine UK nationals' implicit and explicit language attitudes towards TE and investigate their wider implications, answering four main research questions:

1. What explicit language attitudes do UK nationals hold towards Tyneside English and its speakers?
2. Do UK nationals hold implicit bias for or against Tyneside English?
3. To what extent do these implicit and explicit attitudes deviate from one another?
4. What influence does age have on explicit language attitudes?

It was hypothesised that:

- A. Tyneside English will explicitly be rated highly for SA but lowly for prestige.
- B. There will be an implicit bias against Tyneside English.
- C. Implicit and explicit attitudes will starkly contrast one another.
- D. Younger generations will be less prescriptive in their explicit attitudes towards Tyneside English.

The results not only supported the hypothesis that TE would be explicitly ranked highly for SA but also showed a statistically significant implicit bias against TE. No significant effect of age was found on explicit language attitudes in this study, although it was determined that age influenced the extent to which participants distinguish between TE and SSBE in terms of prestige and SA.

5.1 Explicit Attitudes

The results from the self-report aspect of this investigation do indeed support Hypothesis A. When provided with a fully open-ended opportunity to describe TE, the majority of terms given by participants belonged to the semantic field of SA, including words such as *friendly*, *warm* and *welcoming*. The responses to the Likert scales corroborated this, with participants labelling TE-speakers as *friendly*, *sociable*, and *honest* the most. The fact that, unlike with SSBE, status and education terms were exceedingly sparse in response to Q12 shows that the dimension of prestige was not readily attributed to the dialect. That being said, of the four adjectives in the Education and Status categories describing TE, two were overtly negative: *ineloquent* and *chavvy*. These indicators of prestige, although minimal, nevertheless depict a largely negative view of TE and its speakers regarding this dimension. With regards to SA, not only were the adjectives given in Q12 indicative of a strong association between TE and social characteristics, but the fact that over three quarters of the respondents liked hearing TE is

evidence of an explicit bias in favour of the dialect. These findings indicate the presence of conscious stereotypes often associated with regional English dialects, mirroring the findings of McKenzie and Carrie (2018).

Furthermore, the fact that participants held positive attitudes towards TE overall but negative implicit attitudes could indicate an ongoing shift in the language attitudes of UK residents today. It is well established that explicit language attitudes change first during attitude shifts (McKenzie and Carrie, 2018, p. 839), and so this divergence may be the mid-point in an eventual paradigm shift towards TE, although more research is needed to determine the ultimate strength of this hypothesis.

Surprisingly, no significant overall effect for age was found on the explicit attitudes towards TE and SSBE, leading to the rejection of Hypothesis D in favour of the null. Despite previous research reporting that younger speakers are overall more positive towards non-standard dialects, no such trend was found. Although initially surprising, this lack of evidence could be due to similar cultural and social norms across age groups (i.e. from ideas being passed down from one generation to another) resulting in similar explicit attitudes. An alternative explanation is that perhaps another individual characteristic is more important and more influential in affecting explicit language attitudes, for example their regional identity. Pride for one's local area and the dialect spoken there may override any effects of age when forming perceptions of dialects. This being said, the youngest generation (Generation Z) did give higher average ratings to TE on both prestige and SA than the older generations. Although not a large or significant difference, this positivity towards a non-standard dialect could indicate that the younger generation is leading the change towards more positive language attitudes, however further research is necessary to test the strength of this proposal.

5.2 Implicit Attitudes

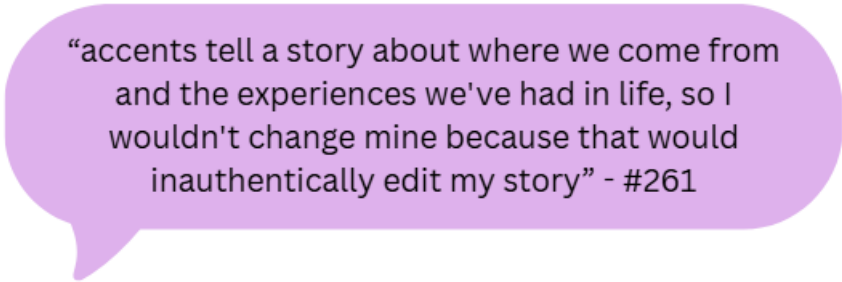
The confirmation of a statistically significant implicit bias against TE and for SSBE aligns with the findings of similar previous studies (McKenzie and Carrie, 2018; McKenzie, 2015), thus supporting Hypothesis B. An individual's implicit language attitudes are deemed to be 'more robust' when compared to explicit attitudes due to their lack of social desirability bias

(McKenzie and Carrie, 2018, p. 830). As a result, the bias against TE found in the IAT is likely to be more indicative of the participants' true language attitudes. The fact that participants held implicit bias against TE despite their explicit favour of the dialect is likely a result of societal factors (e.g. the media) stemming from England's persistent history of classism. Northern English dialects (and especially TE) have long been stigmatised and stereotyped, with these views permeating into our subconscious from a young age. It has been consistently and rigorously reinforced to the English people for centuries that regional dialects are sub-par, and that urban northern speech is categorically incorrect. These attitudes surrounded people in the LMODE period in particular, evident in the literature, the media and the class system. Although prescriptive and prejudicial ideas of such a scale are much rarer in today's media, these beliefs will have undoubtedly been passed down through the generations, leaving behind a scar of linguistic bias undoubtedly present in the 21st century.

5.3 Linguistic Discrimination

Whilst the primary focus of this study was the investigation of implicit and explicit language attitudes, linguistic prejudice and discrimination was also a key aspect of the research. The literature in this field reported a staggering amount of evidence for the routine discrimination of speakers of regional English dialects, especially those speaking TE. Unfortunately, the present study found that almost a third of the participants had faced some form of linguicism in a variety of contexts. Some participants described small comments about accent from friends and family, intended as light-hearted banter. Others detailed institutional linguistic bias within the military, the workplace, and higher educational settings. Although the experiences reported in this study had varying levels of self-reported impact on the individual, all are examples of linguistic discrimination, and all are evidence of the critical issue present in the UK today.

Despite an individual's accent/dialect being legally recognised as a protected characteristic in France, similar legislation has not yet made it across the English Channel. An individual's accent/dialect is just as much an integral part of who they are as their ethnicity or sexuality, and so there is no reason one's speech should be overlooked when it comes to discrimination. When asked which accents they would like to have, one participant in the present study responded with:



“accents tell a story about where we come from and the experiences we've had in life, so I wouldn't change mine because that would inauthentically edit my story” - #261

Figure 15 A participant's response to Question 7.

This quote perfectly encapsulates the highly personal relationship between an individual and their accent and highlights how striving towards a 'standard' dialect would be both inauthentic and unethical. It rings true that it is not simply what you say that shows the world who you are, but indeed how you say it.

5.4 Limitations of the Study

Despite the promising results of this study, a selection of methodological limitations were unfortunately present.

With regards to the explicit language attitudes experiment, the sample, although relatively large, was somewhat unrepresentative of the wider UK population. As seen in Figure 16, all regions were under- or over-represented in the current study compared to their prevalence in reality, most noticeably the East Midlands and the North East. A third of all participants grew up in (and therefore hold the accent/dialect of) the East Midlands, despite the region only representing 7.31% of the UK population as of 2024 (Statista, 2025). Similarly, the North East accounts for only 3.98% of the UK population but was the home region of 21.34% of participants. Such disparity, whilst unsurprising based on the context of this study (conducted via Newcastle University by someone from the East Midlands), nevertheless reduces the generalisability of the findings to the wider population.

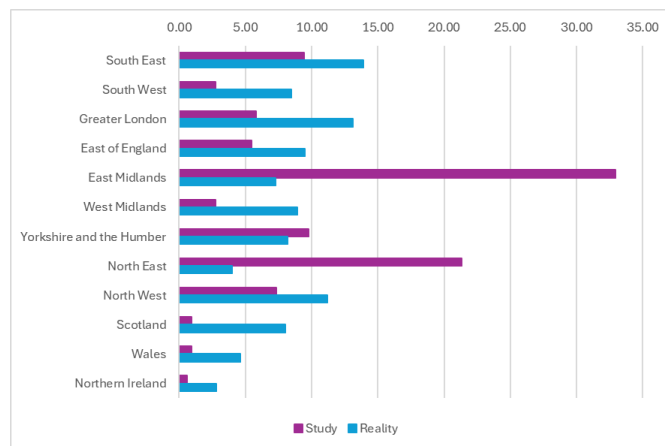


Figure 16 UK regions as a percentage of both the UK population and the set of participants used in this study.

Furthermore, a comparatively small and unrepresentative sample was used in the IAT compared to the self-report study, thus limiting the scope of generalisability of the implicit bias findings. Due to feasibility constraints, only 25 participants completed the IAT, leaving many regions (and the Baby Boomer generation) unrepresented. Although the results gathered from this IAT are indeed significant, future research using a larger, better-stratified sample is necessary.

Unfortunately, the limited parameters of an undergraduate dissertation meant that it was unrealistic to investigate the influence of gender on implicit and explicit bias. Whilst there have been previous studies researching the effects of this characteristic, more research needs to be done in order to fully understand the scope of the influence of gender on linguistic bias.

The field of language attitudes and linguistic discrimination is a greatly interesting and important area of study with much still to be investigated. Whilst this dissertation found significant results about both implicit and explicit attitudes towards TE, as well as acted as a platform for many victims of accent-based discrimination to speak out about their experiences, it has only scratched the surface of what is yet to be done. Future large-scale research investigating dialect-specific language attitudes would be invaluable in uncovering the extent to which personal characteristics influence linguistic bias, paving the way for a better understanding of, and how to eradicate, linguistic discrimination.

6. Conclusion

The aim of this research was to investigate the explicit and implicit language attitudes held by UK nationals towards TE, with a further emphasis on linguistic discrimination. Self-report measures provided evidence that TE is explicitly rated highly in dimensions of SA, with stereotypes of TE-speakers as being *fun* and *friendly* being confirmed by participants. The dialect was largely well-received by participants from every region of the UK, however TE was not rated as highly in areas of prestige. On an implicit level, however, the IAT showed that there was a significant subconscious bias against TE in favour of a standard dialect (SSBE). The obvious contrast between the two levels of language attitude could be the result of ongoing large-scale attitude change in progress, hinting at a more accepting and progressive future in terms of bias against and discrimination towards TE.

The individual difference of age was found not to be significant in influencing overall explicit language attitudes towards TE, however age did affect the extent to which different age groups differentiated between TE and SSBE.

High levels of linguistic discrimination were reported in the explicit attitudes study, many of which detailing prejudice against TE itself. Reports of being perceived as *stupid* or *thick* simply as a result of holding a Tyneside accent were regrettably frequent, and demonstrated that linguistic discrimination is still very much a significant problem in the UK today.

The results of this study highlight the inaccessible biases many people in the UK hold against TE regardless of their conscious opinions, showing that linguistic prescriptivism against non-standard regional dialects is still very much entrenched in British society, conscious or not. There is undoubtedly still a long way to go to fully eliminate these harmful biases, however the explicit positivity towards TE is a positive step towards dialect equality. In the words of Jackson (2019, p. 6):

“A language is not just words. It’s a culture, a tradition, a unification of a community, a whole history that creates what a community is”

This is especially true of TE, whose rich history of prestige, downfall, discrimination and pride is deeply embedded in not just the dialect itself, but its community of speakers. TE is merely the vessel through which the history and culture of the Tyneside area is told, and deserves to be appreciated for its unique features – not discriminated against.

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8. Appendix

8.1 Ethics Information

School of English Literature, Language and Linguistics
Percy Building
Newcastle University
Newcastle upon Tyne
NE1 7RU, United Kingdom



Participant Information Sheet

Project	Investigating Implicit and Explicit Attitudes towards the Geordie Accent.
Principal Investigator	Rhianna Grace Tomlinson; Sujeewa Hettiarachchi
Researcher collecting data	Rhianna Grace Tomlinson

What is this document? This document explains what kind of study you are being asked to take part in, what your rights are, and what will be done with your data. If there are any special benefits or risks to participation, they will be explained here. Please read the information carefully and retain it for your records.

The Project: You are about to participate in a study which involves answering questions in a short questionnaire, with questions asking for basic demographic data, as well as information on language attitudes. Your session should last for about 10 minutes. You will be given full instructions before you begin.

Risks and benefits: There are no anticipated risks to participating in this study. The only benefits to you personally are those you draw from making a contribution to our knowledge about perceptive dialectology.

Right to Withdraw: Your participation is voluntary and you may stop at any time for any reason without penalty.

Confidentiality: We will not be collecting any identifying information, and none of your responses can be associated with your name or with any other personal details.

Your Data: Any data you provide will be handled in accordance with the [UK Data Protection Act of 2018](#). Your anonymous data will be securely stored and may be used only by the above-named researcher(s) as well as by other qualified researchers for teaching or research purposes, and in professional presentations.

Contact Information: This research is being conducted by Rhianna Grace Tomlinson at Newcastle university and overseen by Sujeewa Hettiarachchi. The researcher can be contacted via email at r.g.tomlinson2@ncl.ac.uk for questions or to report a research-related problem. If you have any concerns regarding your rights as a participant in this research, you can contact the ethics convenor of the School of English Literature, Language and Linguistics of Newcastle University (currently Dr Rebecca Woods, rebecca.woods@ncl.ac.uk).

Figure 1 Participant Information Sheet for the present study.

School of English Literature, Language and Linguistics
Percy Building
Newcastle University
Newcastle upon Tyne
NE1 7RU, United Kingdom



Online Participant Consent Form

Project	Investigating Implicit and Explicit Attitudes towards the Geordie Accent.
Principal Investigator	Rhianna Grace Tomlinson; Sujeewa Hettiarachchi
Researcher collecting data	Rhianna Grace Tomlinson

This is a study about attitudes towards English accents conducted by Rhianna Grace Tomlinson and Sujeewa Hettiarachchi at Newcastle University. There are no specific benefits to you for participating other than those you draw from contributing to our knowledge about perceptual dialectology. The experiment will automatically record responses and any other general information that you are asked to provide, such as age, gender, and first language. The responses and information that you provide will be made anonymous and it will not be possible to identify you from the data. Completing all the questions/tasks should take about 10 minutes.

Please click here
<https://d.docs.live.net/52d144c810899133/Desktop/Uni/Year%203/Dissertation/ethics%20forms/SELLL%20Participant%20Information%20Sheet.pdf> for detailed additional information about the study.

By clicking 'agree' below, you declare that:

- You are 18 years of age or older
- You have read and understood the detailed additional information about the study, which you can download above and retain for your records.
- You agree that your **anonymous** data may be kept permanently in secure Newcastle University archives and may be used by qualified researchers for teaching and research purposes.
- You voluntarily agree to participate; you can stop or withdraw this consent at any time before the research is completed (which is planned to be on 29/03/2026).
 - Click 'agree' below to begin the study. If you don't agree to the terms above, no data will be collected. You can either close the window or select 'disagree'.

Figure 2 Online Participant Consent Form for the present study.

8.2 Explicit Attitudes Questionnaire

Section 1 – Socio-demographic Information

In this section, you will be asked for basic information about yourself. Remember, all responses are anonymous!

1. Do you consent to take part in this study?

By clicking 'Agree' below, you declare that:

- You are over 18 years old.
- You have read and understood the information above about the study and how your data will be handled.
- You voluntarily agree to participate; you can stop or withdraw this consent at any time before the research is completed (which is planned to be on 29/03/2026).

Click 'Agree' below to begin the study. If you don't agree to the terms above, no data will be collected. You can either close the window or select 'Disagree'.

☐ Agree

☐ Disagree

2. What gender do you most closely identify with?

☐ Male

☐ Female

☐ Other

3. In which year were you born?

☐ 1997-2007

☐ 1981 – 1996

☐ 1965 – 1980

☐ 1946 – 1964

4. In which region of the UK did you grow up?

☐ South East

☐ South West

☐ Greater London

☐ East of England

☐ East Midlands

☐ West Midlands

☐ Yorkshire and the Humber

☐ North East

☐ North West

☐ Wales

☐ Scotland

☐ Northern Ireland

5. Is English your first language?

☐ Yes

☐ No

Section 2 – General Accents:

In this section, you will be asked a series of questions relating to accents as a whole. Remember, there are no right or wrong answers and all responses are anonymous, so be as truthful as possible!

6. What three adjectives would you use to describe your own accent?

7. Are there any English accents you wish you had/are glad you have?

8. Are there any English accents you wish you didn't have/are glad you don't have?

9. Have you ever faced any prejudice or discrimination because of your accent?

☐ Yes

☐ No

10. Please describe your experience(s) and their contexts in as much detail as you feel comfortable providing.

11. Do you believe a person's accent is indicative of any of the following characteristics? Select all that apply.

☐ Friendliness

☐ Work Ethic

☐ Wealth

☐ Social Class

☐ Criminality

☐ None

☐ Other: _____

Section 3 – Geordie:

In this section, you will be asked a series of questions about the Geordie accent (Newcastle and the surrounding areas) specifically. Please read the questions carefully and answer as truthfully as you can!

12. What three adjectives would you use to describe the Geordie accent?

13. 'I like to hear the Geordie accent.'

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

14. Speakers of the Geordie accent are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Bad

Good

15. Speakers of the Geordie accent are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not educated Educated

16. Speakers of the Geordie accent are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not clear Clear

17. Speakers of the Geordie accent are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Low status High status

18. Speakers of the Geordie accent are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not correct Correct

19. Speakers of the Geordie accent are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not friendly Friendly

20. Speakers of the Geordie accent are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not honest Honest

21. Speakers of the Geordie accent are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not sociable Sociable

Section 4 – Southern English:

In this section, you will be asked about Standard Southern British English (SSBE), a.k.a. Received Pronunciation (RP). Please read the questions carefully and answer as truthfully as you can!

22. What three adjectives would you use to describe Southern English?

23. 'I like to hear the Southern English accent.'

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

24. Speakers of Southern English are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Bad

Good

25. Speakers of Southern English are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not educated

Educated

26. Speakers of Southern English are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not clear

Clear

27. Speakers of Southern English are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Low status

High status

28. Speakers of Southern English are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not correct

Correct

29. Speakers of Southern English are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not friendly

Friendly

30. Speakers of Southern English are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not honest Honest

31. Speakers of Southern English are:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not sociable Sociable

8.3 Implicit Association Test

Press F Positive or Southern English Honest	Press J Negative or Geordie
--	--

Press F Negative or Southern English Low Status	Press J Positive or Geordie
--	--

8.4 TE Adjectives

TE			
Adjective	Frequency	Classification	Percentage
Friendly	159	Sociability	17.81
Strong	42	Dialect Features	4.70
Funny	40	Sociability	4.48
Fast	39	Dialect Features	4.37
Warm	38	Sociability	4.26
Loud	34	Dialect Features	3.81
Musical	33	Dialect Features	3.70
Distinctive	30	Dialect Features	3.36
Northern	27	Dialect Features	3.02
Unique	25	Dialect Features	2.80
Fun	23	Sociability	2.58
Broad	16	Dialect Features	1.79
Difficult	14	Dialect Features	1.57
Recognisable	14	Dialect Features	1.57
Welcoming	13	Sociability	1.46
Hard	12	Dialect Features	1.34
Harsh	11	Dialect Features	1.23
Kind	11	Sociability	1.23
Happy	11	Sociability	1.23
Interesting	11	Dialect Features	1.23
Nice	10	Sociability	1.12
Jolly	9	Sociability	1.01
Different	8	Dialect Features	0.90
Confusing	8	Clarity	0.90
Approachable	8	Sociability	0.90
Upbeat	7	Dialect Features	0.78
Thick	7	Dialect Features	0.78
Down to Earth	7	Sociability	0.78
Comforting	6	Sociability	0.67

Homely	6	Sociability	0.67
Proud	6	Sociability	0.67
Trustworthy	6	Honesty	0.67
Bouncy	5	Dialect Features	0.56
Annoying	5	Sociability	0.56
Brash	5	Sociability	0.56
Common	5	Correctness	0.56
Pleasant	5	Sociability	0.56
High	5	Dialect Features	0.56
Attractive	5	Sociability	0.56
Soft	5	Dialect Features	0.56
Familiar	4	Dialect Features	0.45
Honest	4	Honesty	0.45
Expressive	4	Sociability	0.45
Lively	4	Sociability	0.45
Confident	4	Sociability	0.45
Historic	4	Dialect Features	0.45
Cool	3	Sociability	0.34
Canny	3	Sociability	0.34
Passionate	3	Sociability	0.34
Sharp	3	Dialect Features	0.34
Lilting	3	Dialect Features	0.34
Rough	3	Dialect Features	0.34
Sexy	3	Sociability	0.34
Traditional	3	Correctness	0.34
Varied	3	Dialect Features	0.34
Guttural	3	Dialect Features	0.34
Complex	3	Clarity	0.34
Local	2	Dialect Features	0.22
Lazy	2	Sociability	0.22
Playful	2	Sociability	0.22
Charming	2	Sociability	0.22
Caring	2	Sociability	0.22

Mint	2	Sociability	0.22
Unclear	2	Clarity	0.22
Monotonous	2	Dialect Features	0.22
Working Class	2	Status	0.22
Supportive	2	Sociability	0.22
Incorrect	2	Correctness	0.22
Round	2	Dialect Features	0.22
Likeable	2	Sociability	0.22
Open	2	Sociability	0.22
Easy-going	2	Sociability	0.22
Soothing	2	Sociability	0.22
Inviting	2	Sociability	0.22
Gentle	2	Sociability	0.22
Endearing	2	Sociability	0.22
Entertaining	2	Sociability	0.22
Regional	2	Dialect Features	0.22
Bubbly	2	Sociability	0.22
Incomprehensible	2	Clarity	0.22
Sociable	2	Sociability	0.22
Fluid	2	Dialect Features	0.22
Gentle	2	Sociability	0.22
Calm	2	Sociability	0.22
Satisfying	2	Dialect Features	0.22
Descriptive	2	Dialect Features	0.22
Lovely	2	Sociability	0.22
Normal	1	Correctness	0.11
Unusual	1	Correctness	0.11
Informal	1	Status	0.11
Cute	1	Sociability	0.11
Flamboyant	1	Sociability	0.11
Bold	1	Dialect Features	0.11
Chavvy	1	Status	0.11
Uplifting	1	Sociability	0.11

Abrupt	1	Sociability	0.11
Beautiful	1	Sociability	0.11
Slow	1	Dialect Features	0.11
Iconic	1	Correctness	0.11
Enthusiastic	1	Sociability	0.11
Party	1	Sociability	0.11
Belonging	1	Sociability	0.11
Hearty	1	Sociability	0.11
Fascinating	1	Dialect Features	0.11
Hard-working	1	Sociability	0.11
Cheerful	1	Sociability	0.11
Noticeable	1	Dialect Features	0.11
Positive	1	Correctness	0.11
Shrill	1	Dialect Features	0.11
Pretty	1	Sociability	0.11
Aggressive	1	Sociability	0.11
Clipped	1	Dialect Features	0.11
Well-known	1	Correctness	0.11
Gloomy	1	Sociability	0.11
Terrible	1	Sociability	0.11
Exaggerated	1	Sociability	0.11
Energetic	1	Sociability	0.11
Piercing	1	Dialect Features	0.11
Special	1	Correctness	0.11
Sweet	1	Sociability	0.11
Goofy	1	Sociability	0.11
Engaging	1	Sociability	0.11
Hybrid	1	Dialect Features	0.11
Vibrant	1	Dialect Features	0.11
Self-aware	1	Sociability	0.11
Nasty	1	Sociability	0.11
Ineloquent	1	Education	0.11
Social	1	Sociability	0.11

Grounded	1	Sociability	0.11
Relaxing	1	Sociability	0.11
Animated	1	Dialect Features	0.11
Grating	1	Dialect Features	0.11
Total	893		100

8.5 SSBE Adjectives

SSBE			
Adjective	Frequency	Classification	Percentage
Posh	140	Status	16.47
Clear	76	Clarity	8.94
Boring	21	Sociability	2.47
Educated	18	Education	2.12
Well-spoken	17	Education	2.00
Annoying	16	Sociability	1.88
Wealthy	16	Status	1.88
Proper	15	Correctness	1.76
Understandable	14	Clarity	1.65
Loud	12	Dialect Features	1.41
Bland	11	Dialect Features	1.29
Friendly	11	Sociability	1.29
Soft	11	Dialect Features	1.29
Neutral	11	Dialect Features	1.29
Snobby	11	Status	1.29
Standard	10	Correctness	1.18
Slow	10	Dialect Features	1.18
Confident	9	Sociability	1.06
Distinctive	9	Dialect Features	1.06
Cold	9	Sociability	1.06
Common	9	Correctness	1.06
Southern	9	Dialect Features	1.06
Condescending	8	Sociability	0.94

Sharp	7	Dialect Features	0.82
Elongated	7	Dialect Features	0.82
Strong	6	Dialect Features	0.71
Stereotypical	6	Correctness	0.71
Formal	6	Status	0.71
Refined	6	Correctness	0.71
Precise	6	Dialect Features	0.71
Easy	6	Clarity	0.71
Plain	6	Dialect Features	0.71
Professional	6	Education	0.71
Slang	5	Dialect Features	0.59
Normal	5	Correctness	0.59
Calm	5	Sociability	0.59
Drawl	5	Dialect Features	0.59
Unfriendly	5	Sociability	0.59
Aloof	5	Sociability	0.59
Quiet	5	Dialect Features	0.59
Unique	4	Dialect Features	0.47
Grating	4	Dialect Features	0.47
Fancy	4	Status	0.47
Simple	4	Dialect Features	0.47
Arrogant	4	Sociability	0.47
Eloquent	4	Education	0.47
Correct	4	Correctness	0.47
Familiar	4	Dialect Features	0.47
High Class	4	Status	0.47
Direct	4	Sociability	0.47
Pronounced	4	Dialect Features	0.47
Measured	4	Dialect Features	0.47
Default	4	Correctness	0.47
Brash	4	Sociability	0.47
Entitled	4	Status	0.47
Smooth	4	Dialect Features	0.47

Privileged	4	Status	0.47
Regal	4	Status	0.47
Fast	4	Dialect Features	0.47
Monotone	4	Dialect Features	0.47
Varied	3	Dialect Features	0.35
Obnoxious	3	Sociability	0.35
Aggressive	3	Sociability	0.35
Standoffish	3	Sociability	0.35
Harsh	3	Dialect Features	0.35
Lazy	3	Sociability	0.35
Tory	3	Status	0.35
Clipped	3	Dialect Features	0.35
Polite	3	Education	0.35
Concise	3	Dialect Features	0.35
Elegant	3	Status	0.35
Rounded	3	Dialect Features	0.35
Reserved	3	Sociability	0.35
Judgemental	3	Sociability	0.35
Characterless	3	Sociability	0.35
Artificial	3	Sociability	0.35
Stuck-up	2	Sociability	0.24
Jarring	2	Dialect Features	0.24
Pretentious	2	Sociability	0.24
Warm	2	Sociability	0.24
Open	2	Sociability	0.24
Modern	2	Dialect Features	0.24
Dominant	2	Correctness	0.24
Hard	2	Clarity	0.24
Broad	2	Dialect Features	0.24
Weird	2	Dialect Features	0.24
Crisp	2	Dialect Features	0.24
Polished	2	Dialect Features	0.24
Best	2	Correctness	0.24

Typical	2	Correctness	0.24
Colloquial	2	Dialect Features	0.24
Laid Back	2	Sociability	0.24
Self-centred	2	Sociability	0.24
Pompous	2	Status	0.24
Nasal	2	Dialect Features	0.24
Generic	2	Correctness	0.24
Abrupt	2	Sociability	0.24
Homely	2	Dialect Features	0.24
Upper Class	2	Status	0.24
Thick	2	Dialect Features	0.24
Cocky	2	Sociability	0.24
Known	2	Correctness	0.24
Inviting	2	Sociability	0.24
Authoritative	2	Status	0.24
Stern	2	Sociability	0.24
Vast	1	Dialect Features	0.12
Dramatic	1	Sociability	0.12
Different	1	Dialect Features	0.12
Nice	1	Sociability	0.12
Flippant	1	Sociability	0.12
Pure	1	Correctness	0.12
Gravely	1	Dialect Features	0.12
Piercing	1	Dialect Features	0.12
Well-to-do	1	Status	0.12
Connected	1	Status	0.12
Floaty	1	Dialect Features	0.12
Melodic	1	Dialect Features	0.12
Elitist	1	Status	0.12
Coarse	1	Dialect Features	0.12
Smarmy	1	Status	0.12
Unapproachable	1	Sociability	0.12
Gentle	1	Sociability	0.12

Haughty	1	Status	0.12
Intimidating	1	Sociability	0.12
Articulate	1	Education	0.12
Distinguished	1	Status	0.12
Kind	1	Sociability	0.12
Mellow	1	Dialect Features	0.12
Brassy	1	Dialect Features	0.12
Rustic	1	Dialect Features	0.12
Unsocial	1	Sociability	0.12
Rhythmic	1	Dialect Features	0.12
Plummy	1	Status	0.12
Uncouth	1	Status	0.12
Enunciated	1	Dialect Features	0.12
Bold	1	Dialect Features	0.12
Mundane	1	Sociability	0.12
Famed	1	Correctness	0.12
Majority	1	Correctness	0.12
Horrible	1	Sociability	0.12
Devious	1	Sociability	0.12
Supercilious	1	Sociability	0.12
Opinionated	1	Sociability	0.12
Bad Pronunciation	1	Correctness	0.12
Middle Class	1	Status	0.12
Poor	1	Status	0.12
Significant	1	Correctness	0.12
Interesting	1	Sociability	0.12
Sociable	1	Sociability	0.12
Punchy	1	Dialect Features	0.12
Abrasive	1	Sociability	0.12
Shit	1	Sociability	0.12
Prim	1	Status	0.12
Trustworthy	1	Honesty	0.12
Acceptable	1	Correctness	0.12

Unpleasant	1	Sociability	0.12
Silver Spoon	1	Status	0.12
Trust Fund	1	Status	0.12
Basic	1	Dialect Features	0.12
Superior	1	Correctness	0.12
Unusual	1	Dialect Features	0.12
Weak	1	Dialect Features	0.12
Lovely	1	Sociability	0.12
Conservative	1	Status	0.12
Mild	1	Dialect Features	0.12
Self-assured	1	Sociability	0.12
High	1	Dialect Features	0.12
Recognisable	1	Dialect Features	0.12
Right	1	Correctness	0.12
Flowy	1	Dialect Features	0.12
Drawn Out	1	Dialect Features	0.12
Pleasant	1	Sociability	0.12
Comprehensible	1	Clarity	0.12
Amusing	1	Sociability	0.12
Comforting	1	Sociability	0.12
Evil	1	Sociability	0.12
Desired	1	Correctness	0.12
Well-known	1	Correctness	0.12
Arseholes	1	Sociability	0.12
Disingenuous	1	Sociability	0.12
Smug	1	Sociability	0.12
Uppity	1	Sociability	0.12
Gloomy	1	Sociability	0.12
Vanilla	1	Dialect Features	0.12
Unintelligible	1	Dialect Features	0.12
Curt	1	Sociability	0.12
Ubiquitous	1	Correctness	0.12
Overzealous	1	Sociability	0.12

Sarcastic	1	Sociability	0.12
Non-descriptive	1	Dialect Features	0.12
Cheeky	1	Sociability	0.12
Overbearing	1	Sociability	0.12
Unwelcoming	1	Sociability	0.12
Withdrawn	1	Sociability	0.12
International	1	Correctness	0.12
Throaty	1	Dialect Features	0.12
Fluent	1	Dialect Features	0.12
Chipper	1	Sociability	0.12
Assumed	1	Correctness	0.12
Total	850		100