



UNIVERSITY
OF CURAÇAO
DR. MOISES DA COSTA GOMEZ

Language Attitudes in Bonaire

Attitudes towards Dutch and Papiamentu among students

Ariadna Timp
1086464
University of Curaçao
General Faculty
Master of Education in English
Supervisor: dr. Ellen-Petra Kester
June 12, 2018

Preface

After two years, the end is finally in sight, and I could not have done it without the help and support of a few key people. First and foremost, I would like to thank God for the strength he has always given me to achieve my dreams. I would also like to thank my family for their unconditional love and undying support in everything I do.

There has been one person who has been by my side throughout this journey. She has trekked through the hard times with me, and we have celebrated our victories together. I do not think I would be at this point right now if I had not had a great classmate and colleague like Rita Vitalini.

I would also like to thank Professor Ellen-Petra Kester. Despite her already busy schedule, she took on the job of guiding me in making my thesis and I could not have asked for a better guide. I am truly thankful for her help, guidance, and support.

A special thank you goes out to some key individuals who gave up their free time, unnecessarily, to make sure that I would be able to complete my thesis in time to take part in the graduation. Thank you to Rosemarijn de Jong, who sat with me for hours to help me improve my thesis. Thank you to Ronald Severing, who was so eager to help me improve my thesis as well.

Finally, I would like to thank Ange Jessurun. She has been a lifeline for all of us and has proven that she not only cares greatly about this study, but she also cares deeply for each of us as individuals. Without her support and push, much of this would not have been possible. I truly appreciate her kindness and love throughout this journey.

Table of Contents

Executive Summary.....	page 4
Chapter 1: Introduction.....	page 5
Chapter 2: Literature Survey	
2.1 Language Situation in Bonaire.....	page 7
2.2 Language Regulations BES-Islands.....	page 8
2.3 The relation between motivation, attitude.....	page 8
and language learning	
2.4 The Study of Language Attitudes.....	page 9
2.5 The Matched-guise Test.....	page 12
2.6 Theoretical Framework.....	page 16
Chapter 3: Methodology.....	page 17
Chapter 4: Results	
4.1 Demographic characteristics of the participants.....	page 20
4.2 Results of the Matched-guise test.....	page 20
4.3 Results of the questionnaire on language attitudes.....	page 24
Chapter 5: Conclusion.....	page 30
Chapter 6: Evaluation, discussion, strengths & limitations.....	page 33
References.....	page 35
Appendix 1: Results Speaker 1	
Appendix 2: Results Speaker 2	
Appendix 3: Results Questionnaire in absolute numbers	
Appendix 4: Questionnaire of the Matched-guise test	
Appendix 5: Questionnaire on language attitudes and language use	

Executive Summary

Many students in Bonaire view the Dutch language as a language of more prestige than their own, therefor contributing to negative attitudes towards their own native language (**problem statement**). This thesis aimed to investigate the language attitudes (towards Dutch and Papiamentu) among students in Bonaire, and makes use of three research methods: desktop research, a Matched-guise test and a questionnaire. The **main research question** was: *What are the attitudes of MBO students in Bonaire between the ages of 16 and 22 towards Dutch and Papiamentu?* The Matched-guise test was used to assess the attitudes of MBO students in Bonaire towards the languages Papiamentu and Dutch. They were asked to rate seven different character traits (intelligent, hardworking, educated, friendly, assertive, humorous and religious) for speakers reading in both of the two languages. These results were then set up in tables and graphs and compared.

The investigation was conducted at MBO Bonaire. A school with a student population of about 400 students, and a teacher population of about 40 teachers. The present language policy implements the use of Dutch as the language of instruction. Books and other materials are also completely in Dutch.

In accordance with the **hypothesis**, students rated the Dutch guises higher when it comes to intelligent, hardworking, educated and assertive, and they rated the Papiamentu guises higher when it comes to friendly and religious. Not in accordance with the hypothesis, students rated the Dutch guises higher for humorous. Also in accordance with the hypothesis, students preferred hearing and speaking Papiamentu over Dutch. Not in accordance with the hypothesis, there was no clear consensus on which language should be the language of instruction.

The **results** of the questionnaire on language attitudes indicate that though students in Bonaire share very positive attitudes towards Papiamentu, they still value and understand the importance of the Dutch language with regards to their future. A preliminary **conclusion** based on the combined results of the two studies would be that students in Bonaire are aware of why they need Dutch and view Dutch-speaking people as more intelligent and educated than Papiamentu speaking people.

It is my **recommendation** to incorporate Papiamentu in more areas of education alongside Dutch to encourage students in Bonaire to see the value of their language as well as that of the Dutch language. On the macro-level, I recommend policy makers to take a better look at the other effects (other than proficiency) their policies have on students. On the mezzo-level I recommend schools incorporate both languages into their curriculums, which is currently not the case. And finally, on the micro-level, I recommend teachers unite in re-building a positive view of Papiamentu in the classroom.

Key concepts:

Language attitude

Matched-guise test

Language of instruction

Language learning

Dutch & Papiamentu

Bonaire

Chapter 1: Introduction

The idea for this thesis was inspired by a module called *Language Acquisition and Multilingualism*, taught by Professor Ellen-Petra Kester at the University of Curaçao. One of the classes was about a research method called the *Matched-Guise Technique* or *test*, which has been used to measure attitudes of individuals or communities towards languages, dialects and other linguistic elements. Professor Ellen-Petra Kester explained how this test was used in Canada to evaluate the attitudes towards French and English. The test harbored some notable results, as even the French subjects who took the survey rated the English audio fragments higher for characteristics related to status or prestige. The hypothesis was that even though French speakers would probably prefer speaking their own language, English had a more prestigious status in Canada, causing even French speakers to rate speakers of English more positively than speakers of their own language in many respects.

The three official languages of Bonaire are Papiamentu, Dutch and English, but the native language of the majority of the population is Papiamentu. Bonaire belongs to the Kingdom of the Netherlands and has been under Dutch rule for most of its history, and it is therefore no surprise that governmental communications makes use of Dutch, and that the language of instruction in schools is Dutch. The use of Dutch as the language of instruction has caused many problems, as students are far less proficient in Dutch as compared to Papiamentu, and the level required of them is so high that most students have built up a certain distaste for the language. Many locals question the use of Dutch as the language of instruction and its use by the government, seeing as it is not the island's native language. Others argue that the Dutch language offers students and people on the island better opportunities.

Growing up on the island, and after now being a teacher for quite some years, I have come to notice that Dutch has always been a struggle for students in Bonaire. Even though linguists have proven time and again the importance of mother tongue education, the language of instruction in Bonaire remains Dutch. The students feel as though their own language is inferior to Dutch, and that Dutch is more important if you want to earn money and have a great career. When experts are needed on the island, Dutch men and women are often flown in, further engraving the idea that Dutch is prestigious. It is my hypothesis that students in Bonaire, even though they might prefer speaking their own language, will view Dutch as a language of more prestige than their own native language.

In order to test the idea that students view Dutch as a language of more prestige than their own, this thesis makes use of three research methods: desktop research, the Matched-guise test and a questionnaire. The first, desktop research, looks into the ways to test language attitudes among individuals and communities, as well as what motivations are for language learning. The Matched-guise test assessed students' attitudes towards Dutch and Papiamentu. Finally, the questionnaire is to find out students' attitudes towards on the two languages in question and their use as languages of instruction in the education system.

The **goal** and purpose of this investigation is to find out what the attitudes of the Bonairian students are towards Papiamentu and towards Dutch, and to evaluate how these differ from each other. If a student has a more negative attitude towards his or her own native language compared to his or her second language (as is the hypothesis), this might negatively impact a student's motivation to learn one or both of the languages in question.

This investigation will be conducted in Bonaire at Scholengemeenschap Bonaire, unit MBO. MBO is a school where most students come by choice after they have finished VMBO or FORMA. On rare occasions students are somewhat forced to apply at MBO as they haven't reached 18 yet and can therefore not study abroad. The school's staff is quite evenly divided when it comes to Dutch-speaking teachers vs Papiamentu-speaking teachers.

As for the larger **context**, we look at Bonaire. Bonaire is an island which has undergone large shifts since 10/10/10 when Bonaire left the former Netherlands Antilles, and joined Saba and Statia in having a direct bond with the Netherlands. This has brought about many positive changes, but it has encouraged critical attitudes towards different people from different countries, in particular toward people from the Netherlands. The **target group** will be students between the ages of 16 and 22 who are first and second year students at MBO Bonaire.

The **hypothesis** for the Matched-guise test was that students would rate the Dutch guises higher than the Papiamentu guises for intelligent, hardworking, education and assertive, as students in Bonaire tend to view the Dutch language as a language of more prestige than their own. It was also hypothesized that students would in contrast rate the Papiamentu guises higher than the Dutch guises for friendly, humorous and religious, as Dutch speakers are often seen by students in Bonaire as 'dry' or 'pragmatic', and definitely not religious. The **hypothesis** for the questionnaire was that students would prefer Papiamentu as the language of instruction, and would prefer speaking and hearing Papiamentu more than Dutch. It was also the hypothesis that students would find Dutch to be more important for their future.

In order to assure anonymity and work **ethically**, no student names will be taken. Students also receive a page which explains the study and requests them to tick a box, giving permission to use their answers for this research.

As stated above, the **data** will be **collected** by the use of three research methods: desktop research, the Matched-guise test (see 2.5) and a questionnaire. Sub-questions 1 will be answered by means of desktop research. The answers to this sub-question is necessary in order to conduct the investigation and to answer the following sub-questions and main question. Sub-questions 2, 3 and 4 will be answered by means of the questionnaire. Finally, the main research question will be answered using the results of the Matched-guise test.

Main research question: *What are the attitudes of MBO students in Bonaire between the ages of 16 and 22 towards Dutch and Papiamentu?*

Sub-Question 1: *How can language attitudes be assessed through the use of the matched-guise test?*

Sub-Question 2: *What is the opinion of MBO students between the ages of 16 and 22 on the use of Dutch and Papiamentu as the languages of instruction at MBO Bonaire?*

Sub-Question 3: *Which language (Dutch or Papiamentu) do MBO students in Bonaire between the ages of 16 and 22 find more important for their future?*

Sub-Question 4: *Which language (Dutch or Papiamentu) do MBO students in Bonaire between the ages of 16 and 22 prefer hearing and speaking?*

Chapter 2: Literature Survey

2.1 Language situation in Bonaire

Until October 10, 2010, Bonaire formed part of the Netherlands Antilles (a group of 5 islands in the Caribbean belonging to the Kingdom of the Netherlands) but has since become a municipality of the Netherlands, along with Saba and St. Eustatius. According to the Central Bureau of Statistics, Bonaire had a population of 18905 residents in 2015. For most people living in Bonaire, Papiamentu is their native language (64% to be exact) (Centraal Bureau voor de Statistiek, 2015).

The origin of Papiamentu is a topic of scientific debate, but according to one of the hypotheses, Papiamentu emerged around the time of the slave trade, when the Dutch imported West African slaves, who presumably spoke a Portuguese-based Creole language, to the Caribbean islands over the course of the 17th and 18th century. Over the course of the next centuries, Papiamentu was influenced and potentially relexified by Spanish, due to migration and other forms of language contact. It's believed that Papiamentu's origins lie on Curacao, and then spread to neighboring islands Bonaire and Aruba and stabilized around 1700. We know this from the first document in Papiamentu (a love letter) that indicates that Papiamentu was the language used for informal communication within the Jewish community at the end of the 18th century (more precisely, in 1775) (Sanchez, n.d.).

Of the few schools in operation at the time, most taught very little Dutch as the students knew very little of the language and had no opportunities to use it outside of school. After the abolishment of slavery in 1863, the Dutch were not happy with the status of the Dutch language on the islands. Dutch was seen as the foreign language, and it was decided that Dutch should be the language of instruction in the schools. This had the opposite effect they had intended it to. Students who went to school, but couldn't understand Dutch, quickly became dropouts and proficiency in Dutch actually declined. It took over 40 years for the government to permit Papiamentu as the language of instruction in schools again. This happened in 1906. Unfortunately, it was short-lived and the decision was retracted in 1935. Over the course of the 20th century, Dutch became the only language of instruction in the education system. In 2001 Papiamentu was introduced as a language of instruction in the new system for primary education in Curaçao (Enseñansa di Fundeshi). This new system for primary education was also adopted in Bonaire (Sanchez, n.d.).

As mentioned above, according to the Central Bureau of Statistics, of the almost 19.000 people who lived in Bonaire in 2015, 64% are native Papiamentu speakers, 15% are native Dutch speakers, another 15% are native Spanish speakers and about 5% are native English speakers (Centraal Bureau voor de Statistiek, 2015).

The foundation "Stichting lezen en schrijven Bonaire" conducted an investigation in 2015 into the literacy in Bonaire. According to their findings, 31.3% of the children between the ages of 9 and 18, grow up speaking only Papiamentu at home. Another 55.5% grow up speaking Papiamentu along with a second language, and only 3.3% grow up speaking Dutch at home (Odenthal and Bouwman, 2016).

When it comes to the language used by teachers at schools, 43.1% of teachers use Papiamentu as their primary language of instruction. An almost equal percentage of teachers use both Papiamentu and Dutch in equal form (Odenthal and Bouwman, 2016).

An investigation was also conducted with an older age group (18-65), and this age group was asked about which languages they spoke at work – 78% of the participants asked had paying jobs. 48.9% of participants in this age group spoke mainly Papiamentu at work, and 22.9% spoke mainly Dutch. It's thus fairly safe to say that Papiamentu plays a much larger role on the island, as compared to Dutch, in all age groups (Odenthal and Bouwman, 2016).

2.2 Language Regulations BES-Islands

According to Ministry of the Interior Kingdom Relations, the following language regulations are applicable to Bonaire. The article goes on to talk about the language regulations in Saba and St. Eustatius as well, but these are not relevant to this thesis. Papiamentu and Dutch are the languages that should be used in primary education on Bonaire. As for secondary education, Dutch is the language of instruction, as well as the language in which students must complete their final exams. Papiamentu is an elective at this level. This does allow teachers to use Papiamentu or another language (perhaps English or Spanish) for additional explanation when necessary. For vocational education, Dutch is the language of instruction, and like in secondary school, it is also the language in which students must complete their final exams. For levels 1 and 2 within vocational education, it is allowed to choose Papiamentu as the language in which exams must be completed (Ministry of the Interior and Kingdom Relations, 2012).

2.3 The Relation between Attitudes, Motivation and Language Learning

According to Latchanna and Dagnev (2009), attitude is mental state that includes beliefs and feelings. They proposed that beliefs about language learning directly correlate to the success learners will have in learning a language. Having a negative attitude towards a particular language can be an obstacle when it comes to learning that language (Latchanna and Dagnev, 2009).

According to Lennartsson (2008) stimulating a student's attitude towards a language, and stimulating learners to see the importance that learning that language can have for their future, increases their motivation to learn the language (Lennartsson, 2008).

Motivation

Gardner (1985) defines motivation as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (Gardner, 1985).

It's important to note however, that there are two kinds of motivation: integrative motivation and instrumental motivation. Integrative motivation refers to learners who like the people who speak the language, or have affinity with the society or culture connected to that language and have a desire to associate themselves with the people of a certain speech community (Falk, 1978). Wanting to become a member of a community is a huge motivator for someone to learn a language (Oroujlou and Vahedi, 2011).

Instrumental motivation, on the other hand, refers to wanting to learn a language for a practical purpose, such as simply earning a diploma, applying for a job or meeting certain requirements etc. (Hudson, 2000). In this case, social integration of the learner into a community is not one of the primary goals (Oroujlou and Vahedi, 2011).

Attitude

Smith (1971) provides the following definition: “An attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner.” Smith refers to attitudes as relatively enduring, because they are learned and can be unlearned. No one is born liking or disliking a language. Attitudes about language are strongly influenced by the situation, the classroom, the teacher, the homework, the school and so on. Teachers may play an important role in stimulating students’ attitudes towards certain languages, in a positive or negative way. Positive attitudes may enhance students’ motivation to learn a language (Oroujlou and Vahedi, 2011).

2.4 The Study of Language Attitudes

A broad desktop research points to the existence of three main approaches to studying language attitudes. These are called ‘direct approach’, ‘indirect approach’ and ‘societal treatment’ (Garrett, 2010).

Robert McKenzie, author of *The Social Psychology of English as a Global Language: Attitudes, Awareness and Identity in the Japanese Context* dedicated an entire chapter of his book to discussing the study of language attitudes. He too spoke of three ways to study language attitude: The Societal Treatment Approach, The Direct Approach, and the Indirect Approach. He added a fourth approach he called: A Mixed Methodological Approach, which he explained as a combination of one or more of the three main approaches (McKenzie, 2010).

Direct Approach

The easiest of the three is the ‘direct approach’ and entails, as the name suggests, a direct approach in assessing language attitude. In this method, informants participate in a survey or questionnaire in which they are asked about their feelings towards the language, accent, or dialect in question. (Garrett, 2010).

McKenzie explains that direct approaches largely rely on questionnaires, interviews, surveys or polls. In other words, the direct method can be further divided into answers given by word of mouth or answers given in written form. The following three methods are *word of mouth* methods. An *interview* is where the researcher or interviewer meets with the participant/informant, asks questions and makes a summary of the responses. A *survey* is similar to an interview, but is often conducted via telephone and not in person. A *poll* is when participants/informants are given a number of options to choose from. The following two methods are *written form* methods. *Questionnaires* are used when researchers require answers to a large number of questions. Secondly, an *attitude scale* is a type of questionnaire designed in a way that the total amount of responses comes out to a single score, or in other words an overall attitude. Advantages of the attitude scale is that this type of approach can identify and remove what McKenzie calls *erratic items* (items in the questionnaire that are not consistent with the rest of the answers given by the informants) (McKenzie, 2010).

A strong downfall of this approach is the formulation of the questions, whether in written form or by word of mouth. Certain terms within a question can have either positive or negative connotations, which might employ an informant to give a different answer than they normally would have. Think of words such as ‘black’, ‘free’, ‘healthy’, or political terms such as ‘democratic’, or ‘socialist’. Another downfall of this approach is termed as ‘social

desirability bias'. This means that informants might give the response that they think is the socially correct response, and not necessarily their own genuine opinion (McKenzie, 2010).

Oppenheim (1992) states that social desirability bias is less likely to occur in questionnaires as compared to interviews. Oppenheim also states that when researchers conduct their interviews and guarantee anonymity, it might reduce the risk of social desirability bias (Oppenheim, 1992).

In his 2005 book, Perry indicates that the attitudes of the researchers themselves could affect the results. The term for this is the *researcher effect*. Perry talked about two types of effects that researchers can have on the results. The first one is called the *Pygmalion effect*. This effect entails that the researcher's perception of the informants might influence the results. For example, if a research believes he is researching highly intelligent informants, he might be more lenient in assessing them, or perhaps the contrary – stricter. Perry therefore suggests that researchers, or those collecting the data, should not be aware of such details. The second effect is called the *Hawthorne effect*. In this case, Perry states that informants might behave differently or answer differently when they know they are taking part of a research (Perry, 2005).

An example of a direct approach research is that of MacKinnon (1981). MacKinnon wanted to assess the attitude towards Gaelic in Scotland. 1117 respondents aged 15 and up were given the survey in oral form. An interviewer would ask questions and fill in the survey for the respondents. Some examples of questions asked are: "Should Gaelic speakers be allowed to use Gaelic when dealing with public authorities?" and "If Gaelic becomes more noticeable in everyday life, in what way would this affect you?" Etc. The study found that, overall, people had a very positive attitude towards Gaelic, giving responds such as "It would suit me" or "It would be rather attractive" (MacKinnon, 1981).

Sharp, Thomas, Price, Francies and Davies conducted a similar study in Wales in 1973 with twelve thousand second year students from various schools. In this test the students were told that their attitudes towards the Welsh language were being tested. Researchers found that students between 11 and 12 years old had a positive attitude towards Welsh, but that older students had a fairly neutral view of the language, which was accompanied by an increasingly positive attitude towards English (Sharp, Thomas, Price, Francies and Davies. 1973).

Indirect Approach

The second, recently more common form of assessing language attitude, is called the 'indirect approach'. As the name suggests, it is a way of testing the person's attitude towards a particular language for example, without them knowing the purpose of your study (Garrett, 2010).

The indirect approach is based on misleading informants into thinking they are assessing something other than language elements. Naturally, an element of ethics comes into play when deceiving the informants, but this can be defused by informing participants of the true nature of the experiment afterwards. The most common method of the direct approach is the matched-guise test/technique (MGT). This test is explained further under 2.5. The matched-guise test is so common under indirect approached that it has become almost synonymous with this approach (McKenzie, 2010).

An indirect approach study was conducted by Lambert, Anisfeld and Yeni-Komshian (1965). They aimed their study towards Arab and Jewish teenaged students in Israel. They requested students to listen to recordings of the same text spoken in Arabic, in Yemenite Hebrew and in Ashkenazic Hebrew by the same two bilingual individuals. The students were told that they would be hearing different people speaking in both Arabic and Hebrew, but that they were to disregard the language and focus on the personality traits they believed these people to have. The results were very profound. Arab students rated Hebrew speakers lower than Arabic speakers, and Jewish students rated Arab speakers lower in turn as well (Lambert, Anisfeld and Yeni-Komshian, 1965).

Another example of an indirect method is the study carried out by Giles (1970). He employed a similar technique, with some minor differences. He recorded the same speaker speaking with thirteen different accents. The speaker tried to use the same pitch, intensity, and speech-rate every time, to minimize any differences between the recordings other than the respective accents. This seemed to have worked, as students were surprised at the end that they had been listening to the same individual. The point of the indirect approach is to use more deceptive and subtle ways of studying language attitude, as the results of direct questioning are often biased by factors such as desirability and political correctness (Giles, 1970).

More recent examples of the matched-guise test can be found under 2.5.

Garrett speaks of many advantages of the indirect approach, such as the fact that it is less vulnerable to social desirability bias. Another advantage is its widespread use and comparable findings, making it a trustworthy way of assessing language attitudes (Garrett, 2010).

McKenzie states that the strength of the direct approach is that informants are not consciously aware of what is being measured and researchers can therefore penetrate deeper and see through the informants' social façade (McKenzie, 2010).

In a 2003 publication from Garrett, along with Coupland and Williams, he makes a list of 7 common downfalls associated with the matched-guise test:

1. The salience problem: as the title suggests, listening to the same audio fragment over and over might make it appear more salient to informants than it would otherwise.
2. The perception problem: Especially when using the matched-guise test to assess attitudes towards, for example, dialects, informants might not be able to identify a certain dialect as representative of a variety.
3. The accent authenticity problem: When a guise reads in two different accents, some authentic elements (such as intonation or patterning) might disappear.
4. The mimicking authenticity problem: In order to conduct a matched-guise test, a single speaker (or guise) will have to read a text fragment in two or more languages, accents or dialects. It is therefore unlikely that each of these variations can be perfectly representative of each of the elements.
5. The community authenticity problem: Huge terms such as Scottish English or British English to represent a community might be too vague, and might omit descriptive characteristics.
6. The style authenticity problem: Reading a text out loud might bring forth phonological features which would not be otherwise present.

7. The neutrality problem: For a matched-guise test to work, the text being read should be a neutral one. Garrett points out, however, that it is questionable whether a text could indeed be neutral

(Garrett, Coupland and Williams, 2003).

According to Robinson (1978), the test harbors a very artificial quality since it is done in classrooms and in laboratories (Robinson, 1978).

Lee (1971) also criticizes the oral nature of the test, indicating that judges might focus on and judge the linguistic features of the language, rather than the character traits of each speaker (Lee, 1971).

Another strong criticism claims that the technique might bring forth stereotypes that were not present before. Lambert himself, along with Gardner, expressed in 1972 that there were speculations that the answers the judges give might be what they believe they are expected to give and not necessarily what they truly believe. Furthermore, there is a possibility that the recording encourages certain stereotypes (Solís Obiols, 2002).

As Kelechukwu Uchechukwu Ihemere states in his article *An Integrated Approach to the Study of Language attitudes and Change in Nigeria: The Case of Ikwerre of Port Harcourt City*, one key downfall of the Matched-guise test is that participants might judge the speakers on how they are reading the fragments, rather than judging them based on the language (Ihemere, 2006).

Societal Treatment

The third method of studying language attitude is called ‘societal treatment’. This approach does not require direct contact with participants. Societal treatment is unobtrusive as researchers infer attitudes of their informants by either observing them or by analyzing documents already present. This approach is usually used to make a link between stereotypes of languages and the speakers of that language (McKenzie, 2010).

A critique often presented in connection with societal treatment is that it is not rigorous enough. However, it is advantageous to use this method when access to participants/informants is limited, or when investigations cannot be done under natural conditions (McKenzie, 2010).

Schmied (1991) conducted such a study to examine the attitudes towards the English language in the context of Kenya. He examined letters and other materials occurring in the media to identify the writer’s attitudes towards the language. You might notice some similarities between this method and that of the direct approach, but the main difference is that Schmied used materials already present in the media (such as newspapers, letters, etc.) rather than the evidence being elicited from respondents (Schmied, 1991).

It is still a debate as to which method is the best one, but it might also depend on the context. It can be argued that the indirect approach is the more trustworthy one, as respondents and students asked to take part in the study are unaware of the purposes of the study (Garrett, 2010).

2.5 The Matched-Guise Test

The Matched-guise test was developed by Professor Wallace Lambert and his team to determine a person or community's attitudes towards a particular language, dialect, or accent. It can also be used to determine attitudes towards social, geographical and ethnic language varieties. In simpler words: the test is used to see how people feel about a particular language or language variety. Wallace Lambert and his colleagues at McGill University in Canada developed this test in the 1960s to test the attitudes of French Canadians towards both languages spoken in Canada: English and French. Lambert and his team used this same technique to evaluate the attitude of people towards English speakers with and without a Jewish accent. Strongman and Woosley also used this technique in 1967 to assess the attitude of UK residents towards London and Yorkshire accents. The Matched-guise test is an example of an indirect research method to investigate language attitudes, in an attempt to avoid the influence of stereotypes prevalent in the communities, and thus attaining more trustworthy and accurate answers (Lambert, Hodgson, Gardner, Fillembaum, 1960).

The technique/test has since continued to be used in many countries to test various language elements. Here's a list of notable Matched-guise tests conducted over the years, taken directly from a dissertation by Kathryn Campbell-Kibler at The Ohio State University: "Research using the MGT has been carried out on a range of linguistic situations including multilingual settings (Edwards 1983), for example exploring attitudes towards Hebrew and Arabic in Israel (Lambert et al. 1965), French and English in Canada (Lambert et al. 1960; Genesee and Holobow 1989), Spanish and Quechua in Peru (Wolck 1973), Tamil and Kannada in India (Sridhara 1984), Castilian and Catalan in Spain (Woolard 1984; Woolard and Gahng 1990), Swiss German and High German in Switzerland (Hogg et al. 1984) and English, Cantonese and code switching in Hong Kong (Gibbons 1983). In addition to competing languages, the MGT has been used to investigate attitudes towards regional or social varieties such as regional accents in England (Strongman and Woosley 1967; Giles 1971a; Giles et al. 1983a; Giles et al. 1990; Giles et al. 1992; Dixon et al. 2002), Welsh accent and RP in England (Giles 1971b; Creber and Giles 1983; Brown et al. 1985) and Wales (Price et al. 1983; Garrett et al. 2003), Indian accents in England (Elwell et al. 1984), English and Scottish varieties in Scotland (Cheyne 1970; Abrams and Hogg 1987), different regional accents in Ireland (Edwards 1977), Hawaiian Creole English and Standard American English in Hawaii (Ohama et al. 2000), Spanish-accented English in the U.S. (Mckirnan and Hamayan 1984), Chicano English and Standard American English in L.A. (Arthur et al. 1974; Bradac and Wisegarver 1984), gendered perceptions of female English speakers (Batstone and Tuomi 1981; Giles et al. 1980), Appalachian English in the U.S. (Luhman 1990), French Canadian accents in Canadian English (Webster and Kramer 1968), Jewish accents in Canada (Anisfeld et al. 1962), "broad" and "refined" Australian accents (Ball et al. 1984) as well as global and non-native varieties of English in Australia (Ball 1983; Callan and Gallois 1982; Seggie 1983), standard American and Chinese-accented English in the U.S. (Cargile 1997) and Japanese-accented English in the U.S. (Rubin et al. 1991; Cargile and Giles 1997; Cargile and Giles 1998). Researchers have also investigated reactions to class-based linguistic variation in Ireland (Edwards 1979) and French-speaking Canada (d'Anglejan and Tucker 1973) and levels of formality in Canadian French (Taylor and Clément 1974). Race has also been a significant topic, particularly in the U.S. (Fraser 1973; Johnson and Buttny 1982; Purnell et al. 1999; White et al. 1998), as has age, particularly in the U.K. (Giles et al. 1990; Ryan and Laurie 1990)." (Campbell-Kibler, n.d.).

Some more recent examples of the Matched-guise test by Loureiro-Rodriguez, Boggess and Goldsmith (2012) and Tamminga (2010) can be found below.

The test works by asking informants (often referred to as judges) to listen to different readings of the same text passages in the languages to be investigated. The judges are then asked to evaluate each of the speakers they have just heard in terms of character traits such as: *intelligence, religiousness, ambition, leadership, self-confidence, good looks, body height, kindness, sense of humor* etc. What the judges do not know is that some of the samples from each language are read by the same bilingual individual. A comparison between the evaluations of audio-fragments in different languages spoken by the same individual are assumed to correlate with different attitudes toward the recorded languages. Researchers can then evaluate which traits are more strongly associated with each of the languages (Stefanowitsch, 2005).

There are two kinds of Matched-Guise Tests: Single groups of judges, and Two groups of judges. Single groups of judges entail that there is, as the name suggests, one group of judges. These judges will hear both Guise A and B (the same person speaking in both languages) with fillers in between in order to distract the judges from the fact that they are hearing the same person twice. The second kind of test, called the two groups of judges, entails that there are two groups, one which will hear Guise A, and one which will hear Guise B, with equal amounts of fillers in between. Figure 1. below illustrates these two groups (Stefanowitsch, 2005).

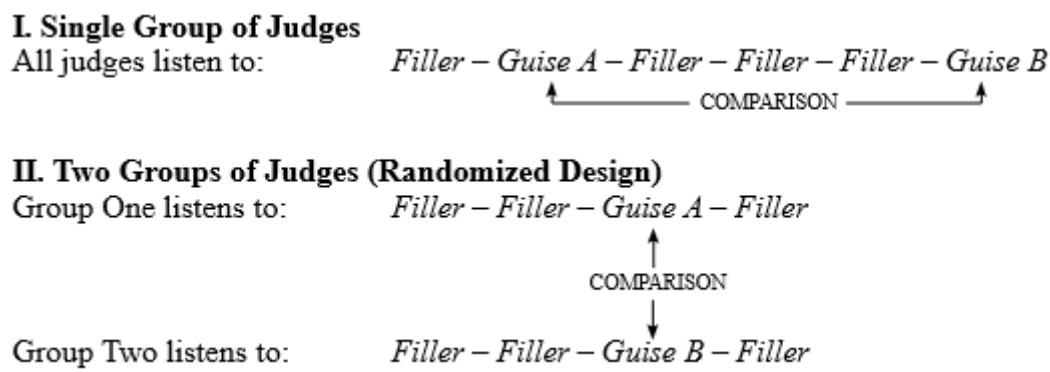
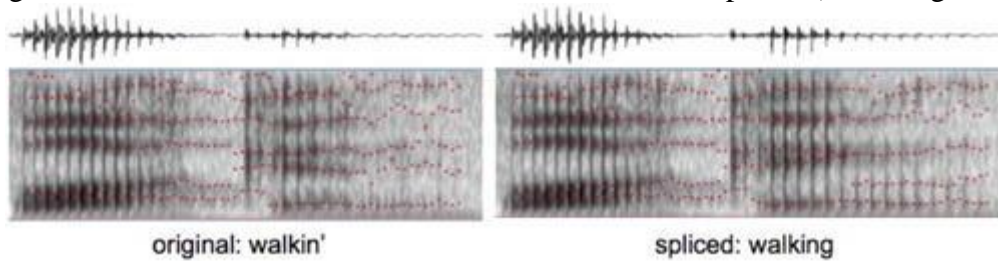


Figure 1: Two kinds of Matched Guise design (Stefanowitsch, 2005)

The Matched-Guise was used in 2012 to evaluate the attitudes of adolescents towards standard Galician, non-standard Galician and Spanish. The researchers made use of the Likert scale and used a long list of 25 traits of which the participants could score from 0 to 5. The researchers found that participants attached different values to each of the languages, and that there were stigmas still present with regards to speaking non-standard Galician or speaking Spanish with a Galician accent. The results also indicated that there was a strong correlation between gender and certain traits, and that participants indicated social disapproval of women (Loureiro-Rodriguez, Boggess and Goldsmith, 2012).

An interesting example of using the Matched-guise test to test something other than a language or a dialect, was one conducted in 2010 by Meredith Tamminga. She used the Matched-guise test to if there would be a difference in saying the same English word, with the variable *ing* or *in'* (for example *walkin'* or *walking*) in read speech or conversational speech. The purpose of her research was to devise which speech (read or conversational)

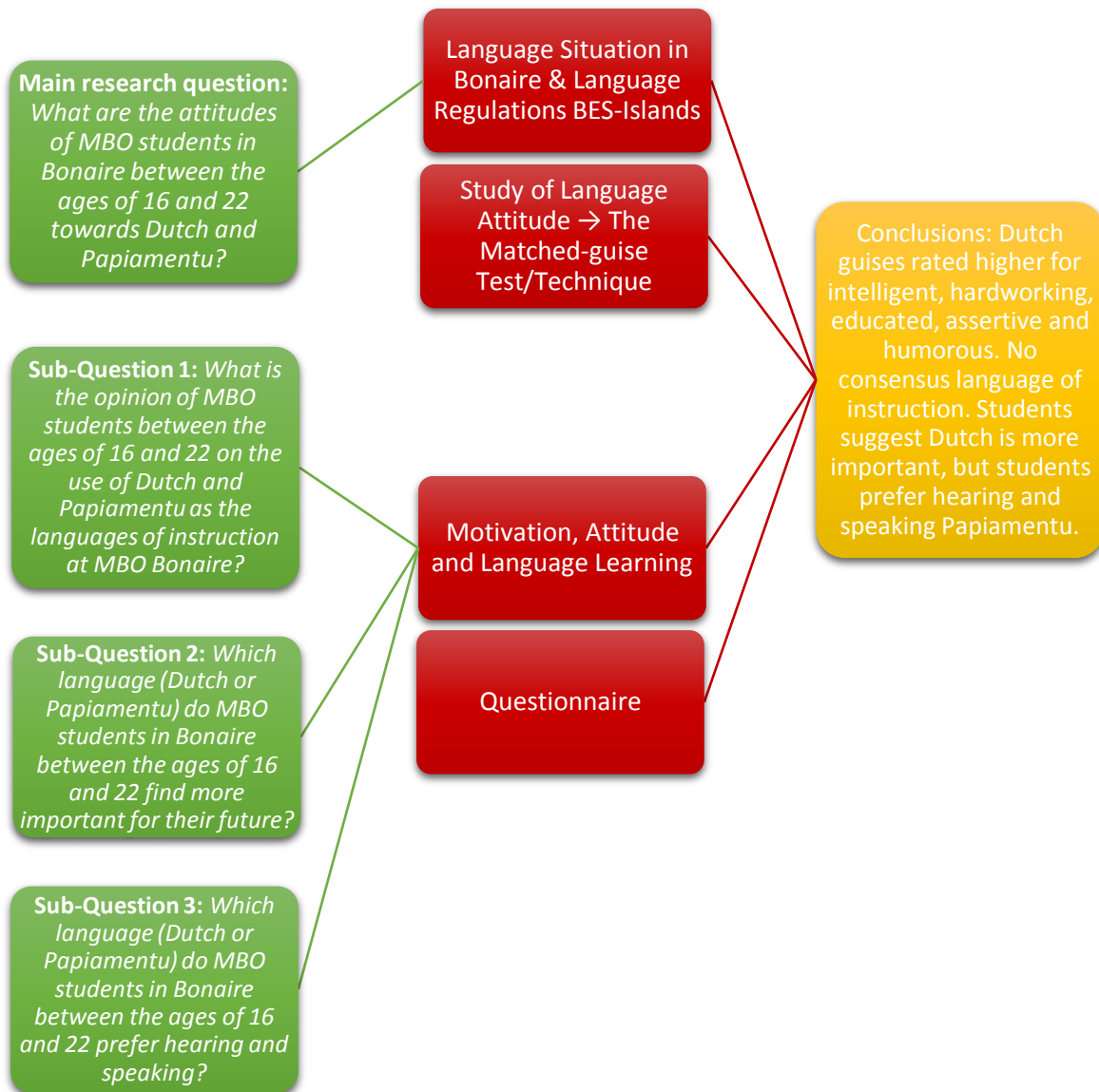
should be used as speech stimuli. The results found no difference between utterance styles. The image below shows the tonal differences between the two options (Tamminga, 2010).



(Tamminga, 2010)

The Matched-Guise test can also be adapted to evaluate more than spoken language. Anatol Stefanowitsch mentioned such an example in his 2005 article on the Matched-guise Technique. He explained in his example that Germans tend to strongly oppose English loanwords, and thus groups of German judges were given fictional postcards. One set of postcards used English loanwords, and the other set of postcards used the German equivalents of those words. Judges were then asked to choose which postcards they preferred (Stefanowitsch, 2005).

2.6 Theoretical Framework



Chapter 3: Methodology

Test/Design

This thesis uses the first model of a Matched-guise test, called “*Single Group of Judges*”, as pointed out above. A multilingual person read the same text in Papiamentu, as well as Dutch, accompanied by fillers. There were two multilingual speakers (hereafter called Speaker 1 and Speaker 2) who read fragments in the two languages, along with two fillers, producing a total of six audio fragments (3 in Papiamentu and 3 in Dutch). This method of research was chosen because research has shown that from the three possible research methods mentioned in chapter 2, the matched-guise was the most accurate one. The audio fragments were played in the following order:

Audio 1: Speaker 1 Papiamentu

Audio 2: Speaking 2 Dutch

Audio 3: Papiamentu Filler

Audio 4: Dutch Filler

Audio 5: Speaker 2 Papiamentu

Audio 6: Speaker 1 Dutch

Text Fragments

The following two text fragments in Papiamentu and Dutch were read by the respective speakers:

Papiamentu: E promé habitantenan di Boneiru tabata e Arawaknan ku a yega e isla for di Venezuela mas o ménos 1000 aña despues di Kristu. Bo por mira e sobranan di e kultura den forma di pintura riba baranka banda di Onima na e banda ost di Boneiru.

Dutch: De eerste bewoners van Bonaire waren de Arawakken die het eiland vanaf Venezuela bereikten rond 1000 na Christus. Restanten van deze cultuur zijn onder andere te vinden in de vorm van rotstekeningen in de buurt van Onima aan de oostkust van Bonaire.

Traits

Participants were asked to evaluate the following 7 traits: intelligent, hardworking, educated, friendly, assertive, humorous and religious. The first 6 traits were inspired by other matched-guise researches and were selected because of their relevance to the goal. These traits are positive traits that could be attributed to either Dutch or Papiamentu speakers. The final trait, religious, was added due to the hypothesis that students would find Papiamentu speakers more religious than Dutch speakers. An adaptation of the Likert scale was used, and participants were asked to choose one of the following options: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The choice for this scale stemmed from previous research done by Faraclas, Kester and Mijts (2013), as well as previous research by Daniel James Villarreal and Veronica Loureiro-Rodriguez.

Speakers

Speaker 1 and 2 are both teachers at Kolegio Papa Cornes, a primary school in Bonaire. Speaker 1 was born on Curaçao, but her mother was born in Bonaire and her father was a Dutchman, born in the Netherlands. She grew up bilingual and spoke both languages fluently from a young age. Speaker 2 was born in the Netherlands, just like both of her parents. She moved to Bonaire decades ago and started working as a teacher where she was forced to speak only Papiamentu. Being married to a partner from Curaçao, she has made the Papiamentu language her own.

Sample

The sample consisted of 75 students at the MBO School in Bonaire between the ages of 16 and 22. The sample included all of the first and second year (level 3 and 4) students at MBO Bonaire. Level 2 students were not selected. Third or fourth year students were not selected because these groups are exam groups and are thus currently preoccupied with finalizing their studies. The test was conducted at MBO Bonaire over the course of a week in April (April 9th – April 14th, 2018) in a quiet classroom with no outside disturbance. As mentioned in chapter 1, before participating in the study, students gave their consent and their anonymity was assured by ensuring that their names were completely omitted from any part of the investigation.

Pilot Run

Before conducting the main experiment, a small pilot run was conducted to ensure the questionnaires were understandable for participants and that there would be no unexpected issues during the actual experiment. The pilot run was done with 5 students on March 22nd, 2018. The pilot run revealed no issues with the questionnaires or the audio fragments. The results for the pilot run were not used for the main experiment.

Questionnaire

Students were given a two-part questionnaire. Both parts contained an information letter including a form of consent, to be filled out by each participant.¹ The first part contained a questionnaire with personal characteristics of the individual speaker to be evaluated by the participants (on the basis of the Matched-guise test). The second part consisted of a questionnaire on language attitudes and language use. Both questionnaires also contained questions about the demographic characteristics (sex, age, individual and parental birthplace) of the participants. The second part of the questionnaire was given on a separate page and was not visible during the Matched-guise test. The questionnaires were formulated in English, because English would be a neutralizer compared to Dutch or Papiamentu with regards to the research. English was used to avoid language bias.

Procedure of data analyses

The test results were processed and analyzed and a comparison was made between the answers the students have given when the speakers read in Dutch, and when they read in Papiamentu. Individual comparisons were made for each trait, as well as an overall comparison. The data processing was realized manually by ticking off the boxes, twice by the author of this thesis and additionally by a family member, and was then processed into tables and charts.

¹ The study was approved by the Linguistics Ethical Review Committee of Utrecht University, and approved to be executed at MBO Bonaire by the Director of MBO Bonaire.

Reliability and Validity

A reliable research is one which can be duplicated. In other words, if someone else conducts the same research, would they get the same results? The way Bonarian students view Papiamentu and Dutch is something that has been instilled in these students from a young age. The language used at primary school, the language(s) spoken at home, the books they get at school, the language their teacher speaks are all elements that are fairly constant on the island in this particular age group. Naturally, fluctuations can and do occur, but the results of the research would not vary much. The sample group was also a fair large sample group. MBO Bonaire has a population of about 400 students, of which 80 were used for this research. This is 20% of the population.

Validity, on the other hand, entails measuring what you actually intend to measure. In this case, the method used to measure students' attitudes is one that has been used countless times and is regarded as a trustworthy method among linguists and scientists to measure attitude. Furthermore, the Likert scale is a valid way to measure students' opinion towards languages of instruction by asking them to state whether they agree or disagree.

Chapter 4: Results

The execution of the data collection went smoothly. Students were enthusiastic about the questionnaire and were quite interested in the actual reason for the questionnaire, revealed to them at the end. Students had no problems filling in the questionnaire. The only word some groups were unfamiliar with was ‘assertive’, which I of course explained to them before starting the test and thus there were no further problems. Of the 75 students who participated, only two were aware of the nature of the Matched-guise test, as they suspected that recordings in the different languages belonged to the same, bilingual individual.

A total of 75 students participated in the study. As one of the questionnaires belonging to the Matched-guise test was incomplete, 74 questionnaires were processed and analyzed for the first part of the research project.

4.1 Demographic characteristics of the participants

The youngest participant was aged 16 and the oldest was aged 25, though only 3 students surpassed the age of 22. Of the 75 participants, 48 were female and 27 were male. The invalid questionnaire was filled in by a female. Of the 75 participants, 52 were born in the Caribbean (on either Bonaire, Curaçao or Aruba), 15 were born in the Netherlands, 3 were born in Colombia, 1 was born in China, 2 were born in Surinam, 1 was born in Guyana and 1 was born in Saint Martin.

4.2 Results of the Matched-guise test

In this second subsection I present and discuss the results of the first questionnaire belonging to the Matched-guise test. The tables below show the results in both numbers and percentages for both Papiamentu and Dutch, followed by a graphical representation. Results for speaker 1 and 2 separately, can be found in the appendix (tables and graphs 1 – 4).

Speaker 1 & 2 – Papiamentu

See appendix for separate results for speaker 1 and speaker 2. (tables and graphs 1-4)

#		Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree	Total
1	The speaker is intelligent.	15	67	63	3	0	148
2	The speaker is hardworking.	8	47	79	13	1	148
3	The speaker is educated.	19	74	46	7	2	148
4	The speaker is friendly.	13	68	56	8	3	148
5	The speaker is assertive.	6	29	86	25	2	148
6	The speaker is humorous.	4	13	79	44	8	148
7	The speaker is religious.	6	30	78	29	5	148

Table 5a: Ratings for speaker 1 and 2, speaking Papiamentu, combined (totaling the scores of the 74 students in absolute numbers). Students rated the Papiamentu guises higher for friendly and religious.

%		Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree	Total
1	The speaker is intelligent.	10.14	42.27	42.57	2.03	0.00	100
2	The speaker is hardworking.	5.41	31.76	53.38	8.78	0.68	100
3	The speaker is educated.	12.84	50.00	31.08	4.73	1.35	100
4	The speaker is friendly.	8.78	45.95	37.84	5.41	2.03	100
5	The speaker is assertive.	4.05	19.59	58.11	16.89	1.35	100
6	The speaker is humorous.	2.70	8.78	53.38	29.73	5.41	100
7	The speaker is religious.	4.05	20.27	52.70	19.59	3.38	100

Table 5b: Ratings for speaker 1 and 2, speaking Papiamentu, combined (totaling the scores of the 74 students in percentages). Students rated the Papiamentu speakers higher for friendly and religious.

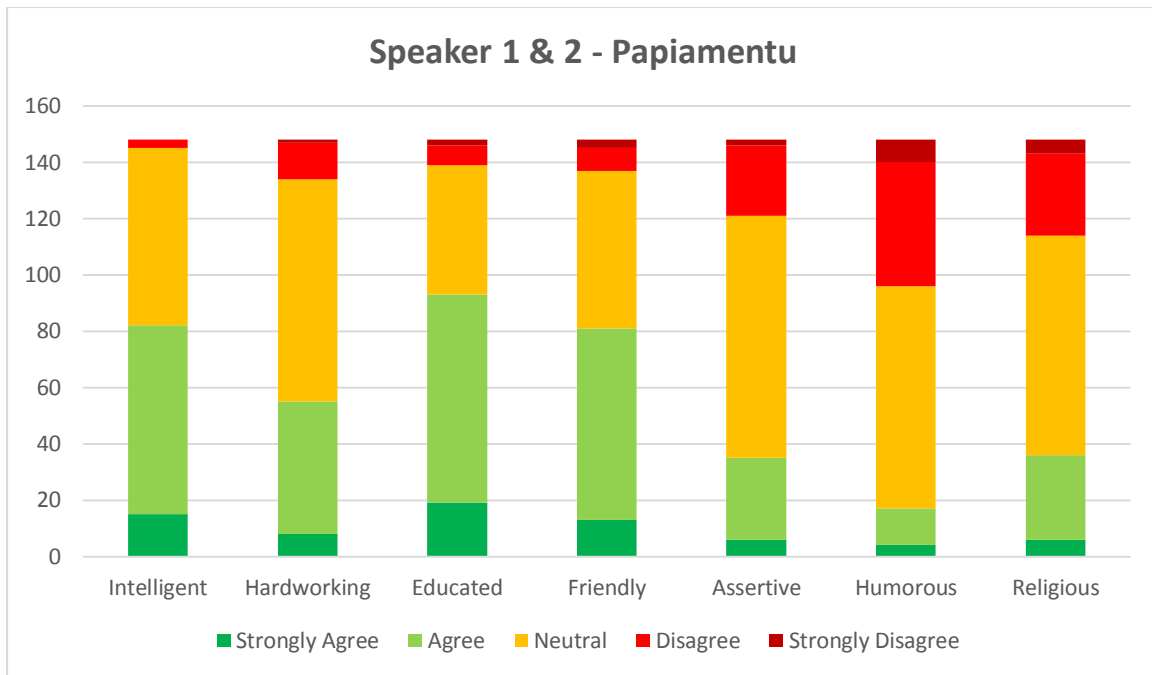
Speaker 1 & 2 – Dutch

#		Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree	Total
1	The speaker is intelligent.	37	60	49	2	0	148
2	The speaker is hardworking.	18	57	63	9	1	148
3	The speaker is educated.	29	81	33	4	1	148
4	The speaker is friendly.	16	60	57	12	3	148
5	The speaker is assertive.	13	47	65	22	1	148
6	The speaker is humorous.	2	16	80	43	7	148
7	The speaker is religious.	8	24	72	35	9	148

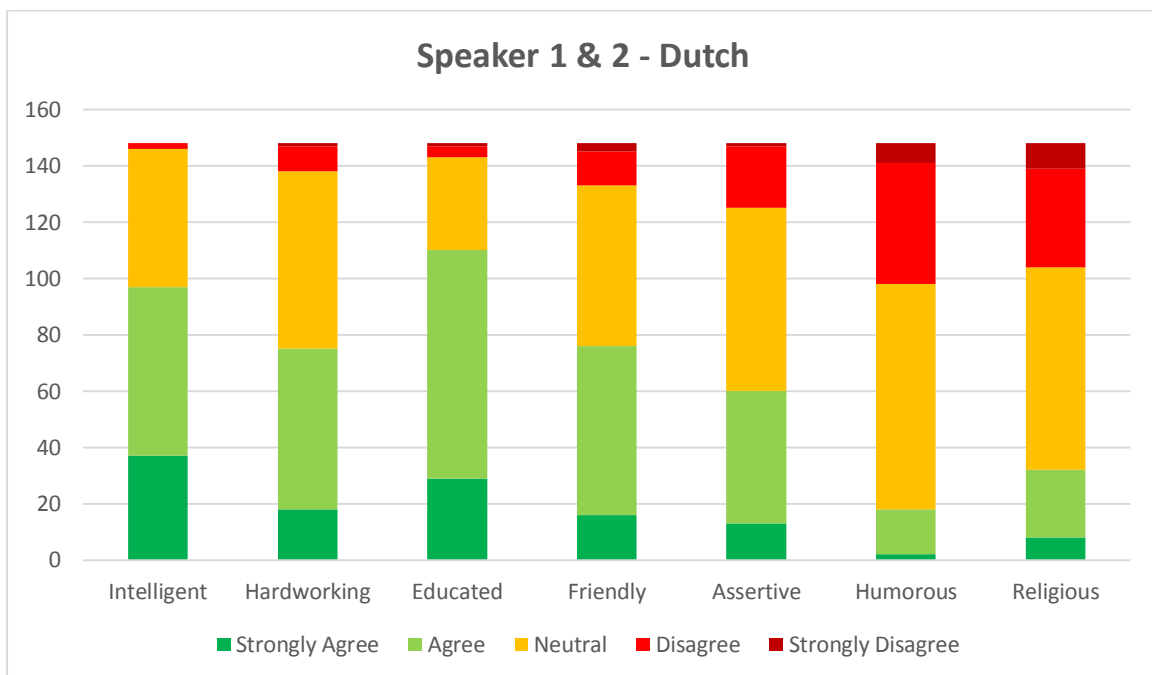
Table 6a: Ratings for speaker 1 and 2, speaking Dutch, combined (totaling the scores of the 74 students in absolute numbers). Students rated the Dutch speakers higher for intelligent, hardworking, educated, assertive and humorous.

%		Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree	Total
1	The speaker is intelligent.	25.00	40.54	33.11	1.35	0.00	100
2	The speaker is hardworking.	12.16	38.51	42.57	6.08	0.68	100
3	The speaker is educated.	19.59	54.73	22.30	2.70	0.68	100
4	The speaker is friendly.	10.81	40.54	38.51	8.11	2.03	100
5	The speaker is assertive.	8.78	31.76	43.92	14.86	0.68	100
6	The speaker is humorous.	1.35	10.81	54.05	29.05	4.73	100
7	The speaker is religious.	5.41	16.22	48.65	23.49	6.08	100

Table 6b: Ratings for speaker 1 and 2, speaking Dutch, combined (totaling the scores of the 74 students in percentages). Students rated the Dutch speakers higher for intelligent, hardworking, educated, assertive and humorous.



Graph 5: A graphical representation for the data from table 5. Friendly and religious were rated higher for Papiamentu.



Graph 6: A graphical representation for the data from table 6. Intelligent, hardworking, educated, assertive and humorous were rated high for Dutch.

Speaker 1 & 2 Combined (graphs and tables 5&6)

For an overall conclusion of the test, the results for the two speakers have been combined. With regards to *intelligent*, Dutch had 10.1% higher ratings for strongly agree and agree than Papiamentu. With regards to *hardworking*, Dutch had 14.5% higher ratings than Papiamentu. With regards to *educated*, Dutch had 11.5% higher ratings than Papiamentu. With regards to *friendly*, Papiamentu had 3.3% higher ratings than Dutch. With regards to *assertive*, Dutch had 16.9% higher ratings than Papiamentu. With regards to *humorous*, Dutch had 0.7% higher ratings than Papiamentu. And finally, with regards to *religious*, Papiamentu had 2.7% higher ratings than Dutch.

With the two speakers combined, it is clear that students have rated the Dutch guises higher when it comes to intelligence, hardworking, educated, assertive and humorous. Students rated the Papiamentu guises higher when it comes to friendly, and religious.

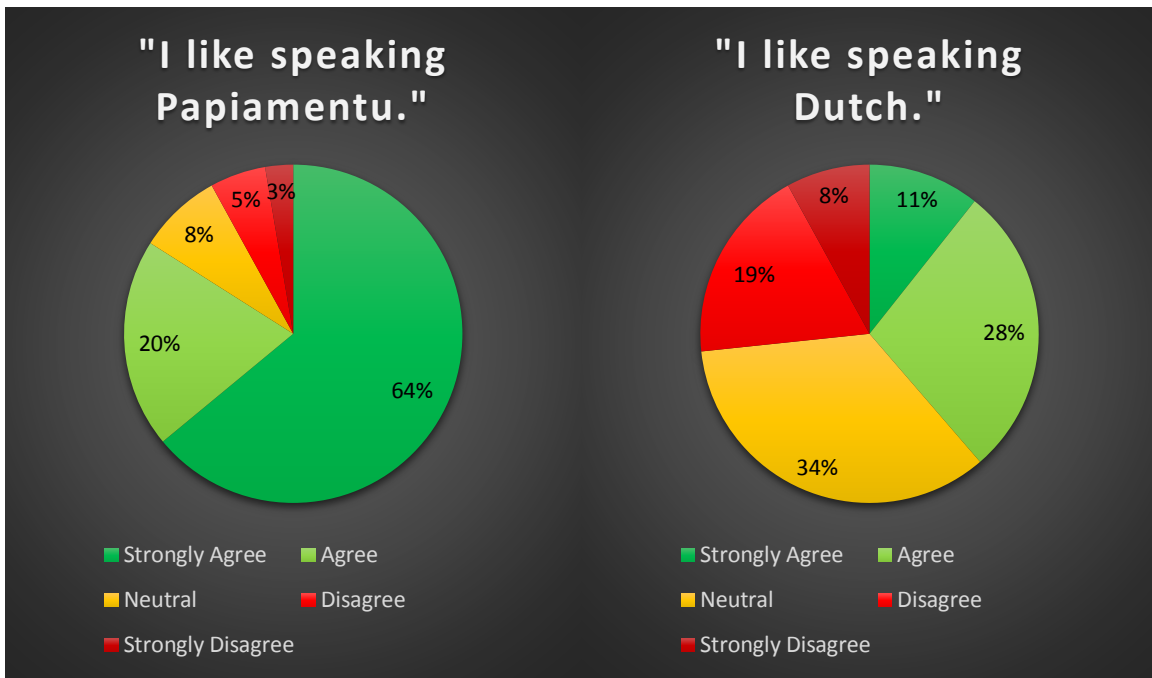
4.3 Results of the questionnaire on language attitudes

This second is about the results of the questionnaire on language attitudes and language use. For reasons of time and space, I will only present a selection of the results concerning language attitudes, leaving the potential correlations with language use among the students for future study. The complete table of the results is visible below, and graphs can be found on the next pages for a selection of the items (1, 2, 3, 4, 5, 6, 7, 8, 9 and 10).

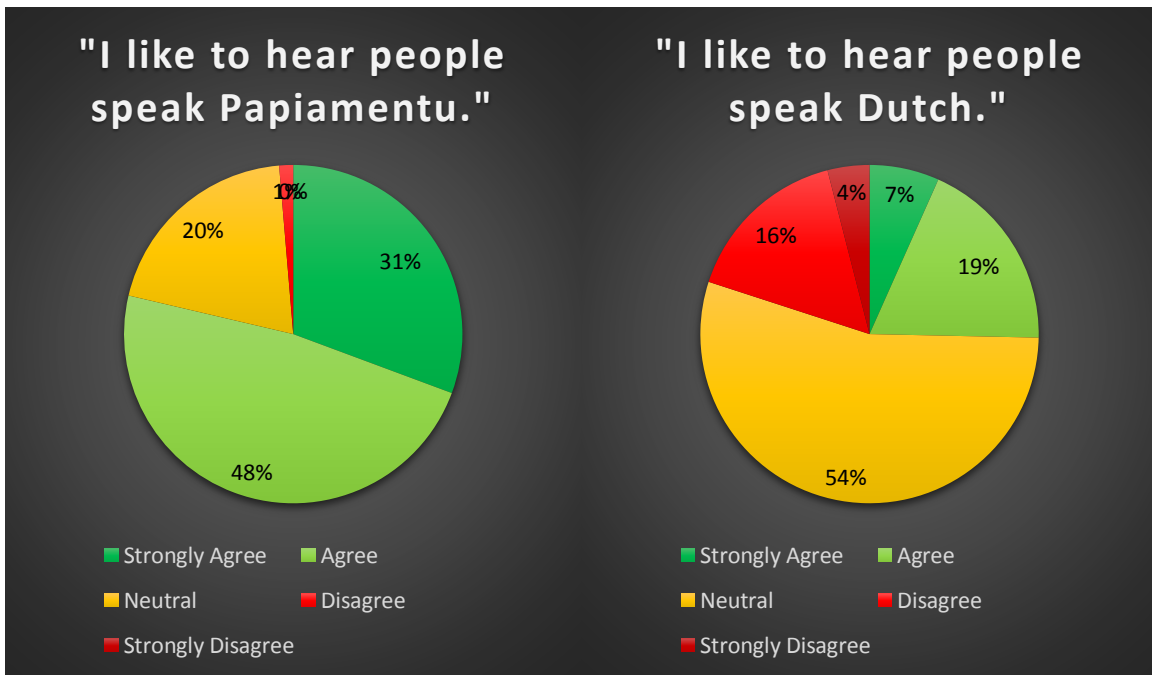
See appendix for results in absolute numbers. (table 7a)

#		Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Total
1	I like speaking Papiamentu.	64.00	20.00	8.00	5.33	2.66	100
2	I like speaking Dutch.	10.66	28.00	34.66	18.92	8.00	100
3	If I have children, I would want them to speak both Papiamentu and Dutch.	33.33	40.00	18.92	8.00	0.00	100
4	I like to hear people speak Dutch.	6.66	18.66	54.66	16.00	4.00	100
5	I like to hear people speak Papiamentu.	30.66	36	20.00	1.33	0.00	100
6	I think Papiamentu should be the language of instruction at MBO.	26.66	17.33	18.66	25.33	12.00	100
7	I think Dutch should be the language of instruction at MBO.	10.66	25.33	41.33	12.00	10.66	100
8	I think it is a waste of time to learn Dutch.	4.00	4.00	25.33	40.00	26.66	100
9	Dutch is more important than Papiamentu for my future.	18.92	18.92	38.66	13.33	10.66	100
10	Papiamentu is more important than Dutch for my future.	4.00	1.33	53.33	30.66	10.66	100
11	I think Dutch is a difficult language to learn.	12.00	26.66	32.00	22.66	6.66	100
12	In classes where the teacher speaks Dutch, I feel free to express myself.	12.00	10.66	33.33	28.00	16.00	100

Table 7b: Ratings for the second questionnaire, where students indicated what their opinions were regarding Papiamentu and Dutch (in percentages).

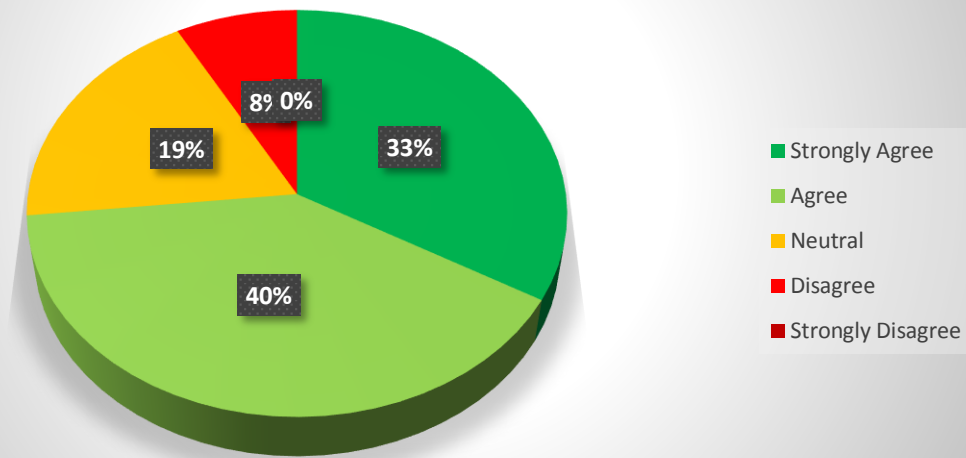


Graph 7a & 7b: A graphical representation for statement #1 (*I like speaking Papiamentu.*) and statement #2 (*I like speaking Dutch.*) from table 7. Students liked speaking Papiamentu more than they liked speaking Dutch.



Graph 8a & 8b: A graphical representation for statement #5 (*I like to hear people speak Papiamentu.*) and statement #4 (*I like to hear people speak Dutch.*) from table 7. Students liked hearing people speak Papiamentu more than they liked hearing people speak Dutch.

"If I have children, I would want them to speak both Papiamentu and Dutch."



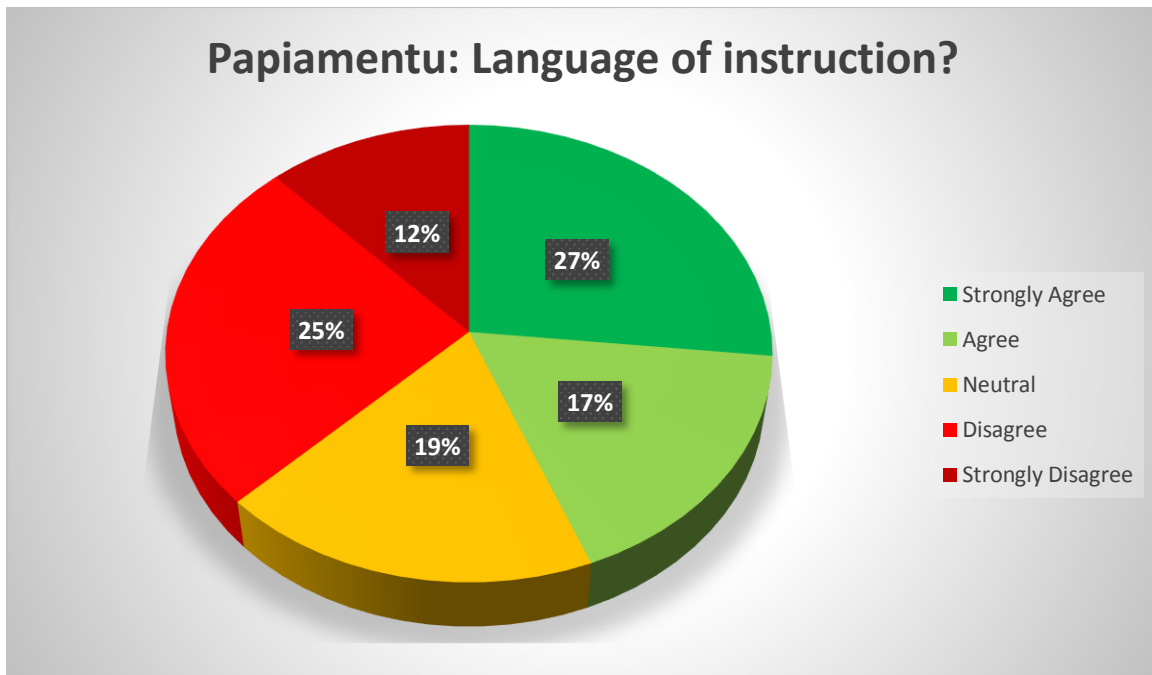
Graph 9: A graphical representation for statement #3 (*If I have children, I would want them to speak both Papiamentu and Dutch*) from table 7. 78% of students wanted their children to speak both languages.

Attitude towards language (graphs 7-9)

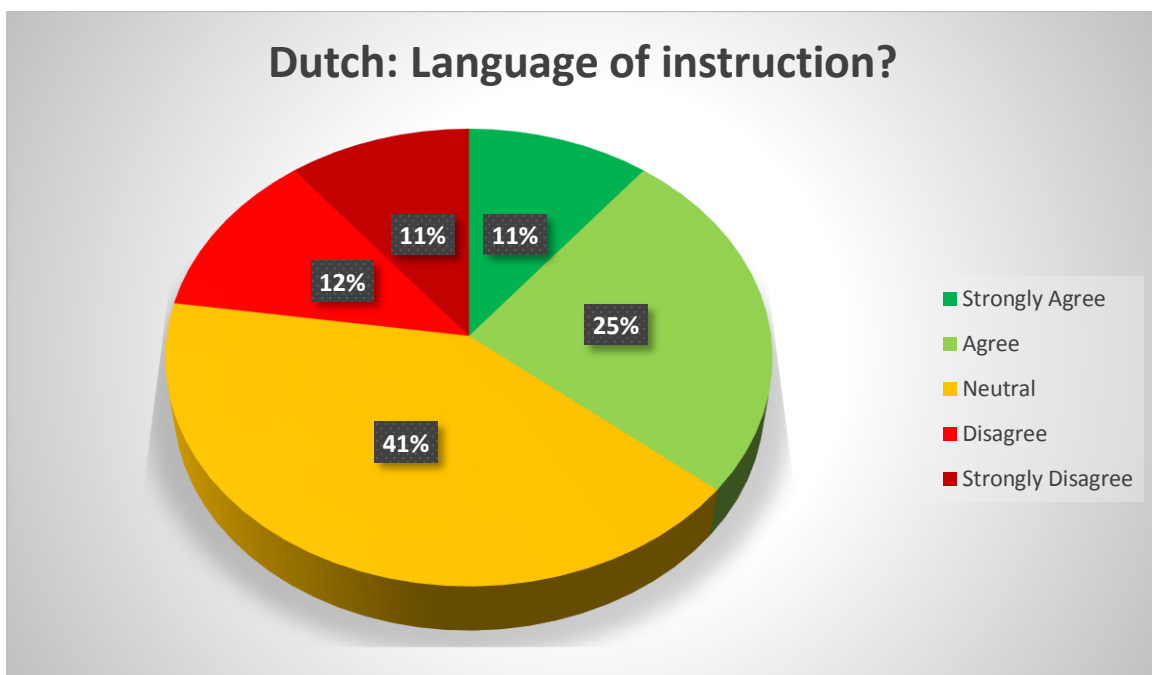
Of the 75 students who participated in the study, 84% of them indicated they either strongly agreed or agreed with statement #1 (*I like speaking Papiamentu*). Of the 75 students who participated in the study, only 38.7% of them indicated that they either strongly agreed or agreed with statement #2 (*I like speaking Dutch*).

To further back up this apparent preference for Papiamentu, when students were asked if they liked *to hear people speaking Papiamentu*, 78.7% of them agreed. When asked if students liked *to hear people speaking Dutch*, only 25.3% agreed.

And finally, 73.3% of participating students agreed that *if they have children, they would want them to speak both Papiamentu and Dutch*. 18.7% were neutral and only 8% disagreed.



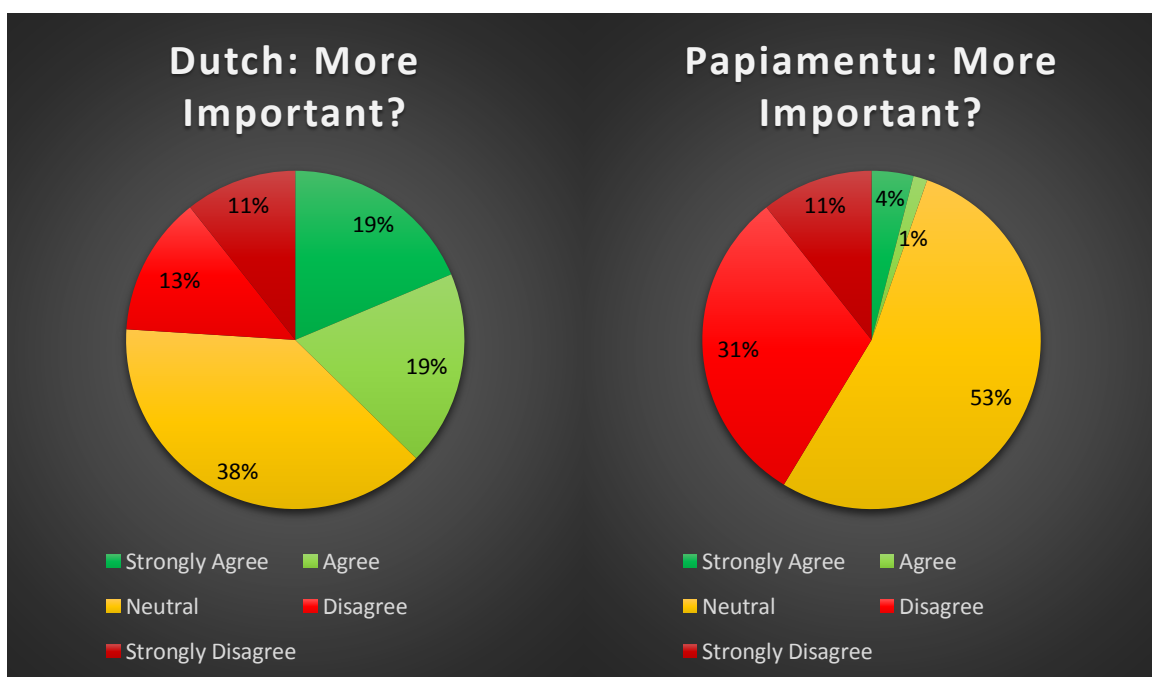
Graph 10: A graphical representation for statement #6 (*I think Papiamentu should be the language of instruction at MBO*) from table 7. Students showed no clear consensus.



Graph 11: A graphical representation for statement #7 (*I think Dutch should be the language of instruction at MBO*) from table 7. Students showed no clear consensus.



Graph 12: A graphical representation for statement #8 (*I think it is a waste of time to learn Dutch*) from table 7. 67% of students do not think it is a waste of time to learn Dutch.



Graph 13a & 13b: A graphical representation for statement #9 (*Dutch is more important than Papiamentu for my future.*) and statement #10 (*Papiamentu is more important than Dutch for my future*) from table 7. A larger percentage of students agreed that Dutch is more important, and a larger percentage of students also disagreed that Papiamentu is more important.

Language of Instruction (graphs 10-13)

The results concerning the language of instruction indicate the following. When asked if students thought *Papiamentu* should be the language of instruction, 44% of the students were in agreement, while 37% disagreed, and 19% of the students were neutral. When asked if the students thought *Dutch* should be the language of instruction, 36% of the students were in agreement, while 23% disagreed, and 41% of the students were neutral. These are interesting results, because even though a larger percentage of students thought Papiamentu should be the language of instruction, a larger percentage were neutral when asked if Dutch should be the language of instruction. Also, a much larger percentage of students disagreed with Papiamentu being the language of instruction as compared to Dutch being the language of instruction. This leads me to believe that although more students would want Papiamentu as their language of instruction, they are still aware of the importance and relevance of Dutch as the language of instruction and therefore struggled to produce a more conclusive answer.

To further support the idea that students are quite aware of the importance of Dutch, we can look at the results in graph 9. When students were asked whether learning Dutch is a waste of time, 67% were in disagreement, with only 8% of students who agreed, and 25% of students were neutral. It is clear that students think that Dutch is important.

Students were also asked if they believed Dutch was more important than Papiamentu for their future. Here 38% were in agreement, while 24% disagreed, and 38% were neutral. When asked the opposite – if Papiamentu was more important than Dutch for their future – 5% were in agreement, while 42% disagreed, and 53% were neutral. These results further support the idea that students value Dutch, and see it as important for themselves.

Chapter 5: Conclusion

Sub-Question 1: *How can language attitudes be assessed through the use of the matched-guise test?*

The matched-guise test presents participants/informants with different audio fragments (each with their own variable: language, dialects, accents etc.) read by the same speaker (or guise). This fact is omitted and participants are led to believe they are assessing something other than language, making the results that much more accurate. Participants are then asked to rate each speaker's character traits, often from 1 to 5 or by means of a similar scale. Comparisons are then made between the results of the different variables from the same speaker. From there researchers can analyze participants' attitudes towards the variables. This test is effective when no other variables are present, except for the variable you want to test. Meaning, intonation, tempo, volume and other language elements, as well as the speaker and spoken text, remain the same, and changing only 1 variable (for example, in this case, the language).

Sub-Question 2: *What is the opinion of MBO students between the ages of 16 and 22 on the use of Dutch and Papiamentu as the languages of instruction at MBO Bonaire?*

Though a larger percentage of students agreed that Papiamentu should be the language of instruction at MBO, a larger percentage also disagreed that Papiamentu should be the language of instruction at MBO. With regards to Dutch being the language of instruction, most students were neutral (41%). We can thus conclude that, contrary to the hypothesis, there was little consensus among the students regarding the language of instruction. Although that in itself is an answer, I expected a more definitive answer. Perhaps I should not have expected a simple answer for such a complicated question. I would be interested in diving deeper into this issue in the future. It is clearly not something that can be answered with one simply question and deserves to be looked at from more angles.

Sub-Question 3: *Which language (Dutch or Papiamentu) do MBO students in Bonaire between the ages of 16 and 22 find more important for their future?*

It was clear that students did not think learning Dutch was a waste of time, as 67% disagreed with the statement. Most students also stated that they found Dutch to be more important to their future than Papiamentu. 38% of students agreed that Dutch is more important than Papiamentu for their future, while only 5% of students agreed that Papiamentu is more important. Also notable that a much larger percentage of students disagreed that Papiamentu is more important for their future (42%). This is probably due to the fact that students are aware that if they want to continue their studies, they're likely to do so in the Netherlands. This part is in accordance with the hypothesis.

Sub-Question 4: *Which language (Dutch or Papiamentu) do MBO students in Bonaire between the ages of 16 and 22 prefer hearing and speaking?*

Most students agreed, in accordance with the hypothesis, that they liked speaking Papiamentu (84%) and liked hearing people speak Papiamentu (79%) more than they liked speaking Dutch (39%) and hearing people speak Dutch (26%). 73.3% of students wanted their children to speak both languages, indicating yet again that even though students share very positive attitudes toward Papiamentu, they do not disregard the importance and relevance of the Dutch language.

Main research question: *What are the attitudes of MBO students in Bonaire between the ages of 16 and 22 towards Dutch and Papiamentu?*

The results completely corroborate the hypothesis that students would find the Dutch guises to be more intelligent, educated, hardworking and assertive. The results also corroborate the hypothesis that students would find the Papiamentu guises to be more friendly and religious. Surprisingly however, and contrary to the original hypothesis, students rated the Dutch guises as slightly more humorous.

It is clear that students have positive views towards both languages. They clearly like hearing and speaking Papiamentu much more than Dutch, but they also want their children to speak both languages. Students also think that Dutch is more important for their future than Papiamentu and do not think learning Dutch is a waste of time at all.. This can be linked to the fact that they believed Dutch speakers to be more intelligent and educated, thus associating these traits with higher education.

Recommendations:

As the results indicate, students are quite aware that Dutch is important for their future. The results also indicate that students view Dutch speakers as more educated and intelligent than speakers of their native language Papiamentu. It is important that students value their own language and do not consider Papiamentu to be inferior to Dutch. I am going to present my recommendations on three levels.

Macro-level:

The current language policies in place in Bonaire speak of three main languages: Dutch, Papiamentu and English. In reality, very little English and Papiamentu is encouraged on the macro-level. From the moment students step into primary school, Dutch is a main focus. The materials and work methods provided to primary school teachers are Dutch (after a roll-back in 2014). The motivation behind the change from once again Papiamentu to Dutch was to raise the level of Dutch proficiency among the youth on Bonaire. Encouraging so much Dutch, and in many cases only Dutch, stimulates the attitude that Dutch is more important and prestigious than Papiamentu. It motivates the idea and attitude that Papiamentu is not adequate for education. My recommendation on the macro-level would be to encourage the policy-makers in Bonaire to not only look at the effects on proficiency their policies may have, but to look at the effect this has on the way the youth view themselves, their own culture and their own language. A change in this one-sided language policy can encourage positive attitudes towards both languages.

Mezzo-level:

Schools on Bonaire, MBO Bonaire included, have very little space for Papiamentu in their curriculum. In the case of MBO Bonaire specifically, the only Papiamentu students get is the 1 or 2 lessons per week of Papiamentu-class. All other subjects are taught in Dutch, and the teachers who teach Dutch encourage all other teachers to teach their subjects in Dutch. This is, of course, to help students practice Dutch, but it is this very element that stimulates the idea that Dutch is more prestigious. My recommendation on this level would be to incorporate Papiamentu into more areas of education so that students may use it alongside Dutch (and not instead of). When I say incorporate Papiamentu, I mean both as the language of instruction (where adequate) as well as providing the option of making certain projects or assignments in Papiamentu. I recommend the creation of a curriculum where both languages are used in the classroom alongside each other, therefore creating an environment where both languages are equally valued. Students growing up in an environment where both languages are important for their education, would be less likely to have the attitude of Dutch as a more prestigious language.

Micro-level:

The school can implement curriculums, but it is up to the teachers to put them to practice. My recommendation on the micro-level would be to encourage MBO teachers to not only use both the languages in the classroom, but to emphasize the importance of both these languages to their students. I believe a teacher can go about this by allowing students to express themselves more in Papiamentu. Today students are discouraged from asking or answering questions in Papiamentu and are often punished for doing so. I believe another useful way to stimulate positive views for both languages is to repeat the explanation in both languages, allowing students to understand the explanation better, as well as make word-links between the language. This helps students become more proficient in both languages. If all teachers unite in re-building a positive view of Papiamentu, I believe it could have truly positive effects on motivation and learning.

Chapter 6: Evaluation, Discussion, Strengths and Limitations

Evaluation

This thesis has been smooth sailing from the very beginning. I remember that I struggled a lot to come up with a thesis topic that interested me during my bachelor's program, but that was not the case this time around. Since the very first lesson where Professor Kester introduced us to the Matched-guise test, I already knew that that was what I wanted to do. The debate between Papiamentu and Dutch has been an on-going debate on the island for as long as I can remember, and has only gotten worse since Bonaire became a municipality of the European part of the Kingdom (on October 10, 2010, referred to as 10/10/10).

Professor Faraclas encouraged us during his second to last module to write about something thesis-related for his module. After diving further into what the Matched-guise test was for his module, I was even more certain that this is what I wanted to do. I handed in my thesis proposal along with a preferred thesis guide, which was of course Professor Kester, and she has been an amazing guide throughout this process. There was a lot of understanding between us, and great positive criticism that has, in my opinion, elevated this thesis to a much higher level.

As stated under results, the execution went smoothly. It was great to see how interested the students became after learning the true intentions of the questionnaire. Filling in the questionnaires was not a problem for the students, and the only word they were unfamiliar with (assertive) was explained to them.

Discussion

The method used for this research, the Matched-guise test, is a highly regarded method among linguists studying language attitude. That is one of the main reasons I chose the matched-guise test. As the literature survey indicated, it decreased the chances of the results being influenced by other factors as students had no idea what they were actually assessing. The most difficult part of this method was finding speakers who were equally proficient in both languages and spoke with no accents, thus being unrecognizable by the students. Of the 80 students who participated, 2 students realized that they were hearing the same speakers. I believe this to be a very small margin and indicative of the successful nature of this method of research.

The length of the text fragments read by the speakers were fairly short. The text was meant to be neutral, and having it be three lines about the first inhabitants of the island was both close to home, and also neutral. Would the results have been different if students heard longer text fragments? Perhaps. But I believe this also would have given more students more time to recognize that they were hearing the same speakers and thus contaminating the results.

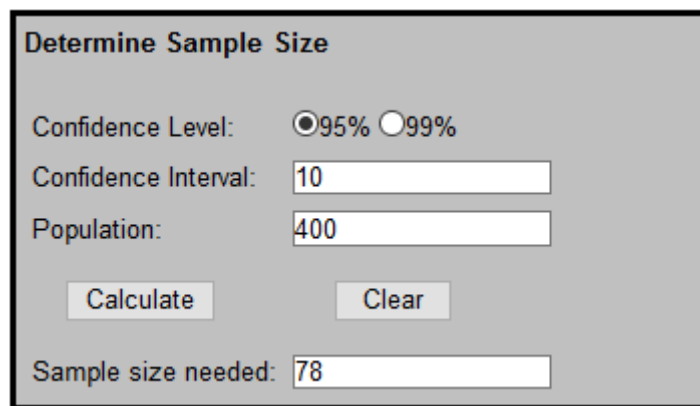
As mentioned under methodology, the selection of the traits were inspired by previous researches done in other parts of the country. The selection looked at traits often associated with Dutch speakers and Papiamentu speakers. The setup of the questions were also successful, as the two parts of the test were separated. This allowed the results to be even more trustworthy, as no words or sentences from the second part of the questionnaire could influence the results of the first questionnaire.

The questionnaires were formulated in English to avoid any language bias. Naturally, there could be some disadvantages to students who were less proficient in English. However, the level of English used was appropriate for the groups (approximately A2-B1) and the pilot group indicated no issues with understanding any parts of the questionnaire.

Strengths & Limitations

The obvious limitations for this project was the sample size. Ideally, I would have liked to have a much larger sample size but due to the size of the school, and the fact that third and fourth years could not participate, the sample size ended up being smaller than I had hoped for. However, after using a 'Sample Size Calculator, I now believe my sample size was quite adequate. The calculator incorporates different elements which it uses to determine the sample size. Confidence level indicates how confident you want to be that your results are reliable. Confidence interval is the margin of error you want to allow, and population is of course the entire amount of students at MBO Bonaire. See below for the calculator.

The strengths were the sheer amount of matched-guise tests that have been conducted within the last couple of decades. The popularity and scientific backing of this research method made it both an easy choice, and easy to research. It was a strength to be able to use such a widely accepted research method, and adapt it to the island of Bonaire and see what the results would be here.



The image shows a screenshot of a web-based calculator titled "Determine Sample Size". The interface includes the following elements:

- Confidence Level:** Two radio buttons are present, with "95%" selected and "99%" unselected.
- Confidence Interval:** A text input field containing the value "10".
- Population:** A text input field containing the value "400".
- Buttons:** Two buttons labeled "Calculate" and "Clear" are positioned below the input fields.
- Result:** A text input field at the bottom labeled "Sample size needed:" containing the value "78".

References

- Campbell-Kibler, K. (n.d.). *Chapter 3: Methods for exploring the social consequences of listening*. USA: The Ohio State University.
- Centraal Bureau voor de Statistiek. (2015). *Trends in the Caribbean Netherlands*.
- Falk, J. (1978). *Linguistics and language: A survey of basic concepts and implications* (2nd Ed.). Hoboken: John Wiley and Sons.
- Faraclas, N., Kester, E.-P. & Mijts, E. (2013). *Report of the 2013 research group on language of instruction in Sint Eustatius*. Den Haag/Oranjestad: Ministerie van Onderwijs, Cultuur en Wetenschappen/Rijksdienst Caribisch Nederland.
- Gardner, R. C. (1985). *Social psychology and language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Garrett, P. (2010). *Attitudes to language*. Cambridge and New York: Cambridge University Press.
- Garrett, P., Coupland, N., Williams, A. (2003). *Investigating language attitudes*. Cardiff: University of Wales Press.
- Giles, H. (1970). *Evaluative reactions to accents*. *Educational Review*, 22: 211-27. England: University of Bristol
- Hudson, G. (2000). *Essential introductory linguistics*. Oxford: Blackwell Publishers.
- Ihemere, K. (2006). An Integrated Approach to the Study of Language Attitude and Change in Nigeria: The Case of the Ikwerre of Port Harcourt City. *Selected Proceeding of the 26th Annual Conference on African Linguistics*. 194-207. Sommerville, MA: Cascadilla Proceedings Project.
- Lambert, W., Anisfeld, M., Yeni-Komshian, G. (1965). Evaluational reaction of Jewish and Arab adolescents to dialect and language variations. 84-90.
- Lambert, W.E., Hodgson, R.C. Gardner., R.C. & Fillenbaum, S. (1960). Evaluational reactions to spoken language. *Journal of Abnormal and Social Psychology* 60.1, 44-51.
- Latchanna, G. & Dagnev, A. (June 2009). Attitude of teachers towards the use of active learning methods. *E-journal of All India Association for Educational Research*, 21(1), <http://www.ejournal.aiaer.net/vol21109/12.%20Latchana%20&%20Dagnev.pdf>
- Lee, R. R. (1971). Dialect Perception: a Critical Review and Re-Evaluation. *Quarterly Journal of Speech*, 57. Pgs 410-17.

- Lennartsson, F. (2008). *Students' motivation and attitudes towards learning a second language: British and Swedish students' points of view*.
<http://urn.kb.se/resolve?urn=urn:nbn:se:vxu:diva-2571>.
- Loureiro-Rodriguez, V., Boggess, M., Goldsmith, A. (2012). Language attitudes in Galicia: using the matched-guise test among high school students. *Journal of Multilingual and Multicultural Development*. 1-18
- MacKinnon, K. (1981). Scottish opinion on Gaelic. *Hatfield Polytechnic Social Science Research Publication* SS14.
- McKenzie, R. (2010). *The Social Psychology of English as a Global Language: Attitudes, Awareness and Identity in the Japanese Context*. United Kingdom: Northumbria University.
- Ministry of the Interior Kingdom Relations. (2012). *Taalregelingen voor de BES-eilanden in de Nederlandse wet- en regelgeving*. [Rijksoverheid.nl/binaries/rijksoverheid/documenten/brochures/2012/04/16/taalregelingen-voor-de-bes-eilanden-in-de-nederlandse-wet-en-regelgeving/talen-bes.pdf](http://rijksoverheid.nl/binaries/rijksoverheid/documenten/brochures/2012/04/16/taalregelingen-voor-de-bes-eilanden-in-de-nederlandse-wet-en-regelgeving/talen-bes.pdf)
- Odenthal, L. & Bouwman, A. (2016) *Onderzoek Geletterdheid op Bonaire*. Kralendijk: Stichting lezen en schrijven Bonaire.
- Oppenheim, A. (1992). *Questionnaire Design, Interviewing and Attitude Measurement*. London and New York: Continuum
- Oroujlou, N. & Vahedi, M. (2011) Motivation, Attitude, and Language Learning. *Social and Behavioural Sciences*, 29, 994-1000.
- Robinson, W. P. (1978). *Lenguaje y conducta social*. Mexico: Trillas.
- Perry, F. (2005). *Research in applied linguistics: Becoming a discerning consumer*. London: Lawrence Erlbaum.
- Sanchez, T. (n.d.). *Papiamentu: Background, Vocabulary, Sounds, Grammar*. Retrieved from <https://www.hawaii.edu/satocenter/langnet/definitions/papiamentu.html> on October 25, 2017
- Schmied, J. J. (1991). *National and Subnational Features in Kenyan English*. In J. Cheshire. *English Around the World: Sociolinguistic Perspectives* (pp. 420-432). Cambridge: Cambridge University Press.
- Sharp, D., Thomas, B., Price, E., Francis, G., Davies, I. (1973). *Attitudes to Welsh and English in the schools of Wales*. Basingstoke, Macmillan.
- Smith, Alfred.N. (1971). The importance of attitude in foreign language learning. *Modern language journal*, vol 55(2), 83-88.
- Solí Obiols, M. (2002). The Matched Guise Technique: a Critical Approximation to a Classic Test for Formal Measurement of Language Attitudes. *Noves SL Revista de sociolingüística*, 22, 1-6.

Stefanowitsch, A. (2005) The matched guise technique. *Empirical Methods in Linguistics*.
from http://socialperspectives.pbworks.com/f/exp_matchedguise.pdf

Sterk, R., van der Meer, C. (2016). *Papiamentu in Perspektief: Een kritische analyse van het rapport Nederlands op z'n BESt*. Ljouwert: Mercator Europeesk Kennisintrum foar Meartaligens en Taallaeren p/a Fryske Akademy.

Tamminga, M. (2010). Matched guise effects can be robust to speech style. *The Journal of the Acoustical Society of America*. 142. <https://asa.scitation.org/doi/full/10.1121/1.4990399>

Villarreal, D. (2016). *The Construction of Social Meaning: A Matched-Guise Investigation of the California Vowel Shift*. California: University of California

Appendix

Appendix 1: Results Speaker 1

Appendix 2: Results Speaker 2

Appendix 3: Results Questionnaire in absolute numbers

Appendix 4: Questionnaire of the Matched-guise test

Appendix 5: Questionnaire on language attitudes and language use

Appendix 1

Speaker 1 - Papiamentu

#		Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree	Total
1	The speaker is intelligent.	7	36	30	1	0	74
2	The speaker is hardworking.	2	17	48	7	0	74
3	The speaker is educated.	15	37	19	3	0	74
4	The speaker is friendly.	7	44	18	4	1	74
5	The speaker is assertive.	3	16	44	11	0	74
6	The speaker is humorous.	1	5	40	24	4	74
7	The speaker is religious.	2	14	43	13	2	74

Table 1a: Ratings for speaker 1, speaking Papiamentu, by 74 students (in absolute numbers).

%		Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree	Total
1	The speaker is intelligent.	9.46	48.65	40.54	1.35	0.00	100
2	The speaker is hardworking.	2.70	22.97	64.86	9.46	0.00	100
3	The speaker is educated.	20.3	50.00	25.68	4.05	0.00	100
4	The speaker is friendly.	9.46	59.46	24.32	5.41	1.35	100
5	The speaker is assertive.	4.05	21.62	59.46	14.86	0.00	100
6	The speaker is humorous.	1.35	6.76	54.05	32.43	5.41	100
7	The speaker is religious.	2.70	18.92	58.11	17.57	2.70	100

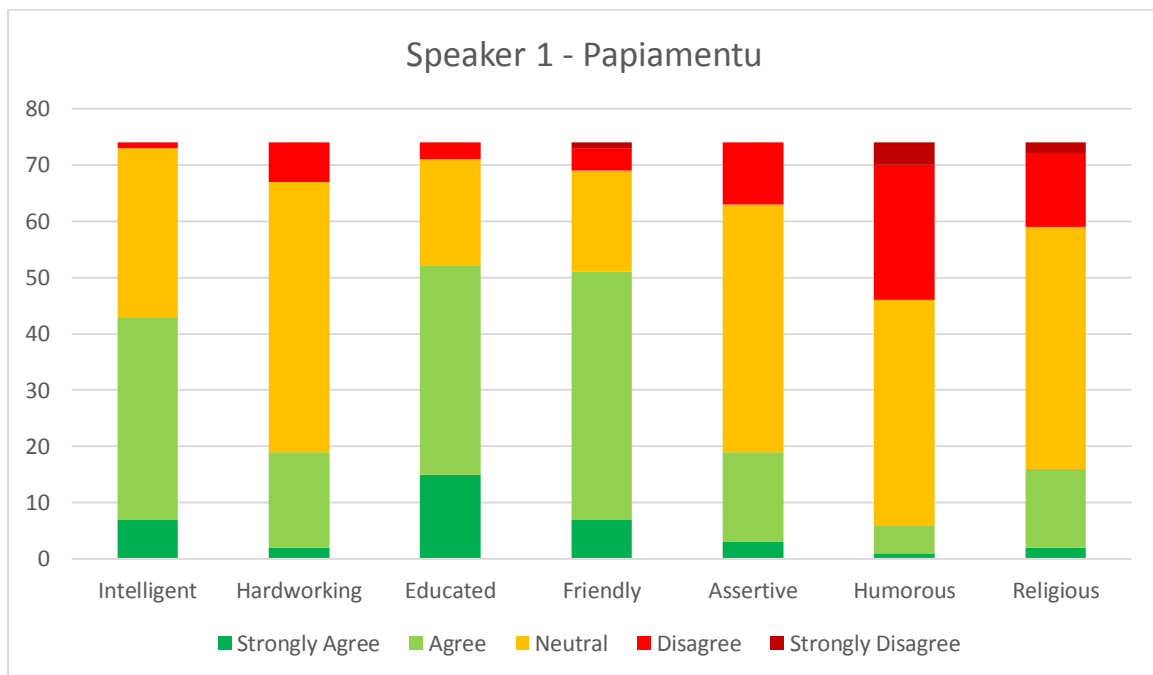
Table 1b: Ratings for speaker 1, speaking Papiamentu, by 74 students (in percentages).

#		Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree	Total
1	The speaker is intelligent.	23	33	17	1	0	74
2	The speaker is hardworking.	13	35	24	2	0	74
3	The speaker is educated.	15	47	10	1	1	74
4	The speaker is friendly.	11	41	19	2	1	74
5	The speaker is assertive.	10	35	23	5	1	74
6	The speaker is humorous.	2	10	45	15	2	74
7	The speaker is religious.	6	13	37	16	2	74

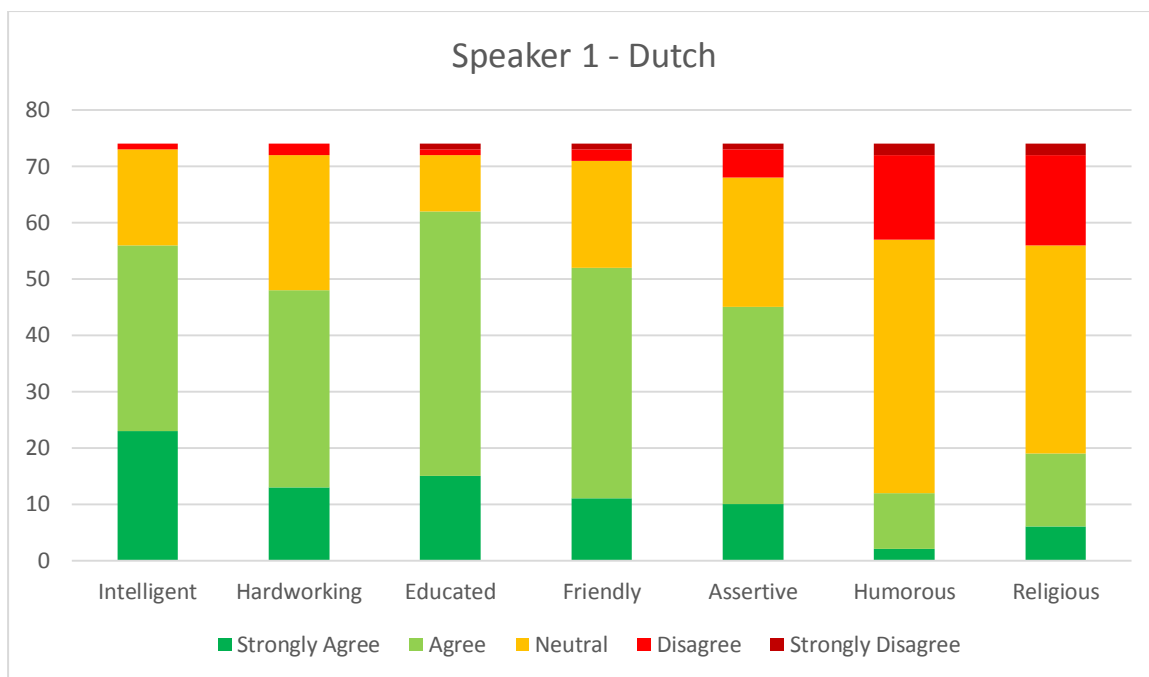
Table 2a: Ratings for speaker 1, speaking Dutch, by 74 students (in absolute numbers).

%		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	The speaker is intelligent.	31.08	44.59	22.97	1.35	0.00	100
2	The speaker is hardworking.	17.57	47.30	32.43	2.70	0.00	100
3	The speaker is educated.	20.27	63.51	13.51	1.35	1.35	100
4	The speaker is friendly.	14.86	55.41	25.68	2.70	1.35	100
5	The speaker is assertive.	13.51	47.30	31.08	6.76	1.35	100
6	The speaker is humorous.	2.70	13.51	60.81	20.27	2.70	100
7	The speaker is religious.	8.11	17.57	50.00	21.62	2.70	100

Table 2b: Ratings for speaker 1, speaking Dutch, by 74 students (in percentages).



Graph 1: A graphical representation for the data from table 1.



Graph 2: A graphical representation for the data from table 2.

Speaker 1 (graphs and tables 1&2)

Participants tended to evaluate speaker 1 more positively when she was speaking Dutch for all traits. With regards to *intelligent*, Dutch had 17.6% higher ratings for strongly agree and agree than Papiamentu. With regards to *hardworking*, Dutch had 39.2% higher ratings than Papiamentu. With regards to *educated*, Dutch had 13.6% higher ratings than Papiamentu. With regards to *friendly*, Dutch had 1.4% higher ratings than Papiamentu. With regards to *assertive*, Dutch had 35.1% higher ratings than Papiamentu. With regards to *humorous*, Dutch had 8.1% higher ratings than Papiamentu. And finally, with regards to *religious*, Dutch had 4.1% higher ratings than Papiamentu.

It might be also important to note that with regards to *humorous*, though Dutch was rated slightly higher in the strongly agree and agree columns, there were more neutral ratings for Dutch than for Papiamentu.

In conclusion, speaker 1 was clearly regarded as a more intelligent, hardworking, educated, friendly, assertive, humorous and religious, though the differences for friendly and religious were quite small.

Appendix 2

Speaker 2 – Papiamentu

#		Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree	Total
1	The speaker is intelligent.	8	31	33	2	0	74
2	The speaker is hardworking.	6	30	31	6	1	74
3	The speaker is educated.	4	37	27	4	2	74
4	The speaker is friendly.	6	24	38	4	2	74
5	The speaker is assertive.	3	13	42	14	2	74
6	The speaker is humorous.	3	8	39	20	4	74
7	The speaker is religious.	4	16	35	16	3	74

Table 3a: Ratings for speaker 2, speaking Papiamentu, by 74 students (in absolute numbers).

%		Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree	Total
1	The speaker is intelligent.	10.81	41.89	44.59	2.70	0.00	100
2	The speaker is hardworking.	8.11	40.54	41.89	8.11	1.35	100
3	The speaker is educated.	5.41	50.00	36.49	5.41	2.70	100
4	The speaker is friendly.	8.11	32.43	51.35	5.41	2.70	100
5	The speaker is assertive.	4.05	17.57	56.76	18.92	2.70	100
6	The speaker is humorous.	4.05	10.81	52.70	27.03	5.41	100
7	The speaker is religious.	5.41	21.62	47.30	21.62	4.05	100

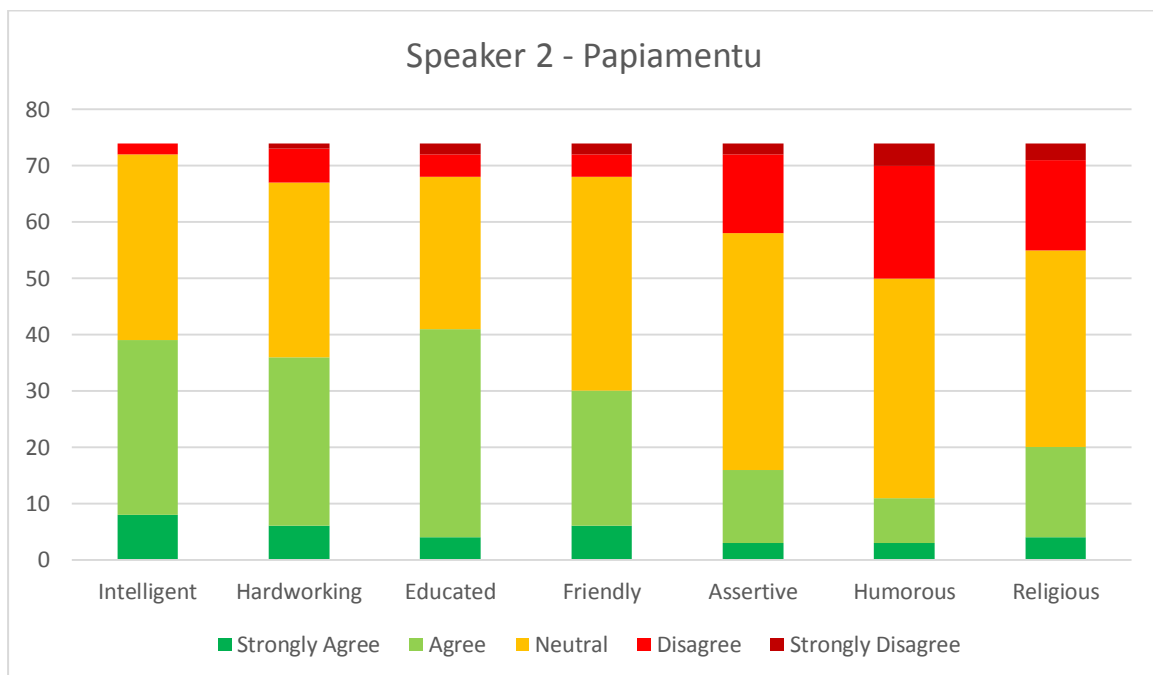
Table 3b: Ratings for speaker 2, speaking Papiamentu, by 74 students (in percentages).

#		Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree	Total
1	The speaker is intelligent.	14	27	32	1	0	74
2	The speaker is hardworking.	5	22	39	7	1	74
3	The speaker is educated.	14	34	23	3	0	74
4	The speaker is friendly.	5	19	38	10	2	74
5	The speaker is assertive.	3	12	42	17	0	74
6	The speaker is humorous.	0	6	35	28	5	74
7	The speaker is religious.	2	11	35	19	7	74

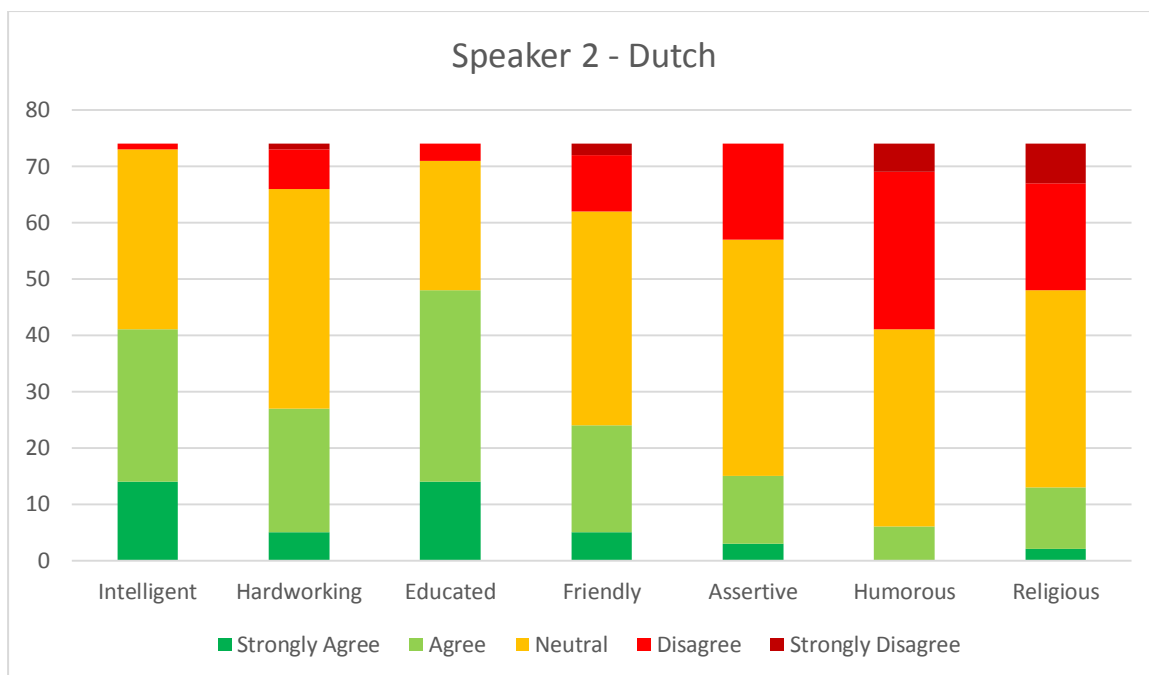
Table 4a: Ratings for speaker 2, speaking Dutch, by 74 students (in absolute numbers).

%		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	The speaker is intelligent.	18.92	36.49	43.24	1.35	0.00	100
2	The speaker is hardworking.	6.76	29.73	52.70	9.46	1.35	100
3	The speaker is educated.	18.92	45.95	31.08	4.05	0.00	100
4	The speaker is friendly.	6.76	25.68	51.35	13.51	2.70	100
5	The speaker is assertive.	4.05	16.22	56.76	22.97	0.00	100
6	The speaker is humorous.	0.00	8.11	47.30	37.84	6.76	100
7	The speaker is religious.	2.70	14.86	47.30	25.68	9.46	100

Table 4b: Ratings for speaker 2, speaking Dutch, by 74 students (in percentages).



Graph 3: A graphical representation for the data from table 3.



Graph 4: A graphical representation for the data from table 4.

Speaker 2 (graphs and tables 3&4)

Interestingly, the evaluations of speaker 2 are rather different from those regarding speaking 1. Dutch was rated higher for intelligence and educated, but was rated lower for the remaining five traits. With regards to *intelligent*, Dutch had 2.7% higher ratings for strongly agree and agree than Papiamentu. With regards to *hardworking*, Papiamentu had 12.1% higher ratings than Dutch. With regards to *educated*, Dutch had 9.5% higher ratings than Papiamentu. With regards to *friendly*, Papiamentu had 8.1% higher ratings than Dutch. With regards to *assertive*, Papiamentu had 1.3% higher ratings than Dutch. With regards to *humorous*, Papiamentu had 6.8% higher ratings than Dutch. And finally, with regards to *religious*, Papiamentu had 9.4% higher ratings than Dutch.

It is also important to note here that the evaluations concerning the traits humorous and religious are more outspoken for both languages in the case of speaker 2: Papiamentu had higher agreement scores for humorous and religious, while Dutch also had higher scores of disagreement, further supporting the opinion here.

In conclusion, speaker 2 was regarded as more intelligent and educated when speaking Dutch, but was regarded as more hardworking, friendly, assertive, and definitely humorous and religious when speaking Papiamentu.

Appendix 3

#		Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Total
1	I like speaking Papiamentu.	48	15	6	4	2	75
2	I like speaking Dutch.	8	21	26	14	6	75
3	If I have children, I would want them to speak both Papiamentu and Dutch.	25	30	14	6	0	75
4	I like to hear people speak Dutch.	5	14	41	12	3	75
5	I like to hear people speak Papiamentu.	23	36	15	1	0	75
6	I think Papiamentu should be the language of instruction at MBO.	20	13	14	19	9	75
7	I think Dutch should be the language of instruction at MBO.	8	19	31	9	8	75
8	I think it is a waste of time to learn Dutch.	3	3	19	30	20	75
9	Dutch is more important than Papiamentu for my future.	14	14	29	10	8	75
10	Papiamentu is more important than Dutch for my future.	3	1	40	23	8	75
11	I think Dutch is a difficult language to learn.	9	20	24	17	5	75
12	In classes where the teacher speaks Dutch, I feel free to express myself.	9	8	25	21	12	75

Table 7a: Ratings for the second questionnaire, where students indicated what their opinions were regarding Papiamentu and Dutch (in absolute numbers).

Appendix 4

First Questionnaire University of Curaçao

Participant Information and Consent Form

This questionnaire is conducted by Ms. Ariadna Timp, student in the Master of Education at the University of Curaçao, as part of her Master's Thesis under the supervision of Mrs. Ellen-Petra Kester, PhD, from Utrecht University.

For this questionnaire you will evaluate personality traits of speakers by means of audio-recordings of their voices.

The results of this questionnaire will be processed by Ms. Timp, and will later be analyzed by Mrs. Kester for academic research. All data will be processed anonymously (your name will not appear anywhere) and will be used for Ms. Timp's and Mrs. Kester's research only.

It will take approximately 20 minutes to fill out the questionnaire and participation is completely voluntary. There are no right or wrong answers; it is all about your personal opinion.

If you are interested in the topics of the questionnaire or the results of the study, please contact Mrs. Kester via p.m.kester@uu.nl.

This study will be submitted for approval to the Linguistics Ethical Review Committee² of Utrecht University. The committee may be contacted via Mrs. Maartje de Klerk (m.k.a.deklerk@uu.nl).

If you are willing to fill out the questionnaire, and if you give your permission to use the answers for academic research, please check the box below:

Yes, my answers may be used for academic research.

Please, take notice of the number indicated on this page in case you want to withdraw your collaboration. If you do, we kindly request you to contact Ms. Timp within 24 hours after submitting the questionnaire to her.

² Ethische Toetsingscommissie Lingüistiek (ETCL)

Introduction

During the next 20 minutes you will listen to several audio-fragments in Papiamentu and in Dutch. Please, evaluate certain personality traits of the recorded individuals on the basis of their voices, as if you were listening to a phone conversation or to the radio.

E promé habitantenan di Boneiru tabata e Arawaknan ku a yega e isla for di Venezuela mas o ménos 1000 aña despues di Kristu. Bo por mira e sobranan di e kultura den forma di pintura riba baranka banda di Onima na e banda ost di Boneiru.

De eerste bewoners van Bonaire waren de Arawakken die het eiland vanaf Venezuela bereikten rond 1000 na Christus. Restanten van deze cultuur zijn onder andere te vinden in de vorm van rotstekeningen in de buurt van Onima aan de oostkust van Bonaire.

Please indicate whether you agree or disagree with the following statements per speaker by marking your answers by means of a cross.

Speaker 1

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The speaker is intelligent.					
2	The speaker is hardworking.					
3	The speaker is educated.					
4	The speaker is friendly.					
5	The speaker is assertive.					
6	The speaker is humorous.					
7	The speaker is religious.					

Speaker 2

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The speaker is intelligent.					
2	The speaker is hardworking.					
3	The speaker is educated.					
4	The speaker is friendly.					
5	The speaker is assertive.					
6	The speaker is humorous.					
7	The speaker is religious.					

Speaker 3

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The speaker is intelligent.					
2	The speaker is hardworking.					
3	The speaker is educated.					
4	The speaker is friendly.					
5	The speaker is assertive.					
6	The speaker is humorous.					
7	The speaker is religious.					

Speaker 4

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The speaker is intelligent.					
2	The speaker is hardworking.					
3	The speaker is educated.					
4	The speaker is friendly.					
5	The speaker is assertive.					
6	The speaker is humorous.					
7	The speaker is religious.					

Speaker 5

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The speaker is intelligent.					
2	The speaker is hardworking.					
3	The speaker is educated.					
4	The speaker is friendly.					
5	The speaker is assertive.					
6	The speaker is humorous.					
7	The speaker is religious.					

Speaker 6

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The speaker is intelligent.					
2	The speaker is hardworking.					
3	The speaker is educated.					
4	The speaker is friendly.					
5	The speaker is assertive.					
6	The speaker is humorous.					
7	The speaker is religious.					

Please, fill out the correct information or mark it by means of a circle.

43. Age: _____

44. Gender: male / female

45. Were you born on Bonaire? Yes. No, outside Bonaire in _____

46. Was your mother born on Bonaire? Yes. No, outside Bonaire in _____

47. Was your father born on Bonaire? Yes. No, outside Bonaire in _____

Thank you for your cooperation!

Second Questionnaire University of Curaçao

Participant Information and Consent Form

This questionnaire is conducted by Ms. Ariadna Timp, student in the Master of Education at the University of Curaçao, as part of her Master's Thesis under the supervision of Mrs. Ellen-Petra Kester, PhD, from Utrecht University.

The questionnaire is about language attitudes and language use in Bonaire.

The results of this questionnaire will be processed by Ms. Timp, and will later be analyzed by Mrs. Kester for academic research. All data will be processed anonymously (your name will not appear anywhere) and will be used for Ms. Timp's and Mrs. Kester's research only.

It will take approximately 20 minutes to fill out the questionnaire and participation is completely voluntary. There are no right or wrong answers; it is all about your personal opinion.

If you are interested in the topics of the questionnaire or the results of the study, please contact Mrs. Kester via p.m.kester@uu.nl.

This study will be submitted for approval by the Linguistics Ethical Review Committee³ of Utrecht University. The committee may be contacted via Mrs. Maartje de Klerk (m.k.a.deklerk@uu.nl).

If you are willing to fill out the questionnaire, and if you give your permission to use the answers for academic research, please check the box below:

Yes, my answers may be used for academic research.

Please, take notice of the number indicated on this page in case you want to withdraw your collaboration. If you do, we kindly request you to contact Ms. Timp within 24 hours after submitting the questionnaire to her.

³ Ethische Toetsingscommissie Lingüistiek (ETCL)

Please indicate whether you agree or disagree with the following statements marking your answer by means of a cross.

		Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	I like speaking Papiamentu.					
2	I like speaking Dutch.					
3	If I have children, I would want them to speak both Papiamentu and Dutch.					
4	I like to hear people speak Dutch.					
5	I like to hear people speak Papiamentu.					
6	I think Papiamentu should be the language of instruction at MBO.					
7	I think Dutch should be the language of instruction at MBO.					
8	I think it is a waste of time to learn Dutch					
9	Dutch is more important than Papiamentu for my future.					
10	Papiamentu is more important than Dutch for my future.					
11	I think Dutch is a difficult language to learn.					
12	In classes where the teacher speaks Dutch, I feel free to express myself.					

Mark the language with a cross, you can mark more than one language.

	<i>Which language(s) do you use every day when you talk to...</i>	Papiamentu	English	Dutch	Spanish	Another language:
13.	your mother					
14.	your father					
15.	your brothers and sisters					
16.	your friends					
17.	your teachers					
18.	your class mates					
19.	strangers					

Please, fill out the correct information or mark it by means of a circle.

20. Age: _____

21. Gender: _____

male / female

22. Were you born on Bonaire? _____

Yes. No, outside Bonaire in _____

23. Was your mother born on Bonaire? _____

Yes. No, outside Bonaire in _____

24. Was your father born on Bonaire? _____

Yes. No, outside Bonaire in _____

Thank you for your cooperation!