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Language Attitudes and Multilingualism: Perceptions of Native and Non-Native Accents in Multilingual Communities

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Abstract

This research explores into the complex interplay between demographics, language preferences, and how an audience interprets an accent in multilingual communities. Our study employed a quantitative methodology to examine how receptive individuals of three age groups were to linguistic variety. The purpose of the research was to learn more about the linguistic diversity present in these active groups. Our findings add significantly to the body of knowledge on this subject. The study's results highlight the importance of age in influencing linguistic attitudes in bilingual and multilingual contexts. It is important to note that younger generations have generally more positive attitudes regarding dominant or prominent languages associated to modern trends and global communication. On the other hand, older people tend to have a deep love for their native tongue and regional identity. The aforementioned generational differences underscore the dynamic nature of linguistic attitudes and emphasize the role of age-related sociolinguistic factors in shaping individuals' linguistic preferences and connections. Curiously, in multilingual societies, age does not have a major role in how an accent is perceived. This research provides new insight into how people of varying ages respond to and interact with speakers with a variety of accents. Exposure to a variety of languages, individual views about language, and the effects of being multilingual all contribute to the development of adaptability. Potential implications for promoting linguistic diversity, easing cross-cultural communication, and creating welcoming environments that encourage contact among people of different language backgrounds are shown by this study's findings.

Introduction

Wei (2018) argues that the dynamic interplay between languages and cultures across different groups throughout the globe is best shown by the widespread occurrence of multilingualism in today's more interconnected global society. An rising number of researchers are focusing on the topic of multilingualism because it may shed light on the complex relationships between languages, speakers, and their linguistic practices (Heller, 2011). Within the intricate web of

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language diversity, attitudes toward language play a crucial role in the establishment of social connections and the development of individual and group identities (Piller, 2016). The way that accents, both native and non-native, are perceived has a prominent position in the field of linguistic attitudes. This factor includes long-held convictions, prejudices, and preconceptions that affect how people talk to one another and how they see the world in settings with different languages (Garrett & Cots, 2017).

This study goes into the fascinating field of linguistic attitudes, with a focus on how people who are bilingual or multilingual see native and non-native accents. For a long time, studying speakers' mentalities and the way they speak has been a priority for researchers. However, inside the sphere of multilingual societies lies an exciting and underexplored subject. The intricate connection between accents, identity, and communication dynamics emerges as a new and under-researched subject within these diverse linguistic settings. This study intends to fill this information gap by comparing how people with native and non-native accents are perceived in bilingual settings. This work hopes to provide insight on the potential repercussions of these views on social interactions and individual identities.

Several contemporary societies display the inherent and pervasive trait of multilingualism, which takes several forms. From urban centers where several languages coexist to rural communities where linguistic convergence has occurred from past migrations, multilingualism is a major feature of our linguistic environment (Wei, 2018). Languages spoken in multilingual societies typically come from different places, have different levels of historical significance, and are spoken by people of differing linguistic abilities. According to Gorter (2013), the existence of several linguistic contexts is evidence of cultural prosperity and the incredible adaptability and resilience of the human race.

People in multilingual societies typically use many languages and dialects in their daily lives, each of which serves a different purpose in their work, education, and social relationships (Cenoz, 2009). In this complex linguistic environment, the importance of understanding linguistic attitudes becomes clear, since they play a significant role in shaping both linguistic hierarchies and social interactions. The term "language attitudes" is used to describe people's ways of thinking, feeling, and judging with regards to other tongues. These beliefs have a significant role in determining the respect and social status accorded to linguistic variants (Garrett & Cots, 2017).

There are real-world consequences to the views we have about language that go well beyond any theoretical considerations. According to Wenzel et al. (2017), these beliefs affect how individuals talk about themselves, who they associate with, and how they see the world. Further, acknowledgement of the power language attitudes have as powerful tools for inclusion and exclusion is crucial. These mindsets not only reflect but also perpetuate existing hierarchies and inequalities in society (Piller, 2016). As point out, Flora (2020) the impact of linguistic attitudes is magnified in multilingual cultures because linguistic diversity is embedded in daily life.

Accents, both native and non-native, are important indicators of linguistic attitudes because they capture the intersection of linguistic diversity and individuality. According to research (Coupland, 2010), a person's accent may provide information about their linguistic and social upbringing, as well as their sense of self and community. In multilingual cultures, accents may serve as indications of membership or exclusion due to their cultural and geographical implications (Kerswill, 2020). However, there is no value-free method for judging accents. Schwarz & Bless (2013) argue that social judgments, prejudices, and biases present in a particular situation may have a major impact on social interactions and on people's well-being.

The complexity of recognizing an accent increases in multilingual settings. Pavlenko et al. (2020) claims that native accents associated with dominant or prominent languages are preferred and given higher social status. On the other hand, those with non-native accents (typical of languages spoken by minorities and immigrants) might face discrimination and prejudice. Economic opportunities, educational attainment, and social inclusion within multilingual societies are only some of the areas where people's impressions of native and non-native accents may have an effect (Flores & Rosa, 2015).

The processes via which language attitudes and accents operate in multilingual cultures remain poorly understood, despite the large body of academic work on these topics. The unique dynamics of language variation, shifting power relations, and complicated discourses of identity among these communities highlight the necessity to examine this under-researched topic in depth. The current study intends to fill this void by investigating the nuanced nature of language attitudes in multilingual settings, with a focus on how native and non-native accents are evaluated. Our interest in these areas of study emanates from a desire to learn more about the complex relationship between language attitudes, interpersonal communication, and the development of a sense of self in today's multilingual cultures.

The purpose of this research is to empirically investigate the commonly held beliefs about accents in order to comprehend the differential treatment of native and non-native speakers. In addition, Smyth and Kizach seek to gain insight into how these viewpoints influence the development of individual and community identities and how that can play out for those who choose to make their homes in multilingual communities. Our research intends to fill a gap in the existing literature by delving into a previously unexplored topic. Our research will help policymakers, educators, and researchers make more well-informed decisions. In an increasingly multilingual society, these findings will form the basis for policies and practices that foster social cohesion and linguistic diversity (Piller, 2016).

Objective of the Study

Examining how people of different linguistic backgrounds view native and non-native accents is the primary focus of this research. This is done so that we can better comprehend the complex role that language plays in the formation of individual and social identities.

Literature Review

Sociolinguistics and associated studies have made important contributions to our knowledge of how individuals feel about and respond to linguistic diversity, as Garrett & Cots (2017) point out. There are far-reaching implications for the school, the workplace, and interpersonal relationships stemming from people's perceptions of others' accents.

Like communities where multiple languages are spoken, native accents tend to be viewed in a hierarchical sense. Native speakers of the dominant or prominent language in a region are often assigned better social standing and more favourable appraisals. According to Coupland & Garrett (2010), one's own accent is the gold standard against which all others are measured. Rubin (1992) suggests that local accents may have social advantages, such as increased job chances, if people were more likely to have favorable impressions of those who spoke the language.

However, non-native accents are typically stigmatized and regarded poorly since they are associated with immigrant or minority cultures (Lippi-Green, 2012). People who speak a language other than their native tongue may be subject to bias and have less opportunities available to them (Flores & Rosa, 2015). According to Kang & Sutton (2016), racial and ethnic

stereotypes might make it even more challenging to understand speakers with accents other than one's own.

Beyond just showing one's linguistic background, accents play a significant role in the formation of both individual and group identities (Coupland & Garret, 2010). As a method of bolstering a feeling of pride and belonging, many people identify with their native accents. People whose first language is not their own may struggle with their sense of self if their speech patterns do not reflect who they believe themselves to be (Pavlenko et al., 2020).

Accents are more difficult to interpret in multilingual communities due to the existence of several languages and dialects (Heller, 2011). Kerswill (2020) point out that the linguistic context affects how we place accents and how we rank languages. Due to the complexity of this phenomena, it is necessary to investigate attitudes regarding accents within these communities in depth (Fang, 2019).

Despite the vast quantity of research done on the topic of linguistic attitudes and how people perceive accents, very few studies have focused on these phenomena in multilingual communities. Existing works have primarily focused on monolingual or bilingual settings, ignoring the complexities of multilingual contexts (Butler, 2012).

Existing research shows that people's perceptions of others based on their language skills and accents have significant effects on their own lives and the relationships they cultivate. However, in the context of multilingual societies, there is a considerable gap in our understanding of the operation, evolution, and impact of these attitudes on the communication and identity dynamics. Multilingual settings provide unique challenges that need for in-depth research into issues including linguistic diversity, power relations, and complex identity battles (Fang, 2019).

Communication and individuality in multilingual societies rely heavily on people's attitudes toward and understanding of one another's linguistic styles and accents. Though these phenomena have been the subject of much academic investigation in other contexts, the peculiar dynamics of multilingual environments need concentrated and specialized examination. The purpose of the current study is to fill this void in the existing research by investigating how native and non-native accents are perceived in multilingual cultures, as well as how this perception effects communication and identity development in these complex linguistic contexts. This research intends to achieve its goal of better understanding the relevance of language attitudes in multilingual situations by conducting an empirical inquiry. The overarching purpose of the study is to inform policy and practice in a way that will lead to an increase in linguistic variety and promote social inclusion.

Methods

The present study employed a cross-sectional research design to examine the linguistic attitudes and perceptions of accents within a population of multilingual individuals. Cross-sectional designs are highly appropriate for capturing a momentary depiction of attitudes and activities during a specific timeframe.

The research participants were selected from a heterogeneous sample of persons residing in urban and suburban regions within communities characterized by a range of linguistic diversity. The research employed a sample size comprising 300 participants. The procedure for selecting participants involved the implementation of stratified random sampling in order to guarantee the inclusion of individuals from diverse age cohorts, genders, and linguistic backgrounds.

The data were obtained by employing a standardized questionnaire that was conducted via an online platform. The survey encompassed two primary domains, wherein one segment was dedicated to the examination of linguistic attitudes, while the other half was committed to the analysis of views of accents. The portion concerning language attitudes had Likert-scale questions that evaluated participants' attitudes towards several languages and dialects often employed in multilingual communities. The section concerning accent perceptions involved the utilization of audio recordings featuring individuals, encompassing both native and non-native speakers, engaging in the activity of reciting a standardized passage. The participants were provided with instructions to evaluate their judgments of the accents based on criteria such as comprehensibility, affability, and socioeconomic status.

The quantitative data analysis was conducted utilizing statistical software, specifically SPSS version 25. The investigators conducted an analysis of descriptive statistics, including measures of central tendency (means), measures of variability (standard deviations), and frequency distributions, to provide a concise overview of the respondents' responses to the questionnaire items. The research used inferential statistical analyses, namely t-tests and ANOVA, to investigate potential disparities in language attitudes and accent judgments. The aforementioned variances were examined with respect to demographic variables, including age, gender, and language background.

Results

Table 1. Descriptive Statistics for Language Attitudes

Variable	Mean	Standard Deviation	Minimum	Maximum
Attitude towards Language 1	4.53	0.87	1.00	5.00
Attitude towards Language 2	3.87	1.12	1.00	5.00
Attitude towards Language 3	2.98	1.03	1.00	5.00

Descriptive data about respondents' opinions of three languages (Language 1, Language 2, and Language 3) spoken by members of multilingual communities are shown in Table 1. The mean values reflect the typical perspective on each language, with higher values representing more favorable perspectives. Data dispersion around a mean is described by its standard deviation. For instance, Language 1 was the area in which participants reported the highest levels of positivity (mean = 4.53) with the least variation (standard deviation = 0.87).

Table 2. Descriptive Statistics for Accent Perceptions

Accent Type	Mean Intelligibility	Mean Friendliness	Mean Prestige
Native Accent	4.62	4.45	4.34
Non-Native Accent	3.21	3.12	2.98

Descriptive data regarding how people rated both native and non-native accents are shown in Table 2. We provide the average scores for intelligibility, friendliness, and prestige. Overall, participants preferred the Native Accent over the Non-Native Accent in all three categories. For instance, when comparing the Native Accent (mean = 4.62) with the Non-Native Accent (mean = 3.21), the former has much better intelligibility ratings.

Table 3. T-Test Results for Language Attitudes by Age Group

Variable	Mean (Group A)	Mean (Group B)	t-value	p-value
Attitude towards Language 1	4.56	4.45	1.82	0.072
Attitude towards Language 2	3.95	3.78	1.21	0.231
Attitude towards Language 3	3.02	2.95	0.89	0.376

The results of t-tests comparing the linguistic attitudes of participants in Group A (aged 18-30) and Group B (aged 31-50) are shown in Table 3, aiming to identify potential differences between the two groups. The p-value is used to demonstrate statistical significance, while the t-value quantifies the magnitude of the disparity between the means of two groups.

The variable "Attitude towards Language 1" exhibits a t-value of 1.82 and a p-value of 0.072. Given that the p-value exceeds the predetermined significance level of 0.05, it is not possible to draw a conclusion on the presence of a statistically significant disparity in the viewpoints on Language 1 between the two age cohorts.

Table 4. T-Test Results for Accent Perceptions by Age Group

Accent Type	Mean (Group A) Intelligibility	Mean (Group B) Intelligibility	t-value	p-value
Native Accent	4.65	4.54	1.98	0.051
Non-Native Accent	3.15	3.25	-1.42	0.158

The results of t-tests comparing accent perceptions between Group A and Group B are shown in Table 4. The t-value for "Native Accent" intelligibility is 1.98, with a corresponding p-value of 0.051. The obtained p-value is just over the threshold of 0.05, indicating a marginal level of significance in the perceived intelligibility disparity between the two age cohorts for the Native Accent.

Regarding the matter of intelligibility in the context of "Non-Native Accent," the t-value is observed to be -1.42, accompanied by a matching p-value of 0.158. In this particular case, the calculated p-value surpasses the predetermined significance level of 0.05. This indicates that there is inadequate evidence to substantiate the existence of a statistically significant disparity in perceived intelligibility between the two age groups in relation to the Non-Native Accent.

Table 5. ANOVA Results for Language Attitudes by Age Group

Variable	Mean (Group A)	Mean (Group B)	Mean (Group C)	F-value	p-value
Attitude towards Language 1	4.56	4.45	4.38	2.12	0.045
Attitude towards Language 2	3.95	3.78	3.62	3.54	0.027
Attitude towards Language 3	3.02	2.95	2.85	1.89	0.072

The results of an ANOVA, conducted to determine whether there are statistically significant differences in linguistic attitudes across three age groups, are displayed in Table 5. The F-value is a statistical statistic that provides a numerical value for the correlation between group differences and individual differences. The p-value, on the other hand, is a statistical indicator used to quantify how significant a result is.

$F(2,12) = 0.045$, which means that there is a significant relationship between "Attitude towards Language 1" and the outcome. Since the p-value is less than the threshold for statistical significance (0.05), it can be inferred that there is statistically significant evidence to support

the claim that there are distinguishable differences in attitudes about Language 1 across the three age groups.

Also, "Attitude towards Language 2" has an F-value of 3.54 and a p-value of 0.027. There is statistically significant variation in attitudes regarding Language 2 among age groups, as shown by the fact that the p-value is less than .05.

With respect to "Attitude towards Language 3," the F-value is 1.89 and the p-value is 0.072. The calculated p-value is greater than the significance level of 0.05, suggesting that the differences in opinions about Language 3 between the three age groups are not statistically significant.

Table 6. ANOVA Results for Accent Perceptions by Age Group

Accent Type	Mean (Group A) Intelligibility	Mean (Group B) Intelligibility	Mean (Group C) Intelligibility	F- value	p- value
Native Accent	4.65	4.54	4.48	1.67	0.198
Non-Native Accent	3.15	3.25	3.30	0.62	0.547

Table 6 displays the results of the analysis of variance (ANOVA) performed on the opinions regarding accents for the three different ages. An F-value of 1.67 and a related p-value of 0.198 indicate that "Native Accent" is easily understandable. The computed p-value is more than 0.05, indicating that there is no statistical significance in the difference between how easily people of different ages understand the Native American accent.

The F-value for the intelligibility of a "Non-Native Accent" is 0.62, and the p-value is 0.547. Again, the calculated p-value is greater than 0.05, which means that there is no statistically significant variation in the perceived intelligibility of the Non-Native Accent across age groups.

Discussion

Language Attitudes and Age

To fully grasp the complexities of multilingual cultures, it is essential to analyze linguistic attitudes as a function of age. The term "language attitudes" is used to describe people's mental, emotional, and value-based impressions of different tongues. It is important to examine age-related differences in language attitudes within the area of sociolinguistics since the development of these attitudes is impacted by a complex interplay of sociolinguistic, cultural, and generational factors (Labov, 1972).

Our findings show that there are substantial differences in linguistic attitudes across three unique age groups: Group A (18-30), Group B (31-50), and Group C (51-70). Opinions on Language 3 did not significantly differ from one another, although there were noticeable differences in how people felt about Languages 1 and 2.

Multiple sociolinguistic phenomena might explain why people of various ages have such divergent attitudes regarding L1 and L2. Changing language choices between generations is an important occurrence in and of itself. Younger generations (Fisherman's Group A) are more likely to have positive attitudes toward prestige languages. In general, these are the tongues associated with progress, prosperity, and globalization. Group C, which includes people of retirement age, may be more likely to retain ingrained language connections. According to Labov (1972), this may be indicative of their commitment to traditional linguistic traditions and the maintenance of cultural identity. Multilingual communities have a dynamic sociolinguistic environment, and the occurrence of generational differences in language attitudes is evidence of this.

Bourdieu (1991) posits that individuals are inclined to have a positive perception of a particular language when it is esteemed within their social group. Multiple studies have provided evidence indicating that individuals who are proficient in Language 1 within multilingual communities are perceived as possessing higher levels of education and displaying greater dedication towards their cultural heritage (Hornberger & Johnson, 2007). One plausible reason for the observed beneficial outcomes is that individuals belonging to younger age groups, who often exhibit higher levels of ambition and a broader worldview, are more inclined to associate themselves with this particular cohort. Conversely, individuals of advanced age may exhibit a stronger attachment to their conventional linguistic patterns, leading to ambivalent attitudes towards Language 1.

Despite the notable age-related disparities, the perspectives articulated in Language 2 offer valuable insights into the sociolinguistic dynamics observed within multilingual societies. Language 2 has the potential to serve as a substitute for a language of historical significance or one that is utilized as a representation of regional identity. The favorable opinions towards Language 2 exhibited by younger participants may be indicative of their inclination towards embracing linguistic diversity and recognizing the importance of safeguarding regional heritage languages (Hornberger & Johnson, 2007). On the other hand, older people may have a more favorable impression of Language 2 because they see it as a reflection of their linguistic heritage and regional identity.

It is important to note that although substantial differences in opinion were found between L1 and L2, no such differences were found between L3 and L4. There might be other factors at play here that explain why diversity is lacking. It is possible that the third language spoken in a multilingual society is a minority language or one spoken by a specific subgroup. Therefore, it is probable that views towards Language 3 are less influenced by age-related sociolinguistic traits than attitudes towards Languages 1 and 2. Furthermore, it is possible that several factors, such as individual linguistic ideologies, degrees of exposure, and personal experiences, can greatly alter the participants' perceptions and views about linguistic 3. In the context at hand, these variables may carry more weight than generational influences in molding people's perspectives on Language 3.

Accent Perceptions and Age

This study looked at whether or not there is an age-related difference in how people in multilingual cultures interpret accents. Our study found no statistically significant differences in how Native and Non-Native Accents were perceived across the three age cohorts (Group A: 18-30, Group B: 31-50, and Group C: 51-70), contrary to what has been found in other studies. The results raise interesting questions concerning the complex interplay of age, language diversity, and the perception of accents in multilingual society.

Living in a bilingual environment may provide a logical explanation for the lack of significant age-related differences in the perception of accents. People in these communities often interact with others from linguistically varied backgrounds. Derwing & Munro (2009) argue that, regardless of age, being exposed to several languages may improve one's ability to tolerate and adapt to the sounds of others' speech. Younger generations may have better familiarity with a variety of accents due to their exposure to more and more linguistic environments throughout their development. Similarly, people of more senior years may have more open minds about accents since they have seen the changes in their own sociolinguistic contexts.

Accent evaluations have also been demonstrated to be significantly impacted by the assessor's own linguistic philosophy and life circumstances (Giles & Billings, 2004). We assume that the people who took part in our study brought their personal experiences and knowledge of

language to bear when judging the Native and Non-Native Accents. Age may have had less of an influence on the perception of accents than these other relevant factors.

It is possible that the lack of differences in how people of various ages perceive accents is due to the existence of several languages within a society, which is itself a distinctive trait. In these situations, individuals have practiced skills for efficiently navigating a wide variety of linguistic differences, including different accents (Wei, 2018). As a result of being exposed to and able to use a variety of languages and dialects, multilingualism encourages linguistic flexibility (Cenoz, 2009). There may be less variation in how people of various ages interpret accents if the multilingual population as a whole is more linguistically adaptable.

Moreover, it has been suggested that the perception of accents is connected to both individual and group identities in complex ways (Coupland, 2007). It is possible that people's assessments of others' accents were colored by their own linguistic or group identities, whether by design or by accident. Possible age-related differences in how an accent is perceived may be outweighed by the association between accent perceptions and identifying characteristics.

Implications for Multilingual Communities

The necessity of promoting linguistic diversity and inclusiveness within multilingual communities is one of the major takeaways from our study. Many modern civilizations exhibit a notable feature known as multilingualism, in which a large number of languages and dialects are spoken. Recognizing and celebrating the many different languages and dialects used in any given area is an important part of fostering linguistic variety. The idea implies valuing the linguistic diversity that contributes to our rich cultural life and sense of individuality (Piller, 2016).

Our data suggests that people of all ages in multilingual society are equally accepting of one another's linguistic quirks, including their own distinctive pronunciations. In order to foster conditions favorable to the spread of linguistic diversity, it is important to make use of the aforementioned flexibility and receptivity. Legislators, teachers, and community leaders have the power to adopt policies that encourage and support the maintenance of linguistic diversity. Efforts along these lines can include teaching more than one language in the classroom, hosting cultural celebrations, and promoting linguistic diversity in everyday life.

In multilingual communities, the value of intercultural communication cannot be understated. Our findings show that age does not significantly affect how people identify an individual's accent. This demonstrates the potential for generationally diverse social networks to flourish. This finding suggests that people of all ages are open to interacting with those who speak with a variety of accents, providing an opportunity for community leaders and institutions to promote effective cross-cultural communication through the launch of initiatives and the participation in activities designed to bring people of different linguistic backgrounds closer together. There is great value in the opportunities for cross-cultural learning and linguistic contact provided through language exchange programs, cultural festivals, and community debates. The community's understanding will grow, and friendships will strengthen, as a result of these endeavors.

Regardless of age, participants in the current study showed remarkable adaptability and tolerance toward speakers with a variety of accents. But it's important to remember that linguistic bias and stereotyping can persist even in cultures where many people speak many languages (Flores & Rosa, 2015). There is a correlation between linguistic and accent prejudices and lower life outcomes in terms of education, employment, and social standing (Kang, 2016).

Multilingual communities must prioritize anti-discrimination efforts in order to address these issues. Educational initiatives aimed at increasing the public comprehension of linguistic diversity and the pernicious repercussions of discrimination may fall under this category of efforts. Legal protections against linguistic bias in the workplace and the classroom are also feasible. As a corollary, it is crucial that community leaders and institutions aggressively challenge and battle prevalent stereotypes and biases related to language and accent.

There is a strong correlation between the presence of legacy languages in multilingual communities (Hornberger & Johnson, 2007). Legacy languages are those that hold significant cultural value for a particular group of people. Our findings show that people of all ages are interested in protecting their native languages, as evidenced by the positive attitudes revealed by the responses to Language 2.

Community-based initiatives for the maintenance and revitalization of heritage languages may benefit from the results reported in this study. Effectively involving people from different age groups requires careful planning when designing language preservation projects, cultural heritage institutes, and intergenerational language transmission initiatives. Participation from people of varying ages allows these programs to make the most of the community's rich pool of linguistic knowledge and experience.

Limitations and Future Directions

Recognizing the constraints of this study is crucial. Although our research provides valuable insights into the correlation between age, linguistic attitudes, and accent perceptions, it does not extensively explore the fundamental mechanisms that contribute to these variations. Further investigation is warranted to examine the influence of socio-cultural factors, linguistic exposure, and individual identity on the formation of language attitudes and perceptions of accents in multilingual populations. In addition, the cross-sectional methodology employed in this study imposes constraints on our capacity to establish causal links or monitor temporal changes. The utilization of longitudinal research methods has the potential to yield a more comprehensive and in-depth comprehension of the dynamic nature of language attitudes as they unfold and transform within multilingual environments.

Conclusion

Within a global context characterized by a wide range of languages and the prevalence of multilingualism, our study focused on exploring the complex interplay between language attitudes, perceptions of accents, and age within societies that are multilingual in nature. The results obtained from our research offer significant contributions to the understanding of how persons of various age groups exhibit adaptation and receptiveness towards linguistic variety, accent differences, and the simultaneous presence of many languages and dialects within their own communities.

Our research findings indicate that age significantly influences linguistic attitudes in multilingual settings. Significant disparities were noted in the views towards dominant or prominent languages (referred to as Language 1) and regional heritage languages (referred to as Language 2) across the three age cohorts. The aforementioned disparities are indicative of changes throughout generations, variations in linguistic status, and the dynamic sociolinguistic environment within communities that use multiple languages. The younger cohorts frequently displayed more favorable dispositions towards dominating languages that are linked to contemporary advancements and worldwide interaction, but the older cohorts maintained a robust attachment to their customary linguistic customs and regional affiliations. The existence

of a generational gap highlights the ever-changing character of language attitudes and emphasizes the significance of taking age-related sociolinguistic aspects into account when formulating language regulations and advocating for linguistic variety.

Furthermore, our research findings indicate that age, although a factor that influences linguistic attitudes, does not have a substantial effect on accent perceptions within populations that are multilingual. The lack of age-related disparities in the perception of accents underscores the flexibility and receptiveness of individuals across diverse age cohorts towards varied accents. The ability to adapt is presumably facilitated by the experience of being exposed to a wide range of languages, individual beliefs about language, and the impact of being multilingual. The aforementioned results demonstrate potential implications for fostering linguistic diversity, facilitating cross-cultural communication, and establishing inclusive environments within multilingual communities. These outcomes suggest that individuals of various age groups within these communities are receptive to engaging with others from diverse linguistic origins.

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