



Attitudes towards translation of grammatically gender-neutral English (L2)
nouns into grammatically gender-non-neutral Polish (L1) nouns

Adriana Wacewicz-Chorosz

Kellogg College

Dissertation submitted to the Department of Education at the University of Oxford
in partial fulfilment of the requirements for the Degree of

Master of Science in Applied Linguistics for Language Teaching

Word Count: 19,970

Candidate number: 1065158

Michaelmas 2025

Table of Contents

TABLE OF CONTENTS	2
LIST OF TABLES	6
LIST OF FIGURES	8
ABSTRACT	9
ABBREVIATIONS AND CONVENTIONS	10
1. CHAPTER 1 – INTRODUCTION	11
1.1 AIM OF THE STUDY.....	11
1.2 RATIONALE OF THE STUDY	11
1.3 RESEARCH QUESTIONS	12
1.4 STRUCTURE OF THE DISSERTATION.....	12
2. CHAPTER 2 – LITERATURE REVIEW	13
2.1 DEFINITIONS AND BACKGROUND.....	13
2.2 POLISH MORPHOLOGY AND GENDER	16
2.3 FORMATION OF FEMININE FORMS (FEMINATIVES).....	17
2.4 DIACHRONIC AND CONTEMPORARY ATTITUDES TO FEMINATIVES IN POLAND	19
2.5 HISTORIC AND OTHER COMPLICATING FACTORS	20
2.6 IMPACT OF LANGUAGE ATTITUDES AND GENDERED NOUN CHOICES.....	22
2.7 LANGUAGE ATTITUDES AS A TOOL IN APPLIED LINGUISTICS.....	23
2.8 MARKOWSKI’S THEORY OF LANGUAGE ATTITUDES.....	24
3. CHAPTER 3 – RESEARCH METHODOLOGY	27
3.1 RESEARCH PURPOSE AND RESEARCH QUESTIONS	27
3.2 RESEARCH APPROACH – MIXED METHODS	28
3.3 PARTICIPANTS AND SETTING.....	30
3.4 RESEARCH PROCEDURE	31
3.5 DATA COLLECTION INSTRUMENTS AND MATERIALS	31
3.5.1 <i>Questionnaire Design</i>	31
3.6 QUANTITATIVE AND QUALITATIVE MEASUREMENTS.....	37
3.6.1 <i>Statistical Data Analysis Tools</i>	38
3.6.2 <i>Validation by Post-Collection Exploratory Factor Analysis</i>	39
3.6.3 <i>Post-Completion Interview Qualitative Analysis Method</i>	39
3.7 ETHICAL CONSIDERATIONS.....	40

4. CHAPTER 4 – MIXED-METHODS RESULTS	41
4.1 STRUCTURE OF THE FINDINGS AND ANALYTICAL FRAMEWORK	41
4.2 INCOMPLETE RESPONSES.....	42
4.3 OUTLIERS	42
4.4 PARTICIPANT DEMOGRAPHICS	42
4.5 DESCRIPTIVES.....	45
4.6 DEPENDENT VARIABLE HISTOGRAMS – NOUN CHOICE OUTCOMES	48
4.7 NORMALITY TESTS.....	50
4.8 REFINEMENT OF ANALYTICAL METHODS FOR NON-NORMAL DISTRIBUTIONS.....	52
4.9 PRINCIPAL COMPONENT ANALYSIS OF LANGUAGE ATTITUDES	52
4.9.1 <i>Descriptive Statistics</i>	53
4.9.2 <i>Communalities</i>	53
4.9.3 <i>Correlation Matrix</i>	53
4.9.4 <i>Reliability Tests: Markowski’s Compound Language Attitudes</i>	55
4.10 RQ1: FACTORS INFLUENCING TRANSLATION NOUN CHOICE OUTCOMES	57
4.10.1 <i>Quantitative Tests</i>	57
4.10.2 <i>Mann–Whitney U (MWU) Testing – Noun Choices</i>	58
4.10.3 <i>Continuous and Categorical Field Information</i>	58
4.10.4 <i>Median Analysis</i>	61
4.10.5 <i>MWU Noun Choices Versus Participant Gender</i>	62
4.10.6 <i>Noun Choices Versus Participant University Location</i>	64
4.10.7 <i>Noun Choices Versus Participant Professional Status</i>	65
4.10.8 <i>Eta Coefficient Tests and Noun Choices</i>	66
4.10.9 <i>Correlation Analysis – Age versus All Noun Choices</i>	68
4.10.10 <i>Eta Coefficient Tests and Noun Choices</i>	71
4.10.11 <i>Summary</i>	73
4.11 RQ2: LANGUAGE ATTITUDES INFLUENCING TRANSLATION OF POTENTIAL FEMINATIVES.....	74
4.11.1 <i>Qualitative Review of Post-Completion Interviews</i>	74
4.11.2 <i>Inductive Analysis of Themes</i>	74
4.11.3 <i>Thematic Summary</i>	76
4.11.4 <i>Scree Plots and Total Variance Explained (TVE) by Model</i>	79
4.11.5 <i>Quantitative Principal Component Analysis (PCA) Feature Extraction</i>	81
4.11.6 <i>PCA Thematic Analysis Summary</i>	82
4.12 RQ3: INFLUENCE OF PROFESSIONAL SELF-IDENTIFICATION ON TRANSLATION ATTITUDES	82
4.12.1 <i>Quantitative Chi-Square Test Analysis and Validity Check</i>	82
4.13 RQ4: EVALUATING MARKOWSKI’S THEORY AS AN EMPIRICAL TOOL FOR UNDERSTANDING LANGUAGE ATTITUDES TO TRANSLATION.....	83

4.13.1	<i>Challenges to Empirical Use</i>	83
4.13.2	<i>Lack of Explicative Coverage</i>	84
5.	CHAPTER 5 – DISCUSSION OF RESEARCH QUESTIONS	85
5.1	RQ1: FACTORS INFLUENCING TRANSLATION NOUN CHOICES	85
5.2	RQ2: LANGUAGE ATTITUDES INFLUENCING TRANSLATION OF POTENTIAL FEMINATIVES.....	86
5.3	RQ3: INFLUENCE OF PROFESSIONAL SELF-IDENTIFICATION ON TRANSLATION CHOICES	87
5.4	RQ4: EVALUATING MARKOWSKI’S THEORY AS AN EMPIRICAL TOOL FOR UNDERSTANDING LANGUAGE ATTITUDES TO TRANSLATION.....	88
6.	CHAPTER 6 – CONCLUSION AND IMPLICATIONS	90
6.1	LIMITATIONS OF THIS STUDY	90
6.2	CONCLUSIONS.....	90
6.3	PEDAGOGICAL IMPLICATIONS	91
6.4	FUTURE RESEARCH	92
	REFERENCES	94
	ONLINE SOURCES	106
	APPENDIX A: OUTREACH EMAILS	108
	APPENDIX B: PARTICIPANT INFORMATION SHEET	109
	APPENDIX C: CONSENT-LETTER FOR PARTICIPATION IN THE POST-QUESTIONNAIRE INTERVIEW	112
	APPENDIX D: CUREC APPROVAL	113
	APPENDIX E: INSTRUCTION FOR THE QUESTIONNAIRE BLOCKS (BACKGROUND QUESTIONS, TRANSLATION TASKS AND ATTITUDINAL TASKS)	114
	APPENDIX F: QUESTIONNAIRE – BLOCK 1 (BACKGROUND QUESTIONS)	117
	APPENDIX G: QUESTIONNAIRE – BLOCK 2 (TRANSLATION TASKS)	120
	APPENDIX H: QUESTIONNAIRE – BLOCK 3 (ATTITUDINAL TASKS)	128
	APPENDIX I: MARKOWSKI’S THEORY OF ATTITUDES TOWARDS LANGUAGE	130
	APPENDIX J: LIST OF ENGLISH GENDER-NEUTRAL NOUNS (L2) WITH POLISH TRANSLATIONS	133
	APPENDIX K: SELECTED INTERVIEW EXCERPTS	135
	APPENDIX L: QUANTITATIVE STATISTICS RESULTS	147
	L1 T-TEST AND ANOVA ANALYSIS	147

L2 CHI-SQUARE TESTS OF INDEPENDENCE	154
APPENDIX M: PCI THEMATIC RESPONSES	159
M1 THEME 1: NEUTRALITY.....	159
M2 THEME 2: ANTI-AUTHORITARIAN	159
M3 THEME 3: SYSTEMATIC.....	159
M4 THEME 4: INCLUSIVITY.....	160
M5 THEME 5: INCONGRUITY	160
M6 THEME 6: SENSITIVITY	161
M7 THEME 7: RESPECT	161
M8 THEME 8: CONTEXT	161
M9 THEME 9: PRECEDENT.....	162
M10 THEME 10: EXPRESSION	162
M11 THEME 11: DESCRIPTIVE.....	162
M12 THEME 12: ADAPTIVE	163

List of Tables

TABLE 1 – MARKOWSKI’S THEORY OF LANGUAGE ATTITUDES.....	25
TABLE 2 – RESEARCH PROCESS: STAGES A TO E.....	31
TABLE 3 – QUESTIONNAIRE DESIGN STAGES.....	31
TABLE 4 – SUMMARY OF 19 LANGUAGE SUBATTITUDES AND COMPOUND RELATIONSHIPS	34
TABLE 5 – ONLINE QUESTIONNAIRE BLOCK SUMMARY	35
TABLE 6 – QUESTION TYPE EXAMPLES.....	37
TABLE 7 – RESULT ANALYSIS RELEVANCE BY RESEARCH QUESTION.....	41
TABLE 8 – GENDER.....	42
TABLE 9 – PLACE OF BIRTH (TOWN/CITY SIZE)	42
TABLE 10 – PLACE OF BIRTH (EASTERN OR WESTERN POLAND)	43
TABLE 11 – WHERE DID THE PARTICIPANT GROW UP (TOWN/CITY SIZE)	43
TABLE 12 – WHERE DID THE PARTICIPANT GROW UP (EASTERN OR WESTERN POLAND)	43
TABLE 13 – WHERE DOES THE PARTICIPANT LIVE NOW (TOWN/CITY SIZE).....	43
TABLE 14 – WHERE DOES THE PARTICIPANT LIVE NOW (EASTERN OR WESTERN POLAND)	43
TABLE 15 – DID THE PARTICIPANT LEAVE HOME TO GO TO UNIVERSITY	43
TABLE 16 – WHERE DID THE PARTICIPANT GO TO UNIVERSITY (EASTERN OR WESTERN POLAND)	44
TABLE 17 – IS THE PARTICIPANT A TRANSLATOR OR A STUDENT	44
TABLE 18 – PARTICIPANT IS A STUDENT OF TRANSLATION STUDIES OR OTHER SPECIALISATION.....	44
TABLE 19 – PARTICIPANT IS A STATE CERTIFIED TRANSLATOR.....	44
TABLE 20 – HOW DOES THE PARTICIPANT PROFESSIONALLY SELF-IDENTIFY	44
TABLE 21 – DEMOGRAPHIC FREQUENCIES AND DISTRIBUTION CHARACTERISTICS	46
TABLE 22 – TESTS OF NORMALITY, NOUN CHOICE OUTCOME PERCENTAGE SCORES	50
TABLE 23 – DESCRIPTIVE STATISTICS FACTOR ANALYSIS (19 LANGUAGE SUBATTITUDES)	53
TABLE 24 – PRINCIPAL COMPONENT ANALYSIS COMMUNALITIES (19 LANGUAGE SUBATTITUDES).....	53
TABLE 25 - CORRELATION MATIX, HEATMAP OF 19 LANGUAGE SUBATTITUDES (ATTRIBUTES) FOR PCA	53
TABLE 26 - PURIST COMPOUND ATTITUDE: CRONBACH’S ALPHA, CORRELATIONS AND SUMMARY.....	55
TABLE 27 - LIBERAL COMPOUND ATTITUDE: CRONBACH’S ALPHA, CORRELATIONS AND SUMMARY	56
TABLE 28 - PERFECTIONIST COMPOUND ATTITUDE: CRONBACH’S ALPHA, CORRELATIONS AND SUMMARY	56
TABLE 29 - LAISSEZ-FAIRE COMPOUND ATTITUDE: CRONBACH’S ALPHA, CORRELATIONS AND SUMMARY	56
TABLE 30 – RATIONALIST COMPOUND ATTITUDE: CRONBACH’S ALPHA, CORRELATIONS AND SUMMARY	57
TABLE 31 - INDIFFERENT COMPOUND ATTITUDE: CRONBACH’S ALPHA, CORRELATIONS AND SUMMARY	57
TABLE 32 – MEDIAN ANALYSIS: NOUN CHOICES VERSUS GENDER	61
TABLE 33 – MEDIAN ANALYSIS: NOUN CHOICES VERSUS UNIVERSITY LOCATION.....	62
TABLE 34 – MEDIAN ANALYSIS: NOUN CHOICES VERSUS PROFESSIONAL STATUS.....	62

TABLE 35 – MWU NOUN CHOICES VERSUS PARTICIPANT GENDER	62
TABLE 36 – NOUN CHOICES VERSUS PARTICIPANT UNIVERSITY LOCATION (EAST/WEST).....	64
TABLE 37 – NOUN CHOICES VERSUS PROFESSIONAL STATUS (STUDENT OR PROFESSIONAL TRANSLATOR).....	65
TABLE 38 – ETA COEFFICIENT CASE PROCESSING, NOUN CHOICES VERSUS PARTICIPANT GENDER.....	66
TABLE 39 – ETA COEFFICIENT CASE PROCESSING, NOUN CHOICES VERSUS PARTICIPANT PROFESSIONAL SELF-IDENTIFICATION.....	67
TABLE 40 – CORRELATIONS, PARAMETRIC	68
TABLE 41 – RESULTS OF NON-PARAMETRIC CORRELATION ANALYSIS, FOR SCALAR AGE VARIABLE VERSUS THE THREE DEPENDENT NOUN CHOICE OUTCOME PERCENTAGE SCORES (‘MASCULINE’, ‘FEMININE’ AND ‘OTHER’)....	68
TABLE 42 – ETA COEFFICIENT CASE PROCESSING, NOUN CHOICES VERSUS PARTICIPANT GENDER.....	71
TABLE 43 – ETA COEFFICIENT CASE PROCESSING, NOUN CHOICES VERSUS PARTICIPANT PROFESSIONAL SELF-IDENTIFICATION.....	72
TABLE 44 – QUALITATIVE INTERVIEW PARTICIPANT DEMOGRAPHICS	74
TABLE 45 – PCI PARTICIPANT LABEL KEY	74
TABLE 46 – LANGUAGE ATTITUDES TO TRANSLATION, THEMATIC COMPARISON	75
TABLE 47 – PCA TOTAL VARIANCE EXPLAINED.....	80
TABLE 48 – PRINCIPAL COMPONENT ANALYSIS, TOP FIVE LOADING FEATURES PER COMPONENT	81

List of Figures

FIGURE 1 – BAR CHART HISTOGRAM FOR PARTICIPANT AGE.....	47
FIGURE 2 – BAR CHART HISTOGRAM FOR PLACE OF BIRTH (TOWN/CITY SIZE)	47
FIGURE 3 – MASCULINE NOUN CHOICE HISTOGRAM	48
FIGURE 4 – FEMININE NOUN CHOICE HISTOGRAM.....	49
FIGURE 5 – OTHER NOUN CHOICE HISTOGRAM	49
FIGURE 6 – DETRENDED QQ: NOUN CHOICE (%) – MASCULINE	50
FIGURE 7 – DETRENDED QQ: NOUN CHOICE (%) – FEMININE	51
FIGURE 8 – DETRENDED QQ: NOUN CHOICE (%) – OTHER.....	51
FIGURE 9 – CONTINUOUS FIELD INFORMATION: MASCULINE	58
FIGURE 10 – CONTINUOUS FIELD INFORMATION: FEMININE	59
FIGURE 11 – CONTINUOUS FIELD INFORMATION: OTHER.....	59
FIGURE 12 – CATEGORICAL FIELD INFORMATION: GENDER	60
FIGURE 13 – CATEGORICAL FIELD INFORMATION: UNIVERSITY LOCATION, EASTERN OR WESTERN POLAND	60
FIGURE 14 – CATEGORICAL FIELD INFORMATION: PARTICIPANT IS A TRANSLATOR OR STUDENT	61
FIGURE 15 – MWU NOUN CHOICES VERSUS PARTICIPANT GENDER.....	63
FIGURE 16 – NOUN CHOICES VERSUS PARTICIPANT UNIVERSITY LOCATION (EAST/WEST)	64
FIGURE 17 – NOUN CHOICES VERSUS PROFESSIONAL STATUS (STUDENT OR PROFESSIONAL TRANSLATOR).....	65
FIGURE 18 – SCATTER PLOT, MASCULINE NOUN-CHOICE VERSUS AGE	70
FIGURE 19 – SCATTER PLOT, FEMININE NOUN-CHOICE VERSUS AGE.....	70
FIGURE 20 – SCATTER PLOT, OTHER NOUN-CHOICE VERSUS AGE	70
FIGURE 21 – PCA SCREE PLOT.....	80

Abstract

This mixed-methods study investigates attitudes of Polish translators ($n = 44$) and translation students ($n = 108$) toward translating gender-neutral English (L2) occupational nouns into grammatically gender-non-neutral Polish (L1) forms, with a focus on feminatives. Polish feminatives were extracted from source texts and translated into English to create gender-neutral stimuli. Participants then back-translated these English sentences into Polish, enabling analysis of whether they selected feminatives, masculine generics, or alternative nominal strategies. The study examines how participants evaluate and approach occupational titles and how these attitudes relate to professional self-identification. A novel three-block online survey was administered, comprising sociodemographic questions, noun translation tasks involving potential feminatives, and a 5-point Likert scale based on an adapted version of Markowski's Language Attitudes Theory, here applied empirically for the first time. To complement the quantitative findings, voluntary semi-structured post-survey interviews were conducted with 13 participants. Given the highly non-normal distribution of the data, several non-parametric analyses were used, including Mann–Whitney U tests, Eta coefficients, Chi-Square tests, and exploratory Principal Component Analysis (PCA) across 11 descriptive parameters, 19 subattitudinal variables, and 27 noun choices. Quantitative results revealed significant group differences in translation choices and language attitudes, influenced by factors such as age, geographical background, and translator status, aligning with contemporary findings across other gendered languages. Qualitative analysis identified recurring attitudinal themes shaping participants' translational decision-making. The novel PCA clusters may serve as a basis for developing a more comprehensive empirical tool. While the application of Markowski's Theory highlighted certain conceptual limitations and the overall sample size ($n = 152$) restricts generalisability, the study addresses a notable research gap in attitudes toward translation in Poland and contributes valuable pedagogical insights.

Key words: attitudes, translation, Polish, occupational, vocabulary, noun, gender, feminative, L1, L2, mixed-methods, empirical, questionnaire, semi-structured, PCA

Abbreviations and Conventions

ACA	Academic
ALLT	Applied Linguistics and Language Teaching
ANIM	Animate
ANOVA	Analysis of Variance
CEN	<i>Comité Européen de Normalisation</i> (European Committee for Standardization)
CEO	Chief Executive Officer
CFA	Confirmatory Factor Analysis
CUREC	Central University Research Ethics Committee
EFA	Exploratory Factor Analysis
EMT	European Master's in Translation
F	Feminine (used both for noun-choice labels and for grammatical gender in glosses)
Fi	Professionally self-identifies with a feminative
GDPR	General Data Protection Regulation
HEI	Higher Education Institution
INAN	Inanimate
ISO	International Organization for Standardization
KMO	Kaiser–Meyer–Olkin
L1	First language
L2	Second language
M	Masculine (used both for noun-choice labels and for grammatical gender in glosses)
Mi	Professionally self-identifies with a masculinative
MP	Member of Parliament
MWU	Mann–Whitney U Test
N	Neutral (used both for noun-choice labels and for grammatical gender in glosses)
Ni	Professionally identifies with a neutral form
NLP	Natural Language Processing
PCA	Principal Component Analysis
PERS	Personal
PII	Personally Identifiable Information
PRL	<i>Polska Rzeczpospolita Ludowa</i> (Polish People's Republic)
PST	Past Tense
PKA	<i>Polska Komisja Akredytacyjna</i> (Polish Accreditation Committee)
PL	Plural
PT	Professional Translator
RJP	<i>Rada Języka Polskiego</i> (Council for the Polish Language)
SCT	State-Certified Translator
SG	Singular
SL	Source Language
STP	Student of Translation Studies Programme
ST	Source Text
SPSS	Statistical Package for the Social Sciences
TL	Target Language
TT	Target Text
TVE	Total Variation Explained
<...>	Reference to specific survey parameter
<i>Italics</i>	Used for Polish lexical items

1. Chapter 1 – Introduction

1.1 Aim of the Study

This study examines the attitudes of Polish professional translators and translation students toward translating gender-neutral vocabulary items from their L2 into grammatically gender-non-neutral forms in their L1, with a particular focus on feminine lexical forms (feminative occupational nouns). It investigates whether and how these attitudes are shaped by participants' gender, the geographical location of their university education (Western vs. Eastern Poland), and their declared professional self-identification. Additionally, it empirically tests – for the first time – Andrzej Markowski's theory of nine linguistic attitudes, expanded here into 19 subattitudes.

1.2 Rationale of the Study

The challenge in translating grammatically gender-neutral English (L2) nouns – particularly those denoting professions – into grammatically gender-non-neutral Polish (L1) lies in deciding whether to use feminine forms (feminatives) or masculine counterparts (masculinatives). This issue is particularly salient for high-status professions, traditionally associated with authority and prestige. Research indicates that in gendered-language societies, many women prefer masculine professional titles, even when feminatives exist, and those who professionally self-identify with feminatives may face bias and be treated less favourably, as such titles are often perceived as less authoritative (Dąbrowska, 2025; Formanowicz et al., 2013; Leszko et al., 2025),

In recent years, feminatives have become a contentious topic in Polish media, academia, and sociopolitical discourse. This debate has direct implications for translation practice: translators play a critical role in shaping language but often remain uncertain about how to render gendered nouns, particularly when translating grammatically gender-neutral languages. Moreover, this issue is rarely addressed explicitly in Polish higher education institutions (HEIs) offering translation programmes, leaving translation choices susceptible to the instructor's personal worldview and experiences. Additional factors include social status, political affiliations, and educational or family background.

1.3 Research Questions

The study aims to answer the following primary Research Questions:

RQ1. How do different translators translate grammatically gender-neutral items of English (L2) vocabulary into grammatically gender-non-neutral items of Polish (L1) vocabulary?

RQ2. How do different translators' attitudes to language affect their translation of potential feminatives?

RQ3. Does professional self-identification influence translation attitudes?

And one supplementary Research Question:

RQ4. Is Markowski's theoretical framework of attitudes to language an empirically viable technique for understanding translation choices?

1.4 Structure of the Dissertation

The dissertation is comprised of six chapters:

- Chapter 1 – introduces the study.
- Chapter 2 – presents the literature review, including theoretical, empirical and semi-empirical research, as well as the historical and linguistic context.
- Chapter 3 – outlines the research questions and methodology.
- Chapter 4 – reports the quantitative and qualitative findings.
- Chapter 5 – discusses the results in terms of the research questions.
- Chapter 6 – concludes the study, highlighting limitations and pedagogical recommendations.

2. Chapter 2 – Literature Review

2.1 Definitions and Background

Translation is generally defined as the process of transferring written or spoken text from a source language (SL) to a target language (TL), aiming to preserve meaning, intent, and communicative function rather than relying solely on literal word-for-word replacement. Jakobson (1959, p. 233) defines interlingual translation as “an interpretation of verbal signs by means of some other language”, while Nida and Taber (1969, p. 12) see it as reproducing “the closest natural equivalent of the source-language message, first in terms of meaning, and secondly in terms of style”. Hatim and Munday (2004) emphasise that translation occurs within specific sociocultural contexts. In practice, translators navigate these contextual factors, making informed choices to convey meaning to the target culture (Zhu et al., 2023; Lardelli & Gromann, 2023). This role is particularly relevant to the present study, as translators make gender-sensitive morphological decisions when rendering L2 gender-neutral nouns into the highly gendered system of their L1 (Polish).

A student in a Translation Studies programme is defined as an individual enrolled in a formal course of study at a Polish Higher Education Institution (HEI), which may be public (state-funded) or non-public (privately managed/funded), offering either academic or vocational curricula. Teaching quality in all HEIs is overseen by the independent statutory Polish Accreditation Committee (*Polska Komisja Akredytacyjna*, PKA). Most HEIs offer dedicated Translation Studies programmes, English Studies with a translation specialisation, or Applied Linguistics programmes focusing on translation.

At many Polish HEIs, English translation curricula cover a wide range of specialised fields (legal, medical, technical, economic, etc.), but training in native Polish stylistics or advanced Polish-language competence appears limited, with primary focus on L2 (Albin & Gajewska, 2014; Szczyszek, 2025). With no standardised requirements across HEIs, instructors’ methods and preferences are often transmitted to students, meaning that gender-neutral source-language expressions may be rendered into Polish according to individual worldviews and attitudes. As noted by Sariasih (2023) and Marczak and Bondarenko (2022), such inconsistencies in training frameworks can lead to substantial variation in pedagogical quality and translator preparedness. Instructors may be

academics, practising professionals, or theorists, yet there is no formal requirement for practical experience in the specific field they teach. While legal translation would ideally be taught by state-certified translators (SCTs) and literary translation by experienced literary translators, many translation studies programmes do not provide systematic professional training, and specialised pathways are offered at only a limited number of HEIs. This scarcity of fully specialised training, shaped by institutional staffing, resources, and access to qualified instructors, may contribute to variability in translator competence and translation practices (Albin & Gajewska, 2014).

A professional translator is an individual with specialised linguistic, intercultural, and subject-matter competence who operates within institutional, social, or market contexts (International Organization for Standardization, 2015). In line with the competence framework promoted by the European Master's in Translation (EMT) network, professional translation also entails adherence to ethical and service-oriented standards, including confidentiality, impartiality, and accountability (Directorate-General for Translation, 2022).

In Poland, professional translators may additionally be state-certified. This is a legally regulated profession established under the Act of 25 November 2004 on the Profession of Sworn Translator, which defines their duties and responsibilities. SCTs take an oath before the Minister of Justice, are authorised to produce certified translations, and interpret for courts and governmental bodies, working “with particular care and impartiality” (Ustawa z dnia 25 listopada 2004 r. o zawodzie tłumacza przysięgłego, 2004, art. 14). Due to the legal validity of their work and the responsibilities involved, SCTs are often perceived as comparable to public-trust professionals, such as notaries or attorneys-at-law, though this status is informal rather than officially codified (Matulewska & Gortych-Michalak, 2014). Certified legal translation requires both linguistic competence and strict adherence to formal, ethical, and procedural norms, including faithful rendering of meaning while respecting legal and sociocultural conventions. These obligations shape translators' linguistic choices and broader judgements of what constitutes correct language, reflecting prescriptive principles embedded in the profession.

Ayres-Bennett (2019, p. 184, 187) defines prescriptivism (distinct from codification or standardisation) as “the practice or advocacy of prescriptive grammar; the belief that the

grammar of a language should lay down rules to which usage must conform”, and descriptive norms as “starting from the ‘facts’ or with usage, they describe what is ‘normal’, ‘regular’ or ‘frequent’ in language usage, without making a value judgment”. Conflicting social and political language attitudes toward prescriptivism in modern Polish are highlighted by Kułak (2019) and Liberek (2021), who note that “proper” Polish is widely associated with intelligence, social prestige, politeness, and higher education. This perception contributes to frequent stigmatisation of individuals deemed to violate the norm, even when there is no systematic explanation for why some forms are deemed “wrong” while others are regarded as “right”. The tension between prescriptive norms and actual usage is central to Markowski (2004–2005, 2018), who examines the interplay between codification, normative rules, and ‘usage’ (*uzus*).

A critical force in reinforcing prescriptive traditions in Polish public language culture is the Council for the Polish Language (*Rada Języka Polskiego*, RJP). The RJP issues official recommendations on “correct” forms and provides guidance on grammar, spelling, and language usage. It evaluates neologisms, foreign borrowings, and gendered forms, and is legally empowered to set orthographic and punctuation rules (Rada Języka Polskiego, 2024; Ustawa o języku polskim, 1999, Art. 13). The existence of such an institution reinforces perceptions of linguistic correctness and encourages the public to rely on prescriptive judgements.

Importantly, the Polish prescriptivist tradition is not derived solely from the RJP. It is also rooted in a longstanding tradition of normative linguistics (Markowski, 2004–2005; Doroszewski, 1954), which emphasises codification and “proper” usage, as well as an education system and school grammars that emphasise correctness and adherence to established norms. The highly codified and morphologically complex structure of Polish further reinforces these prescriptive attitudes.

Liberek (2021) and Siuciak (2020) highlight the arbitrariness of prescriptive rules, advocating for a model of linguistic norm that would incorporate functional and usage-based perspectives. Their works illustrate the complex and often contested nature of prescriptivism in Polish, shedding light on the social attitudes that shape perceptions of “correct” language. Polish linguists note the coexistence of two types of linguistic standard: the ‘reference norm’ (*norma wzorcowa*), a set of consciously selected forms promoted in public discourse, and the ‘usage norm’ (*norma użytkowa*), which reflects

language as it is used in everyday contexts (Grochala, 2022; Markowski, 2005; Szczyszek, 2023). Together, these perspectives show that Polish norms are dynamic, contested, and grounded as much in usage as in prescriptive tradition, creating a complex landscape for language users navigating questions of correctness and appropriateness.

2.2 Polish Morphology and Gender

Polish is a highly inflectional West Slavic language, with rich morphological marking (Fuchs, 2024). Inflection affects case, number, and gender across nouns, adjectives, verbs, pronouns, and numerals, meaning that gender is encoded at almost every syntactic level (Maciuszek et al., 2019, p. 2). Polish derivational processes (affixation, conversion, compounding) actively expand the lexicon and allow formation of new word classes and complex nouns (Zydorowicz, 2010; Kolbusz-Buda, 2024). As a result, morphological gender in Polish is not merely classificatory but a structurally significant feature that encodes referential identity, especially in nouns denoting people (Maciuszek et al., 2019).

Polish has three grammatical genders: masculine, feminine, and neuter. The masculine category is further subdivided morphosyntactically and semantically into masculine personal, animate, and inanimate (Długosz, 2023). These distinctions directly affect agreement rules. For example, masculine personal forms require unique numerical and verbal agreement patterns in the plural (Fuchs, 2024). Words such as *dwaj* ('two', M.PERS) and *trzej* ('three', M.PERS) refer exclusively to masculine personal forms, whereas *dwie* ('two', F) and *trzy* ('three', NON-M.PERS) apply to all non-masculine-personal categories (F/N/M.ANIM/M.INAN). Similarly, past tense verbs encode both number and grammatical gender, aligning with the subject they refer to:

- *miał* – 'had' (PST.M.SG)
- *miała* – 'had' (PST.F.SG)

Plural forms follow the same pattern:

- *chłopcy mieli* – 'boys had' (M.PERS.PL, PST.M.PERS.PL)
- *dziewczyny miały* – 'girls had' (F.PL, PST.F.PL)
- *psy miały* – 'dogs had' (M.ANIM.PL, PST.NON-M.PERS.PL)
- *przedmioty miały* – 'objects had' (M.INAN.PL, PST.NON-M.PERS.PL)

Feminine, neuter, masculine animate, and masculine inanimate nouns all follow the same agreement pattern (*miały*, ‘had’), whereas plural masculine personal nouns take a distinct form (*mieli*, ‘had’). The presence of even a single masculine personal noun in a group (e.g. one boy among one thousand girls) triggers masculine-personal agreement (*mieli*). Verb agreement in Polish encodes gender only in the Past Tense and Conditional, not in the Present Tense. Because grammatical gender is pervasive in Polish, forming a feminine form from a masculine noun has syntactic consequences throughout the entire sentence.

2.3 Formation of Feminine Forms (Feminatives)

Wtorkowska (2020) notes that in Polish, biological sex and grammatical gender are closely linked in personal nouns, more so than in some other Slavic languages (pp. 62–63). Feminatives are formed using productive derivational suffixes, the most reliable being *-ka* (*studentka*, F.SG, ‘student’), followed by *-ini* (*gościni*, F.SG, ‘guest’), *-yni* (*burmistrzyni*, F.SG, ‘mayor’), or periphrastically (*pani profesor*, F+M.SG, ‘madam professor’). These suffixes, however, are not exhaustive, and no single suffix system is applied uniformly across all masculine nouns.

In some cases, suffixation may also trigger phonological changes, such as palatalisation (*psycholog*, M.SG > *psycholożka*, F.SG, ‘psychologist’ – /g/ > /z̥/; *prawnik*, M.SG > *prawniczka*, F.SG, ‘lawyer’ – /k/ > /t̥ʂ/) or consonant mutation (*kierowca*, M.SG > *kierowczyni*, F.SG, ‘driver’ – /c/ > /t̥ʂ/) when a masculine stem ends in a consonant that softens or shifts its articulation under a palatalising suffix. These patterns follow standard Polish phonology.

In Polish, forming a feminine noun from a masculine base can yield multiple syntactic and agreement realisations, each encoding feminine gender differently. For example, *profesor* (M.SG) triggers masculine agreement on adjective, noun, and verb, yielding a single canonical form (*nowy profesor był* – ‘new professor was’, M+M+M, PST.M.SG). In contrast, feminised forms of *profesor* (M.SG) allow multiple agreement patterns:

- *nowa profesor była* – ‘new professor was’ (F+M+F, PST.F.SG; adjective and verb take feminine agreement, while the noun remains morphologically masculine),
- *nowa profesorka była* – ‘new professor was’ (F+F+F, PST.F.SG; adjective, noun, and verb all show feminine morphology and agreement),

- *nowa pani profesor była* – ‘new madam professor was’ (F+F+M+F, PST.F.SG; adjective, verb, and honorific show feminine agreement, while the noun retains its masculine morphological form).

These patterns show that forming a feminine noun encodes full grammatical gender, not just social identity (Fuchs, 2024), and that feminisation involves more than “adding a suffix”, signalling whether the speaker assigns grammatical female identity to the referent (Maciuszek et al., 2019, pp. 5–6).

As seen above, professional titles can remain uninflected for feminine referents (*dyrektor*, M.SG) while triggering feminine agreement in syntax (e.g. *minister była*, M.SG, PST.F.SG – ‘minister was’). These uninflected forms represent a morphologically static but syntactically feminine pattern, typically preferred in formal or high-prestige registers (Linde-Usiekniewicz, 2023, pp. 7–8). Multiple strategies for feminising professional nouns can coexist for the same lexeme (e.g. *minister*, *ministra*, *ministerka*, F.SG – ‘minister’; *pani minister*, F+M.SG – ‘madam minister’), revealing an indeterminate normative space (Wtorkowska, 2020, p. 67).

There are several complications. Some masculine nouns ending in *-a* (e.g. *kolega*, M.SG – ‘colleague’; *mężczyzna*, M.SG – ‘man’), may superficially resemble feminine forms, creating potential confusion between morphological form and grammatical gender. Feminatives can also generate homonymy or semantic ambiguity, as in *pilotka* (F.SG), which may denote either ‘female pilot’ or ‘military cap,’ depending on context. Małocha-Krupa (2021) notes that the suffix *-ka* is frequently perceived as colloquial and less prestigious, particularly in professional titles (e.g. *lekarka*, F.SG, ‘doctor’). She further challenges claim of systemic completeness in the codification of feminine personal nouns, arguing that no fully objective or ideologically neutral standard can be achieved. Latos (2020) notes that the honorific *pani* (‘madam’) in F+M constructions (e.g. *pani minister*, F.SG – ‘minister’) performs a dual function: it is both a politeness marker and, in many institutional contexts, the only uncontroversial means of signalling that the referent is female without resorting to contested feminine morphology. Finally, some speakers resist feminatives on articulatory grounds, claiming that certain forms are phonetically “awkward” or difficult to pronounce (e.g. *architektka*, F.SG, /ar.xi'tekt.ka/ – ‘architect’), a critique that often obscures deeper sociolinguistic or ideological resistance to overt gender marking.

There is a significant ideological divide over the use of the “generic” masculine, with critics arguing that it erases women from the language. Wtorkowska (2020) emphasises that masculine forms hold a privileged position in Polish, creating an opposition not only between men and women, but between “men and non-men”. This asymmetry is reflected structurally in numerical and agreement morphology: groups consisting exclusively of men are grammatically distinct, whereas mixed groups or all-female groups default to non-masculine patterns. Such persistent structural asymmetry challenges the notion that lexical feminisation alone can ensure equal visibility (Eftimova, 2023). Moreover, lexicographic sources inconsistently recognise feminatives, potentially hindering or facilitating their adoption in public discourse (Małocha-Krupa, 2021), while contemporary usage norms increasingly emerge from real-world communication rather than top-down authority.

While English increasingly relies on gender-neutral job titles, Polish retains productive mechanisms for forming feminine nouns. However, social acceptance remains uneven, shaped by prestige, ideology, speaker attitudes, and prescriptive recommendations from the RJP. Uninflected forms persist despite the structural capacity for feminisation, reflecting sociolinguistic conservatism. These contrasting strategies – morphologically dynamic versus static – illustrate the tension between the structural capacity for gender marking and societal resistance to overt feminisation. The introduction of feminatives in prestigious professions challenges the assumption of a masculine default.

2.4 Diachronic and Contemporary Attitudes to Feminatives in Poland

The history of Polish demonstrates that the adoption of feminatives has never been purely a linguistic process. Polish had the morphological means to form feminine professional titles as early as the 1920s (Doroszewski, 1928, 1948; Szober, 1932), and such forms were attested during the interwar period (Krawczyk, 2019). Feminatives such as *poślanka* (‘MP’, F.SG) were in use at the time, confirming their social significance (Linde-Usiekniewicz, 2023). Their use declined sharply by the mid-20th century, coinciding with strong social resistance to women’s entry into prestigious professions (Hołojda-Mikulska, 2016). As Klemensiewicz (1982) notes, it was rigid cultural norms – rather than linguistic constraints – that rendered feminatives controversial, turning gendered language into an issue of power and social division. The challenge was sociocultural rather than grammatical: the default masculine obscured female presence, further complicated by

inconsistent dictionary treatment (Kubiszyn-Mędrala, 2007; Łaziński, 2006; Małocha-Krupa, 2021).

Feminatives have experienced a notable resurgence in recent years, fuelling both public debate and scholarly research (Reszkowska, 2019; Szpyra-Kozłowska, 2019). The discussion has moved beyond academic circles, and entered official discussions in the Sejm (Polish Parliament), receiving consistent media coverage. Małocha-Krupa (2021) notes that feminine usage has been cyclical, and closely tied to different ideologies, including women's emancipation, socialist realism, and feminism. Consequently, both the frequency and acceptance of these forms have fluctuated, influenced by linguistic factors as well as social and political attitudes regarding women's roles. Furthermore, research highlights a clear discrepancy in their reception: women are generally found to be substantially more accepting of feminatives than men (Zachorska et al., 2024).

Contemporary research highlights social pressures influencing feminine use. Women may avoid feminine professional titles due to perceived bias, as such forms are often associated with lower authority. Leszko et al. (2025) report that, among employed women in two representative samples (Study 1: $n = 587$; Study 2: $n = 916$), only about one third used feminine job titles, with many refraining because they associated femininity with lower competence and status. In contrast, non-employed women used feminine forms considerably more frequently. Koczy et al. (2025), in a mixed-methods study including a literature review and interviews ($n = 12$), recommend that employers implement a cautiously phased approach to feminatives and other gender-sensitive forms, even though employees generally hold positive attitudes towards inclusivity.

Overall, the complex history and contemporary debate on feminatives in Polish demonstrate how tightly linguistic practices are constrained by social ideology and power. While Polish morphology easily permits nominal feminisation, it is ultimately external factors – social norms, institutional hierarchies, and evolving ideological climates – that govern the extent, manner, and speed with which feminatives are fully adopted and used.

2.5 Historic and Other Complicating Factors

Polish linguistic culture has been profoundly shaped by its history, particularly the partitions (1772–1918), when the former Polish–Lithuanian Commonwealth was divided

among the Austrian, Prussian, and Russian Empires (Davies, 2005; Kamusella, 2017). In the Austrian partition (Galicia), Polish retained high cultural status and functioned in local administration and education, despite German influence in higher-level institutions (Wandycz, 1974). In contrast, Prussian Germanisation policies marginalised Polish in public life, promoting German as the official language, whereas Russification in the Russian partition confined Polish largely to private and informal domains. These divergent policies produced distinct regional linguistic norms and attitudes (Stroinska, 2018).

Following independence in 1918, when Poland reemerged on the world map after 123 years in which it had “ceased to exist” (Davies, 2005, p. 73), standardisation efforts sought to unify regional variants, though traces of partition-era norms persisted: Galicia retained relative linguistic openness, Prussian-influenced regions emphasised prescriptivism, and eastern territories exhibited Russification-induced features (Dubisz, 2002). The interwar period, shaped by women’s emancipation and early political participation, saw widespread feminine use in professional and political contexts. However, the “propaganda lexis of communist Poland” and ideological constraints of the Polish People’s Republic (PRL)¹ contributed to a subsequent decline in feminine usage (Osińska-Szymańska & Preuhs, 2022; Przybylska, 2024).

Regional political divides persist to this day: urbanised western regions (‘Poland A’) lean liberal-centrist and pro-EU, whereas rural eastern areas (‘Poland B’) are more conservative and populist (Pospíchal, 2017; Zarycki, 2009, 2015). These patterns reflect historical and socio-economic disparities, urbanisation, and persistent spatial differentiation in voting behaviour (Herodowicz et al., 2021; Kowalski, 2023). Such sociopolitical orientations may also shape language use: adherence to the masculine generic aligns with traditional gender ideology and conservative prescriptivism (Bradley, 2023; Saĝlik, 2024), whereas progressive movements support feminines (Małocha-Krupa, 2021). The generic masculine dominates public discourse cognitively, functioning as a male-centred default (Szpyra-Kozłowska, 2024), and conservative elites may strategically employ it to uphold traditional values (Fordoński, 2023). Ruiloba Núñez and

¹ The PRL era refers to the period of communist Poland from the end of World War II until 1989, during which the country was within the Soviet sphere of influence (Sanecka-Tyczyńska, 2011).

Goenaga Ruiz de Zuazu (2024) further note that progressive groups actively promote gender-inclusive language, which remains largely absent in right-wing discourse.

Consequently, translators socialised in these historical, regional, and political contexts may vary in their acceptance of feminatives, which, though attested since the interwar period, remain shaped by contemporary norms and ideologies.

2.6 Impact of Language Attitudes and Gendered Noun Choices

The use of gendered nouns in Polish is determined by morphosyntactic rules, historical precedent, perceptions of authority or prestige, ideological orientations, but also by speakers' attitudes toward language. Within professional, educational, and translation contexts, language users negotiate their choices among the generic masculine, feminatives, and neutral alternatives. This negotiation involves balancing prescriptive norms against social expectations. Choices carry social meaning: traditional forms may signal conservative values, whereas feminine forms may indicate progressive or equitable stances.

In Poland, feminine noun choices are strongly influenced by sociological pressures, especially in high-prestige domains. Professionals often adjust their language to align with social expectations, a practice that demonstrates conformity rather than genuine acceptance of feminatives (Andrejewicz, 2019; Nowak-Michalska, 2024). Corpus-based studies highlight inconsistent dictionary treatment, undermining prescriptive norms and complicating standardisation (Kubiszyn-Mędrala, 2007; Osuchowska, 2021). Survey evidence shows that approval of feminatives is socially patterned: women and younger speakers are generally more accepting, whereas high-status professionals tend to resist feminatives (Karwatowska & Szpyra-Kozłowska, 2005). Interviews and mixed-methods research further show that attitudes to language reflect broader social and ideological tensions rather than purely structural factors (Obidzińska, 2023). Experimental studies demonstrate that perceptions of professionalism and clarity influence gender-sensitive choices: some respondents find feminatives insufficiently formal (Koczy et al., 2025), while others perceive gender-neutral or non-binary forms as less comprehensible or socially accepted than binary-gendered alternatives (Hansen & Żółtak, 2022).

These patterns are not unique to Polish. In German, translators' choices when rendering non-gendered English nouns are shaped by context, audience, and personal attitudes

toward identity (Paolucci et al., 2023). Developmental research in German also suggests broader social effects: early and sustained exposure to gender-fair language can increase girls' interest in traditionally male-dominated professions (Lenhart & Heckel, 2024). In French, studies indicate that using gender-unmarked forms alone often fails to counter masculine bias, while re-feminised or double-form constructions lead to more balanced gender representation (Spinelli et al., 2023). Attitudinal research in French further shows that gender-inclusive forms do not reduce comprehension but are generally rated as less acceptable than traditional masculine generics (Tibblin, 2020). Similarly, in Arabic translations of English job titles, feminine markers are inconsistently applied (Said, 2024). Comparative research across Slovak ($n_1 = 171$), Polish ($n_2 = 160$), and Czech ($n_3 = 188$) finds widespread resistance to feminatives and other gender-inclusive forms, which many speakers perceive as marked or unfamiliar compared with masculine defaults (Ivanová & Kysel'ová, 2022). Corpus-based studies on Polish and Bulgarian also document the persistent use of masculine professional titles for female referents, reflecting institutional reluctance to adopt feminatives (Eftimova, 2023).

These semi-empirical and empirical studies show that noun choice extends beyond grammar, reflecting linguistic, social, and ideological factors. Translators and language users navigate gender-sensitive language in ways shaped by cultural attitudes, institutional norms, and social expectations, with feminatives serving as both linguistic and sociopolitical markers.

2.7 Language Attitudes as a Tool in Applied Linguistics

Language attitudes are a core construct in Applied Linguistics, influencing language acquisition, communication, translation, and the implementation of inclusive policies. They are typically conceptualised as evaluative tendencies comprising cognitive (beliefs), affective (feelings), and conative (behavioural intentions) components (Baker & Wright, 2021) and reflect broader social ideologies that shape language use, pedagogy, and language policy (Garrett, 2010).

In translation, education, and everyday communication, attitudes often determine whether gender-inclusive forms are adopted, resisted, or negotiated (Bruns & Leiting, 2025). Evaluations of gendered linguistic forms – perceived as acceptable, appropriate, ideological, or marked – guide these choices. For instance, Bonnin and Coronel (2021) show that gender-inclusive forms can be cognitively effective yet receive lower

acceptability due to attitudinal resistance rooted in ideology. Similarly, Spinelli et al. (2023) demonstrate that gender-fair expressions, though cognitively salient, may be rejected as ideologically charged.

Translation studies highlight that attitudes mediate linguistic choices: translators rely not only on competence but also on sociocultural orientation and anticipated audience reactions (Paolucci et al., 2023; Said, 2024). Broader research confirms that attitudes systematically interact with social identity, ideology, and perceptions of linguistic authority (Albury, 2020; McKenzie, 2010).

Empirical and theoretical research underscores the relevance of language attitudes in understanding gendered form choices. Edwards (1999) illustrates how social variables – such as regional, social-class, and ethnic differences – influence evaluations of linguistic variants, while Lange and von Stockhausen (2025) show that attitudes toward ‘gender-fair’ versus ‘sexist’ expressions in gendered languages (e.g. French, Polish) are deeply ideologised.

Overall, language attitudes provide a crucial tool in Applied Linguistics for interpreting, predicting, and guiding language use, particularly when negotiating gendered or inclusive forms.

2.8 Markowski’s Theory of Language Attitudes

Andrzej Markowski’s research on language attitudes is foundational in Polish linguistics. Recognised for his contributions to lexicology, lexicography, semantics, and language culture, he authored or co-authored over 40 books and dictionaries, and more than 180 scholarly articles. In the Polish context, he defined language attitudes and situated them within the broader frameworks of language culture (*kultura języka*) and linguistic awareness (*świadomość językowa*). His approach, aligned with Polish sociolinguistics, emphasises prescriptive norms and highlights how speakers’ perceptions of linguistic variants, errors, and language change influence standardisation and language policy. Although highly influential, Markowski’s account of language attitudes remains largely conceptual, as many of his proposed attitudes have not yet been empirically tested or applied in sociolinguistic research.

In Poland, language attitudes are closely intertwined with prescriptive norms and the broader notion of language culture. Markowski (2005, p. 126–140) defines linguistic

attitudes as “relatively stable judgments about language” that may be “justified in logical or emotional terms”. He distinguishes a set of attitudes (*postawy*) toward language – habitual evaluative stances that can be cognitive, affective, or behavioural – which reflect speakers’ perceptions and influence how they interpret, accept, or reject linguistic norms. These include: **Purist, Conservatist, Perfectionist, Logical, Liberal, Indifferent, Laissez-faire, Natural, and Rational**. Understanding these attitudes helps explain why some linguistic innovations are readily adopted by certain speakers while resisted by others.

Table 1 – Markowski’s Theory of Language Attitudes

Translation of the Markowski definitions [in English]
<p>1. [Purism]</p> <p>I am very strict about the correctness and purity of language.</p> <p>My approach to language is emotional, I believe that language is precious and needs great care.</p> <p>I would like to see certain incorrect or harmful elements of language removed from general use.</p> <p>It is my belief that individuals can influence the shape and development of language.</p>
<p>2. [Conservative]</p> <p>I am convinced that unnecessary linguistic innovations should not be introduced, as the pre-existing elements in the language are completely sufficient.</p>
<p>3. [Perfectionism]</p> <p>I am convinced that language is first and foremost a tool for communication and that there is an ideal form to which language should aspire.</p> <p>I believe that the best approach is to use language that is precise, economical and unambiguous.</p> <p>I strive for precise and unambiguous use of linguistic elements and to limit all exceptions, alternatives and irregularities in language.</p>
<p>4. [Logical Attitude / Logicising]</p> <p>When it comes to language, I try to balance linguistic phenomena with commonly accepted logic (not scientific logic, but so-called common sense).</p>
<p>5. [Liberalism]</p> <p>I welcome any changes and innovations occurring in the language (i.e., foreign borrowings).</p> <p>I accept the presence of any regional, professional, rare or obsolete language forms in general use.</p> <p>I am not offended by colloquial expressions.</p>
<p>6. [Indifference]</p> <p>I do not perceive language as something valuable (inviolable) and, therefore, I do not mind any changes occurring in language.</p> <p>I tend not to give much thought to how language is used, and this is due to my lack of interest in linguistic issues, which are of little relevance to me anyway.</p>
<p>7. [Laissez-faire]</p> <p>I am convinced that language regulates itself and that therefore it is not necessary to interfere in its development.</p>

Translation of the Markowski definitions [in English]
I accept all linguistic phenomena and do not judge them, under the assumption that all of the elements used in a language are valid.
8. [Natural attitude] I treat language as a natural social commodity and follow the natural (spontaneous) language norms, i.e., customary rules without formal codification, aka the <i>usus</i> .
9. [Rationalism] My approach to language is scientific, based on rational analysis (supported by knowledge of linguistics), although sometimes also by my own linguistic intuition. I see language as valuable, but I am not emotionally attached to particular uses of language.

Adapted from: Markowski, A. (2005). *Kultura języka polskiego. Teoria. Zagadnienia leksykalne* [Polish Language Culture. Theory. Lexical Issues]. Warsaw, PWN, 126–140.

3. Chapter 3 – Research Methodology

3.1 Research Purpose and Research Questions

The historical and sociolinguistic context of contemporary Polish, together with insights from the scholarship, underscores several demographic, translational, and attitudinal factors that influence translation practices, particularly the use of feminatives. Their adoption remains contentious within Polish linguistic and professional domains (Linde-Usiekniewicz, 2023). Despite increasing international interest in gender-inclusive language, empirical research on how Polish translators navigate gendered forms remains limited.

Recent studies and conferences² in other gendered-language contexts indicate growing scholarly interest in the translation of gender-sensitive forms. For example, Said (2024) investigates the rendering of non-gendered English job titles into gendered Arabic, while Kaukonen et al. (2025) examine contrasts between non-gendered Estonian and gendered Russian. In the Polish context, however, empirical research remains scarce, despite pressing pedagogical needs. The absence of a standardised Translation Studies curricula in Polish higher education institutions (HEIs) exacerbates this gap. As Albin and Gajewska (2014) note, “education available in Poland still contains certain deficiencies with regard to well thought-out and consistent planning in Translator Training”.

The present study investigates how translators render selected L2 vocabulary items – grammatically gender-neutral English nouns – into Polish, a language with obligatory grammatical gender. In such cases, translators must make an explicit gender choice. The Noun Choice Outcomes were selected specifically because they are socially contentious (Sections 3.4 and 3.5).

Accordingly, the following Research Questions were formulated:

Primary Research Questions:

² For recent academic engagement with this topic, see the international conference *Attitudes towards Gender-Inclusive Language: A Multinational Perspective* (Queen Mary University of London, 2022). Available at: <https://www.qmul.ac.uk/sllf/linguistics/research/gender-inclusive-language/conference-attitudes-towards-gender-inclusive-language/>.

- **RQ1.** How do different translators translate grammatically gender-neutral items of English (L2) vocabulary into grammatically gender-non-neutral items of Polish (L1) vocabulary?
- **RQ2.** How do different translators' attitudes to language affect their translation of potential feminatives?
- **RQ3.** Does professional self-identification influence translation attitudes?³

Supplementary Research Question:

- **RQ4.** Is Markowski's theoretical framework of attitudes to language an empirically viable technique for understanding translation choices?

3.2 Research Approach – Mixed Methods

This study adopted a mixed-methods design, combining quantitative and qualitative components (Creswell & Plano Clark, 2007; Onwuegbuzie & Collins, 2007). This approach enables the integration of deductive and inductive reasoning (Elwood, 2010): deductive procedures guided the selection of translation tasks and the empirical coding of Markowski's conceptual model for statistical analysis, while inductive procedures informed the post-survey exploration of emergent themes.

Questionnaire-based surveys remain a standard tool in contemporary sociolinguistic and language-attitude research, due to their efficiency, scalability, and ability to capture both normative and affective aspects of attitudes (Boberg, 2017). Evaluating attitudes is a common procedure, and questionnaires enable data collection with high efficiency and broad reach (Dörnyei & Ushioda, 2011; Dörnyei and Taguchi, 2010).

All questionnaires and interviews were conducted in English. While methodological literature cautions that using participants' L1 may yield more nuanced attitudinal data (Gass & Mackey, 2000; Squires, 2009; van Nes et al., 2010;), English was chosen for two reasons:

³ Note: In RQ3, *Professional Self-Identification* refers to the noun participants chose to describe their own role as a translator. This is particularly relevant for female respondents, who may select a feminine or masculine form in Polish (e.g. *Jestem tłumaczem* – “I am a translator” [M], *Jestem tłumaczką* – “I am a translatoress” [F], or *Jestem osobą tłumaczącą* – “I am a translating person” [N]). This item was included in the sociodemographic section to enable analysis linking participants' language attitudes with their noun-choice responses.

- 1. Participants had received training in English translation; and;
- 2. The questionnaire directly concerned L2 English lexical items; maintaining the L2 environment helped avoid priming or biasing L1 Polish responses and subsequent interview commentary.

Quantitative methods were employed to analyse participants' noun choices, language attitudes, and demographic variables, using scalar, ordinal, and categorical data appropriate for statistical testing. Qualitative interview responses were analysed following the procedures outlined by Dörnyei (2007).

The online survey was administered via the Qualtrics platform and included both structured (quantitative) and open-ended (qualitative) items. Qualitative interviews were conducted with volunteers from the original sample, either in person or remotely, and recorded using the Voice Recorder app. Recordings were partially transcribed with GDPR-compliant automated Natural Language Processing (NLP) software (Otter.ai), with manual corrections applied to mixed-language segments. Interview questions were designed to reference participants' earlier noun-choice and attitudinal responses (Appendix I).

Schaeffer and Presser (2003) emphasise that qualitative follow-up items embedded within or after quantitative tasks provide essential contextualisation, allowing respondents to elaborate on their reasoning. Although questionnaires are robust tools, certain limitations remain. Free-form or open-ended responses may diverge from the intended thematic focus (), while extensive closed-ended formats can reduce engagement. To address this, the survey alternated between open- and closed-ended questions. For example, a closed-item (Q38a) asked participants to rate agreement with the statement “I am very strict about the correctness and purity of language” on a 5-point Likert scale, followed by an optional open-ended prompt (Q38b), “If you have any comment, please enter it below (This is optional)”, inviting further explanation (Fowler, 2014; Reja et al., 2003).

Finally, Zhang and Aryadoust's (2022) meta-review of L2 research underscores the importance of systematic validation, noting that approximately 65% of surveyed studies lacked statistical coverage tests and 44% omitted tests for generalisation. These findings informed the design and validation procedures implemented in the present study.

3.3 Participants and Setting

Three inclusion criteria were applied to ensure broad participation across Poland:

1. Participants were required to be at least 18 years of age.
2. Participants' first language (L1) had to be Polish, and their second language (L2) English.
3. Participants had to belong to one of the following groups:
 - Students enrolled in an English translation programme at a PKA-accredited public or non-public higher education institution (HEI) in Poland, or
 - Professional translators of English currently working in Poland.

Restricting participation to students enrolled in translation programmes and active professional translators ensured that respondents provided current insights and reflected contemporary language attitudes.

The study was conducted remotely by the researcher within Poland. The survey link was disseminated via Facebook, e-mail, online groups, HEIs (primarily English departments), and official translator organisations and associations (Appendix A). Convenience and snowball sampling were employed, encouraging participants to share the survey with eligible peers (Dörnyei & Taguchi, 2010). The sampling strategy aimed to reach participants from all public HEIs in Poland in a proportionate manner. This intention was reflected in the survey design, where respondents were first asked to identify their public HEI (Appendix F, Block 1; Q7), with an additional option available for those affiliated with non-public institutions. The emphasis on public HEIs was intended to ensure coverage of the institutions with the largest and most stable translation-training cohorts in Poland, thereby supporting comparability across programmes.

Participants completed the questionnaire and any subsequent voluntary interviews online, at their convenience. Quantitative and qualitative data collection occurred over 2.5 months (May–July 2023), with all post-completion interviews conducted in July 2023. Interviews were scheduled via Calendly and conducted either in person ($n = 2$) or via remote conferencing platforms ($n = 11$), including Microsoft Teams and Zoom.

3.4 Research Procedure

Table 2 – Research Process: Stages A to E

Research Process Stage	Comment
A. Pilot Design	See Section 3.5.1 for details on Design and Validation, including Pilot Group feedback (n = 4) and Expert Review (n = 2).
B. Participant Selection	Snowball and Convenience Sampling (n = 244).
C. Online Questionnaire Completion	Survey completed (n = 152).
D. Post-Completion Interviews	Voluntary, semi-structured interviews (n = 13).
E. Quantitative and Qualitative Analysis	Mixed Methods applied as described in Chapter 4.

3.5 Data Collection Instruments and Materials

3.5.1 Questionnaire Design

As noted in the Literature Review, no pre-existing instrument adequately addressed this domain. Consequently, novel instruments and materials were developed in accordance with established guidelines. The study followed the seven-step procedure outlined by Taherdoost (2022) for designing and developing an effective questionnaire (Table 3).

Table 3 – Questionnaire Design Stages

Design Step	Summary of Application to this Study
1. Information Needs	Derived from the Research Questions (Subsection 3.1)
2. Survey Type	Two stage approach: Online Questionnaire followed by Post-Completion Interviews, aligning with best academic practices to maximise participation and result clarification (Subsection 3.2)
3. Types of Questions	Hybrid: closed- and open-ended items, supporting both quantitative and qualitative analysis, for best accuracy, insight and validation (Subsection 3.2)
4. Writing Questions	Empirical review of contentious feminine noun usage on Polish news/social media platforms; with additional control items, as the Noun Choice Outcome survey questions Expert Opinion for independent validation of Noun Choice possibilities and Parsing of Markowski’s Theory of Language Attitudes as basis of Language Attitude to translation survey questions
5. Organising	Questionnaire structured into three blocks: Block 1: Sociodemographic Survey, Block 2: Translation Tasks – Noun Choice Outcomes, Block 3: Language Attitudinal Survey (randomised presentation within Blocks 2 and 3)

	and Post-Completion Interviews: Semi-Structured discussion guided by Response sheet from Online Questionnaire for that Participant (visible to Interviewer)
6. Pre-Testing	Pilot Phase with four sequential iterations (n = 4) to revise Online Questionnaire including Instructions and Prompts in Pilot Group overall, with one participant per revision and Expert Opinion for independent validation review of first and final versions
7. Finalising	Verification of coverage, clarity, and completion rates based on pilot feedback and expert review.

3.5.1.1 Sociodemographic Question Design

The Sociodemographic Block included closed- and open-ended items, as well as one noun-choice task (<Professional Self-Identification>, Q11, Appendix F), in which participants identified themselves as a ‘Translator’ in Polish using the M/F/N form (also Subsection 3.1 above, footnote). In addition to age, gender, and status (professional or student), regional and socio-geographic variables were collected, including Eastern vs. Western Poland and the numerical size of home, study, and residence locations. The East–West distinction was included to empirically examine whether the ‘Poland A’ and ‘Poland B’ sociopolitical and cultural divisions are reflected in linguistic attitudes (Pospíchal, 2017; Zarycki, 2009; also, Section 2.5).

3.5.1.2 Noun Choice Outcome Question Design

In Step 4, target nouns (Appendix J) were identified by surveying Polish online news and social media (Gazeta, Onet, PolsatNews, Twitter/X, and Wirtualna Polska), representing diverse political perspectives and debates surrounding feminine use. Sentences containing Polish feminatives were excerpted and translated into English by the researcher to create gender-neutral stimuli, following contemporary cross-cultural research practices to ensure linguistic and conceptual equivalence (Bader et al., 2021; Kircher & Zipp, 2022). The sentences were presented in the Present Tense to avoid bias from verb agreement, and the target noun (Polish feminine) was removed. The task included 16 sentences with 27 noun-choice items, each stripped of broader context to elicit instinctive translation choices. Participants were instructed to translate the bolded English (L2) nouns into Polish (L1), selecting from a provided list of L1 options:

masculinative (M), feminative (F), mixed (F+M), or neutral (N), or entering an alternative.

This effectively functioned as a back-translation task to reveal natural attitudes toward non-masculine forms. Word Completion single-choice items were used (Appendix G), including a comprehensive set of gendered nouns. Control items included widely accepted, non-contentious feminatives (e.g. *projektantka* – ‘designer’, F).

During Steps 5 and 6, Expert Review (n = 2) was conducted to validate the content:

- A Master’s-level graduate in Psychology and English Studies, specialising in Translation, reviewed both the initial and final versions of the online questionnaire. They conducted independent translations and back-translations (Polish > English > Polish) of the Noun Choice Outcome task content to ensure clarity and consistency with the intended use cases (Appendix G, Questions Q12–Q37, Block 2).
- An Associate Professor of Polish Studies provided guidance during the construction of Block 2, ensuring that the selected Polish feminative noun choices were linguistically valid and representative.

3.5.1.3 Language Attitude Question Design

Initially, the nine language attitudes proposed in Markowski’s theory (Subsection 2.8) were mapped directly onto nine rating tasks using a 5-point Likert scale, a format commonly used in Applied Linguistics research (appearing in 44% of L2 studies surveyed by Zhang & Aryadoust, 2022), with endpoints labelled “Strongly disagree” and “Strongly agree”. Participants indicated their level of agreement with each statement (Frey, 2018).

During Expert Review, it was noted that six of Markowski’s nine attitudes were compound, consisting of multi-sentence descriptions combining several evaluative components, whereas the remaining three were unitary, expressed as single-sentence ideas. Reducing the compound attitudes to single-item questionnaire responses risked confusion or internal inconsistency. Consequently, the nine attitudes were analytically decomposed into 19 distinct subattitudes (Table 4), reflecting both compound and unitary elements. These were then mapped directly onto the final set of 19 language subattitude

survey questions (Appendix H, Questions Q38–Q55, Block 3). To minimise response bias, the items were randomised within the survey.

These 19 subattitudes addressed the following areas:

- Correctness and purity of the language;
- Emotional attachment to the language;
- Perceived preciousness or special value of the language;
- Desire to remove incorrect or harmful elements from colloquial use;
- Reluctance to introduce linguistic innovations;
- Viewing language primarily as a tool for communication;
- Striving for an ideal form of the language;
- Preference for precise, economical, and unambiguous language;
- Desire to limit exceptions, alternatives, and irregularities;
- Balancing linguistic phenomena with commonly accepted logic (“common sense”);
- Openness to change and linguistic innovation (including foreign loanwords);
- Acceptance of regional, professional, rare, or outdated forms;
- Not being offended by colloquial expressions;
- Interest – or lack of interest – in language use;
- Belief that language is self-regulating and requires no external intervention;
- Acceptance of all linguistic phenomena without judgement;
- Following natural or spontaneous linguistic norms;
- Rational, knowledge-based analysis of language;
- Role of linguistic intuition.

Table 4 – Summary of 19 Language Subattitudes and Compound Relationships

MARKOWSKI COMPOUND ATTITUDE	SUBATTITUDE DEFINITIONS	
PURIST	Q37 Attribute 1	#1 Purist – Is very strict about correctness and purity of language
	Q46 Attribute 10	#2 Purist – Treats language emotionally, believes that language is precious and needs great care
	Q52 Attribute 16	#3 Purist – Would like to see certain incorrect or harmful elements of language removed from general use
	Q55 Attribute 19	#4 Purist – Believes that individuals can influence the shape and development of language

CONSERVATIVE	Q38 Attribute 2	#1 Conservative – Is convinced that linguistic innovations should not be introduced
PERFECTIONIST	Q39 Attribute 3	#1 Perfectionist – Is convinced that language is a tool for communication and that there is an ideal to which it should aspire
	Q47 Attribute 11	#2 Perfectionist – Believes that the best approach is to use language that is precise, economical and unambiguous
	Q53 Attribute 17	#3 Perfectionist – Strives for precise and unambiguous use of linguistic elements and to limit all exceptions, alternatives and irregularities in language
LOGICAL	Q40 Attribute 4	#1 Logical – Tries to balance linguistic phenomena with commonly accepted logic (common sense)
LIBERAL	Q41 Attribute 5	#1 Liberal – Welcomes changes and innovations in language (e.g. foreign borrowings)
	Q48 Attribute 12	#2 Liberal – Accepts the presence of any regional, professional, rare or obsolete language forms in general use
	Q54 Attribute 18	#3 Liberal – Is not offended by colloquial expressions
INDIFFERENT	Q42 Attribute 6	#1 Indifferent – Does not perceive language as something valuable (inviolable), does not mind changes in language
	Q49 Attribute 13	#2 Indifferent – Tends not to give much thought to how language is used, and this is due to their lack of interest in linguistic issues
LAISSEZ-FAIRE	Q43 Attribute 7	#1 Laissez-faire – Is convinced that language regulates itself
	Q50 Attribute 14	#2 Laissez-faire – Accepts all linguistic phenomena and does not judge them, assuming that all elements in language are valid
NATURAL	Q44 Attribute 8	#1 Natural – Treats language as a natural social commodity and follows natural (spontaneous) language norms
RATIONALIST	Q45 Attribute 9	#1 Rationalist – Approaches language in a scientific way, with rational analysis, sometimes based on linguistic intuition
	Q51 Attribute 15	#2 Rationalist – Sees language as valuable but is not emotionally attached to particular use of language

3.5.1.4 Block Structure and Presentation Order

Table 5 – Online Questionnaire Block Summary

Block	Content	Analysis Purpose
Block 1: Background Questions	<p>11 Sociodemographic questions</p> <p>Including: Age; Professional status (Professional translator vs. Student (implicitly also an age indicator); Gender; Place of residence and background (urban size; Eastern vs. Western Poland); and home university / university of graduation (Eastern vs. Western Poland)</p> <p>(Appendix F)</p>	<p>Independent variables for Quantitative Analysis</p> <p>Mixture of cardinal, ordinal and scalar data types</p>

<p>Block 2: Translation Tasks (Noun-Choice Outcomes)</p>	<p>16 translation fragments containing 27 vocabulary items, each requiring selection of a pre-defined Noun-Choice Outcome. Each item was pre-classified into one of four categories:</p> <p>Masculine (M), Feminine (F), Feminine+Masculine (F+M), Neutral (N).</p> <p>Items were presented in randomised order within the block to minimise delivery bias.</p> <p>(Appendix G)</p>	<p>Dependent variables for Quantitative Analysis</p>
<p>Block 3: Attitudinal Tasks (Language Subattitudes)</p>	<p>Nineteen 5-Point Likert-scale items developed deductively from the nine compound language attitudes defined in Markowski’s theory.</p> <p>Items presented in randomised order to minimise delivery bias.</p> <p>Additionally, each section included free-form questions to elicit contextual information for qualitative review.</p> <p>(Appendix H)</p>	<p>Component features for Quantitative Analysis</p> <p>Plus, Qualitative Commentary to be combined with subsequent Post-Completion Interview data for inductive thematic analysis and for identifying practical limitations of the survey instrument</p>

When completing the survey, respondents first answered the sociodemographic items in Block 1, which were presented in a fixed order. Blocks 2 and 3 were then administered sequentially, with the items within each block presented in randomised order. This design ensured that the Block 2 translation tasks – requiring more instinctive, immediate decisions – preceded the more introspective Block 3 language attitude items, thereby minimising potential order effects on the overall results. Randomised presentation within thematic blocks has been shown to have no negative impact on data quality (Rudolph et al., 2024; Weng & Cheng, 2000).

Given that the volume of required responses could reduce participant endurance, motivational prompts were included to maintain engagement and signal survey progress (Dörnyei & Taguchi, 2010), such as “You are halfway there!” and “Only three more questions to go!”

3.5.1.5 Pilot Phase

During the Pilot Phase, the online questionnaire underwent four iterative revisions, each reviewed by one member of the pilot group (n = 4), who provided feedback on all three blocks of questions, instructions, and prompts. This process produced a fifth and final

version used in the main study. The pilot participants included two recent graduates of Translation Studies, a professional translator, and a state-certified translator.

Their feedback informed improvements to the Noun Choice Outcome tasks, enhanced survey layout, clarified instructions, and introduced progress prompts to maintain participant motivation.

3.6 Quantitative and Qualitative Measurements

The study comprised two sequential data-collection phases:

Phase One: A 20-minute online survey, created in Qualtrics, collecting both quantitative and qualitative data through a three-block structure (Table 5). Participants completed the survey at their own convenience, with randomised item presentation within Blocks 2 and 3 and fixed order for Block 1, as described in Section 3.3.

Phase Two: Post-survey interviews averaging 30 minutes, conducted with volunteers who provided their email addresses. Interviews were carried out either in person (n = 2) or online via Microsoft Teams or Zoom (n = 11).

Table 6 – Question Type Examples

Question Type	Example Questions
Participant Demographics	<ul style="list-style-type: none"> • Age: ____ • Gender: Male/ Female/Other, please specify: ____ • Where did you grow up? ____ • Where did you go to university? ____
Translation gap (Noun Choice)	<ul style="list-style-type: none"> • “Please translate the words in bold into Polish: Laura takes the risk. She changes her comfortable life and runs for President of Poland. She easily gets the required hundred thousand signatures. ‘Laura podejmuje ryzyko. Zmienia swoje wygodne życie i kandyduje na (1) _____ Polski. Bez trudu zdobywa wymagane sto tysięcy podpisów.’ (1) o prezydenta o prezydent o prezydentkę o panią prezydent o Other: [_____]
Language Attitude (5-point Likert scale)	<ul style="list-style-type: none"> • “I am convinced that unnecessary linguistic innovations should not be introduced, as the pre-existing elements in the language are completely sufficient” (I strongly agree / I agree / I neither agree nor disagree / I disagree / I strongly disagree)

	<ul style="list-style-type: none">• “I have a high tolerance towards any changes occurring in the language (i.e., towards foreign borrowings)” (I strongly agree / I agree / I neither agree nor disagree / I disagree / I strongly disagree)
--	---

3.6.1 Statistical Data Analysis Tools

All quantitative analyses were conducted using IBM SPSS Version 28. Data were exported from Qualtrics and pre-formatted in Microsoft Excel (Office 365) to facilitate coding and the calculation of percentages and aggregate totals for participants’ self-identified gender and translation noun-choice responses (Noun Choice Outcomes).

Professional Self-Identification – Participants indicated the form they naturally use to refer to themselves as a “translator” in Polish, selecting from four options: Masculine (M), Feminine (F), Feminine+Masculine (F+M), or Neutral (N). This self-identification task captures participants’ spontaneous grammatical gender choice in professional self-reference, rather than their formal status or certification. Responses were analysed to identify patterns of gender marking and to explore the relationship between professional self-identification and translation choices for other Noun Choice Outcomes.

Responses in the Professional Self-Identification task were initially categorised according to the four options provided:

- **Masculine (M)** – *tłumacz* (‘translator’, standard masculine form),
- **Feminine (F)** – *tłumaczka* (‘translateress’ or ‘female translator’, literal feminine form)
- **Feminine + Masculine (F+M)** – *pani tłumacz* (‘madam translator’, mixed form)
- **Neutral (N)** – *osoba tłumacząca* (‘translating person’, gender-neutral form)

Percentage scores were calculated for each category, ensuring totals of 100%. For subsequent analyses, F+M and N responses were combined into a single ‘Other’ category, resulting in three mutually exclusive categories: ‘Masculine’, ‘Feminine’, and ‘Other’. Responses expressed exclusively as Feminine or Masculine forms were retained in the corresponding category. This grouping was then applied consistently across all Noun Choice Outcomes.

Although grammatically distinct, F+M and N forms share a common pragmatic function. The *pani* (‘madam’) + masculine noun construction is recognised in Polish as an honorific or auxiliary form (Andrejewicz, 2019). Similarly, neutral constructions using *osoba* (F.SG, ‘person’) + a participle or adjective (referred to as *osobatywy*) serve inclusive,

gender-neutral alternatives, avoiding default masculine generics or overtly feminine forms (Walkiewicz, 2022; Gębka-Wolak, 2022; Pawłowski, 2024). Both constructions reflect translator choices motivated by politeness, respect, or sensitivity toward the addressee, rather than gender specification.

The merging of these categories was justified on several grounds:

- 1. Low frequency:** Neutral responses occurred too rarely for separate statistical analysis, appearing only four times across the entire dataset ($n = 152$ participants \times 27 noun items).
- 2. Pragmatic equivalence:** Both F+M and N forms avoid direct gender attribution while signalling politeness or respectful distancing.
- 3. Attitude alignment:** Both forms reflect a translator's stance toward the addressee, prioritising respect and sensitivity.
- 4. Methodological coherence:** Combining categories allowed three-way multivariate analyses in SPSS despite small sample sizes.

Accordingly, the 'Other' category represents a cluster of linguistically diverse but pragmatically aligned choices, unified by their avoidance of direct gender marking and their association with politeness and respectful address in Polish. This categorisation scheme was consistently applied to all Noun Choice Outcomes to facilitate comparative and statistical analyses.

3.6.2 Validation by Post-Collection Exploratory Factor Analysis

An Exploratory Factor Analysis (EFA) using Principal Component Analysis (PCA) was conducted to evaluate the validity, empirical coverage, and interpretive implications of the Language Attitude measures derived from Markowski's theory. As Watkins (2018) notes, "EFA is a multivariate statistical method that has become a fundamental tool" in the social sciences "to identify the common factors that explain the order and structure among measured variables". The complete procedure and results are presented in Sections 4.8 and 4.10.

3.6.3 Post-Completion Interview Qualitative Analysis Method

Post-completion interviews were conducted between one week and one month after participants completed the online questionnaire. To minimise potential bias when

discussing Polish translation noun choices and language attitudes, all interviews were conducted in English. Each session lasted approximately 30 minutes and followed a semi-structured, discursive format (Kallio et al., 2016). The interviewer systematically referenced participants' responses to the 19 language subattitude survey items, using them as an aide-mémoire; for example, participants were prompted with questions such as, "You answered 'I strongly agree' here – could you elaborate?"

All interviews were recorded and transcribed in English, producing a corpus of approximately 38,000 words. For the purposes of this dissertation, transcripts were condensed, and themes were synthesised (Appendix K) to highlight novel, high-impact, or recurrent patterns. These themes were subsequently incorporated into the inductive qualitative analysis. Finally, the inductive themes were compared with the factor structure extracted from the PCA of the Language Attitude responses to explore correspondences between qualitative and quantitative findings (Subsections 4.9 and 4.10.6).

3.7 Ethical Considerations

Ethical clearance for this study was obtained in advance from the University of Oxford Central University Research Ethics Committee (CUREC) (see Appendix D for the approval form).

Prior to participation, all participants were provided with a Participant Information Sheet outlining the aims of the study, the data to be collected, and its intended uses (Appendix B). Informed consent was obtained through the return of a signed Consent Letter (Appendix C). Participants were assured that no personally identifiable information (PII) would appear in this dissertation or any subsequent publications. All personal data, including audio recordings from voluntary post-survey interviews, were securely stored on encrypted devices and deleted upon completion of the study.

All third-party online electronic systems used in the study were compliant with UK and EU General Data Protection Regulation (GDPR) requirements in effect at the time of data collection.

4. Chapter 4 – Mixed-Methods Results

This chapter presents the findings of the study, integrating quantitative analyses of sociodemographic data, translation noun-choice outcomes, and Language Attitude survey responses – including Principal Component Analysis (PCA) and three-way correlations – with qualitative insights from post-completion interviews. The results are organised by Research Questions and compare emergent qualitative themes with both Markowski’s framework and the PCA-derived factors, highlighting how demographic, professional, and attitudinal variables shape translation practices and gendered language choice.

4.1 Structure of the Findings and Analytical Framework

Table 7 – Result Analysis Relevance by Research Question

Data Source (Subsection)	Analysis Methods	Research Question(s)
Online Questionnaire (n = 152)		
A) Sociodemographic Data 11 descriptive parameters (Block 1)	<i>Quantitative</i> Descriptive statistics For: Summarising participant characteristics across the sample Purpose: Identify patterns and potential relationships between demographic factors and translation or language attitude outcomes	RQ1 RQ3
B) Translation Noun Choice Outcomes – Percentage Scores 16 translation items, 27 noun choices (M, F, Other), yielding three percentage scores per participant (Block 2)	<i>Quantitative: Three-way correlation analysis</i> For: translation noun-choice outcomes (B) × 11 sociodemographic parameters (A) across all respondents Purpose: Detect statistically significant differences in translation choices	RQ1
C) Language Attitude – 5-Point Likert Survey Scores 19 Subattitudes derived from nine Markowski language attitude constructs (Block 3)	<i>Quantitative: Principal Component Analysis (PCA)</i> For: all Language Attitude survey scores (C) Purpose: Assess coverage, dimensionality, and explanatory power of the 19 Subattitudes; identify potential novel compound thematic groupings	RQ2 RQ4
	<i>Quantitative: Three-way correlation analysis</i> For: all Language Attitude survey scores (C) × Professional Self Identification (M, F, Other) (A) (Table 20) Purpose: Examine associations between professional identity and language attitude patterns	RQ3
Post-Completion Interviews (n = 13)		
D) Transcribed Text Responses	<i>Qualitative: Inductive Thematic Analysis</i>	RQ2 RQ4

	For: Transcribed responses from post-completion interviews (D) Purpose: Compare emergent themes with Markowski's framework and with PCA-derived thematic structures	
--	--	--

4.2 Incomplete Responses

Of the 244 online questionnaire submissions, 92 incomplete entries were excluded, leaving a total of $n = 152$ usable responses. This outcome underscores the importance of careful online survey design and the inclusion of motivational prompts, as emphasised during the Pilot Phase, in order to maximise completion rates.

Fifteen participants volunteered for post-completion interviews; however, two could not be scheduled, resulting in 13 interviews that were conducted, recorded, and fully transcribed.

4.3 Outliers

No outliers were identified or removed from the survey data. This is consistent with the nature of the dependent variables used for the Noun Choice Outcomes, expressed as percentages ranging from 0 to 1. All observed values fell within the expected range and were deemed plausible for analysis.

4.4 Participant Demographics

The following tables summarise the sociodemographic ordinal and categorical variables collected in the study, along with their distribution across the sample.

Table 8 – Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	106	69.7	69.7	69.7
	Female	46	30.3	30.3	100.0
	Total	152	100.0	100.0	

Table 9 – Place of Birth (Town/City Size)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No answer	11	7.2	7.2	7.2
	1.5m and above	7	4.6	4.6	11.8
	500k – 1.5m	19	12.5	12.5	24.3
	200k – 500k	13	8.6	8.6	32.9
	50k – 200k	41	27.0	27.0	59.9
	Below 50k	61	40.1	40.1	100.0
	Total	152	100.0	100.0	

Table 10 – Place of Birth (Eastern or Western Poland)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No answer	11	7.2	7.2	7.2
	Western Poland	58	38.2	38.2	45.4
	Eastern Poland	83	54.6	54.6	100.0
	Total	152	100.0	100.0	

Table 11 – Where did the Participant Grow Up (Town/City Size)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No answer	12	7.9	7.9	7.9
	1.5m and above	9	5.9	5.9	13.8
	500k – 1.5m	15	9.9	9.9	23.7
	200k – 500k	12	7.9	7.9	31.6
	50k – 200k	31	20.4	20.4	52.0
	Below 50k	73	48.0	48.0	100.0
	Total	152	100.0	100.0	

Table 12 – Where did the Participant Grow Up (Eastern or Western Poland)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No answer	12	7.9	7.9	7.9
	Western Poland	56	36.8	36.8	44.7
	Eastern Poland	84	55.3	55.3	100.0
	Total	152	100.0	100.0	

Table 13 – Where does the Participant Live Now (Town/City Size)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No answer	18	11.8	11.8	11.8
	1.5m and above	13	8.6	8.6	20.4
	500k – 1.5m	23	15.1	15.1	35.5
	200k – 500k	14	9.2	9.2	44.7
	50k – 200k	52	34.2	34.2	78.9
	Below 50k	32	21.1	21.1	100.0
	Total	152	100.0	100.0	

Table 14 – Where does the Participant Live Now (Eastern or Western Poland)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No answer	18	11.8	11.8	11.8
	Western Poland	54	35.5	35.5	47.4
	Eastern Poland	80	52.6	52.6	100.0
	Total	152	100.0	100.0	

Table 15 – Did the Participant Leave Home to Go to University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	94	61.8	61.8	61.8
	No	58	38.2	38.2	100.0
	Total	152	100.0	100.0	

Table 16 – Where did the Participant Go to University (Eastern or Western Poland)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Western Poland	68	44.7	44.7	44.7
	Eastern Poland	84	55.3	55.3	100.0
Total		152	100.0	100.0	

Table 17 – Is the Participant a Translator or a Student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Translator	44	28.9	28.9	28.9
	Student	108	71.1	71.1	100.0
Total		152	100.0	100.0	

Table 18 – Participant is a Student of Translation Studies or Other Specialisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No answer	43	28.3	28.3	28.3
	Translation Studies	99	65.1	65.1	93.4
	Other Specialisation	10	6.6	6.6	100.0
Total		152	100.0	100.0	

Table 19 – Participant is a State Certified Translator

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No answer	70	46.1	46.1	46.1
	Yes	15	9.9	9.9	55.9
	No	67	44.1	44.1	100.0
Total		152	100.0	100.0	

Table 20 – How does the Participant Professionally Self-Identify

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	‘Translator’ (M)	91	59.9	59.9	59.9
	‘Translatress’ (F)	45	29.6	29.6	89.5
	‘Translating person’ (N)	16	10.5	10.5	100.0
Total		152	100.0	100.0	

Although no comprehensive demographic surveys of Poland’s Professional Translator community, including State Certified Translators (SCTs), were identified, Korpala (2021) provides a relevant reference, reporting on a study of 127 SCTs specialising in English–Polish translation. In that survey, 24% of respondents were male and 76% female; 39.4% held a university degree in Translation Studies and 29.1% in Interpreting. Respondents reported between 1 and 44 years of sworn translation experience ($M = 13.12$), with a response rate of 11% from approximately 1,200 potential participants.

By contrast, the present study's participants exhibited a reversed gender ratio (70% male, 30% female; Table 8) and a comparable potential experience range (1–43 years, assuming typical graduation at age 24). The cohort's lower mean age (29 years) and correspondingly shorter implied professional experience reflect the fact that Students comprised 71% of all participants.

Given Korpál's larger and more representative SCT sample ($n = 127$ versus $n = 15$ in this study), it is reasonable to conclude that the present study underrepresents female participants and may not fully reflect the current gender distribution or associated Language Attitudes. This is consistent with Lommel's (2023) large-scale survey of the European Language Services sector ($n = 2,854$), which found that the profession is predominantly female across regions: Northern 80%, Southern 83%, Eastern 64%, and Western 78%.

The variable <Participant is a State Certified Translator> (Table 19) yielded only $n = 15$ affirmative responses, providing too small a sample for statistically robust conclusions regarding this subgroup. By contrast, regional demographic parameters – Western ($n = 54$) and Eastern Poland ($n = 83$) for <Place of Birth> (Table 10) – exceed the commonly accepted minimum threshold ($n > 50$) for meaningful quantitative analysis. Similarly, the geographic variables <Where Did the Participant Grow Up> (Table 12), <Where Does the Participant Live Now> (Table 14), and <Where Did the Participant Go to University> (Table 16) all maintain sufficiently large Eastern/Western subgroup sizes to support reliable comparative analyses.

4.5 Descriptives

The following tables and figures summarise the distributional characteristics of all study variables, with the sole scalar variable, **Age**, highlighted in bold for emphasis.

Table 21 – Demographic Frequencies and Distribution Characteristics

		Age	Gender	Place of birth (Town/ City Size)	(Eastern or Western Poland)	Where did the Participant grow up (Town/ City Size)	(Eastern or Western Poland)	Where does the Participant live now (Town/ City Size)	(Eastern or Western Poland)
N	Valid	152	152	152	152	152	152	152	152
	Missing	0	0	0	0	0	0	0	0
	Mean	28.97	1.30	3.64	1.47	3.71	1.47	3.09	1.41
	Std. Deviation	11.310	.461	1.563	.630	1.638	.640	1.660	.694
	Variance	127.907	.212	2.444	.397	2.684	.410	2.754	.482
	Skewness	1.651	.868	-1.035	-.786	-1.090	-.821	-.605	-.749
	Std. Error of Skewness	.197	.197	.197	.197	.197	.197	.197	.197
	Kurtosis	1.845	-1.264	-.044	-.381	-.101	-.359	-.903	-.622
	Std. Error of Kurtosis	.391	.391	.391	.391	.391	.391	.391	.391
	Minimum	19	1	0	0	0	0	0	0
	Maximum	67	2	5	2	5	2	5	2

Table 21 continued - Demographic Frequencies and Distribution Characteristics

		Did the Participant leave home to go to university	Which university did the Participant go to (Eastern or Western Poland)	Is the Participant a Translator or a Student	Is the Participant a Student of Translation Studies or other specialty	Participant is a state- certified Translator	How does the Participant professionally self-identify
N	Valid	152	152	152	152	152	152
	Missing	0	0	0	0	0	0
	Mean	1.38	1.55	1.71	.78	.98	1.51
	Std. Deviation	.487	.499	.455	.551	.952	.681
	Variance	.238	.249	.207	.304	.907	.464
	Skewness	.492	-.214	-.938	-.064	.040	.997
	Std. Error of Skewness	.197	.197	.197	.197	.197	.197
	Kurtosis	-1.781	-1.981	-1.136	-.195	-1.912	-.230
	Std. Error of Kurtosis	.391	.391	.391	.391	.391	.391
	Minimum	1	1	1	0	0	1
	Maximum	2	2	2	2	2	3

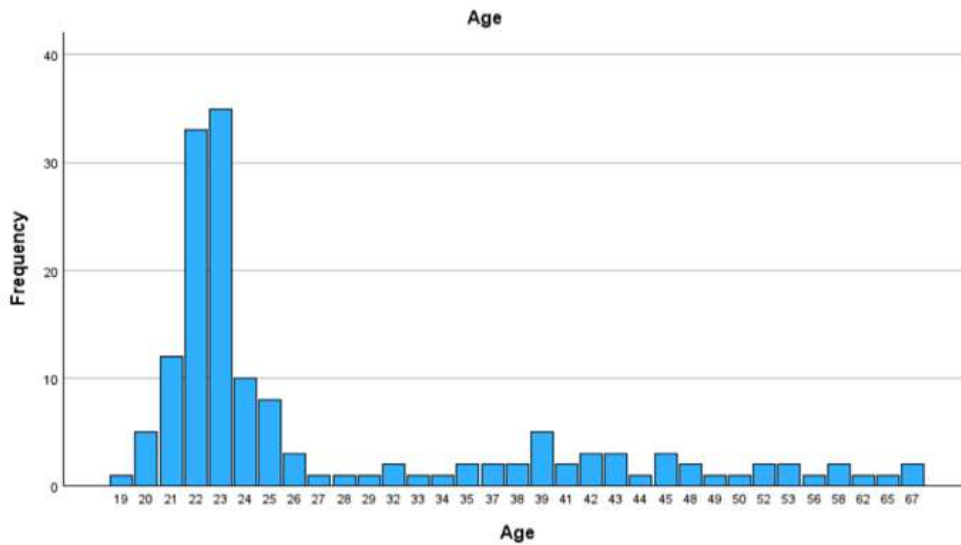


Figure 1 – Bar Chart Histogram for Participant Age

As anticipated for a sample comprising both a substantial student population and professional translators, visual inspection revealed a strongly right-skewed distribution of **Age**, with a mode of 23 years, a mean of 29, a minimum of 19, and a maximum of 67. Age was the sole scalar demographic variable; all other quantitative measures were either ordinal (e.g. town/city size) or categorical (e.g. gender, Eastern/Western Poland, professional self-identification) and were coded accordingly in SPSS.

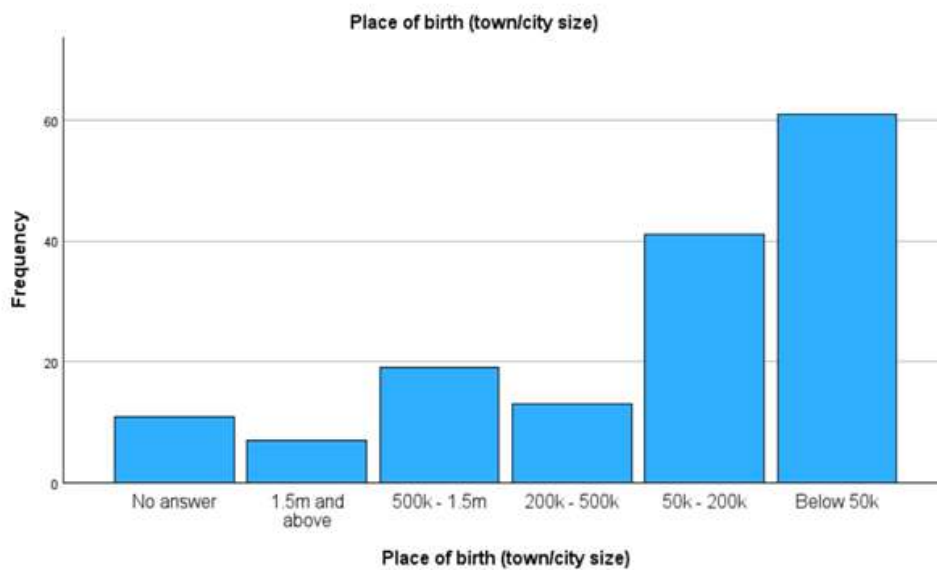


Figure 2 – Bar Chart Histogram for Place of Birth (Town/City Size)

4.6 Dependent Variable Histograms – Noun Choice Outcomes

The following figures present histograms for the key dependent variables – Noun Choice Outcome percentages (ranging from 0 to 1.0; $n = 152$). Visual inspection indicates pronounced departures from normality, with fat-tailed, asymmetric, and skewed distributions. These patterns highlight the importance of conducting formal normality tests prior to applying conventional parametric analyses, such as two-way ANOVA. This caution is consistent with Nikitina and Furuoka (2018), who observe that “parametric statistical tests may not be appropriate in studies with a small sample size and non-normal data”, a common concern in Applied Linguistics survey research.

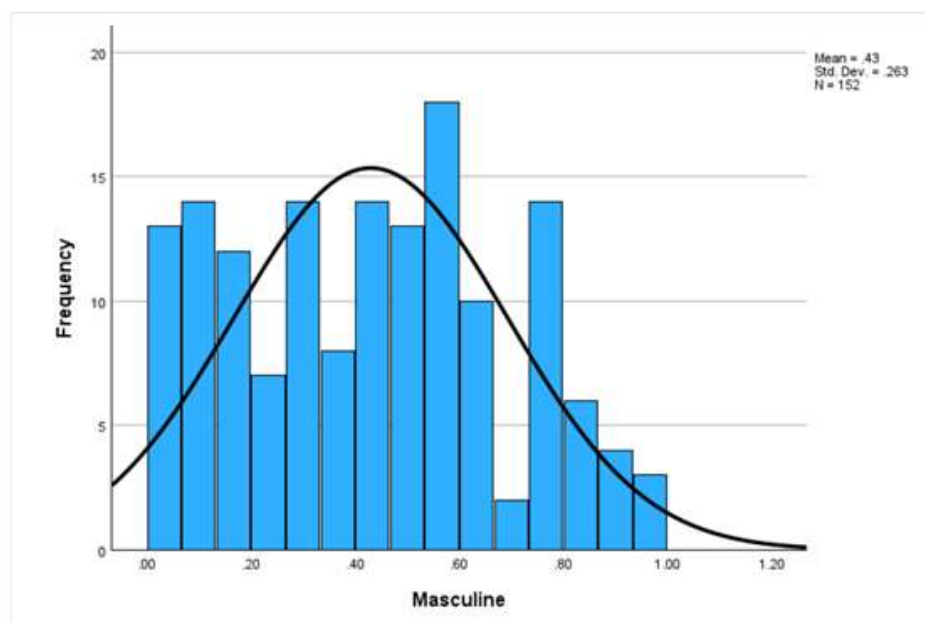


Figure 3 – Masculine Noun Choice Histogram

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

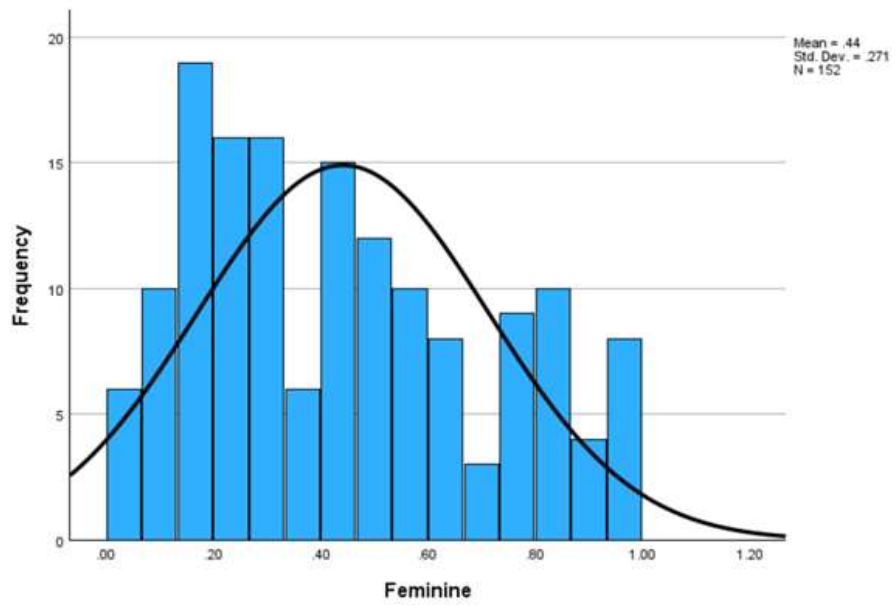


Figure 4 – Feminine Noun Choice Histogram

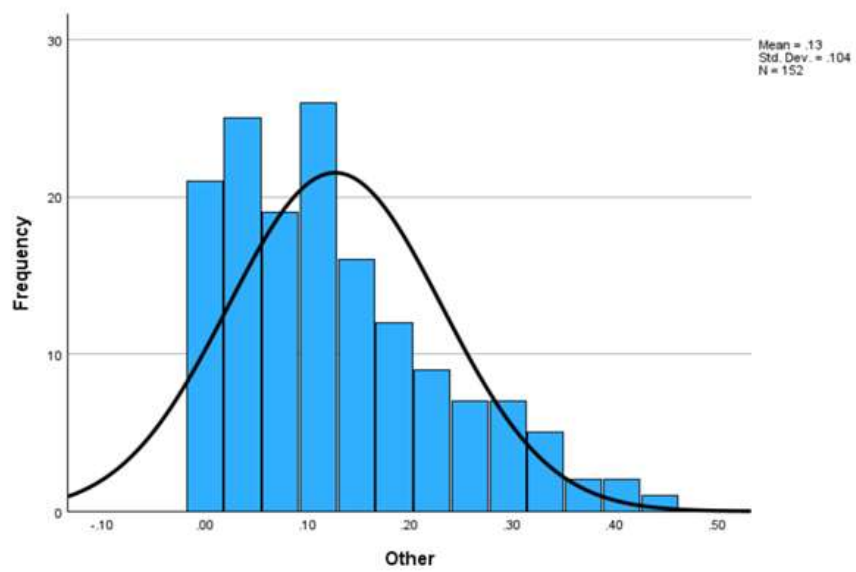


Figure 5 – Other Noun Choice Histogram

4.7 Normality Tests

Table 22 – Tests of Normality, Noun Choice Outcome Percentage Scores

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Masculine	.080	152	.018	.969	152	.001
Feminine	.113	152	<.001	.952	152	<.001
Other	.161	152	<.001	.917	152	<.001

a. Lilliefors Significance Correction

Standard tests of normality were conducted in SPSS for the three Noun Choice Outcome percentage distributions – Masculine, Feminine, and Other (Figs. 3–5). All distributions fell below the conventional significance threshold ($p < 0.05$) for rejecting the null hypothesis of normality, as indicated by the Kolmogorov–Smirnov test, which is appropriate for sample sizes greater than 50 (Laerd Statistics, 2015; $n = 152$). Visual inspection of detrended normal Q–Q plots (Figs. 6–8) corroborated these findings, confirming that nonparametric methods would provide the most robust analytical approach and precluding the use of parametric tests initially considered.

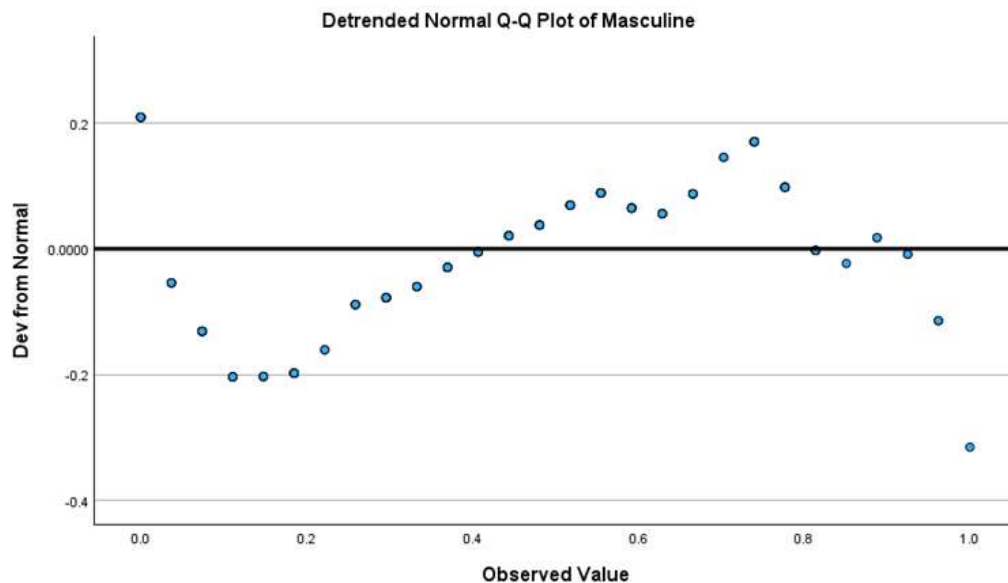


Figure 6 – Detrended QQ: Noun Choice (%) – Masculine

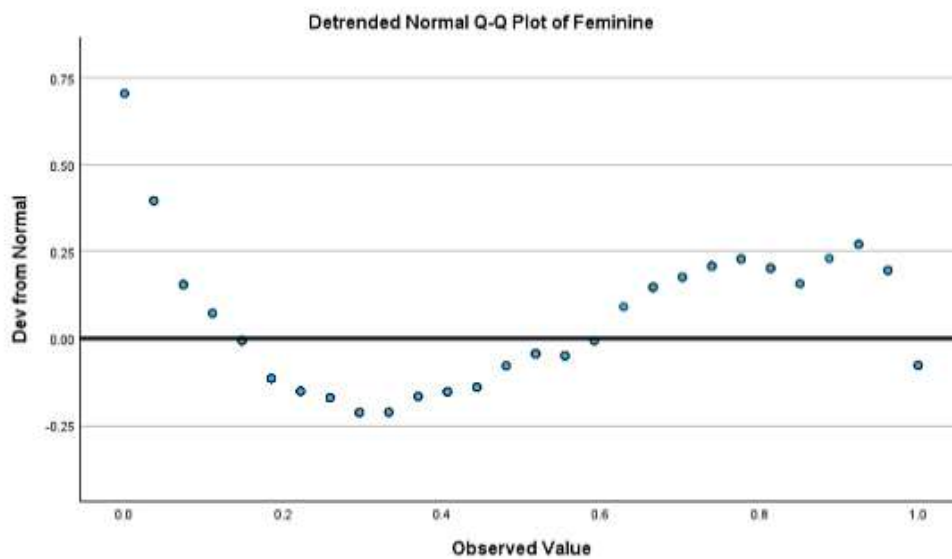


Figure 7 – Detrended QQ: Noun Choice (%) – Feminine

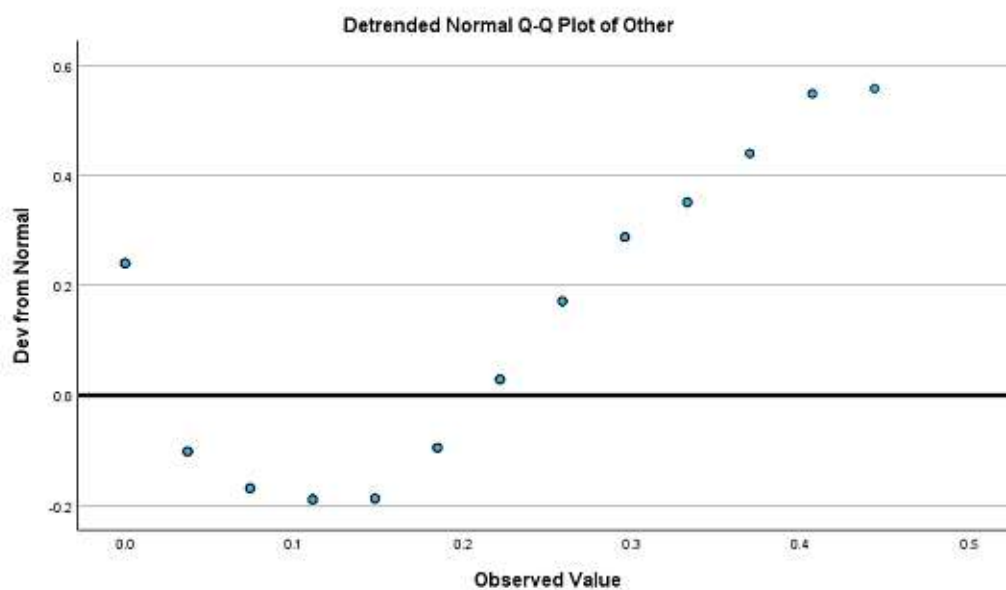


Figure 8 – Detrended QQ: Noun Choice (%) – Other

None of the detrended Q-Q plots exhibited the near-horizontal line characteristic of a normal distribution (Kent State University Libraries, 2023). Instead, all plots displayed pronounced near-sinusoidal patterns, further confirming that the distributions were clearly non-normal.

4.8 Refinement of Analytical Methods for Non-Normal Distributions

During the study design phase, it was assumed that the three scalar dependent Noun Choice Outcomes (Masculine, Feminine, and Other percentage scores) would approximate normal distributions, making parametric methods, such as the Student's t-test and two-way ANOVA, appropriate for examining combinations of independent variables. However, as demonstrated in Section 4.6, this assumption was not supported: the distributions were clearly non-normal, providing no a priori justification for parametric analyses. Consequently, in line with the recommendations of Laerd Statistics (2015), the non-parametric Mann–Whitney U test (MWU) was employed in place of the two-way ANOVA for analysing Noun Choice Outcomes (see Subsection 4.9 and the discussion of RQ1).

4.9 Principal Component Analysis of Language Attitudes

A Principal Component Analysis (PCA) was conducted on the 19 language subattitude variables (Attributes) from Block 3 of the questionnaire ($n = 152$), each measured on a 5-point Likert scale (entered in SPSS as ordinal values from 1 to 5). As these results inform both RQ2 and RQ4, the shared analysis is presented here, with implications discussed in Sections 4.10 and 4.12, respectively.

Communalities extracted during the PCA (UCLA Statistical Consulting Group, 2023; Table 24) were examined to assess the proportion of variance accounted for by each subattitude. All 19 subattitudes exceeded the minimum recommended cutoff of 0.4, though only four reached the “golden standard” threshold of 0.7 or above (Beavers et al., 2013): three from the ‘Perfectionist’ category (Subattitudes 3, 11, 17) and one from the ‘Liberal’ category (Subattitude 5).

To evaluate the overall explanatory power of the components with respect to the survey, Total Variance Explained (TVE) was calculated (Section 4.10.4 and Table 47), while potential redundancy among compound subattitudes was assessed via Cronbach's Alpha and inter-item correlation analyses (Section 4.8.4 and Tables 26–31).

4.9.1 Descriptive Statistics

Table 23 – Descriptive Statistics Factor Analysis (19 Language Subattitudes)

Factor Analysis

Descriptive Statistics				Descriptive Statistics			
	Mean	Std. Deviation	Analysis N		Mean	Std. Deviation	Analysis N
1) Purist – #1	2.81	.947	152	11) Perfectionist – #2	2.78	.998	152
2) Conservative – #1	3.53	1.115	152	12) Liberal – #2	2.12	.813	152
3) Perfectionist – #1	2.87	.954	152	13) Indifferent – #2	3.90	1.096	152
4) Logical – #1	2.11	.720	152	14) Laissez-faire – #2	2.82	1.030	152
5) Liberal – #1	2.42	.987	152	15) Rationalist – #2	2.85	1.008	152
6) Indifferent – #1	3.35	1.158	152	16) Purist – #3	2.63	1.047	152
7) Laissez-faire – #1	2.89	1.000	152	17) Perfectionist – #3	3.39	1.017	152
8) Natural – #1	2.41	.809	152	18) Liberal – #3	1.89	.815	152
9) Rationalist – #1	2.72	1.019	152	19) Purist – #4	1.93	.806	152
10) Purist – #2	2.68	.979	152				

4.9.2 Communalities

Table 24 – Principal Component Analysis Communalities (19 Language Subattitudes)

Communalities

	Initial	Extraction		Initial	Extraction
1) Purist – #1	1.000	.445	11) Perfectionist – #2	1.000	.707
2) Conservative – #1	1.000	.602	12) Liberal – #2	1.000	.424
3) Perfectionist – #1	1.000	.727	13) Indifferent – #2	1.000	.608
4) Logical – #1	1.000	.486	14) Laissez-faire – #2	1.000	.494
5) Liberal – #1	1.000	.679	15) Rationalist – #2	1.000	.513
6) Indifferent – #1	1.000	.458	16) Purist – #3	1.000	.510
7) Laissez-faire – #1	1.000	.408	17) Perfectionist – #3	1.000	.702
8) Natural – #1	1.000	.497	18) Liberal – #3	1.000	.509
9) Rationalist – #1	1.000	.399	19) Purist – #4	1.000	.588
10) Purist – #2	1.000	.540			

Extraction Method: Principal Component Analysis

4.9.3 Correlation Matrix

Table 25 - Correlation Matrix, Heatmap of 19 Language Subattitudes (Attributes) for PCA

Correlation Matrix									
	Attribute 1	Attribute 2	Attribute 3	Attribute 4	Attribute 5	Attribute 6	Attribute 7	Attribute 8	Attribute 9
Attribute 1	1	0.279	0.155	0.253	-0.268	-0.235	-0.121	-0.105	0.218
Attribute 2	0.279	1	0.203	0.177	-0.44	-0.129	0.143	-0.052	0.093
Attribute 3	0.155	0.203	1	0.059	-0.032	-0.126	0.068	-0.102	0.139
Attribute 4	0.253	0.177	0.059	1	-0.128	-0.06	-0.039	0.04	0.23
Attribute 5	-0.268	-0.44	-0.032	-0.128	1	0.352	0.041	0.298	-0.026
Attribute 6	-0.235	-0.129	-0.126	-0.06	0.352	1	0.2	0.321	-0.129
Attribute 7	-0.121	0.143	0.068	-0.039	0.041	0.2	1	0.376	0.073
Attribute 8	-0.105	-0.052	-0.102	0.04	0.298	0.321	0.376	1	-0.132
Attribute 9	0.218	0.093	0.139	0.23	-0.026	-0.129	0.073	-0.132	1

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

<i>Attribute 10</i>	0.106	-0.118	0.054	0.01	0.07	-0.206	-0.171	-0.112	0.082
<i>Attribute 11</i>	0.06	0.215	-0.003	0.125	-0.038	0.079	0.154	0.032	0.107
<i>Attribute 12</i>	-0.134	-0.282	-0.108	-0.044	0.342	0.181	0.041	0.268	-0.039
<i>Attribute 13</i>	-0.171	0.119	0.095	-0.188	0.149	0.288	0.074	0.195	-0.262
<i>Attribute 14</i>	-0.252	-0.309	-0.085	-0.109	0.498	0.419	0.141	0.318	-0.124
<i>Attribute 15</i>	-0.121	0.007	-0.048	-0.124	0.237	0.278	0.272	0.222	-0.139
<i>Attribute 16</i>	0.241	0.03	0.136	0.061	-0.141	-0.137	-0.028	-0.194	0.154
<i>Attribute 17</i>	0.037	0.251	0.224	-0.093	-0.107	-0.112	0.063	-0.149	0.089
<i>Attribute 18</i>	-0.103	-0.215	-0.035	0.075	0.36	0.271	0.213	0.377	-0.052
<i>Attribute 19</i>	-0.027	-0.266	-0.021	0.059	0.43	0.155	0.006	0.167	0.152

Determinant = 0.013

Table 25 continued – Correlation Matix, Heatmap of 19 Subattitudes (Attributes) for PCA

<i>Attribute 10</i>	<i>Attribute 11</i>	<i>Attribute 12</i>	<i>Attribute 13</i>	<i>Attribute 14</i>	<i>Attribute 15</i>	<i>Attribute 16</i>	<i>Attribute 17</i>	<i>Attribute 18</i>	<i>Attribute 19</i>
0.106	0.06	-0.134	-0.171	-0.252	-0.121	0.241	0.037	-0.103	-0.027
-0.118	0.215	-0.282	0.119	-0.309	0.007	0.03	0.251	-0.215	-0.266
0.054	-0.003	-0.108	0.095	-0.085	-0.048	0.136	0.224	-0.035	-0.021
0.01	0.125	-0.044	-0.188	-0.109	-0.124	0.061	-0.093	0.075	0.059
0.07	-0.038	0.342	0.149	0.498	0.237	-0.141	-0.107	0.36	0.43
-0.206	0.079	0.181	0.288	0.419	0.278	-0.137	-0.112	0.271	0.155
-0.171	0.154	0.041	0.074	0.141	0.272	-0.028	0.063	0.213	0.006
-0.112	0.032	0.268	0.195	0.318	0.222	-0.194	-0.149	0.377	0.167
0.082	0.107	-0.039	-0.262	-0.124	-0.139	0.154	0.089	-0.052	0.152
1	-0.046	0.147	-0.128	0.029	-0.337	0.336	0.073	-0.166	0.172
-0.046	1	-0.057	0.046	-0.013	-0.001	0.147	0.335	0.085	0.136
0.147	-0.057	1	-0.069	0.294	0.038	0.006	-0.081	0.209	0.367
-0.128	0.046	-0.069	1	0.137	0.382	-0.182	0.267	0.107	-0.083
0.029	-0.013	0.294	0.137	1	0.242	-0.111	-0.046	0.198	0.2
-0.337	-0.001	0.038	0.382	0.242	1	-0.205	0.091	0.238	-0.103
0.336	0.147	0.006	-0.182	-0.111	-0.205	1	0.239	-0.202	0.085
0.073	0.335	-0.081	0.267	-0.046	0.091	0.239	1	-0.141	-0.094
-0.166	0.085	0.209	0.107	0.198	0.238	-0.202	-0.141	1	0.321
0.172	0.136	0.367	-0.083	0.2	-0.103	0.085	-0.094	0.321	1

Analysis of the correlation matrix yielded a determinant of 0.013, well above the critical threshold of 0.00001, indicating that multicollinearity is not problematic and that the data are suitable for factor analysis (Field, 2018). No correlations exceeded 0.8, confirming acceptable multicollinearity, while several fell below 0.3, suggesting weak contributions to the model (Laerd, 2015).

The overall Kaiser–Meyer–Olkin (KMO) measure was 0.715 ($KMO > 0.5$), further supporting the suitability of the dataset for PCA. These results suggest that, although the subattitudes derived from Markowski’s theory do not redundantly replicate near-synonymous concepts, several subattitudes contribute only weakly, implying potential for consolidation into fewer compound clusters than originally defined.

4.9.4 Reliability Tests: Markowski’s Compound Language Attitudes

For each of the six compound clusters in Markowski’s theory (Purist, Liberal, Perfectionist, Laissez-Faire, Rationalist, and Indifferent), the associated subattitudes were evaluated for redundancy using Cronbach’s Alpha and for internal consistency through inter-item correlations. Ideally, subattitudes within a cluster should exhibit strong positive correlations, reflecting conceptual coherence. The results of these analyses are presented in Tables 26–31.

Table 26 - Purist Compound Attitude: Cronbach’s Alpha, Correlations and Summary

Reliability Statistics							
Cronbach’s Alpha		Cronbach’s Alpha Based on Standardized Items			N of Items		
.434		.418			4		

Item Statistics			
	Mean	Std. Deviation	N
Purist – #1	2.81	.947	152
Purist – #2	2.68	.979	152
Purist – #3	2.63	1.047	152
Purist – #4	1.93	.806	152

Item-Item Correlation Matrix				
	Purist – #1	Purist – #2	Purist – #3	Purist – #4
Purist – #1	1.000	.106	.241	-.027
Purist – #2	.106	1.000	.336	.172
Purist – #3	.241	.336	1.000	.085
Purist – #4	1.93	.172	.085	1.000

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum/Minimum	Variance	N of Items
Item-Item Correlations	.152	-.027	.336	.363	-12.497	.015	4

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
10.05	5.342	2.311	4

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

Table 27 - Liberal Compound Attitude: Cronbach's Alpha, Correlations and Summary

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items		N of Items
.569	.567		3

Item Statistics			
	Mean	Std. Deviation	N
Liberal - #1	2.42	.987	152
Liberal - #2	2.12	.813	152
Liberal - #3	1.89	.815	152

Item-Item Correlation Matrix			
	Liberal - #1	Liberal - #2	Liberal - #3
Liberal - #1	1.000	.342	.360
Liberal - #2	.342	1.000	.209
Liberal - #3	.360	.209	1.000

Table 28 - Perfectionist Compound Attitude: Cronbach's Alpha, Correlations and Summary

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items		N of Items
.411	.406		3

Item Statistics			
	Mean	Std. Deviation	N
Perfectionist - #1	2.87	.954	152
Perfectionist - #2	2.78	.998	152
Perfectionist - #3	3.39	1.017	152

Item-Item Correlation Matrix			
	Perfectionist - #1	Perfectionist - #2	Perfectionist - #3
Perfectionist - #1	1.000	-.003	.224
Perfectionist - #2	-.003	1.000	.335
Perfectionist - #3	.224	.209	1.000

Table 29 - Laissez-Faire Compound Attitude: Cronbach's Alpha, Correlations and Summary

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items		N of Items
.247	.248		2

Item Statistics			
	Mean	Std. Deviation	N
Laissez-faire - #1	2.89	1.000	152
Laissez-faire - #2	2.82	1.030	152

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-neutral Polish (L1) nouns

Item-Item Correlation Matrix

	Laissez-faire - #1	Laissez-faire - #2
Laissez-faire - #1	1.000	.141
Laissez-faire - #2	.141	1.000

Table 30 – Rationalist Compound Attitude: Cronbach’s Alpha, Correlations and Summary

Reliability Statistics

Cronbach’s Alpha	Cronbach’s Alpha Based on Standardized Items ^a	N of Items
-.322	-.322	2

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item coding.

Item Statistics

	Mean	Std. Deviation	N
Rationalist - #1	2.72	1.019	152
Rationalist - #2	2.85	1.008	152

Item-Item Correlation Matrix

	Rationalist - #1	Rationalist - #2
Rationalist - #1	1.000	-.139
Rationalist - #2	-.139	1.000

Table 31 - Indifferent Compound Attitude: Cronbach’s Alpha, Correlations and Summary

Reliability Statistics

Cronbach’s Alpha	Cronbach’s Alpha Based on Standardized Items ^a	N of Items
.447	.447	2

Item Statistics

	Mean	Std. Deviation	N
Indifferent - #2	3.90	1.096	152
Indifferent - #1	3.35	1.158	152

Item-Item Correlation Matrix

	Indifferent - #2	Indifferent - #1
Indifferent - #2	1.000	.288
Indifferent - #1	.288	1.000

4.10 RQ1: Factors Influencing Translation Noun Choice Outcomes

4.10.1 Quantitative Tests

A three-way correlation analysis was conducted to identify statistically significant differences in translation outcomes across the three Block 2 Noun Choice categories in relation to the 11 Block 1 sociodemographic variables for all respondents. Non-

parametric Mann–Whitney U tests and Eta coefficient analyses were employed, as they were most appropriate given the data types and study design (see Sections 4.9.5–4.9.10 for full details).

4.10.2 Mann–Whitney U (MWU) Testing – Noun Choices

Non-parametric Mann–Whitney U tests were conducted to examine differences in Noun Choice Outcome percentages (‘Masculine’, ‘Feminine’, and ‘Other’) across three categorical variables: Participant Gender (‘Male’ or ‘Female’), University Location (‘Eastern’ or ‘Western’ Poland), and Professional Status (‘Student’ or ‘Professional Translator’).

4.10.3 Continuous and Categorical Field Information

The following figures (Figs. 9–14) summarise the continuous (dependent) and categorical variables included in the Mann–Whitney U analyses (n = 152).

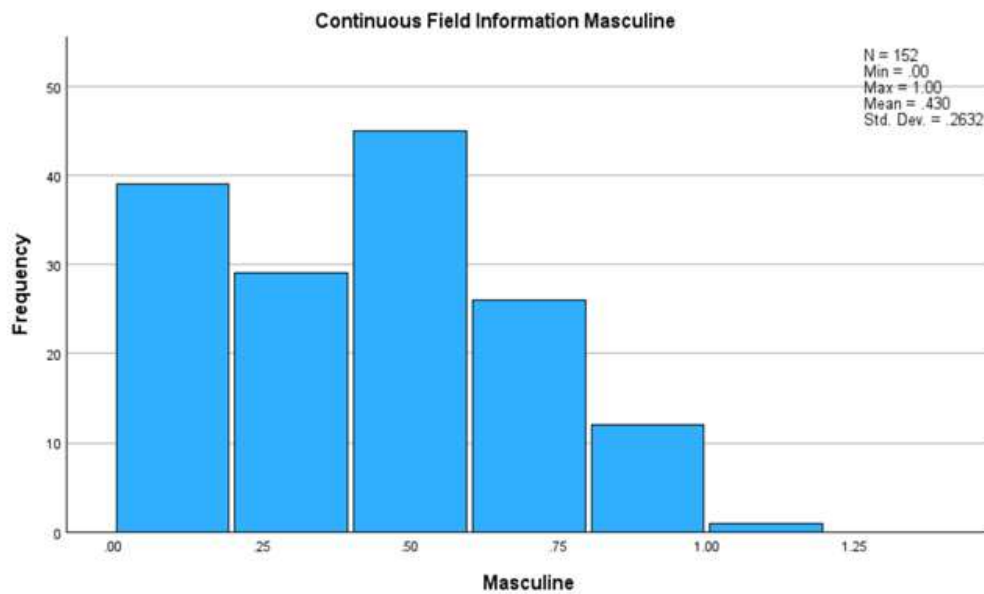


Figure 9 – Continuous Field Information: Masculine

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

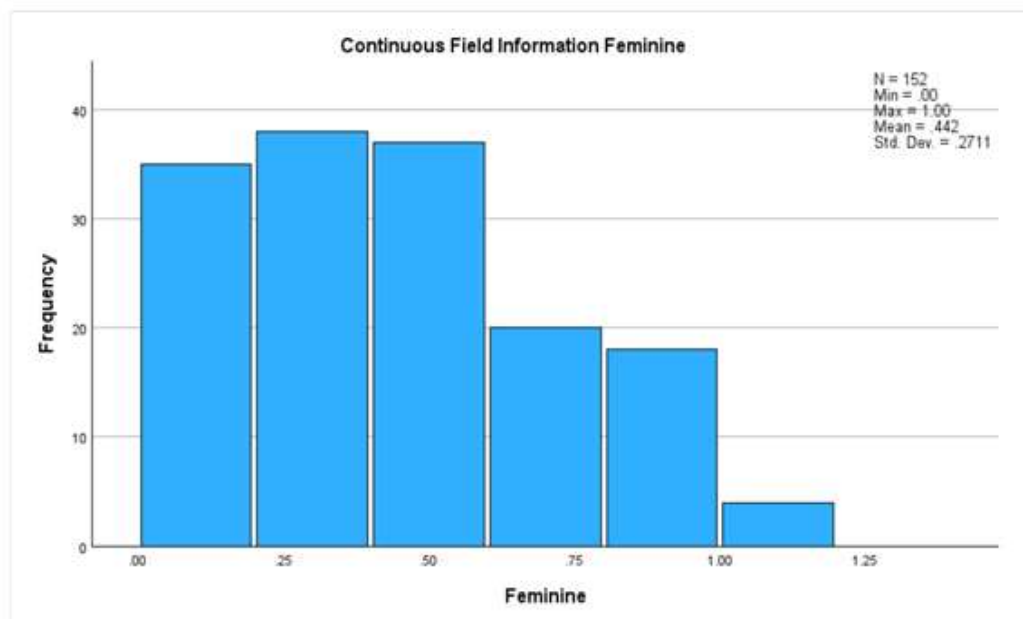


Figure 10 – Continuous Field Information: Feminine

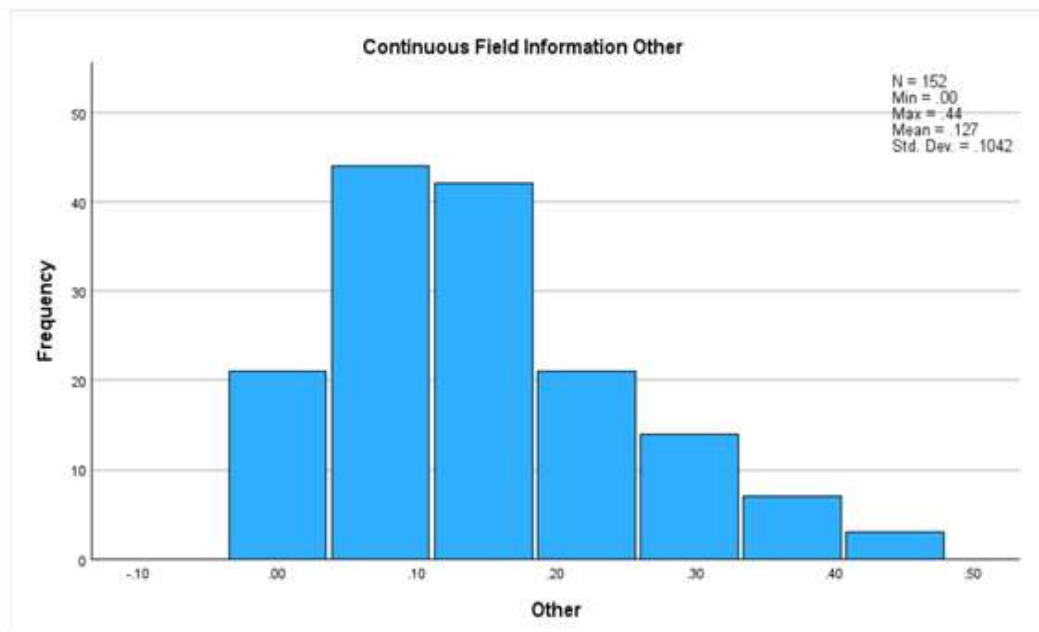


Figure 11 – Continuous Field Information: Other

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

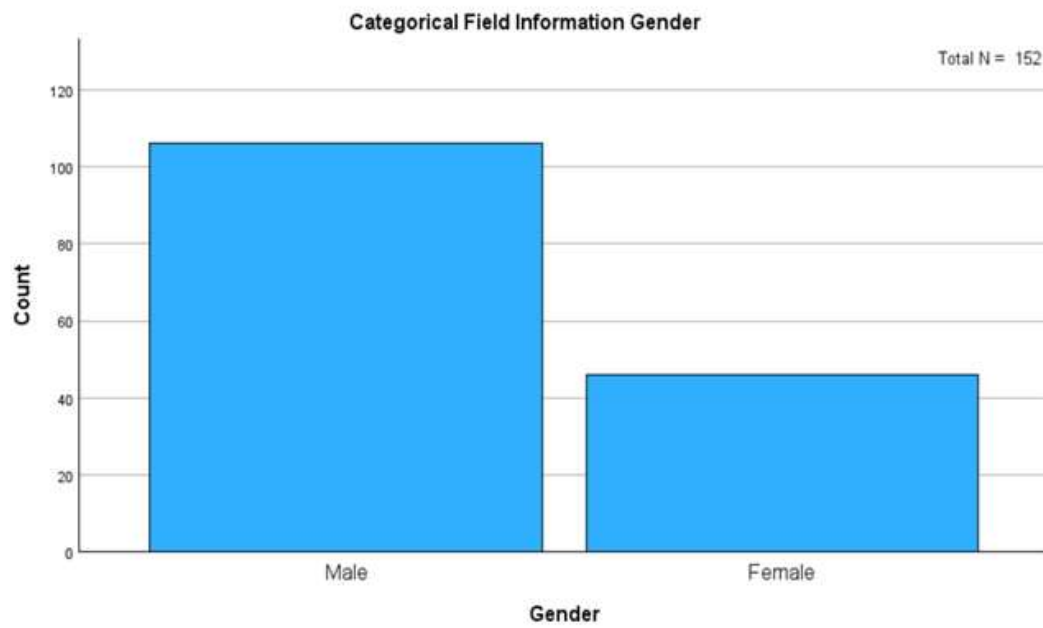


Figure 12 – Categorical Field Information: Gender

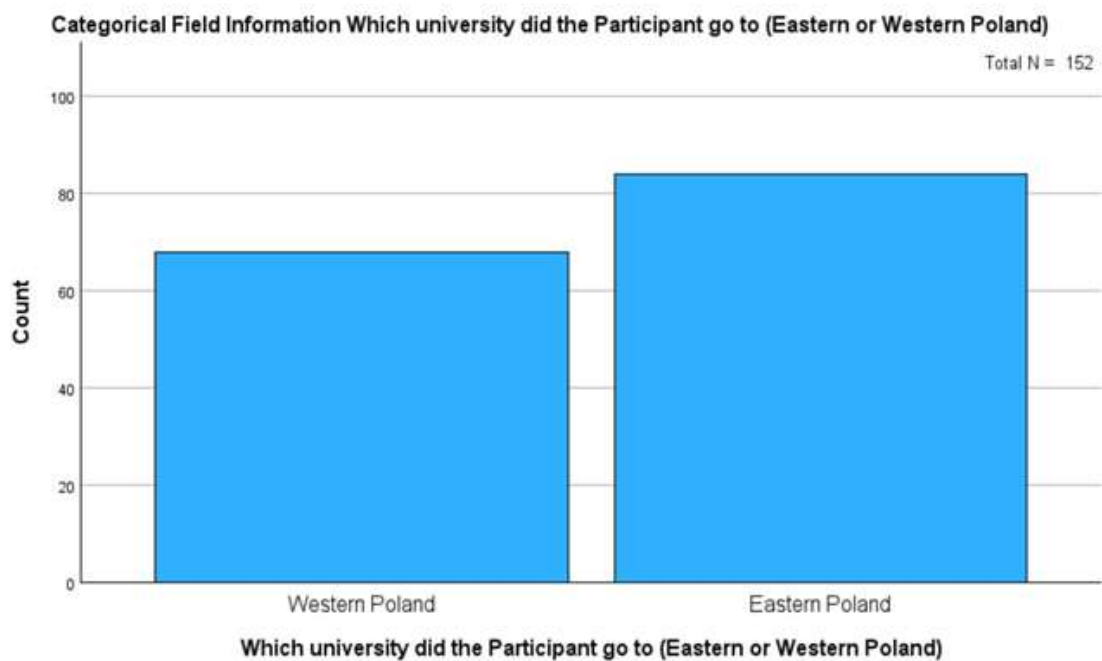


Figure 13 – Categorical Field Information: University Location, Eastern or Western Poland

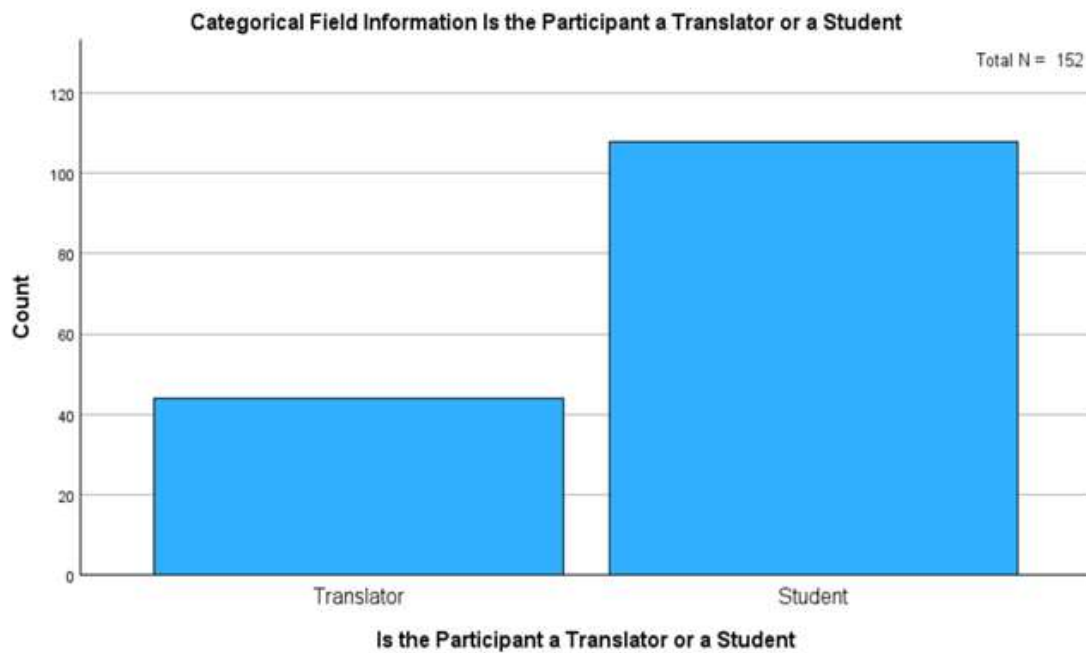


Figure 14 – Categorical Field Information: Participant is a Translator or Student

4.10.4 Median Analysis

Mean and median values were calculated to supplement the Mann–Whitney U test results, offering additional context for interpreting group distributions when they were similar, in line with recommendations by Laerd Statistics (2015).

Table 32 – Median Analysis: Noun Choices versus Gender

		Masculine	Feminine	Other * Gender
Gender		Masculine	Feminine	Other
Male	Mean	.4566	.4276	.1148
	N	106	106	106
	Std. Deviation	.26599	.27320	.09701
	Median	.4625	.4070	.1110
Female	Mean	.3684	.4746	.1560
	N	46	46	46
	Std. Deviation	.24875	.26632	.11515
	Median	.3515	.4440	.1110
Total	Mean	.4299	.4418	.1273
	N	152	152	152
	Std. Deviation	.26323	.27112	.10419
	Median	.4440	.4070	.1110

Table 33 – Median Analysis: Noun Choices versus University Location

		Masculine	Feminine	Other
Masculine Feminine Other * Which university did the Participant go to (Eastern or Western Poland)				
Which university did the Participant go to (Eastern or Western Poland)				
Western Poland	Mean	.4162	.4892	.0936
	N	68	68	68
	Std. Deviation	.26799	.28477	.09029
	Median	.3700	.5180	.0740
Eastern Poland	Mean	.4409	.4025	.1546
	N	84	84	84
	Std. Deviation	.26040	.25483	.10717
	Median	.4625	.3330	.1480
Total	Mean	.4299	.4418	.1273
	N	152	152	152
	Std. Deviation	.26323	.27112	.10419
	Median	.4440	.4070	.1110

Table 34 – Median Analysis: Noun Choices versus Professional Status

		Masculine	Feminine	Other
Masculine Feminine Other * Is the Participant a Translator or a Student				
Is the Participant a Translator or a Student				
Translator	Mean	.4776	.4474	.0740
	N	44	44	44
	Std. Deviation	.27058	.29228	.06384
	Median	.4995	.4070	.0740
Student	Mean	.4104	.4396	.1490
	N	108	108	108
	Std. Deviation	.25892	.26341	.10972
	Median	.4070	.4070	.1110
Total	Mean	.4299	.4418	.1273
	N	152	152	152
	Std. Deviation	.26323	.27112	.10419
	Median	.4440	.4070	.1110

4.10.5 MWU Noun Choices Versus Participant Gender

Table 35 – MWU Noun Choices versus Participant Gender

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Other is the same across categories of Gender	Independent-Samples Mann-Whitney U Test	.042	Reject the null hypothesis

a. The significance level is .050.

b. Asymptotic significance is displayed.

Independent-Samples Mann-Whitney U Test

Other across Gender

Independent-Samples Mann-Whitney U Test Summary

Total N	152
Mann-Whitney U	2940.0000
Wilcoxon W	4021.0000
Test Statistic	2940.0000
Standard Error	247.321
Standardized Test Statistic	2.030
Asymptotic Sig. (2-sided test)	.042

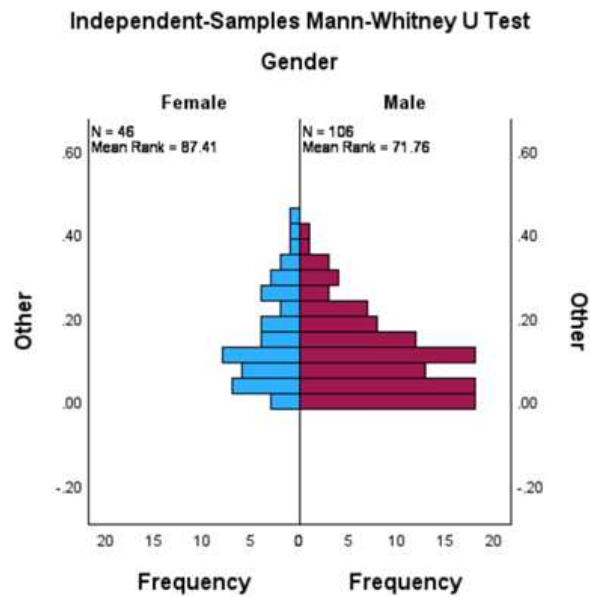


Figure 15 – MWU Noun Choices versus Participant Gender

A Mann–Whitney U (MWU) test was conducted to examine differences in the ‘Other’ Noun Choice Outcome percentage scores between Male and Female participants. Visual inspection indicated broadly similar distributions, supporting the use of median comparisons (Laerd Statistics, 2015, Mann–Whitney Test in SPSS). The median ‘Other’ score was identical for both Females and Males (Median = 0.110). However, the mean score for Females (M = 0.1560) was significantly higher than that for Males (M = 0.1148), U = 2940.0, z = 2.030, p = 0.042, using the exact sampling distribution for U (Dineen & Blakesley, 1973).

4.10.6 Noun Choices Versus Participant University Location

Table 36 – Noun Choices versus Participant University Location (East/West)

Nonparametric Tests

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Other is the same across categories of Which university did the Participant go to (Eastern or Western Poland)	Independent-Samples Mann-Whitney U Test	<.001	Reject the null hypothesis

a. The significance level is .050.

b. Asymptotic significance is displayed.

Independent-Samples Mann-Whitney U Test

Other across Which university did the Participant go to (Eastern or Western Poland)

Independent-Samples Mann-Whitney U Test Summary

Total N	152
Mann-Whitney U	3865.000
Wilcoxon W	7435.000
Test Statistic	3865.000
Standard Error	267.685
Standardized Test Statistic	3.769
Asymptotic Sig. (2-sided test)	<.001

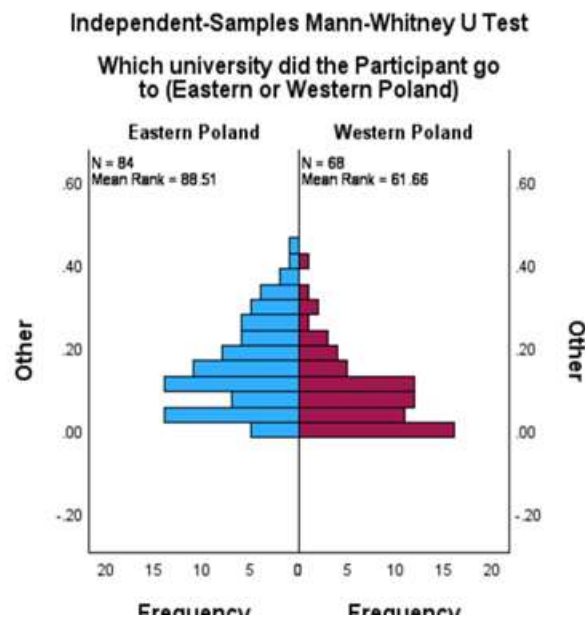


Figure 16 – Noun Choices versus Participant University Location (East/West)

A Mann–Whitney U (MWU) test was conducted to examine differences in the ‘Other’ Noun Choice Outcome percentage scores between participants who attended university in Eastern versus Western Poland. Visual inspection indicated broadly similar

distributions, justifying median comparisons (Laerd Statistics, 2015). The median ‘Other’ score for Eastern-educated participants (0.148) was significantly higher than that for Western-educated participants (0.074), $U = 3,865.0$, $z = 3.77$, $p < .001$, using the exact sampling distribution for U (Dineen & Blakesley, 1973).

4.10.7 Noun Choices Versus Participant Professional Status

Table 37 – Noun Choices versus Professional Status (Student or Professional Translator)

Nonparametric Tests

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Other is the same across categories of Is the Participant a Translator or a Student	Independent-Samples Mann-Whitney U Test	<.001	Reject the null hypothesis

a. The significance level is .050.

b. Asymptotic significance is displayed.

Independent-Samples Mann-Whitney U Test

Other across Is the Participant a Translator or a Student

Independent-Samples Mann-Whitney U Test Summary

Total N	152
Mann-Whitney U	3346.500
Wilcoxon W	9232.500
Test Statistic	3346.500
Standard Error	244.156
Standardized Test Statistic	3.975
Asymptotic Sig. (2-sided test)	<.001

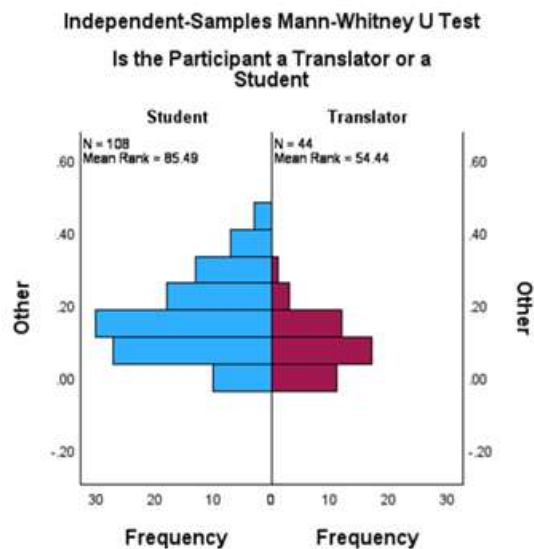


Figure 17 – Noun Choices versus Professional Status (Student or Professional Translator)

A Mann–Whitney U (MWU) test was conducted to examine differences in the ‘Other’ Noun Choice Outcome percentage scores between Students and Professional Translators. Visual inspection indicated broadly similar distributions, supporting median comparisons (Laerd Statistics, 2015). The median ‘Other’ score for Students (0.148) was significantly higher than that for Professional Translators (0.074), $U = 3,346.5$, $z = 3.98$, $p < .001$, using the exact sampling distribution for U (Dineen & Blakesley, 1973).

4.10.8 Eta Coefficient Tests and Noun Choices

Table 38 – Eta Coefficient Case Processing, Noun Choices versus Participant Gender

	Case Processing Summary					
	N	Valid Percent	N	Cases Missing Percent	N	Total Percent
Gender * Other	152	100.0%	0	100.0%	152	100.0%
Gender * Masculine	152	100.0%	0	100.0%	152	100.0%
Gender * Other	152	100.0%	0	100.0%	152	100.0%

Gender * Other

Directional Measures			Value
Nominal by Interval	Eta	Gender Dependent	.248
		Other Dependent	.182

Gender * Masculine

Directional Measures			Value
Nominal by Interval	Eta	Gender Dependent	.334
		Masculine Dependent	.154

Gender * Feminine

Directional Measures			Value
Nominal by Interval	Eta	Gender Dependent	.463
		Feminine Dependent	.080

Following Shaldehi (2013), Eta coefficient tests were performed as an exploratory, non-parametric measure of association between Noun Choice Outcome percentage scores and Participant Gender (categorical: Male vs. Female). General Linear Model univariate ANOVA in SPSS yielded Eta values of 0.154 (‘Masculine’), 0.080 (‘Feminine’), and 0.182 (‘Other’). According to Jones (2014), Eta values above 0.20 indicate a statistically

significant association; therefore, none of the Noun Choice Outcomes were significantly associated with Participant Gender.

Table 39 – Eta Coefficient Case Processing, Noun Choices versus Participant Professional Self-Identification

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
How does the Participant professionally self-identify * Other	152	100.0%	0	0.0%	152	100.0%
How does the Participant professionally self-identify * Masculine	152	100.0%	0	0.0%	152	100.0%
How does the Participant professionally self-identify * Feminine	152	100.0%	0	0.0%	152	100.0%

How does the Participant professionally self-identify * Other

Directional Measures			Value
Nominal by Interval	Eta	How does the Participant professionally self-identify Dependent	.246
		Other Dependent	.107

How does the Participant professionally self-identify * Masculine

Directional Measures			Value
Nominal by Interval	Eta	How does the Participant professionally self-identify Dependent	.439
		Masculine Dependent	.352

How does the Participant professionally self-identify * Feminine

Directional Measures			Value
Nominal by Interval	Eta	How does the Participant professionally self-identify Dependent	.468
		Feminine Dependent	.383

Following Shaldehi (2013), Eta coefficient tests were performed as an exploratory, non-parametric measure of association between Noun Choice Outcome percentages and Professional Self-identification (categorical: Male, Female, Neutral). General Linear Model univariate ANOVA in SPSS yielded Eta values of 0.352 (Masculine), 0.383

(Feminine), and 0.107 (Other). According to Jones (2014), Eta values above 0.20 indicate a statistically significant association; thus, both Masculine and Feminine Noun Choice Outcomes were significantly associated with Professional Self-identification.

Eta squared values greater than 2%, 13%, and 26% are commonly interpreted as small, medium, and large effects, respectively. In this study, professional self-identification had a medium effect on the Feminine Noun Choice Outcome ($\text{Eta}^2 = 14.67\%$) and a small effect on the Masculine Noun Choice Outcome ($\text{Eta}^2 = 12.39\%$).

4.10.9 Correlation Analysis – Age versus All Noun Choices

Table 40 – Correlations, Parametric

Correlations					
Descriptive Statistics					
	Mean	Std. Deviation	N		
Age	28.97	11.310	152		
Masculine	.4299	.26323	152		
Feminine	.4418	.27112	152		
Other	-.1273	.10419	152		

Correlations					
		Age	Masculine	Feminine	Other
Age	Pearson Correlation	1	.165*	-.047	-.297**
	Sig. (2-tailed)		.042	.568	<.001
	N	152	152	152	152
Masculine	Pearson Correlation	.165*	1	-.924**	-.121
	Sig. (2-tailed)	.042		<.001	.136
	N	152	152	152	152
Feminine	Pearson Correlation	-.047	-.924**	1	-.267**
	Sig. (2-tailed)	.568	<.001		<.001
	N	152	152	152	152
Other	Pearson Correlation	-.297**	-.121	-.267**	1
	Sig. (2-tailed)	<.001	.136	<.001	
	N	152	152	152	152

*. Correlation is significant at the 0.05 level (2-tailed)
 **. Correlation is significant at the 0.01 level (2-tailed)

Table 41 – Results of non-parametric correlation analysis, for scalar Age variable versus the three dependent Noun Choice Outcome percentage scores ('Masculine', 'Feminine' and 'Other')

		Age	Masculine	Feminine	Other	
Kendall's tau_b	Age	Correlation				
		Coefficient	1.000	.087	-.008	-.224**
		Sig. (2-tailed)	.	.136	.887	<.001
		N	152	152	152	152

Spearman's rho	Masculine	Correlation Coefficient	.087	1.000	-.812**	-.043
		Sig. (2-tailed)	.136	.	<.001	.465
		N	152	152	152	152
	Feminine	Correlation Coefficient	-.008	-.812**	1.000	-.188**
		Sig. (2-tailed)	.887	<.001	.	.001
		N	152	152	152	152
	Other	Correlation Coefficient	-.224**	-.043	-.188**	1.000
		Sig. (2-tailed)	<.001	.465	.001	.
		N	152	152	152	152
Spearman's rho	Age	Correlation Coefficient	1.000	.118	-.013	-.303**
		Sig. (2-tailed)	.	.149	.871	<.001
		N	152	152	152	152
	Masculine	Correlation Coefficient	.118	1.000	-.935**	-.022
		Sig. (2-tailed)	.149	.	<.001	.791
		N	152	152	152	152
	Feminine	Correlation Coefficient	-.013	-.935**	1.000	-.278**
		Sig. (2-tailed)	.871	<.001	.	<.001
		N	152	152	152	152
	Other	Correlation Coefficient	-.303**	-.022	-.278**	1.000
		Sig. (2-tailed)	<.001	.791	<.001	.
		N	152	152	152	152

** Correlation is significant at the 0.01 level (2-tailed).

For the non-parametric correlation analysis, the scalar variable Age was assessed against the three Noun Choice Outcome percentages (Masculine, Feminine, Other) using both Spearman's rank-order correlation and Kendall's tau-b in SPSS, with Spearman's preferred for non-parametric data (Laerd Statistics, 2015).

Only the correlation between Age and the Other category reached statistical significance ($p < 0.001$); correlations with Masculine ($p = 0.149$) and Feminine ($p = 0.871$) were non-significant. Visual inspection of the scatter plot for Other versus Age indicated a broadly monotonic decreasing trend (Fig. 20). Within this study, increasing Age was associated with a reduced use of Other Noun Choices ($r_s = -0.303$, $p < 0.0005$), while no significant associations were observed for Masculine or Feminine forms.

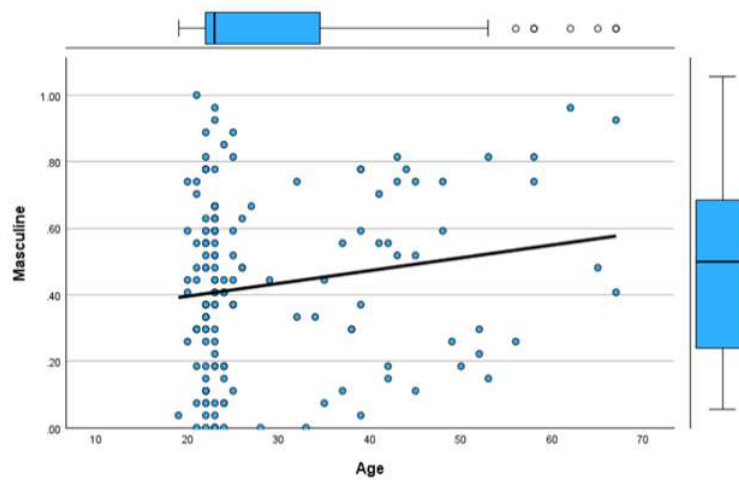


Figure 18 – Scatter Plot, Masculine Noun-Choice versus Age

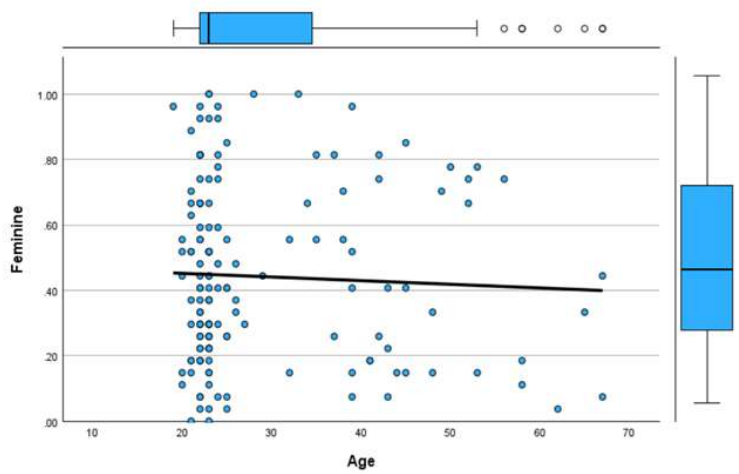


Figure 19 – Scatter Plot, Feminine Noun-Choice versus Age

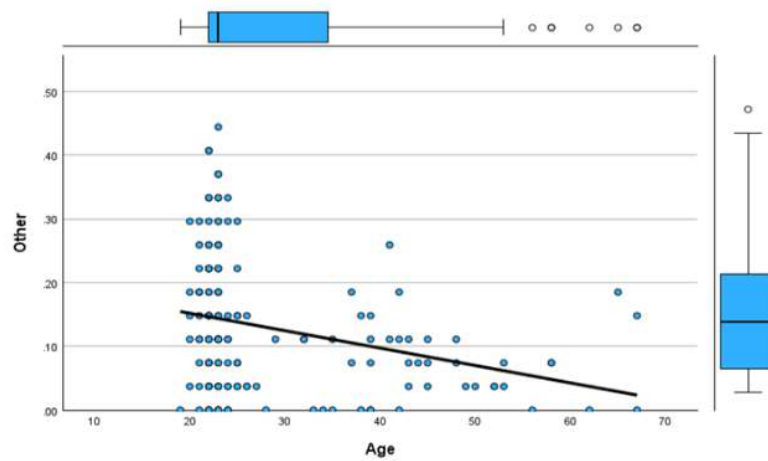


Figure 20 – Scatter Plot, Other Noun-Choice versus Age

4.10.10 Eta Coefficient Tests and Noun Choices

Table 42 – Eta Coefficient Case Processing, Noun Choices versus Participant Gender

	Case Processing Summary					
	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Other	152	100.0%	0	100.0%	152	100.0%
Gender * Masculine	152	100.0%	0	100.0%	152	100.0%
Gender * Other	152	100.0%	0	100.0%	152	100.0%

Gender * Other

Directional Measures

			Value
Nominal by Interval	Eta	Gender Dependent	.248
		Other Dependent	.182

Gender * Masculine

Directional Measures

			Value
Nominal by Interval	Eta	Gender Dependent	.334
		Masculine Dependent	.154

Gender * Feminine

Directional Measures

			Value
Nominal by Interval	Eta	Gender Dependent	.463
		Feminine Dependent	.080

Following Shaldehi (2013), Eta coefficient tests were conducted as a non-parametric alternative to the Student's t-test to account for the non-normal distributions of the Noun Choice Outcome percentages. The analysis assessed the influence of participant gender (Male vs. Female). General Linear Model univariate ANOVA in SPSS yielded Eta values of 0.154 (Masculine), 0.080 (Feminine), and 0.182 (Other). According to Jones (2014), an Eta value exceeding 0.20 indicates a statistically significant association; therefore, none of the Noun Choice Outcomes were significantly associated with participant gender.

Table 43 – Eta Coefficient Case Processing, Noun Choices versus Participant Professional Self-Identification

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
How does the Participant professionally self-identify * Other	152	100.0%	0	0.0%	152	100.0%
How does the Participant professionally self-identify * Masculine	152	100.0%	0	0.0%	152	100.0%
How does the Participant professionally self-identify * Feminine	152	100.0%	0	0.0%	152	100.0%

How does the Participant professionally self-identify * Other

Directional Measures			Value
Nominal by Interval	Eta	How does the Participant professionally self-identify Dependent	.246
		Other Dependent	.107

How does the Participant professionally self-identify * Masculine

Directional Measures			Value
Nominal by Interval	Eta	How does the Participant professionally self-identify Dependent	.439
		Masculine Dependent	.352

How does the Participant professionally self-identify * Feminine

Directional Measures			Value
Nominal by Interval	Eta	How does the Participant professionally self-identify Dependent	.468
		Feminine Dependent	.383

Following Shaldehi (2013), Eta coefficient tests were conducted to account for the non-normal distributions of Noun Choice Outcome percentages and to examine the influence of participant professional self-identification (categorical: Masculine, Feminine, Other). General Linear Model univariate ANOVA in SPSS yielded Eta values of 0.352 (Masculine), 0.383 (Feminine), and 0.107 (Other). According to Jones (2014), an Eta value exceeding 0.20 indicates a statistically significant association; therefore, both Masculine and Feminine outcomes were significantly associated with professional self-

identification. Interpreting effect sizes, Eta squared values above 2%, 13%, and 26% represent small, medium, and large effects, respectively. In the present analysis, the effect on Feminine choices ($\text{Eta}^2 = 14.67\%$) is medium, whereas the effect on Masculine choices ($\text{Eta}^2 = 12.39\%$) is small.

4.10.11 Summary

While t-tests can sometimes be applied to non-normal distributions when sample sizes are extremely large (e.g. $n \geq 100,000$; Fagerland, 2012), the current sample ($n = 152$) was too small for reliable parametric inference. Consequently, Eta coefficient tests were employed to examine associations between each scalar Noun Choice Outcome and the selected nominal categorical variables. This method accommodates both dichotomous and trichotomous cases and is recommended for “nonparametric; determines total linear and nonlinear asymmetric relationship between one nominal and one interval/ratio variable” (Rovai et al., 2013).

For illustration, the results of the originally intended t-tests and ANOVA F-tests are included in Appendix L1. Notably, a statistically significant finding would have been observed under the t-test for equal variances not assumed (two-sided, $p = 0.037$), suggesting a correlation between the Other Noun Choice Outcome and Participant Gender. However, no corresponding significant relationship emerged using the Eta coefficient method described in Section 4.9.10.

Mann–Whitney U tests confirmed that the Other Noun Choice Outcome was significantly influenced by Participant Gender, University location (Eastern vs. Western Poland), and Professional Status (Student vs. Professional Translator). Eta effect sizes indicate a medium effect for Feminine Noun Choices ($\text{Eta}^2 = 14.67\%$) and a small effect for Masculine Noun Choices ($\text{Eta}^2 = 12.39\%$).

The study identified the following statistically significant findings:

- Increasing **Age** was strongly associated with a declining use of **Other** Noun Choices.
- **Students** attending universities in **Eastern** Poland were more likely to select **Other** Noun Choices
- The **Other** Noun Choice was significantly influenced by Participant **Gender**.

4.11 RQ2: Language Attitudes Influencing Translation of Potential Feminatives

4.11.1 Qualitative Review of Post-Completion Interviews

Fifteen participants volunteered for post-completion interviews; however, due to scheduling constraints, only 13 interviews were conducted. These 13 interviews were fully transcribed and subsequently included in the inductive qualitative analysis.

Table 44 – Qualitative Interview Participant Demographics

Participant Type n = 13 (M = 4, F = 9)	Student of Translation	Professional Translator
Eastern Poland University	n = 2	n = 2
Western Poland University	n = 4	n = 5

4.11.2 Inductive Analysis of Themes

Inductive analysis of the 13 fully transcribed interviews identified 12 recurring themes in participants' free-form responses. Table 46 juxtaposes these emergent themes with the five novel PCA-derived component themes ('PCA Clusters') and the original nine Language Attitudes from Markowski's Theory, with each coded as a subjectively assessed 'Positive' or 'Negative' correlate. The subsequent sections provide detailed commentary on each theme, supported by representative participant quotes. Respondents are labelled according to the following format:

Table 45 – PCI Participant Label Key

Category	Label
Respondent Number	#1 to #13
Gender	M or F
Status	Student of Translation Programme – STP Professional Translator – PT State-Certified Translator – SCT
Teacher or Professor	ACA
Regional Background in Poland	East or West
Professional Self-Identification	<i>Thumacz</i> 'Translator' – Mi

Category	Label
	<i>Thumaczka</i> ‘translatress’ – Fi <i>Pani Thumacz</i> ‘madam translator’ or <i>Osoba tłumacząca</i> ‘translating person’ – Ni
Example	#4 F / STP / East / Fi Interviewee No. 4, Student of Translation Programme, from Eastern Poland, professionally self-identifying using feminine form

Table 46 – Language Attitudes to Translation, Thematic Comparison

		POST-COMPLETION INTERVIEW THEMES					
		Neutrality	Anti-Authoritarian	Systematic	Inclusivity	Incongruity	Sensitivity
	<i>Antithesis</i>	<i>Discretion</i>	<i>Prescriptive</i>	<i>Idiosyncratic</i>	<i>Agnostic</i>	<i>Unaffected</i>	<i>Insensitive</i>
PCA CLUSTERS							
Anarchism		Negative	Positive	Negative		Positive	
Rigorous Traditionalism		Negative	Negative	Positive	Negative		
Scientific Minimalism		Positive		Positive		Negative	Negative
Emotive Anti-rationalism		Negative	Positive	Negative	Positive		Positive
Extravagant Idealism		Negative					
MARKOWSKI THEORY							
Purism				Positive			Negative
Conservatism			Negative		Negative		Negative
Perfectionist				Positive			
Logical		Positive		Positive	Negative	Negative	
Liberalism			Positive		Positive		Positive
Indifference		Positive	Negative		Negative		Negative
Laissez-Faire		Negative	Positive			Positive	
Natural							Negative
Rationalism		Positive		Positive		Negative	
		POST-COMPLETION INTERVIEW THEMES					
		Respect	Context	Precedent	Expression	Descriptive	Adaptive
	<i>Antithesis</i>	<i>Non hierarchical</i>	<i>Irrespective</i>	<i>Ad hoc</i>	<i>Impersonal</i>	<i>Prescriptive</i>	<i>Static</i>
PCA CLUSTERS							
Anarchism		Negative	Positive	Negative			
Rigorous Traditionalism		Positive	Negative	Positive	Negative	Negative	Negative
Scientific Minimalism			Negative		Negative	Positive	Positive
Emotive Anti-rationalism		Positive	Positive		Positive		
Extravagant Idealism					Positive	Positive	Positive
MARKOWSKI THEORY							

Purism		Negative		Negative	Negative	Negative
Conservatism	Positive	Negative	Positive	Negative		Negative
Perfectionist						
Logical				Negative		
Liberalism	Negative		Negative	Positive	Positive	Positive
Indifference	Negative	Negative				
Laissez-Faire	Negative	Positive		Positive		
Natural		Negative	Positive		Positive	Positive
Rationalism			Negative		Positive	

4.11.3 Thematic Summary

The following categories summarise the attitudinal themes identified through inductive analysis of interview data with translators. Each theme reflects recurring patterns in participants' descriptions of their approach to translation, linguistic choice, and negotiation of normative expectations. Detailed tables for each theme – including participant identifiers (gender, student versus professional translator status, Eastern versus Western location, and professional self-identification) alongside free-form commentary – are provided in Appendix M.

1. **Neutrality** – The translator maintains an impartial stance toward the text, avoiding personal opinions or unnecessary interpretation, or conversely, actively intervenes. Participants generally aimed to maintain neutrality in the use of feminatives. For example, #4 F/STP/East/Fi encouraged feminative usage among friends but avoided imposing it on others. #8 F/STP/West/Fi emphasised precision and a descriptivist approach, respecting natural variation without rigid rules. Even #12 F/PT/West/Mi, who expressed discomfort with tokenistic feminatives, approached choices thoughtfully, prioritising context over external pressures.

2. **Anti-Authoritarian** – The translator resists external pressures or mandates, such as institutional rules, or conversely follows directives when deemed appropriate. Many participants resisted imposed norms. #2 M/STP/West/Mi rejected state enforcement and prescriptive ideals, while #7 M/STP/West/Mi emphasised flexibility over rigid rules. Female translators shared similar perspectives: #3 F/PT/ACA/West/Fi argued for organic language evolution, and #4 F/STP/East/Fi rejected purist approaches. Others, such as #9 F/STP/West/Mi and #12 F/PT/West/Mi, identified as generally anti-authoritarian

while acknowledging prescriptive guidance can be useful when reflecting broader societal trends, such as increased feminative usage.

3. **Systematicity** – Consistency and adherence to established rules or patterns, as opposed to idiosyncratic choices. Participants displayed varying degrees of systematicity. #13 M/PT/West/Mi carefully considered context, historical usage, and textual purpose, while #2 M/STP/West/Mi and #7 M/STP/West/Mi relied more on personal judgment and context. #8 F/STP/West/Fi adjusted feminative usage according to text type and colloquial norms, and #4 F/STP/East/Fi and #5 F/STP/East/Fi balanced familiarity with evolving usage, sometimes favouring masculine forms for naturalness. Overall, participants applied reasoned approaches rather than making arbitrary choices.

4. **Inclusivity** – Striving to use language fairly and avoid forms that could marginalise, or conversely, showing no regard for inclusivity. Participants generally balanced respect for others with personal judgment. #2 M/STP/West/Mi and #9 F/STP/West/Mi followed others' preferences out of respect, while #3 F/PT/ACA/West/Fi and #8 F/STP/West/Fi prioritised avoiding harmful or derogatory language. #11 F/PT/East/Fi emphasised preferred forms and eliminating offensive language, maintaining flexibility for minor grammatical differences. Conversely, #10 F/PT/East/Mi questioned the necessity of feminatives, and #13 M/PT/West/Mi avoided tokenistic forms. Overall, participants supported inclusivity while considering context and personal comfort.

5. **Incongruity** – Avoiding words or forms that feel awkward or inappropriate in a given context. Translators generally tailored usage to appropriateness. #2 M/STP/West/Mi used feminatives selectively, depending on formality. #3 F/PT/ACA/West/Fi noted that perceptions of correctness are culturally shaped. #4 F/STP/East/Fi initially found feminatives odd but adopted them after learning their historical context. #8 F/STP/West/Fi and #10 F/PT/East/Mi adjusted usage based on context and familiarity. Decisions were guided more by perceived naturalness than by rigid rules.

6. **Sensitivity** – Attending to and respecting others' preferences, or conversely disregarding them. Participants demonstrated awareness of others' expectations in translation. #3 F/PT/ACA/West/Fi emphasised accuracy and non-judgmental language.

#5 F/STP/East/Fi and #6 M/PT/ACA/East/Mi considered potential offense. #8 F/STP/West/Fi respected differing preferences while avoiding harmful terms. #11 F/PT/East/Fi highlighted the use of preferred forms and removal of offensive language. Overall, participants balanced respect, sensitivity, and careful language use.

7. **Respect** – Considering a person’s role, status, or position, distinct from sensitivity or inclusivity. Translators generally accounted for professional or social context. #1 F/PT/ACA/East/Mi refrained from feminatives until personally earned. #2 M/STP/West/Mi resisted cultural pressure but chose forms deemed respectful. #6 M/PT/ACA/East/Mi, #7 M/STP/West/Mi, and #9 F/STP/West/Mi considered formality and professional standing. #10 F/PT/East/Mi viewed feminatives as less fitting for high-status roles, while #12 F/PT/West/Mi acknowledged societal norms even if not personally adhered to. #13 M/PT/West/Mi adjusted forms according to role and context, avoiding exaggerated feminatives.

8. **Context** – Adapting language to text type, surrounding content, or author intent. Translators emphasised tailoring choices to context. #2 M/STP/West/Mi varied usage by formality and text type. #3 F/PT/ACA/West/Fi initially used masculine forms but later adopted feminatives, observing culturally shaped perceptions of correctness. #4 F/STP/East/Fi treated language as a tool without a single ideal form. #6 M/PT/ACA/East/Mi considered personal and societal influences. #9 F/STP/West/Mi and #11 F/PT/East/Fi highlighted register, precision, and economy differences. #12 F/PT/West/Mi and #13 M/PT/West/Mi reflected on author intent and historical context, indicating thoughtful decision-making.

9. **Precedent** – Influence of past, current, or everyday language use on translation choices. Participants frequently referred to historical and cultural usage. #2 M/STP/West/Mi valued culturally grounded options and adopted a flexible approach. #3 F/PT/ACA/West/Fi emphasised evolving social perceptions of correctness. #4 F/STP/East/Fi and #5 F/STP/East/Fi noted the historical presence and re-emergence of feminatives. #6 M/PT/ACA/East/Mi and #10 F/PT/East/Mi emphasised context, formality, and personal background. #7 M/STP/West/Mi recalled early 20th-century

discussions of feminatives. #8 F/STP/West/Fi and #9 F/STP/West/Mi highlighted language evolution as a guide rather than a constraint.

10. **Expression** – Translators' freedom to convey personal style, preferences, or feelings through translation. #5 F/STP/East/Fi viewed language as a medium for self-expression. #8 F/STP/West/Fi highlighted emotional engagement and careful language use. #10 F/PT/East/Mi emphasised precision and the avoidance of unnecessary foreign words. Overall, translation was recognised as both a communicative and expressive act.

11. **Descriptive** – Observing actual language use rather than enforcing prescriptive norms. Most participants favoured descriptivism. #3 F/PT/ACA/West/Fi argued that language can be socially nuanced and vague. #6 M/PT/ACA/East/Mi emphasised description over prescription. #8 F/STP/West/Fi maintained clarity while avoiding rigid rules. #9 F/STP/West/Mi rejected prescriptive pressures. #11 F/PT/East/Fi tolerated grammatical variations while being sensitive to harmful language, reflecting a descriptive approach.

12. **Adaptive** – Recognising that language evolves, adjusting choices to reflect current usage, trends, and cultural shifts. Participants viewed language as flexible. #1 F/PT/ACA/East/Mi affirmed the validity of linguistic innovation. #3 F/PT/ACA/West/Fi noted mutual influence between language and thought. #4 F/STP/East/Fi promoted feminatives among friends without imposition. #5 F/STP/East/Fi supported change while respecting language. #6 M/PT/ACA/East/Mi treated language as organic. #8 F/STP/West/Fi removed harmful terms and followed cultural norms. #9 F/STP/West/Mi remained neutral toward evolution. #10 F/PT/East/Mi recognised social influence on language. #11 F/PT/East/Fi adopted feminatives as natural development. #12 F/PT/West/Mi balanced freedom with context-sensitive decisions. #13 M/PT/West/Mi emphasised practical usage over rigid rules.

4.11.4 Scree Plots and Total Variance Explained (TVE) by Model

Presented in Figure 21 below and discussed in 4.11.6.

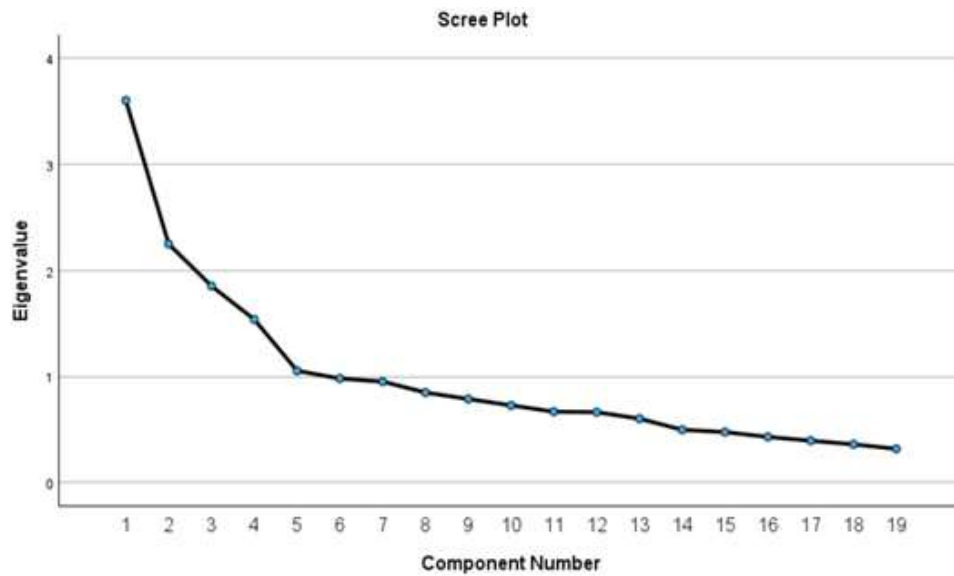


Figure 21 – PCA Scree Plot

Table 47 – PCA Total Variance Explained

Total Variance Explained

Component	Initial Eigenvalues		Extraction Sums of Squared Loadings			
	Total	% of Variance	Ncumulative %	Total	% of Variance	Cumulative %
1	3.603	18.965	18.965	3.603	18.965	18.965
2	2.250	11.842	30.807	2.250	11.842	30.807
3	1.854	9.755	40.562	1.854	9.755	40.562
4	1.538	8.096	48.658	1.538	8.096	48.658
5	1.054	5.547	54.204	1.054	5.547	54.204
6	.980	5.159	59.363			
7	.952	5.010	64.373			
8	.848	4.465	68.839			
9	.787	4.144	72.982			
10	.727	3.829	76.811			
11	.668	3.514	80.325			
12	.663	3.491	83.816			
13	.602	3.168	86.984			
14	.497	2.616	89.600			
15	.475	2.502	92.102			
16	.430	2.261	94.363			
17	.394	2.074	96.437			
18	.360	1.893	98.330			
19	.317	1.670	100.000			

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

4.11.5 Quantitative Principal Component Analysis (PCA) Feature Extraction

Table 48 – Principal Component Analysis, Top Five Loading Features per Component

Extracted Feature Names	<i>Anarchist</i>	<i>Rigorous Traditionalist</i>	<i>Scientific Minimalist</i>	<i>Emotive Irrationalist</i>	<i>Extravagant Idealist</i>
	Component Matrix^a				
	Top 5 Explicative Components (With Eigenvalue > 1.0)				
	1	2	3	4	5
Purist - #1	-0.477	-0.078	0.312	-0.238	0.240
Conservative - #1	-0.458	0.530	0.305	-0.134	-0.002
Perfectionist - #1	-0.229	0.123	0.343	0.208	0.706
Logical - #1	-0.211	-0.129	0.362	-0.539	0.060
Liberal - #1	0.711	-0.292	0.112	0.183	0.205
Indifferent - #1	0.634	0.162	0.116	-0.009	-0.130
Laissez-faire - #1	0.289	0.350	0.408	-0.167	-0.086
Natural - #1	0.595	0.115	0.243	-0.266	0.011
Rationalist - #1	-0.271	-0.240	0.460	-0.199	0.130
Purist - #2	-0.196	-0.561	0.115	0.413	0.060
Perfectionist - #2	-0.053	0.171	0.603	0.083	-0.553
Liberal - #2	0.461	-0.431	0.135	0.081	-0.037
Indifferent - #2	0.322	0.563	0.033	0.384	0.194
Laissez-faire - #2	0.657	-0.112	0.074	0.210	0.011
Rationalist - #2	0.463	0.524	0.051	0.032	0.147
Purist - #3	-0.369	-0.297	0.375	0.356	-0.137
Perfectionist - #3	-0.223	0.324	0.424	0.599	-0.089
Liberal - #3	0.572	-0.025	0.265	-0.310	0.122
Purist - #4	0.365	-0.546	0.397	0.001	0.000
<i>Extraction Method: Principal Component Analysis, IBM SPSS</i>					
<i>a. 5 components extracted</i>					

4.11.6 PCA Thematic Analysis Summary

The Principal Component Analysis (PCA) identified five novel thematic components with eigenvalues greater than 1, treated as the cutoff for meaningful explicative power (Laerd, 2015) (Table 48). The inflection at Component 5 was clearly visible on the Scree Plot (Figure 21). These components were extracted and assigned descriptive titles reflecting their subattitudinal composition: Anarchism, Rigorous Traditionalism, Scientific Minimalism, Emotive Irrationalism, and Extravagant Idealism (Table 48), following the “-ism” naming convention used by Markowski.

In aggregate, these five components covered only 54.2% of the Total Variance Explained (TVE) in the attitudinal data, indicating that even the expanded set of 19 subattitudes derived from Markowski’s nine compound clusters did not fully capture the underlying Language Attitudes of the surveyed translators.

Considering the compound cluster Language Attitudes (Correlation Matrix, Table 25) alongside PCA Communalities (Table 24):

- The three **Perfectionist** subattitudes exhibited the highest communalities in extraction, all exceeding the 0.7 threshold (.727, .707, .702), indicating the strongest explanatory power (Table 24).
- In contrast, the three **Purist** subattitudes showed weak or contradictory inter-item correlations (0.241, -0.027, 0.106) (Table 25). Similar inconsistencies were observed for the three **Perfectionist** subattitudes (-0.003, 0.224, 0.335) and the two **Rationalist** subattitudes (-0.139), suggesting that these clusters were poorly aggregated and conceptually inconsistent when treated as cohesive units.

4.12 RQ3: Influence of Professional Self-Identification on Translation Attitudes

4.12.1 Quantitative Chi-Square Test Analysis and Validity Check

Chi-Square Tests of Independence were applied to assess the influence of the three-way <Professional Self-Identification> demographic variable (‘M’, ‘F’, ‘Other’; Table 20) on the Language Attitude survey scores (5-point Likert scale). The demographic variable was treated as categorical, and the Likert responses as ordinal in SPSS. This approach

avoids treating Likert scores as continuous, which would implicitly assume equidistant intervals between response options (e.g. that the gap between ‘Disagree’ and ‘Strongly Disagree’ is equal to that between ‘Neutral’ and ‘Disagree’), an assumption for which there is no evidential basis. It also precludes the use of Multivariate ANOVA, which requires continuous dependent variables.

When checked for prerequisite validity (Laerd, 2015), it was found that not all expected cell counts exceeded 5, making it impossible to draw conclusive results (Appendix L1). The Chi-Square Tests were then repeated using a recoded 3-point Likert scale (‘Agree’, ‘Neutral’, ‘Disagree’). Even with these larger categories, the expected cell counts still failed to meet the minimum threshold.

Consequently, the only conclusion possible is that a larger sample size would be necessary in a future replication of this study, as no statistically significant association was observed between <Professional Self-Identification> and the relevant Language Attitude subattitudes.

4.13 RQ4: Evaluating Markowski’s Theory as an Empirical Tool for Understanding Language Attitudes to Translation

4.13.1 Challenges to Empirical Use

The original nine Language Attitudes described by Markowski (Purist, Conservatist, Perfectionist, Logical, Liberal, Indifferent, Laissez-faire, Natural, and Rational) proved confusing, with definitions that were at times contradictory during research design, Pilot testing, and Expert Review. This prompted a refined approach in which the original attitudes were decomposed into 19 granular subattitudes, each scored independently in the questionnaire and processed in SPSS. These subattitudes were later regrouped into compound clusters for further analysis, with internal consistency and redundancy assessed for each cluster.

Exploratory Factor Analysis via PCA confirmed the initial observations: subattitudes were at best weakly correlated within the original six clusters and, in some cases, negatively correlated, indicating conceptual inconsistencies. As a result, simple Likert-scale survey scores were limited in capturing the full complexity of Language Attitudes,

with respondents often selecting a neutral mid-score to reflect uncertainty or conflicting reactions.

PCA further identified five new compound components – **Anarchism, Rigorous Traditionalism, Scientific Minimalism, Emotive Irrationalism, and Extravagant Idealism** – which provided the greatest explanatory efficiency. These components potentially offer simpler and more effective dimensions for future empirical studies than either the original nine attitudes or the 19 subattitudes.

4.13.2 Lack of Explicative Coverage

Despite their explanatory power, the five PCA-derived components accounted for only 54.2% of the Total Variance Explained, indicating that important aspects of Language Attitudes were either missing or insufficiently captured by Markowski's framework. To improve explicative coverage, these components could be supplemented with novel clusters derived from the 12 themes emerging from the qualitative interviews, especially – **Anti-Authoritarian, Context, Descriptive, Incongruity, Inclusivity, Respect, and Sensitivity** – which were not explicitly addressed in the original theory.

5. Chapter 5 – Discussion of Research Questions

5.1 RQ1: Factors Influencing Translation Noun Choices

Despite the small overall sample and several subsamples falling below recommended thresholds (e.g. urban population categories with $n < 50$), some significant demographic differences in gender-non-neutral translation choices emerged.

Translation students were more likely than professional translators to select ‘Other’ forms (M+F and N, see Subsection 3.6.1). Given that many professional translators reported long-standing professional experience, this tendency is consistent with a more conservative linguistic orientation shaped before the PRL-era decline in feminatives (Section 2.5; Klemensiewicz, 1982).

Qualitative interviews indicated that ‘Other’ noun choices were frequently associated with respect and politeness. This corresponds with research in Polish (Wtorkowska, 2020) and in other gendered languages such as Russian, French, and German (Section 3.1), where hierarchical relations often guide lexical choices in translating occupational roles (Kaukonen et al., 2025; Lenhart & Heckel, 2024).

Grammatically unmarked, gender-inclusive (N) noun choices were produced only by participants from Western Poland. These accounted for just four instances across all responses (152 participants \times 27 noun items). Consequently, none of the neutral forms occurred among respondents from Eastern Poland. Instead, students from Eastern Poland more frequently selected the remaining subset of the ‘Other’ category – F+M compound forms (e.g. *pani profesor*, ‘madam professor’). This may index politeness or honorific neutrality (Latos, 2020). While no firm causal conclusions can be drawn, the pattern is consistent with studies showing that sociocultural environments subtly shape linguistic preferences (Albury, 2020).

Historically, Eastern Poland has experienced longer-term contact with Russian administrative culture, where highly formalised address systems (e.g., polite pronouns, name + patronymic structures, honorifics such as *gospodin/gospozha*) were normative. Russian does not employ feminine occupational titles in the Polish sense, but such traditions of formality may have contributed – indirectly and through long-term cultural

transmission – to regionally distinct orientations toward polite or hierarchical forms of address. Nonetheless, interpretations invoking the shorthand distinction between ‘Poland A’ and ‘Poland B’ must remain highly tentative, both due to the small and uneven subsamples and because such labels risk oversimplifying this complex sociolinguistic variation within Poland (Herodowicz et al., 2021; Pospíchal, 2017; Zarycki, 2015).

An alternative explanation is that the higher proportion of F+M forms among Eastern Poland students reflects the younger age profile of this subgroup and a corresponding preference for respectful formulations, as supported by qualitative findings and the identified theme of ‘Respect’ (Section 2.5).

Finally, the rarity of neutral (gender-inclusive) forms aligns with prior research: such forms are often evaluated as less acceptable (Tibblin, 2020), marked or unfamiliar (Ivanová & Kyseľová, 2022), or ideologically charged (Spinelli et al., 2023). Their exclusive – albeit extremely limited – appearance among participants from Western Poland may suggest (but cannot substantiate) a somewhat greater openness to inclusive language practices often associated with stereotypical ‘Poland A’ sociocultural profiles. These interpretations are necessarily tentative and highlight the need for further, more systematically balanced research. Any broader regional interpretations should remain cautious.

5.2 RQ2: Language Attitudes Influencing Translation of Potential Feminatives

In line with research in Polish (Hołojda-Mikulska, 2016; Osińska-Szymańska & Preuhs, 2022) and other highly gendered language communities (Kaukonen et al., 2025; Lenhart & Heckel, 2024), this study qualitatively confirms that Respect for Status – particularly in relation to high-prestige occupations and positions – is a central language attitude influencing translation choices involving potential Polish feminatives.

Quantitatively, the five novel PCA-derived components – Anarchism, Rigorous Traditionalism, Scientific Minimalism, Emotive Irrationalism, and Extravagant Idealism – capture dimensions of historical and cultural precedent as well as systematic rule-following. Notably, these factors interact with personal, contextual, and emotional

factors, highlighting aspects of translation decision-making that remain underexplored in previous Applied Linguistics research.

Inductive analysis identified twelve attitudinal themes shaping translators' decisions, Respect, Sensitivity, Inclusivity, Neutrality, Anti-Authoritarianism, Systematicity, Context, Precedent, Expression, Descriptivism, Adaptivity, and Incongruity. While these themes were not yet quantified for their direct effect on noun-choice outcomes, interviews revealed that context-dependent or seemingly inconsistent choices were frequently motivated by professional status, audience expectations, and historical or linguistic precedent. Overall, the qualitative findings illuminate language attitude dimensions that complement and enrich the PCA-derived components, incorporating personal, contextual, and ethical reasoning.

Given the small sample, generalisable conclusions cannot yet be drawn. Nevertheless, future research could integrate these elements into sociodemographic surveys and experimental attitudinal exercises to assess their broader applicability. More broadly, such studies could explore the interplay between personal, subjective, and anti-authoritarian themes revealed in qualitative interviews and the prescriptive, normative, community-oriented factors highlighted in existing Applied Linguistics research.

5.3 RQ3: Influence of Professional Self-Identification on Translation Choices

Professional self-identification refers specifically to the noun form participants select to describe their own role as a translator. This is particularly relevant for female respondents, who may choose either a feminine or a masculine form in Polish. Post-Completion Interviews highlighted the range of tensions female translators navigate when making such choices, reflecting their professional status and roles and spanning the full spectrum of attitudinal themes examined in this study.

Quantitatively, professional self-identification was neither the sole nor the dominant factor shaping other language attitudes. Instead, translation choices are best understood through the qualitative findings, reflecting a combination of subjective attitudes, including Neutrality, Precedent, Context, Hierarchical Respect, and Systematicity. These insights corroborate and extend previous research on occupational role translation (Subsection 5.2), underscoring the nuanced interplay of personal, social, and cultural factors in translation decision-making.

5.4 RQ4: Evaluating Markowski's Theory as an Empirical Tool for Understanding Language Attitudes to Translation

The novel PCA clusters identified in this study may provide the foundation for a more comprehensive empirical tool and methodology, extendable to other Applied Linguistics and Language Teaching (ALLT) contexts. The approach could involve: initially deploying a broad Language Attitudes questionnaire to identify relevant themes; refining these into a shorter, targeted survey; and subsequently repeating the process with a larger participant base while integrating qualitative, inductive insights from Post-Completion Interviews.

Although translation was the specific focus of this study, the methodology – and the Markowski-derived themes – could be applied more widely to investigate attitudinal influences on pedagogical practices in Polish or other L1 contexts. Applications include uncovering implicit bias in classrooms, identifying barriers to second-language acquisition and recognition, and exploring strategies to enhance grammatical and lexical retention.

The structural strengths of Markowski's theory, particularly its suitability for mixed-methods designs and common research instruments, contrast with the general lack of empirical tools for understanding and measuring Language Attitudes in Applied Linguistics. At minimum, this framework opens a pathway for researchers to explore these questions. Legitimate debates remain regarding whether Likert-scale surveys are the optimal instrument (McKenzie, 2010; Li & Wei, 2022); however, they remain widely used, with established benefits and limitations, including ease of implementation and analysis via platforms such as Qualtrics, SPSS (as in this study), or modern data science tools like Python and R.

Regarding the content of Markowski's theory, the primary challenges stemmed from the compound framing of the original constructs, which caused confusion for both the researcher and participants. These issues can be mitigated through decomposition, as applied in this study, alongside the development of PCA-derived clusters and additional themes from inductive analysis. A smaller, empirically derived set of Language Attitudes would likely be more time-efficient for online survey participants, improve completion rates, and maintain or even extend explicative power (as measured by Total Variance

Explained). Clearer framing would also reduce neutral ‘Neither Agree nor Disagree’ responses in areas where participants hold strong but conflicting views, thereby revealing more accurate attitudinal influences. Further investigation into the highly explicative but self-contradictory elements of the Perfectionist definition is recommended.

6. Chapter 6 – Conclusion and Implications

6.1 Limitations of this Study

The recruitment process did not yield a fully representative cross-section of the Polish HEI sector, and high dropout rates prevented achieving sample sizes sufficient for granular subgroup analyses to be statistically valid – particularly for Professional Translators (n = 44) and State Certified Translators (n = 15), compared with over 2,800 SCTs listed in the official state registry at the time of report preparation (Ministerstwo Sprawiedliwości, n.d.; 2025). Male respondents were overrepresented relative to the actual demographics of Polish translators (Korpala, 2021).

Survey responses exhibited heavily non-normal distributions, indicating that the study would have benefited from additional preparatory work, including refining survey items, clarifying research objectives, and selecting the most appropriate quantitative methods. Attempts to validate results and assess generalizability were constrained by small sample sizes and non-normal distributions. Confusion over the often-contradictory definitions of Markowski's attitudinal constructs also contributed to a high number of mid-range 'Neither Agree nor Disagree' Likert responses, which were not fully aligned with qualitative interview findings.

Fundamentally, the original scope of the study – encompassing broad research questions and hybrid analytical methods – was ambitious for a single dissertation. Future research could build on these findings either by:

- recruiting a larger, more representative participant pool to enable more robust exploration of both quantitative and qualitative results and their implications, or
- focusing the study on specific translator subgroups or linguistic phenomena, allowing for more detailed and methodologically manageable analyses.

6.2 Conclusions

This study demonstrated that language attitudes provide a practical framework for both quantitative and qualitative analysis, effectively capturing the complexities of L2-to-L1 translation and showing strong potential for broader application across Applied Linguistics.

To maximise explanatory power, it is crucial to select attitudinal themes that encompass the full range of expected behaviours and to include relevant sociodemographic variables, such as social class, geographic region, and educational background. Insights from often limited sample sizes can be optimised by minimising incomplete responses. A multi-phased approach is recommended: first, identifying the optimal set of themes through complementary methods, including Principal Component Analysis and post-completion interviews; and second, scaling to a larger participant pool, where a concise set of informative language attitude components is likely to improve completion rates. This approach is suitable for verification in larger replication studies and future Applied Linguistics and Language Teaching (ALLT) research.

As the first empirical test of Markowski's Theory of Language Attitudes, this study demonstrated its potential value while highlighting the need to clarify and expand specific attitudes to reflect the contemporary Polish linguistic landscape – particularly regarding the evolving role of feminine forms and their influence on translation choices. The methods and materials derived from these findings provide a foundation for further classroom research and support the future standardisation of Translation Studies instruction in Poland.

6.3 Pedagogical Implications

Based on the study findings, the following recommendations are proposed for Translation Studies instruction:

- Encourage translation students to engage in reflective practice through the lens of language attitude themes, considering target audiences and context.
- Promote transparency regarding the translator's role, including acknowledgment of responsibility, personal style, approach, and underlying language attitudes for each translation task.
- Raise awareness of both implicit and explicit translation choices and their potential unintended consequences, particularly regarding inclusivity, sensitivity, and respect, and their potential effects on the target audience.
- Clarify the ways in which individual stances toward anti-authoritarianism, censorship, and descriptive versus prescriptive influences guide translation decisions, supported by practical exercises illustrating these rationales.

- Emphasise that language and translation choices are shaped by prevailing attitudes but also actively influence cultural norms, empowering students to make deliberate decisions rather than simply follow existing precedents (e.g. dictionary entries or prescriptive conventions).
- Design exercises and simulations in which students consider how translation choices are perceived by the target audience, encouraging adoption of multiple perspectives – both as translator and as recipient – while applying relevant Language Attitude frameworks.
- Incorporate targeted exercises with gendered nouns (e.g. feminatives), such as randomising translations for group discussion to explore impact, or applying a systematic approach across the source text followed by reflection on contexts in which such strategies are appropriate.
- Include collaborative exercises where students debate and discuss translation choices, fostering awareness of multiple perspectives.
- Encourage reflection on the ethical implications of translation choices, particularly in contexts of inclusivity and respect.
- Integrate digital or corpus-based tools to explore patterns in gendered language, historical usage, and audience reception, enhancing data-informed translation practice.

These recommendations aim to support translators in making deliberate, context-sensitive choices that reflect both professional responsibility and personal attitudes. By incorporating language attitude frameworks into practical exercises, collaborative discussions, and reflection on target contexts, students can develop greater awareness of how translation decisions – especially regarding gendered language – affect meaning and social perception.

6.4 Future Research

As the first empirical application of Andrzej Markowski's Language Attitudes Theory, this study invites broader comparative research. Future replication should recruit larger and more representative samples in Poland; extend beyond the English–Polish pair to other L2–L1 combinations; and expand internationally into languages and communities where gender-neutral vs. gender-non-neutral distinctions exist (e.g. other Slavic languages such as Ukrainian). This builds on recent translation-oriented research, such as

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

work on English > Polish and English > German gender-fair rendering strategies (Osuchowska 2024; Paolucci, et al., 2023) and investigation of non-binary and inclusive language in literary translation (Nowak-Michalska 2024).

While Markowski's framework offers significant heuristic value, it requires clearer definitions, empirical refinement, and an expanded thematic scope to remain relevant for multilingual and gender-diverse translation contexts and ALLT, fully capturing the language attitudes central to translation training and pedagogy.

References

- Albin, J., & Gajewska, E. (2014). Teaching specialised translation at Polish universities. *inTRAlinea Special Issue: Challenges in Translation Pedagogy*. <https://www.intralinea.org/specials/article/2109>
- Albury, N. (2020). 18 Language attitudes and ideologies on linguistic diversity. In A. Schalley & S. Eisenclas (Ed.), *Handbook of Home Language Maintenance and Development: Social and Affective Factors* (pp. 357-376). Berlin, Boston: De Gruyter Mouton. <https://doi.org/10.1515/9781501510175-018>
- Andrejewicz, U. (2019). Pani ministra czy pani minister? O żeńskich formach nazw stanowisk, funkcji i tytułów w ujęciu feministycznym ... i nie tylko. In A. Janicka, C. Fournier Kiss, & M. Bracka (Eds.), *Przemiany dyskursu emancypacyjnego kobiet* (Seria II: „Perspektywa polska”, pp. 619–631). Wydawnictwo Temida 2.
- Ayres-Bennett, W. (2019). From Haugen’s codification to Thomas’s purism: Assessing the role of description and prescription, prescriptivism and purism in linguistic standardisation. *Language Policy*, 19, 183–213. <https://doi.org/10.1007/s10993-019-09521-4>
- Bader, M., Hilbig, B. E., Jobst, A., Moshagen, M., & Zettler, I. (2021). Disentangling the effects of culture and language on measurement noninvariance in cross-cultural research: The CCT procedure. *Psychological Assessment*, 33(4), 313–327. <https://doi.org/10.1037/pas0000989>
- Baker, C., & Wright, W. E. (2021). *Foundations of bilingual education and bilingualism* (7th ed.). Multilingual Matters.
- Beavers, A. S., Lounsbury, J. W., Richards, J. K., Huck, S. W., Skolits, G. J., & Esquivel, S. L. (2013). Practical considerations for using exploratory factor analysis in educational research. *Practical Assessment, Research & Evaluation*, 18, Article 6. <https://doi.org/10.7275/qv2q-rk76>

- Boberg, C. (2017). Surveys: The use of written questionnaires in sociolinguistics. In C. Mallinson, B. Childs, & G. Van Herk (Eds.), *Data Collection in Sociolinguistics: Methods and Applications* (2nd ed., pp. 131–142). Routledge.
- Bonnin, J. E., & Coronel, A. A. (2021). *Attitudes Toward Gender-Neutral Spanish: Acceptability and Adoptability*. *Frontiers in Sociology*, 6, Article 629616. <https://doi.org/10.3389/fsoc.2021.629616>
- Bradley, E. D. (2023). Linguistic prescriptivism as social prescription: The case of gender. In J. C. Beal, M. Lukač, & R. Straaijer (Eds.), *The Routledge Handbook of Linguistic Prescriptivism* (pp. 213–226). Routledge.
- Bruns, H., and Leiting, S. (2025). Annoying or important? Arguments for and against gender-inclusive language use in German across age and gender. *J. Lang. Discrimination* 8, 165–191. <https://doi.org/10.3138/jld-2024-0103>
- Burdenski, T. (2000). Evaluating univariate, bivariate, and multivariate normality using graphical and statistical procedures. *Multiple Linear Regression Viewpoints*, 26(2), 1–20.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. SAGE Publications.
- Davies, N. (2005). *God's Playground: A History of Poland (Vol. 2, 1795–present, rev. ed.)*. Columbia University Press.
- Dąbrowska, M. (2025). Grammatical gender and sexism. *Studia Linguistica*, 78, 1–16. <https://filg.uj.edu.pl/documents/41616/4333145/12505-Dabrowska.pdf>
- Długosz, K. (2023). The role of noun termination in grammatical gender assignment in Polish: A psycholinguistic study. *Die Welt der Slaven*, 68(2), 291–303. <https://doi.org/10.13173/WS.68.2.291>
- Dinneen, L. C., & Blakesley, B. C. (1973). *Algorithm AS 62: A generator for the sampling distribution of the Mann-Whitney U statistic*. *Journal of the Royal Statistical Society Series C: Applied Statistics*, 22(2), 269–273. <https://doi.org/10.2307/2346934>

- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Routledge.
- Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). Taylor & Francis Group.
<https://doi.org/10.4324/9780203864739>
- Doroszewski, W. J. (1928). *Monografie słowotwórcze. I. Formacje z podstawowym –k– w części sufiksальной. Prace Filologiczne*, 13, 1–261.
- Doroszewski, W. (1948). *Objaśnienia wyrazów i zwrotów. Poradnik Językowy*, 1.
- Doroszewski, W. (1954). *Z zagadnień leksykografii polskiej*. Warszawa: Państwowy Instytut Wydawniczy.
- Dubisz, S. (2002). *Język — historia — kultura (wykłady, studia, analizy)*. Wydział Polonistyki, Uniwersytet Warszawski.
- Edwards, J. (1999). Refining our understanding of language attitudes. *Journal of Language and Social Psychology*, 18(1), 101–110.
<https://doi.org/10.1177/0261927X99018001007>
- Eftimova, A. (2023). *Competition between feminatives and masculinisms in Polish and Bulgarian dictionaries. Балканистичен Форум (Balkanistic Forum)*, 32(3), 249–269. <https://doi.org/10.37708/bf.swu.v32i3.14>
- Elwood, S. (2010). *Mixed methods: Thinking, doing, and asking in multiple ways*. In D. DeLyser, S. Herbert, S. Aitken, M. Crang & L. McDowell (Eds.), *The SAGE Handbook of Qualitative Geography* (pp. 94–113). SAGE.
- Fagerland, M. W. (2012). *t-tests, non-parametric tests, and large studies — a paradox of statistical practice? BMC Medical Research Methodology*, 12, 78.
<https://doi.org/10.1186/1471-2288-12-78>
- Field, A. P. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). SAGE Publications.

- Fordoński, A. Ł. (2023). Specyfika konserwatywnego dyskursu politycznego we współczesnej Polsce – wybrane wyznaczniki. *Dyskurs & Dialog*, 12(2), 7–21. <https://doi.org/10.5281/zenodo.10427821>.
- Formanowicz, M., Bedynska, S., Cislak, A., Braun, F., & Sczesny, S. (2013). Side effects of gender-fair language: How feminine job titles influence the evaluation of female applicants. *European Journal of Social Psychology*, 43(1), 62–71. <https://doi.org/10.1002/ejsp.1924>
- Fowler, F. J. (2014). *Survey research methods* (5th ed.). SAGE Publications.
- Frey, B. B. (2018). *The SAGE encyclopedia of educational research, measurement, and evaluation*. SAGE Publications.
- Fuchs, Z. (2024). Processing of grammatical gender agreement morphemes in Polish: Evidence from the Visual World Paradigm. *Morphology*, 34, 1–32. <https://doi.org/10.1007/s11525-023-09418-3>
- Garrett, P. (2010). *Attitudes to Language*. Cambridge: Cambridge University Press.
- Gass, S. M., & Mackey, A. (2000). *Stimulated recall methodology in second language research*. Lawrence Erlbaum Associates.
- Gębka-Wolak, M. (2022). *Linguistic markings of non-binary gender in Polish. Part 2: Innovation vs. systemic rules and evolutionary tendencies. Prace Językoznawcze*, 24(1), 101–116. <https://doi.org/10.31648/pj.7602>
- Grochala, B. (2015). *Norma wzorcowa vs norma użytkowa a glottodydaktyka. Acta Universitatis Lodziensis. Kształcenie Polonistyczne Cudzoziemców*, 22, 87–98. <https://doi.org/10.18778/0860-6587.22.06>
- Hatim, B., & Munday, J. (2004). *Translation: An advanced resource book*. Routledge.
- Herodowicz, T., Konecka-Szydłowska, B., Churski, P., & Perdał, R. (2021). Political divisions and socio-economic disparities in Poland: A geographical approach. *Sustainability*, 13(24), Article 13604. <https://doi.org/10.3390/su132413604>
- Hołojda-Mikulska, K. (2016). Dyskusje o feminitywach na łamach „Języka Polskiego” w latach 1945–1989. *Język Polski*, 96(2), 89–97. <https://doi.org/10.31286/JP.96.2.8>

- Ivanová, M., & Kysel'ová, M. (2022). *Attitudes Towards Gender-Inclusive Language Among Slovak, Czech, and Polish Speakers*. *Journal of Linguistics (Jazykovedný časopis)*, 73(3), 395–420. <https://doi.org/10.2478/jazcas-2023-0015>
- Jakobson, R. (1959). On linguistic aspects of translation. In R. A. Brower (Ed.), *On translation* (pp. 232–239). Harvard University Press.
- Jones, J. S. (2014). *Learn to use the eta coefficient test in SPSS with data from the NIOSH Quality of Worklife Survey*. SAGE Publications Ltd.
- Kallio, H., Pietilä, A., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. <https://doi.org/10.1111/jan.13031>
- Kamusella, T. (2008). *The politics of language and nationalism in modern Central Europe*. Palgrave Macmillan.
- Kamusella, T. (2017). *The un-Polish Poland: 1989 and the illusion of regained historical continuity*. Cham, Switzerland: Palgrave Pivot. <https://doi.org/10.1007/978-3-319-60036-9>
- Karwatowska, M., & Szpyra-Kozłowska, J. (2005). *Lingwistyka płci: Ona i on w języku polskim*. Lublin: Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej.
- Kaukonen, E., Oskolskaia, P., Lindström, L., & Marling, R. (2025). Gender, language and labour: Gender perception of Estonian and Russian occupational titles. *Frontiers in Communication*, 9, Article 1454022. <https://doi.org/10.3389/fcomm.2024.1454022>
- Kircher, R., & Zipp, L. (Eds.). (2022). *Research methods in language attitudes*. Cambridge University Press.
- Klemensiewicz, Z. (1957). Tytuły i nazwy zawodowe kobiet w świetle teorii i praktyki. *Język Polski*, 37(2), 101–119.
- Klemensiewicz, Z. (1982). *Składnia, stylistyka, pedagogika językowa: Wybór prac* (A. Kałowska, Ed.). Warszawa: Państwowe Wydawnictwo Naukowe.
- Koczy, J., Kania, T., Kubanek, O., Damek, D., Skrzypczyńska, E., & Dzwonek, E. (2025). Inclusive language through the eyes of Generation X employees: Attitudes and

- emotions toward feminatives, plain language and culturally inclusive internal communication in organizations. *Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu* (Research Papers of Wrocław University of Economics and Business), 69(3), 52–65. <https://doi.org/10.15611/pn.2025.3.04>
- Kolbusz-Buda, J. (2024). A morphological analysis of Polish complex nie-nouns: A case of a morphosyntactic hybrid. *Roczniki Humanistyczne*, 72(7), 157–174. <https://doi.org/10.18290/rh247207.10>
- Korpal, P. (2021). Stress experienced by Polish sworn translators and interpreters. *Perspectives*, 29(4), 554–571. <https://doi.org/10.1080/0907676X.2021.1889004>
- Kowalski, M. (2023). *Trwałość przestrzennego zróżnicowania zachowań wyborczych w krajach Europy Środkowo-Wschodniej*. *Przegląd Geograficzny*, 95(1), 57–83. <https://doi.org/10.7163/PrzG.2023.1.3>
- Kubiszyn-Mędrala, Z. (2007). Żeńskie nazwy tytułów i zawodów w słownikach współczesnego języka polskiego. *LingVaria*, 1(3), 31–40. <https://lingvaria.polonistyka.uj.edu.pl/documents/5768825/e2388087-e764-4a4a-bb60-c9a86c9d2109>
- Kułak, K. (2020). Linguistic Prescriptivism in Present-Day Poland: The Normative Attitudes of the Speakers of Polish. In S. D. Brunn & R. Kehrein (Eds.) *Handbook of the Changing World Language Map*. Springer, Cham. https://doi.org/10.1007/978-3-030-02438-3_120
- Kwiek, M. (2012). Universities, regional development and economic competitiveness: The Polish case. In *Universities and regional development: A critical assessment of tensions and contradictions* (pp. 69–85). Routledge. https://cpp.web.amu.edu.pl/pdf/KWIEK_Universities_and_Regional_Development.pdf
- Lange, E., & von Stockhausen, L. (2025). What affects people's use of and attitudes toward gender-inclusive language? A literature review. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2025.1657753>

- Lardelli, M., & Gromann, D. (2023). Translating non-binary coming-out reports: Gender-fair language strategies and use in news articles. *The Journal of Specialised Translation*, 40, 213–240. <https://doi.org/10.26034/cm.jostrans.2023.531>
- Latos, A. (2020). *Feminatywy w stanowiskach Rady Języka Polskiego. Język a ewolucja normy społecznej. Postscriptum Polonistyczne*, 26(2), 227–242. https://doi.org/10.31261/PS_P.2020.26.18
- Lenhart, J., & Heckel, F. (2024). Effects of gender-fair language on the cognitive representation of women in stereotypically masculine occupations and occupational self-efficacy among primary school girls and boys. *Sex Roles*, 91, Article 6. <https://doi.org/10.1007/s11199-024-01552-4>
- Leszko, M., Cisłak-Wójcik, A., & Formanowicz, M. (2025). *Assessing the use of feminine professional titles among women in Poland: Insights from two representative surveys. Journal of Language and Social Psychology*, 44(5), 704–723. <https://doi.org/10.1177/0261927X251328681>
- Li, C., & Wei, L. (2022). Language attitudes: Construct, measurement, and associations with language achievements. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2022.2137516>
- Liberek, J. (2021). *Norma językowa jako fakt społeczny fundowany na uzusie. Uwagi w kontekście Słownika właściwych użycie języka. Język Polski*, 101(2), 34–48. <https://doi.org/10.31286/JP.101.2.3>
- Linde-Usiekiewicz, J. (2023). The case for feminatives in Polish. *ACADEMIA. Magazyn Polskiej Akademii Nauk*, 76(4). <https://doi.org/10.24425/academiaPAS.2022.144690>
- Łaziński, M. (2006). *O panach i paniach: Polskie rzeczowniki tytułowe i ich asymetrie. Historia, stan obecny, tendencje rozwoju*. Wydawnictwo Naukowe PWN.
- Maciuszek, J., Polak, M., & Świątkowska, N. (2019). Grammatical gender influences semantic categorization and implicit cognition in Polish. *Frontiers in Psychology*, 10, Article 2208. <https://doi.org/10.3389/fpsyg.2019.02208>

- Małocha-Krupa, A. (2018). *Feminywum w uwikłaniach językowo-kulturowych*. Wrocław: Oficyna Wydawnicza ATUT – Wrocławskie Wydawnictwo Oświatowe.
- Małocha-Krupa, A. (2021). Feminine Personal Nouns in the Polish Language. Derivational and Lexicographical Issues. *Lexikos*, 31(1), 101-118. <https://doi.org/10.5788/31-1-1630>
- Marczak, M., & Bondarenko, O. (2022). Translator education in Poland and Ukraine: Does the academia vs. industry gap persist? *The Interpreter and Translator Trainer*, 16(1), 115–134. <https://doi.org/10.1080/1750399X.2021.1891516>
- Markowski, A. (2005). *Kultura języka polskiego. Teoria. Zagadnienia leksykalne*. Warszawa: Wydawnictwo Naukowe PWN.
- Markowski, A. (2004–2005). Językoznawstwo normatywne dziś i jutro: Zadania, szanse, zagrożenia. *Postscriptum*, 2(1–48/49), 126–139. https://bazhum.muzhp.pl/media/texts/postscriptum/2004-2005-numer-2-148-49/postscriptum-r2004_2005-t-n2_148_49-s126-139.pdf?utm_source=chatgpt.com
- Markowski, A. (2018). *Norma językowa w polskich pracach normatywnych w pierwszej połowie XX wieku*. *Poradnik Językowy*, 757(8), 93–104. <https://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.ojs-issn-0551-5343-year-2018-volume-757-issue-8-article-4a298acd-c0ec-3fed-a46a-998a9eec188d>
- Matulewska, A., & Gortych-Michalak, K. (2014). Teaching certified translator candidates at the Adam Mickiewicz University in Poznań, Poland. In D. Kierzkowska (Ed.), *New tasks for legal interpreters and translators in the enlarged Europe* (pp. 246–257). *Polskie Towarzystwo TEPIS*. <https://repozytorium.amu.edu.pl/items/ef9d8be8-a2a5-48f6-b70d-92ed076e9cf0>
- McKenzie, R.M. (2010). The Study of Language Attitudes. In: *The Social Psychology of English as a Global Language*. Educational Linguistics, vol 10. Springer, Dordrecht. https://doi.org/10.1007/978-90-481-8566-5_2
- Nida, E. A., & Taber, C. R. (1969). *The theory and practice of translation*. Leiden: Brill.

- Nikitina, L., & Furuoka, F. (2018). *Expanding the methodological arsenal of applied linguistics with a robust statistical procedure*. *Applied Linguistics*, 39(3), 422–428. <https://doi.org/10.1093/applin/amx026>
- Nowak-Michalska, J. (2024). *Język niebinarny jako wyzwanie translatorskie na przykładzie polskiego tłumaczenia powieści Bernardine Evaristo pt. Girl, Woman, Other*. *Między Oryginałem a Przekładem*, 30(3/65), 27-45. <https://doi.org/10.12797/MOaP.30.2024.65.02>
- Obidzińska, K. (2023). *Przemiany postaw względem feminatywów w polskim dyskursie publicznym*. *Uniwersyteckie Czasopismo Socjologiczne*, 32(2), 69–81. <https://doi.org/10.21697/ucs.2023.32.2.06>
- Onwuegbuzie, A. J., & Collins, K. M. T. (2007). A typology of mixed methods sampling designs in social science research. *The Qualitative Report*, 12(2), 281–316. <https://doi.org/10.46743/2160-3715/2007.1638>
- Osińska-Szymańska, M., & Preuhs, K. (2022). *Polityczność feminatywów*. *Studia Polityczne*, 50(3), 11–28. <https://doi.org/10.35757/STP.2022.50.3.01>
- Osuchowska, D. (2024). *Sex and gender representation in translation: Unveiling the complications*. *Studia Anglica Resoviensia*, 21, 137–147. <https://doi.org/10.15584/sar.2024.21.10>
- Paolucci, A. B., Lardelli, M., & Gromann, D. (2023). *Gender-fair language in translation: A case study*. In E. Vanmassenhove, B. Savoldi, L. Bentivogli, J. Daems, & J. Hackenbuchner (Eds.), *Proceedings of the First Workshop on Gender-Inclusive Translation Technologies* (pp. 13–23). European Association for Machine Translation. <https://aclanthology.org/2023.gitt-1.2>
- Pawłowski, D. (2024). *Językowa neutralność – sposoby tworzenia form niebinarnych w polszczyźnie i ich recepcja społeczna*. *Studia Językoznawcze: synchroniczne i diachroniczne aspekty badań polszczyzny*, 23, 161–179. <https://doi.org/10.18276/sj.2024.23-10>
- Pospíchal, M. (2017). Polska A, B i C? Volební geografie vybraných polských województw. *Středoevropské politické studie / Central European Political Studies Review*, 19(3–4), 264–291. <https://doi.org/10.5817/CEPSR.2017.34.264>

- Przybylska, R. (2024). *Współczesne nazwy żeńskie – tradycja odnaleziona w dwudziestoleciu? Postscriptum Polonistyczne*, 34(2), 1–14. https://doi.org/10.31261/PS_P.2024.34.16
- Reja, U., Manfreda, K. L., Hlebec, V., & Vehovar, V. (2003). Open-ended vs. close-ended questions in web questionnaires. *Developments in Applied Statistics*, 19(1), 159–177.
- Rovai, A. P., Baker, J. D., & Ponton, M. K. (2013). *Social science research design and statistics: A practitioner's guide to research methods and IBM SPSS analysis* (2nd ed.). Watertree Press.
- Rudolph, L., Freitag, M., & Thurner, P. W. (2024). Ordering effects versus cognitive burden: How should we structure attributes in conjoint experiments? *Public Opinion Quarterly*, 88(3), 991–1016. <https://doi.org/10.1093/poq/nfae038>
- Ruiloba-Núñez, J. M., & Goenaga Ruiz de Zuazu, M. (2024). *Digital political communication through a gender lens: Discourses, themes, and inclusive language. A case study of two gender-balanced elections in Andalusia: 2018 and 2022. Frontiers in Political Science*, 6, Article 1457020. <https://doi.org/10.3389/fpos.2024.1457020>
- Sağlık, C. (2024). The reconstruction of masculinity in conservative political discourses. *İmgelem*, 15, 61–86. <https://doi.org/10.53791/imgelem.1494366>
- Said, A. (2024). Gender in translation of job titles: A case study of English translation into Arabic. *Transcultural Journal of Humanities and Social Sciences*, 5(1), 112–125. <https://doi.org/10.21608/tjhss.2024.255762.1228>
- Sanecka-Tyczyńska, J. (2011). *Państwo obywatelskie i wspólnota polityczna: Studium o myśli politycznej Prawa i Sprawiedliwości*. Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej. <https://doi.org/10.12775/HiP.2013.017>
- Sariasih, W. (2023). Students' translation and attitude towards practice-oriented translation in teaching translation. *Tell-Us Journal (Online)*, 9(1), 1–19. [10.22202/tus.2023.v9i1.6504](https://doi.org/10.22202/tus.2023.v9i1.6504)

- Schaeffer, N. C., & Presser, S. (2003). The science of asking questions. *Annual Review of Sociology*, 29, 65–88. <https://doi.org/10.1146/annurev.soc.29.110702.110112>
- Shaldehi, A. H. (2013). Using Eta (η) correlation ratio in analyzing strongly nonlinear relationship between two variables in practical researches. *J Math Comput Sci-JM*, 7(3), 213–220. <https://doi.org/10.22436/jmcs.07.03.07>
- Siuciak, M. (2020). *Problem zmiany językowej a normalizacja i kodyfikacja polszczyzny*. Acta Universitatis Lodzianensis. Folia Linguistica, 54, 9–17. <https://doi.org/10.18778/0208-6077.54.01>
- Spinelli, E., Chevrot, J.-P., & Varnet, L. (2023). *Neutral is not fair enough: Testing the efficiency of different language gender fair strategies*. *Frontiers in Psychology*, 14, Article 1256779. <https://doi.org/10.3389/fpsyg.2023.1256779>
- Squires, A. (2009). Methodological challenges in cross-language qualitative research: A research review. *International Journal of Nursing Studies*, 46(2), 277–287. <https://doi.org/10.1016/j.ijnurstu.2008.08.004>
- Stroinska, M. (2018). The Polish Language Act: Legislating a Complicated Landscape. *Language Planning in the Post-Communist Era*, 241–260. https://doi.org/10.1007/978-3-319-70926-0_10
- Szczyszek, M. (2023). *Czy istnieje norma językowa? Między snobizmem i modą a potrzebami języka*. *Slavia Occidentalis*, 80(1), 159–167. <https://doi.org/10.14746/so.2023.80.15>
- Szczyszek, M. (2025). *Rola kultury języka polskiego w kształceniu translatorskim na tle probabilistycznej koncepcji normy językowej*. *Linguodidactica*, 29, 201–213. <https://doi.org/10.15290/lingdid.2025.29.14>
- Szober, S. (1932). Skąd się wzięły takie zwroty, jak „jedno z rodziców”, „ona jest dobrym psychologiem”, czyli o różnych odmianach form rodzaju w deklinacji imion polskich. *Poradnik Językowy*, (5/6), 79–83. <https://poradnik-jezykowy.uw.edu.pl/article/8022>

- Szpyra-Kozłowska, J. (2019). „Premiera”, „premierka” czy „pani premier”? Nowe feminity w badaniu ankietowym. *Język Polski*, (2), 22–40. <http://dx.doi.org/10.31286/JP.99.2.2>.
- Szpyra-Kozłowska, J. (2024). Człowiek, polityk, podatnik. Czy generyczne maskulinum ma charakter w pełni inkluzywny? *Język Polski*, 104(1). <https://doi.org/10.31286/JP.00623>
- Taherdoost, H. (2022). *Designing a questionnaire for a research paper: A comprehensive guide to design and develop an effective questionnaire*. *Asian Journal of Managerial Science*, 11(1), 8–16. <https://doi.org/10.51983/ajms-2022.11.1.3087>
- Tibblin, J. (2020). French speakers' attitudes towards gender inclusive language and the influence they have on text evaluation. In *Le 7^e Congrès mondial de linguistique française* (SHS Web of Conferences, Vol. 78, Art. 13006). EDP Sciences. <https://doi.org/10.1051/shsconf/20207813006>
- van Nes, F., Abma, T., Jonsson, H., & Deeg, D. (2010). Language differences in qualitative research: Is meaning lost in translation? *European Journal of Ageing*, 7(4), 313–316. <https://doi.org/10.1007/s10433-010-0168-y>
- Walkiewicz, A. (2022). *Linguistic markings of non-binary gender in Polish. Part 1: Introductory remarks and preliminary classification*. *Prace Językoznawcze*, 24(1), 85–100. <https://doi.org/10.31648/pj.7599>
- Wandycz, P. S. (1974). *The lands of partitioned Poland, 1795–1918*. University of Washington Press.
- Watkins, M. W. (2018). Exploratory factor analysis: A guide to best practice. *Journal of Black Psychology*, 44(3), 219–246. <https://doi.org/10.1177/0095798418771807>
- Weng, L., & Cheng, C. (2000). Effects of response order on Likert-type scales. *Educational and Psychological Measurement*, 60, 908–924. <https://doi.org/10.1177/00131640021970989>
- Wtorkowska, M. (2020). Gender, sex, and society: On the formation and usage of feminine forms in Polish and Slovenian. *Acta Universitatis Lodzianae. Kształcenie Polonistyczne Cudzoziemców*, 27, 61–80. DOI: 10.18778/0860-6587.27.02

- Zachorska, M. F., Klon, W., & Waszyńska, K. (2024). Poziom akceptacji dla feminitywów wśród osób studiujących i pracujących na UAM. Kontekst płci i statusu na uczelni. *Studia Edukacyjne*, 72, 179–190. <https://doi.org/10.14746/se.2024.72.11>
- Zarycki, T. (2009). *Peryferie: Nowe ujęcia zależności centro-peryferyjnych*. Warszawa: Wydawnictwo Naukowe Scholar.
- Zarycki, T. (2015). The electoral geography of Poland: Between stable spatial structures and their changing interpretations. *Erdkunde*, 69(2), 107–124. <https://doi.org/10.3112/erdkunde.2015.02.02>
- Zhang, Y., & Aryadoust, V. (2022). *A systematic review of the validity of questionnaires in second language research*. *Education Sciences*, 12(10), 723. <https://doi.org/10.3390/educsci12100723>
- Zhu, L., Ang, L. H., & Mansor, N. S. (2023). *Interaction between gender and translation (1995–2022): A systematic literature review*. *World Journal of English Language*, 13(6), 420. <https://doi.org/10.5430/wjel.v13n6p420>
- Zydorowicz, P. (2010). Consonant clusters across morpheme boundaries: Polish morphonotactic inventory and its acquisition. *Poznań Studies in Contemporary Linguistics*, 46(4), 565–588. <https://doi.org/10.2478/v10010-010-0028-0>

Online Sources

- CEN (European Committee for Standardization). (2015). *EN 15038 / ISO 17100: Translation services – Requirements for translation services*. Brussels: CEN.
- Directorate-General for Translation. (2022). *European Master's in Translation (EMT) competence framework 2022*. Publications Office of the European Union. <https://doi.org/10.2782/858200>
- International Organization for Standardization. (2015). *ISO 17100:2015 – Translation services: Requirements for translation services*. ISO.

- Kent State University Libraries. (2023). *SPSS tutorials: Independent samples t test*. LibGuides. <https://libguides.library.kent.edu/SPSS/Explore>.
- Laerd Statistics (2015). *Mann-Whitney U test using SPSS Statistics*. Statistical tutorials and software guides. Retrieved from <https://statistics.laerd.com/>
- Lommel, A. (2023). *Gender and family in the language services sector*. CSA Research. <https://csa-research.com/Featured-Content/For-LSPs/Gender-and-Family-Survey-2023>.
- Ministerstwo Sprawiedliwości. (n.d.). *Lista tłumaczy przysięgłych*. <https://archbip.ms.gov.pl/pl/rejstry-i-ewidencje/tlumacze-przysiegli/lista-tlumaczy-przysieglych/search,29.html?Language=1>.
- Rada Języka Polskiego. (2024). *Zasady pisowni i interpunkcji polskiej*. Rada Języka Polskiego przy Prezydium PAN. <https://rjp.pan.pl/app/uploads/2025/11/2-zalacznik-do-komunikatu-11-25-wersja-jednolita.pdf>
- Reszkowska, K. (2019, October 27). Posłanki Lewicy apelują do szefowej Kancelarii Sejmu o „uwzględnienie ich płci”. *Ofeminin*. <https://www.ofeminin.pl/swiat-kobiet/to-dla-nas-wazne/feminy-w-sejmie-poslanki-lewicy-apeluja-do-kancelarii-sejmu/wkwt9h6>.
- UCLA Statistical Consulting Group. (2023). *Factor analysis*. Statistical Methods and Data Analytics. <https://stats.oarc.ucla.edu/spss/output/factor-analysis>.
- Ustawa z dnia 7 października 1999 r. o języku polskim [Act of 7 October 1999 on the Polish Language] (Dz.U. 1999, Nr 90, poz. 999). (1999). <https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=wdu19990900999>
- Ustawa z dnia 25 listopada 2004 r. o zawodzie tłumacza przysięgłego [Act of 25 November 2004 on the Profession of Sworn Translator] (Dz.U. 2004, No. 273, item 2702). (2004). <https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=wdu20042732702>.

Appendix A: Outreach Emails

1. An email to professional translators of English in Poland:

Dear Colleagues,

at the request of Adriana Wacewicz-Chorosz, graduate student currently at the Department of Education, University of Oxford, we invite you to complete a questionnaire. Adriana Wacewicz-Chorosz is conducting research for her Master's thesis on the language attitudes of Polish translators of English.

We are asking state-certified translators whose native language (L1) is Polish and second language (L2) is English, and who actively translate in the English-Polish language pair, to help and participate in the study; the link is below. The aim of the study is to investigate the factors influencing translation choices and attitudes to language.

The questionnaire takes approx. 20 minutes to complete. It consists of sociodemographic (background) questions, translation tasks and Likert scale survey. The answers will be statistically analysed. The study is fully anonymous and the data collected will be used for research purposes only. Final anonymised research data might be published in academic journals. Participants who provide their contact details may be randomly selected to take part in a post-survey interview.

Link to the questionnaire:

https://oxfordeducation.eu.qualtrics.com/jfe/form/SV_1Y3tX6SglgAT81w

Best regards,

2. An email to Polish students of English translation programmes at a public and/or university-type non-public (Polish Accreditation Committee controlled) Higher Education Institution (HEIs)

Dear Students,

at the request of Adriana Wacewicz-Chorosz, a graduate student currently at the Department of Education, University of Oxford, we invite you to complete a questionnaire including an online task. Adriana Wacewicz-Chorosz is conducting research for her Master's thesis on the language attitudes of Polish translators of English.

We are asking students whose native language (L1) is Polish and second language (L2) is English, and who actively translate in the English-Polish language pair, to help and participate in the study; the link is below. The aim of the study is to investigate the factors influencing translation choices and attitudes to language.

The questionnaire takes approx. 20 minutes to complete. It consists of sociodemographic (background) questions, translation tasks and Likert scale survey. The answers will be statistically analysed. The study is fully anonymous and the data collected will be used for research purposes only. Final anonymised research data might be published in academic journals. Participants who provide their contact details may be randomly selected to take part in a post-survey interview.

Link to the study: https://oxfordeducation.eu.qualtrics.com/jfe/form/SV_1Y3tX6SglgAT81w

Best regards,

Appendix B: Participant Information Sheet

Study title: Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

CUREC Approval Reference: EDUC_C1A_23_219

General Information

The aim of the study is to investigate the factors influencing translation choices and attitudes to language. In particular, how participants' age, gender, place of residence and background, home university and/or university of graduation, personal linguistic beliefs and biases, as well as adopted attitudes to language influence translation (both process and product of translation), when translating items of L2 vocabulary (grammatically gender-neutral English nouns) into the translators' native language (L1) (grammatically gender-non-neutral Polish nouns), when the choice of grammatical gender is purely up to the translator.

We appreciate your interest in participating in this questionnaire including translation tasks. You have been invited to participate as you are

- 18 years and over
 - Polish is your native language (L1) and English is your second language (L2)
 - You are a student of English translation programme at a public and/or university-type non-public (Polish Accreditation Committee controlled) Higher Education Institution (HEI) in Poland
- or
- You are a professional translator of English in Poland.

Please read through this information before agreeing to participate (if you wish to) by ticking the 'yes' box below.

You may ask any questions before deciding to take part by contacting the researcher (details below).

The Principal Researcher is Adriana Wacewicz-Chorosz, who is attached to the Department of Education at the University of Oxford. This research is being completed under the supervision of Dr Faidra Faitaki of the Department of Education at the University of Oxford.

You will be asked to complete an online questionnaire consisting of three parts: sociodemographic (background) questions, translation tasks, and a Likert scale survey. This should take about 20 minutes in total. No background knowledge is required. The data is needed for analytical research, which is the basis for the Principal Researcher's Master's thesis. The data will be anonymised by the Principal Researcher. Access to the data will be available to the University of Oxford. After completion of the study, all data will be deleted.

Do I have to take part?

No. Please note that participation is voluntary. If you do decide to take part, you may withdraw at any point for any reason before submitting your answers by pressing the 'Exit' button/ closing the browser.

How will my data be used?

No data will be collected that could directly identify you.

Your IP address will not be stored. All reasonable measures will be taken to ensure that data remain confidential.

The responses you provide will be stored in a password-protected electronic file on University of Oxford secure servers and will not be used elsewhere.

Identifiable information will be deleted as soon as it is no longer required for the research.

The data collected from you may be transferred to, stored and/ or processed at a destination outside the UK and the European Economic Area. By submitting your personal data, you agree to this transfer, storing or processing.

Who will have access to my data¹?

The University of Oxford is the data controller with respect to your personal data and, as such, will determine how your personal data is used in the research. The University will process your personal data for the purpose of the research outlined above. Research is a task that we perform in the public interest. Further information about your rights with respect to your personal data is available from <https://compliance.admin.ox.ac.uk/individual-rights>.

We would also like your permission to use the anonymised data in future studies, and to share data with other researchers (e.g. via online databases).

The results will be written up for an MSc degree.

Who has reviewed this research?

This research has been reviewed by, and received ethics clearance through, a subcommittee of the University of Oxford Central University Research Ethics Committee [EDUC_C1A_23_219].

Who do I contact if I have a concern or I wish to complain?

If you have a concern about any aspect of this research, please speak to Adriana Wacewicz-Chorosz [adriana.wacewicz-chorosz@education.ox.ac.uk] or her supervisor, Dr Faidra Faitaki [faidra.faitaki@education.ox.ac.uk], and we will do our best to answer your query. I/ We will acknowledge your concern within 10 working days and give you an indication of how it will be

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible:

Social Sciences & Humanities Interdivisional Research Ethics Committee; Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Boundary Brook House, Churchill Drive, Headington, Oxford OX3 7GB

Please note that you may only participate in this survey if you are 18 years of age or over.

I certify that I am 18 years of age or over

If you have read the information above and agree to participate with the understanding that the data (including any personal data) you submit will be processed accordingly, please tick the box below to start.

Yes, I agree to take part

¹ Guidance is available within CUREC's [Best Practice Guidance \(09\) on Data collection, protection and management](#)

Appendix C: Consent-letter for Participation in the Post-questionnaire Interview

Declaration of Consent

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

I hereby declare that I am willing to be a part of the study and I have:

1. Read the participant information sheet and have had the opportunity to ask questions about the study and receive satisfactory answers to questions.
2. I have understood that my participation is voluntary and that I am free to withdraw from the study at any time, without giving any reason, and without any adverse consequences.
3. I have understood that this project has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee.
4. I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project.
5. I consent to being audio recorded for research purposes, subject to deletion of the recording after transcription of the recording by the study investigator.

Name of participant Signature	Email Date
Name of the researcher Signature, date	

Appendix D: CUREC Approval

27 May 2023 19:21

Dear Adriana,

Research ethics approval

Research title:

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

Research ethics reference: EDUC_C1A_23_219

The above application has been considered on behalf of the Education Departmental Research Ethics Committee (DREC) in accordance with the University's procedures for ethical approval of all research involving human participants.

I am pleased to confirm that, on the basis of the information provided to the DREC, ethics approval has now been granted for this study.

Please note the following:

Personal data: It is the responsibility of the PI to ensure that all personal data collected during the project is managed in accordance with the University's [guidance and legal requirements](#).

In-person activities: Any data collection involving in-person interactions with participants must have an up-to-date fieldwork risk assessment in place; further guidance is available from the Safety Office's [website](#).

Amendments: Please notify the committee if you intend to make any amendments to the information in your ethics application as submitted at date of this approval, as all changes must receive ethical approval prior to implementation. The amendment form is available on the [SSH IDREC webpage](#).

We welcome feedback on your experience of the ethical review process and suggestions for improvement. Please email any comments to staff.curec@education.ox.ac.uk / student.curec@education.ox.ac.uk or ethics@socsci.ox.ac.uk.

Yours sincerely

Dr Gary Snapper

DREC member

cc: Dr Faidra Faitaki, supervisor

Appendix E: Instruction for the Questionnaire Blocks (Background Questions, Translation Tasks and Attitudinal Tasks)

Introduction / Questionnaire Coversheet

This questionnaire is part of a study on translation choices and attitudes to language, designed for translation students and professional translators, including state certified translators, whose first language (L1) is Polish and second language (L2) (working language) is English. The aim of this research is to investigate and better understand the factors influencing translation choices and attitudes to language.

The questionnaire is anonymous and the answers will be used in a Master's thesis in Applied Linguistics for Language Teaching at the University of Oxford by Adriana Wacewicz-Chorosz, the Principal Researcher of the study.

This research has been reviewed by, and received ethics clearance through, a subcommittee of the University of Oxford Research Ethics Committee, reference number: EDUC_C1A_23_219.

Provision of data through this questionnaire implies voluntary consent to its processing. All data will be anonymised. All reasonable measures will be taken to ensure that data remain confidential. Research data output might be published in an academic journal. You may withdraw at any point for any reason before submitting your answers by closing the browser. University of Oxford is the data controller with respect to your personal data. Further information about your rights with respect to your personal data is available from: <https://compliance.admin.ox.ac.uk/individual-rights>

The questionnaire is divided into three parts (personal background questions, translation tasks, and a rating scale measuring language attitudes). It takes approximately 20 minutes in total (2-9-9 minutes) to complete.

Please answer honestly and accurately.

Once you have started the questionnaire, you can stop and return to it at any time, and the link will take you back to the last completed item.

You can only complete the questionnaire once.

If at any point during the completion of the questionnaire you wish to contact, or have a concern about any aspect of this research, please email the Principal Researcher: adriana.wacewicz-chorosz@education.ox.ac.uk, or her Thesis Supervisor, faidra.faitaki@education.ox.ac.uk

The questionnaire is active until 15 July 2023.

BLOCK 1

Introduction to Part 1 of 3:

The questionnaire is composed of three parts.

In a moment you will be asked to fill in the first part on your personal background.

It takes about 2 minutes to complete.

Please note that you will not be able to go back to a previous question and correct your answer.

BLOCK 2

Introduction to Part 2 of 3

Thank you for completing the first part of the questionnaire.

In a moment you will be asked to fill in the second part. This includes translation tasks.

You will be asked to translate some terms from English into Polish. For each statement, please translate the **term in bold**.

Treat these texts as if you have not been instructed about the target context of the translation and the choice of vocabulary was entirely up to you. Use the first word that comes to mind or looks and/or sounds good to you.

This part should take about 9 minutes to complete.

Please note that you will not be able to go back to a previous question and correct your answer.

BLOCK 3

Introduction to Part 3 of 3:

Thank you for completing the second part of the questionnaire.

In a moment you will be asked to complete the third and final part.

It includes questions about your attitudes towards language in general. You will be asked to rate on a 5-point scale how much you agree or disagree with the sentences.

If you have comments or want to clarify something, you have the option to write this in the box below the rating.

This part should take about 9 minutes to complete.

Please note that you will not be able to go back to a previous question and correct your answer.

Information on the progress of completion

You are halfway there!

Information on the progress of completion

Only three more questions to go!

End of Survey Information and an Invitation to Participate in a Post-Questionnaire Interview

Thank you for your time spent completing this questionnaire!

Your response has been recorded.

As part of this study, I would like to invite randomly selected participants to take part in a post-questionnaire interview. It will be a series of questions elaborating on some of the issues raised in the questionnaire you have just completed. It will take place either in person or online via Microsoft Teams.

Email for the Interview

If you consent to take part in such an interview, please provide your e-mail address below:

[_____]

If you wish to contact the Principal Researcher, the email is: adriana.wacewicz-chorosz@education.ox.ac.uk

Thank you for your time!

Appendix F: Questionnaire – Block 1 (Background Questions)

*Removed from analysis

Part 1 of 3: Background Questions

Q1 What is your age?

Q2 What is your gender?

- Male
- Female
- Other, please specify

Q3 What is your place of birth? [town/city]

Q4 Where did you grow up? [town/city]

Q5 Where do you live now? [town/city]

Q6 Did you leave your hometown to go to university?

- Yes
- No

Q7 What university (or higher education institution) do you go to / did you go to?

If you have attended more than one, please choose the one that you believe has provided you with the most translation expertise.

- Adam Mickiewicz University in Poznań (UAM)
- Cardinal Stefan Wyszyński University in Warsaw (UKSW)
- Jagiellonian University in Kraków (UJ)
- Jan Długosz University in Częstochowa (JDU)
- Jan Kochanowski University in Kielce (UJK)
- John Paul II Catholic University of Lublin (KUL)
- Kazimierz Wielki University in Bydgoszcz (UKW)
- Maria Curie-Skłodowska University in Lublin (UMCS)
- Nicolaus Copernicus University in Toruń (UMK)
- University of Białystok (UwB)
- University of Gdańsk (UG)

- University of Łódź (UL)
- University of Opole (UO)
- University of Rzeszów (UR)
- University of Silesia in Katowice (UŚ)
- University of Szczecin (US)
- University of Warmia and Mazury in Olsztyn (UWM)
- University of Warsaw (UW)
- University of Wrocław (UWr)
- University of Zielona Góra (UZ)
- Other, please specify:
[_____]

Q8 Are you a professional translator or a student?

- I am a professional translator
- I am a student

Q9 Are you a student of English translation programme?

(If you are a professional translator, please skip this question)

- Yes, I am a student of English translation programme
- No, I am a student of a different English programme. Please specify:
[_____]

Q10 If you are a professional translator, are you state certified (sworn in)?

(If you are a student, please skip this question)

- Yes, I am state certified
- No, I am not state certified

Q11 How do you self-identify when talking about your profession / field of study in Polish?

E.g.

Jestem lekarzem. *Translation:* {I am a doctor} [masculine form, masculinative; hereinafter: M]⁴

Jestem lekarką. *Translation:* {I am a doctress} [feminine form, feminative; hereinafter: F]

Jestem osobą lekarską. *Translation:* {I am a medical person} [neutral form, inclusive language; hereinafter: N]

Jestem {I am}:

⁴ The translations in curly brackets were not present in the Questionnaire, and were added for the readability of this Section. The same applies to the masculine, feminine and neutral forms in square brackets.

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

- tłumaczem {a translator}
- tłumaczką {a translator}
- osobą tłumaczącą {a translating person}
- Other:
[_____]

Appendix G: Questionnaire – Block 2 (Translation Tasks)

Q12 Please translate the words in **bold** into Polish:

The German newspaper [...] is demanding the resignation of Culture **Minister** Claudia Roth in connection with appearance of controversial work at the exhibition.

‘Niemiecka gazeta [...] żąda rezygnacji (1) _____ kultury Claudii Roth m.in. w związku z pojawieniem się na wystawie kontrowersyjnej pracy.’

(1)

- ministra [M]⁵
- minister [M]
- ministry [F]
- ministerki [F]
- pani minister [F, M]
- Other:
[_____]

Q13 Please translate the words in **bold** into Polish:

Laura takes the risk. She changes her comfortable life and runs for **President** of Poland. She easily gets the required hundred thousand signatures.

‘Laura podejmuje ryzyko. Zmienia swoje wygodne życie i kandyduje na (1) _____ Polski. Bez trudu zdobywa wymagane sto tysięcy podpisów.’

(1)

- prezydenta [M]
- prezydent [M]
- prezydentkę [F]
- panią prezydent [F, M]
- Other:
[_____]

Q14, Q15 Please translate the words in **bold** into Polish:

‘I will be a **guest** on the TVP programme’, the **MP** Magdalena Biejat wrote on Twitter.

⁵The masculine, feminine and neutral forms in square brackets were not present in the Questionnaire, and were added for the readability of this Section.

‘„Będę (1) _____ programu TVP” – napisała na Twitterze (2) _____ Magdalena Biejat.’

- (1)
- gościem [M]
 - gościnią [F]
 - gością [F]
 - Other:
[_____]

- (2)
- poseł [M]
 - posłanka [F]
 - pani poseł [F, M]
 - poślica [F]
 - posełka [F]
 - Other:
[_____]

Q16 Please translate the words in **bold** into Polish:

Pint-sized scientist **Ada Twist** and her two best friends are asking big questions – and working together to discover the truth about everything!

‘(1) _____ **Ada Twist** i dwoje jej przyjaciół zadają ważne pytania i razem próbują odkryć prawdę o wszystkim, co ich otacza.’

- (1)
- Mały naukowiec [both M]
 - Mała naukowiec [F, M]
 - Mała naukowczyni [both F]
 - Other:
[_____]

Q17 Please translate the words in **bold** into Polish:

Interview with Dominika Bettman, a **CEO** of technology company Siemens Polska and FOB.

‘Wywiad z Dominiką Bettman, (1) _____ firmy technologicznej Siemens Polska i FOB.’

- (1)
- prezesem [M]
 - prezes [M]
 - prezesą [F]
 - prezeską [F]
 - panią prezes [F, M]

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

- Other:
[_____]

Q18, Q19 Please translate the words in bold into Polish:

I think that, if **Speaker of the Sejm** Ewa Kopacz becomes **Prime Minister**, this will have an impact on women's participation in politics and public life.

‘Sądzę, że – jeśli (1) _____ Ewa Kopacz zostanie (2) _____ – będzie to miało wpływ na aktywność kobiet w polityce i życiu publicznym.’

(1)

- marszałek [M]
- pani marszałek [F, M]
- marszałkini [F]
- Other:
[_____]

(2)

- premierem [M]
- premierą [F]
- premierką [F]
- panią premier [F, M]
- premier [M]
- Other:
[_____]

Q20, Q21, Q22 Please translate the words in **bold** into Polish:

We are a company created by women, with women in mind. With us, you can start your career path as a sales process **analyst**, **nutritionist** or **confectioner**.

‘Jesteśmy firmą stworzoną przez kobiety z myślą o kobietach. U nas możesz rozpocząć ścieżkę kariery na przykład jako (1) _____ procesów sprzedaży, (2) _____ lub (3) _____.’

(1)

- analityk [M]
- analityczka [F]
- Other:
[_____]

(2)

- dietetyk [M]
- dietetyczka [F]
- Other:
[_____]

(3)

- cukiernik [M]
- cukierniczka [F]
- cukiernica [F]
- Other:
[_____]

Q23, Q24 Please translate the words in **bold** into Polish:

Currently, Sabrina works as an airline and helicopter **pilot**. However, she does not reveal the name of the company she works for. She is a **psychologist** by profession.

‘Obecnie Sabrina pracuje jako (1) _____ linii lotniczych i helikopterów. Nie zdradza jednak nazwy firmy, dla której pracuje. Z zawodu jest (2) _____.’

(1)

- pilot [M]
- pilotka [F]
- Other:
[_____]

(2)

- psychologiem [M]
- psycholog [M]
- psycholożką [F]
- panią psycholog [F, M]
- Other:
[_____]

Q25, Q26 Please translate the words in **bold** into Polish:

My good friend, Anna, is a **professor** an **academic lecturer** and conducts research in corporate financial management and financial market instruments.

‘Moja dobra znajoma, Anna, jest (1) _____ i (2) _____ oraz prowadzi badania naukowe w zakresie zarządzania finansami przedsiębiorstwa i instrumentów rynku finansowego.’

(1)

- profesorem [M]
- profesorą [F]
- profesorką [F]
- panią profesor [F, M]
- profesor [M]
- Other:
[_____]

(2)

- wykładowcą akademickim [both M]
- wykładowczynią akademicką [both F]
- wykładowcą akademicką [M, F]
- Other:
[_____]

Q27, Q28 Please translate the words in **bold** into Polish:

Barbara Brukalska (1899-1980) is the most important **architect** and **designer** of the Polish avant-garde.

‘Barbara Brukalska (1899–1980) to (1) _____ i (2) _____ polskiej awangardy.’

(1)

- najważniejszy architekt [both M]
- najważniejsza architekt [F, M]
- najważniejsza architektka [both F]
- Other:
[_____]

(2)

- projektant [M]
- projektantka [F]
- Other:
[_____]

Q29, Q30 Please translate the words in **bold** into Polish:

“Any manifestation of discrimination is unacceptable”, asserts Julia Pankiewicz, the **new Coordinator** for Women’s Rights and the Fight against Discrimination of the Mazovian Region of the All-Polish Physicians’ Trade Union. Following the announcement of the function that the **psychiatrist** will hold, the web was flooded with a wave of hate speech.

‘Každy przejaw dyskryminacji jest nie do przyjęcia – zapewnia Julia Pankiewicz, (1) _____ ds. praw kobiet i walki z dyskryminacją Regionu Mazowieckiego Ogólnopolskiego Związku Zawodowego Lekarzy. Po ogłoszeniu funkcji, jaką będzie pełnić (2) _____, sieć zaląła fala hejtu.’

(1)

- nowy koordynator [both M]
- nowa koordynator [F, M]
- nowa koordynatorka [both F]
- nowa osoba koordynująca [N]

- Other:
[_____]
(2)
- psychiatra [M]
- psychiatrka [F]
- pani psychiatra [F, M]
- psychiatrzyni [F]
- Other:
[_____]

Q31, Q32 Please translate the words in **bold** into Polish:

Frankie MacLaughlin is a **musician** and **playwright**, and trained at NYU's Experimental Theater Wing. She's spent the last 3 years working at Pocket.

'Frankie MacLaughlin to (1) _____ i (2) _____. Szkoła się w Experimental Theater Wing na NYU. Ostatnie 3 lata spędziła pracując w Pocket.'

- (1)
- muzyk [M]
- pani muzyk [F, M]
- muzyczka [F]
- Other:
[_____]
- (2)
- dramaturg [M]
- dramaturżka [F]
- dramaturgini [F]
- Other:
[_____]

Q33, Q34 Please translate the words in **bold** into Polish:

Magdalena Wyrzykowska, MD PhD, **surgeon** and board **member** of the Women in Surgery Foundation, will talk to us about the most pressing challenges.

'Dr n. med. Magdalena Wyrzykowska, (1) _____ i (2) _____ zarządu fundacji Kobiety w Chirurgii.'

- (1)
- chirurg [M]
- chirurgini [F]
- chirurgka [F]
- pani chirurg [F, M]
- Other:

[_____]

(2)

- członek [M]
- członkini [F]
- osoba członkowska [N]
- Other:

[_____]

Q35 Please translate the words in **bold** into Polish:

In view of the prevailing pandemic and the many concerns that arise for women who are currently pregnant and have therefore been placed at increased risk of coronavirus infection, I interviewed Małgorzata Kołodziejczak MD, **Obstetrician Gynaecologist**. The doctor discusses the importance of obstetric care during pregnancy in the current situation, explains why pregnant women have been covered and what impact the coronavirus could potentially have on the baby.

‘W związku z panującą pandemią i wieloma wątpliwościami, jakie pojawiają się u kobiet, które są obecnie w ciąży i w związku z tym zostały umieszczone w grupie podwyższonego ryzyka zakażeniem koronawirusem, przeprowadziłam wywiad z dr Małgorzatą Kołodziejczak, (1)_____. Rozmawiamy o tym, jak bardzo ważna jest opieka położnicza podczas ciąży w obecnej sytuacji, dlaczego ciężarne zostały objęte ochroną i jaki wpływ potencjalnie może mieć koronawirus na dziecko.’

(1)

- ginekolog-położnik [both M]
- panią ginekolog-położnik [F, M, M]
- ginekolożką-położniczką [both F]
- ginekolożką-położnik [F, M]
- ginekologiem-położnikiem [both M]
- Other:

[_____]

Q36 Please translate the words in **bold** into Polish:

She first introduced herself by name. Then it came to light that she was not on the list of the National Bar Council. She claimed to be an **attorney** ‘in order to obtain information covered by professional secrecy’.

‘Najpierw przedstawiła się z imienia i nazwiska. Potem wyszło na jaw, że nie figuruje na liście Krajowej Rady Adwokatury. Podała się za (1) _____, „próbując uzyskać informacje objęte tajemnicą zawodową”.’

(1)

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

- adwokata [M]
- adwokat [M]
- panią adwokat [F, M]
- adwokatkę [F]
- Other:
[_____]

Q37 Please translate the words in **bold** into Polish:

Karolina Jaszczyszyn is a **famous athlete**. She is also a **captain** of the Women's Rugby National Team.

'Karolina Jaszczyszyn to (1) _____. Jest również (2) _____
Reprezentacji Narodowej w Rugby Kobiet.'

(1)

- sławny sportowiec [both M]
- sławna sportowiec [F, M]
- sławna sportowczyni [both F]
- sławna sportsmenka [both F]
- Other:
[_____]

(2)

- kapitanem [M]
- kapitan [M]
- panią kapitan [F, M]
- kapitanką [F]
- Other:
[_____]

Appendix H: Questionnaire – Block 3 (Attitudinal Tasks)

All attitudinal items featured in the Qualtrics Questionnaire appeared on a 5-point Likert scale, ranging from ‘I strongly disagree’ to ‘I strongly agree’, as shown in **Q38**. For each question, there was a one-line text entry for an optional comment.

Subsequent questions were modelled on question Q38 and also required Likert scale responses as in question Q38. For the purposes of this section, only the statements of the prompts were included. The prompts used in this Questionnaire were adapted from: A. Markowski (2005) and his *Theory of attitudes towards language*.

Q38 I am very strict about the correctness and purity of language.

Q38a

Choose the response that best describes you

	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
I am very strict about the correctness and purity of language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q38b | Optional

If you have a comment, please enter it below
(This is optional)

Q39 I am convinced that unnecessary linguistic innovations should not be introduced, as the pre-existing elements in the language are completely sufficient.

Q40 I am convinced that language is first and foremost a tool for communication and that there is an ideal form to which language should aspire.

Q41 When it comes to language, I try to balance linguistic phenomena with commonly accepted logic (not scientific logic, but so-called common sense).

Q42 I welcome any changes and innovations occurring in the language (i.e., foreign borrowings).

Q43 I do not perceive language as something valuable (inviolable) and, therefore, I do not mind any changes occurring in language.

Q44 I am convinced that language regulates itself and that therefore it is not necessary to interfere in its development.

Q45 I treat language as a natural social commodity and follow the natural (spontaneous) language norms, i.e., customary rules without formal codification, aka the usus.

Q46 My approach to language is scientific, based on rational analysis (supported by knowledge of linguistics), although sometimes also by my own linguistic intuition.

Q47 My approach to language is emotional, I believe that language is precious and needs great care.

Q48 I believe that the best approach is to use language that is precise, economical and unambiguous.

Q49 I accept the presence of any regional, professional, rare or obsolete language forms in general use.

Q50 I tend not to give much thought to how language is used, and this is due to my lack of interest in linguistic issues, which are of little relevance to me anyway.

Q51 I accept all linguistic phenomena and do not judge them, under the assumption that all of the elements used in a language are valid.

Q52 I see language as valuable, but I am not emotionally attached to particular uses of language.

Q53 I would like to see certain incorrect or harmful elements of language removed from general use.

Q54 I strive for precise and unambiguous use of linguistic elements and to limit all exceptions, alternatives and irregularities in language.

Q55 I am not offended by colloquial expressions.

Q56 It is my belief that individuals can influence the shape and development of language.

Appendix I: Markowski's Theory of Attitudes Towards Language

Adapted from: Markowski, A. (2005). *Kultura języka polskiego. Teoria. Zagadnienia leksykalne [Polish Language Culture. Theory. Lexical Issues]*. Warsaw, PWN, 126–140.

Attitude towards language, with definition, according to Markowski's theory [in Polish]	Translation of the definition of a given attitude (the definition was broken down into single sentences in the questionnaire prompts, which were then randomised)	Example of a response from a participant (Likert's scale response, with an entry for an optional comment)
<p>1. puryzm – postawa charakteryzująca się rygorystyczną dbałością o poprawność i czystość języka, wynikającą z pobudek emocjonalnych, związanych z poczuciem, że język jest wartością wymagającą troski. Puryści dążą do usunięcia z języka lub niedopuszczenia do niego tych elementów, które uważają za niepoprawne lub szkodliwe. Dążenia te wynikają z ich przekonania, że jednostki mogą wpływać na kształt i rozwój języka</p>	<p>[Purism] I am very strict about the correctness and purity of language.</p> <p>My approach to language is emotional, I believe that language is precious and needs great care.</p> <p>I would like to see certain incorrect or harmful elements of language removed from general use.</p> <p>It is my belief that individuals can influence the shape and development of language.</p>	<p>I disagree. [comment added] I am very much for descriptivism as opposed to prescriptivism</p> <p>I neither agree nor disagree</p> <p>I neither agree nor disagree</p> <p>I strongly agree</p>
<p>2. konserwatyzm – postawa oparta na przekonaniu, że nie należy wprowadzać zbędnych innowacji językowych, ponieważ elementy już w języku istniejące całkowicie wystarczają.</p>	<p>[Conservatism] I am convinced that unnecessary linguistic innovations should not be introduced, as the pre-existing elements in the language are completely sufficient.</p>	<p>I strongly disagree</p>
<p>3. perfekcjonizm – postawa językowa charakteryzująca się przekonaniem, że język jest przede wszystkim narzędziem komunikacji oraz że istnieje pewien ideał, do którego język powinien dążyć. Ideałem tym jest język precyzyjny, ekonomiczny, jednoznaczny i ścisły. Wynika z tego dążenie perfekcjonistów do precyzyjnego i jednoznacznego użycia elementów językowych, a także do ograniczenia</p>	<p>[Perfectionism] I am convinced that language is first and foremost a tool for communication and that there is an ideal form to which language should aspire.</p> <p>I believe that the best approach is to use language that is precise, economical and unambiguous.</p> <p>I strive for precise and unambiguous use of linguistic</p>	<p>I disagree [comment added] The first part is true, the second one isn't.</p> <p>I neither agree nor disagree</p> <p>I strongly disagree</p>

wszelkich wyjątków, oboczności i nieregularności w języku.	elements and to limit all exceptions, alternatives and irregularities in language.	
4. logizowanie – postawa językowa charakteryzująca się dążeniem do uzgodnienia zjawisk językowych z powszechnie przyjętą logiką (nie chodzi tu jednak o logikę When it comes to language, I try to balance linguistic phenomena with commonly accepted logic (not scientific logic, but so-called common sense) I neither agree nor disagree naukową, ale o tzw. logikę potoczną).	[Logical Attitude / Logicising] When it comes to language, I try to balance linguistic phenomena with commonly accepted logic (not scientific logic, but so-called common sense)	I neither agree nor disagree
5. liberalizm – postawa językowa charakteryzująca się dużą tolerancją wobec wszystkich zmian zachodzących w języku (a więc np. wobec zapożyczeń). Osoby podzielające taką postawę dopuszczają obecność w języku ogólnym wszelkich form regionalnych, zawodowych, rzadkich i przestarzałych. Nie rażą ich również wyrażenia potoczne.	[Liberalism] I welcome any changes and innovations occurring in the language (i.e., foreign borrowings) I accept the presence of any regional, professional, rare or obsolete language forms in general use. I am not offended by colloquial expressions.	I strongly agree I strongly agree I strongly agree
6. indyferentyzm – postawa językowa charakteryzująca się niepostrzeganiem języka jako wartości, a co za tym idzie, obojętnością wobec wszelkich zachodzących w języku zjawisk. Jest najczęściej nieświadomy i wynika zazwyczaj z braku zainteresowania kwestiami językowymi, które dla przedstawicieli tej postawy są mało istotne.	[Indifference] I do not perceive language as something valuable (inviolable) and, therefore, I do not mind any changes occurring in language. I tend not to give much thought to how language is used, and this is due to my lack of interest in linguistic issues, which are of little relevance to me anyway	I strongly agree I strongly disagree
7. leseferyzm – postawa językowa charakteryzująca się przekonaniem, że język reguluje się samodzielnie, a więc nie należy ingerować w jego rozwój. Opiera się na akceptacji wszystkich zjawisk językowych i niewartościowaniu ich, zgodnie z założeniem, że elementy używane i istniejące w uzusie są najwyraźniej przydatne i odpowiadają na potrzeby użytkowników.	[Laissez-faire] I am convinced that language regulates itself and that therefore it is not necessary to interfere in its development. I accept all linguistic phenomena and do not judge them, under the assumption that all of the elements used in a language are valid	I agree This is not an argument against conscious linguistic change, though I agree
8. postawa naturalna – postawa językowa charakteryzująca się traktowaniem języka jako	[Natural attitude] I treat language as a natural social commodity and follow the natural (spontaneous)	I strongly agree

<p>naturalnego dobra społecznego oraz przestrzeganiem tzw. naturalnej normy językowej (świadomej, ale nieskodyfikowanej obowiązującej reguły mówienia w danej grupie).</p>	<p>language norms, i.e., customary rules without formal codification, aka the usus</p>	
<p>9. postawa racjonalistyczna – postawa językowa reprezentowana przez grupę językoznawców, a także przez niektórych humanistów, publicystów i pisarzy. Charakteryzuje się naukowym podejściem do języka, jego rozumową analizą (popartą wiedzą z zakresu językoznawstwa), chociaż czasami także własną intuicją językową. Przedstawiciele tej postawy postrzegają język jako wartość, ale nie traktują go emocjonalnie.</p>	<p>[Rationalism] My approach to language is scientific, based on rational analysis (supported by knowledge of linguistics), although sometimes also by my own linguistic intuition.</p> <p>I see language as valuable, but I am not emotionally attached to particular uses of language</p>	<p>I agree</p> <p>I neither agree nor disagree</p>

Appendix J: List of English Gender-Neutral Nouns (L2) with Polish Translations

1	minister	<ul style="list-style-type: none"> ○ minister [M] ○ ministra [F] ○ ministerka [F] ○ pani minister [F, M]
2	president	<ul style="list-style-type: none"> ○ prezydent [M] ○ prezydentka [F] ○ pani prezydent [F, M]
3	guest	<ul style="list-style-type: none"> ○ gość [M] ○ gościni [F] ○ gościa [F]
4	MP	<ul style="list-style-type: none"> ○ poseł [M] ○ posłanka [F] ○ pani poseł [F, M] ○ poślca [F] ○ posełka [F]
5	pint-sized scientist	<ul style="list-style-type: none"> ○ Mały naukowiec [both M] ○ Mała naukowiec [F, M] ○ Mała naukowczyni [both F]
6	CEO	<ul style="list-style-type: none"> ○ prezes [M] ○ prezesa [F] ○ prezeska [F] ○ pani prezes [F, M]
7	Speaker of Sejm	<ul style="list-style-type: none"> ○ marszałek [M] ○ pani marszałek [F, M] ○ marszałkini [F]
8	PM	<ul style="list-style-type: none"> ○ premier [M] ○ premiera [F] ○ premierka [F] ○ pani premier [F, M] ○ premier [M]
9	analyst	<ul style="list-style-type: none"> ○ analityk [M] ○ analityczka [F]
10	nutritionist	<ul style="list-style-type: none"> ○ dietetyk [M] ○ dietetyczka [F]
11	confectioner	<ul style="list-style-type: none"> ○ cukiernik [M] ○ cukierniczka [F] ○ cukiernica [F]
12	pilot	<ul style="list-style-type: none"> ○ pilot [M] ○ pilotka [F]
13	psychologist	<ul style="list-style-type: none"> ○ psycholog [M] ○ psycholożka [F] ○ pani psycholog [F, M]
14	professor	<ul style="list-style-type: none"> ○ profesor [M] ○ profesora [F]

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

		<ul style="list-style-type: none"> ○ profesorka [F] ○ pani profesor [F, M]
15	academic lecturer	<ul style="list-style-type: none"> ○ wykładowca akademicki [both M] ○ wykładowczyni akademicka [both F] ○ wykładowca akademicka [M, F]
16	the most important architect	<ul style="list-style-type: none"> ○ najważniejszy architekt [both M] ○ najważniejsza architekt [F, M] ○ najważniejsza architektka [both F]
17	designer	<ul style="list-style-type: none"> ○ projektant [M] ○ projektantka [F]
18	new coordinator	<ul style="list-style-type: none"> ○ nowy koordynator [both M] ○ nowa koordynator [F, M] ○ nowa koordynatorka [both F] ○ nowa osoba koordynująca [N]
19	psychiatrist	<ul style="list-style-type: none"> ○ psychiatra [M] ○ psychiatrka [F] ○ pani psychiatra [F, M] ○ psychiatrzyni [F]
20	musician	<ul style="list-style-type: none"> ○ muzyk [M] ○ pani muzyk [F, M] ○ muzyczka [F]
21	playwright	<ul style="list-style-type: none"> ○ dramaturg [M] ○ dramaturżka [F] ○ dramaturgini [F]
22	surgeon	<ul style="list-style-type: none"> ○ chirurgini [F] ○ chirurżka [F] ○ pani chirurg [F, M] ○ chirurg [M]
23	Member [of the Board]	<ul style="list-style-type: none"> ○ członek [M] ○ członkini [F] ○ osoba członkowska [N]
24	Obstetrician Gynaecologist	<ul style="list-style-type: none"> ○ ginekolog-położnik [both M] ○ panią ginekolog-położnik [F, M, M] ○ ginekolożką-położniczką [both F] ○ ginekolożką-położnik [F, M] ○ ginekologiem-położnikiem [both M]
25	attorney	<ul style="list-style-type: none"> ○ adwokat [M] ○ pani adwokat [F, M] ○ adwokatka [F]
26	famous athlete	<ul style="list-style-type: none"> ○ sławny sportowiec [both M] ○ sławna sportowiec [F, M] ○ sławna sportowczyni [both F] ○ sławna sportsmenka [both F]
27	captain	<ul style="list-style-type: none"> ○ pani kapitan [F, M] ○ kapitan [M] ○ kapitanka [F]

Appendix K: Selected Interview Excerpts

Researcher: bold text

Participant: light text

Note: For clarity and conciseness, only the most relevant and illustrative excerpts from the interview transcripts are included. The full transcript comprises approximately 38,000 words.

Transcript Analysis for Theme of Disclosure

Participant		Excerpts from Verbatim Transcript		
Theme: Disclosure				
PT-E (1)	<ul style="list-style-type: none"> • You professionally identify yourself as the male version of the word ‘translator’. • Yeah, and my motivation is that... <laughter> I’m not important enough to call myself <i>thumaczka</i> [female translator]. So, if my name was to be printed on the cover of some novel, I think I would prefer to be called, like, in later interviews, I’d prefer to be called <i>thumaczka</i>. • So, you don’t think it’s a word that is, like, exclusive? • This is the personal component, right? I’m a professional, the professional name for <i>translator</i> is <i>thumacz</i>. And, as I mentioned before, I could even, like, call myself <i>osoba thumacząca</i> [a translating person], because this is a <u>servant-like</u> function, an intermediary, like a link in a chain. 			
ST-W (2)	[calling somebody preferred female or male noun]	<ul style="list-style-type: none"> • So, do you think it’s almost like accepting someone’s identity? Like, their linguistic identity? • Yes, but I guess, I don’t need to express my identity so strongly. • So, you think that there is this notion, when a woman wants to be called a feminative name people might assume certain things? • Today there are so many different shapes and faces of feminism, that we might not hear those conservative voices, only certain other are visible. So, yeah, it can be a danger... 		
PT-W (3)	<ul style="list-style-type: none"> • “I realised that when I talk about myself, in Polish, I always say: <i>Jestem prawnikiem</i> [I am a lawyer, male noun]. (...) My legal education was years ago, right, before even the idea of feminatives was in the air. And so that’s how I think about myself, however, I say: <i>Ale też językownawczynią</i> [But also, I am a linguist, female noun]. And the linguistic part is already in the feminine form, because that’s how I acquired it, because I became a linguist only a couple of years ago, it was obvious for me to think about it in a feminine grammatical form.” 			
ST-E (4)	<ul style="list-style-type: none"> • Well, I try to <u>convince</u> them, or try to, kind of, draw their attention to that... Maybe it would be better for you... And it’s not only the case of <i>thumaczka</i> [female translator], but also my best friend is a psychologist, a child psychologist. And I always kind of have this discussion with her that maybe you should identify yourself as <i>psycholożka</i> [female psychologist]. And people claim, like, women claim that they feel their work, kind of, seems less important when they add this feminative version of their of their job or profession or whatever. So, whenever I hear, like, when I have a good relationship with this particular person, I try to draw their attention to the fact that maybe it would sound better. But generally if, like, if I don’t have any connection with the person whatsoever, like, I see a Facebook comment, sometimes I comment as well, sometimes I don’t, like it depends okay in this situation. (...) Maybe this is a bit different because what you started discussing at the beginning that I identify myself as <i>thumaczka</i> [female translator], it’s 			

Participant	Excerpts from Verbatim Transcript
	<p>fine. And whenever I hear my friend, I know that she identifies herself as a female. So I encourage her to use this female form. But I try to use inclusive language as well, okay, so, so I don't... So this is why I said that people whom I know... So, I don't try to impose on people the use of those nouns</p>
<p>ST-W (8)</p>	<ul style="list-style-type: none"> • And my instinct, my instinct is that sure, like I call myself <i> tłumaczka</i> [female translator], <i> studentka</i> [female student], but I may as well call myself <i> tłumacz</i> [male translator] sometimes. Okay, so it simply doesn't bother me. Like I accept that there are people who strictly want to use just one form, not the other, and that's completely fine with me. But in my case, if someone calls me <i> tłumacz</i> [male translator], I wouldn't get offended because, okay, like, I don't think it would like, diminish me... (...) For me <i> tłumacz</i> [male translator] simply points to a type of performed profession. To me, it doesn't point towards being male, because I know how Polish grammar works. And I know where it comes from. So yeah, I wouldn't say that. But then again, I'm also not against the female forms, I just use them freely, and whatever, you know? (...) • Do you let your emotions influence your translation, though? • I try not to. I mean, we even specifically had classes devoted to switching off your emotions, because one of my working languages is Russian. So we, you know, we were trained and we learnt how to translate Lavrov and Putin, and not, you know, to show your own personal emotions. You are meant to just translate what they're saying, interpret what they're saying, and not show your own personal beliefs, which is really, really must be hard. It was a valuable lesson.
<p>ST-W (9)</p>	<ul style="list-style-type: none"> • You professionally self-identify as <i> tłumacz</i> [male translator]? And not <i> tłumaczka</i> [female translator] or <i> osoba tłumacząca</i> [translating person]? Is there a preference? Is there a reason behind it, if you don't mind sharing? • Yeah. Because in my very subjective opinion, usually subjective, in general, I think that the names of professions and jobs, like, the form the, let's say, masculine form, I don't think that it is in any way offends me. And I think that it's just since we like, we go for that equality. This is the trend today. So why not go for that one form of a noun to describe a profession?
<p>PT-W (10)</p>	<ul style="list-style-type: none"> • OK, now the professional self-identification, is that why you chose <i> tłumacz</i> [male translator] and not <i> tłumaczka</i> [female translator]? Because you think that the job of a translator requires expertise? • Well, I never really thought about it but I when I talk to people about who I am and what I do, I always use the version <i> tłumacz</i> [male translator]. I think people treat you more professionally, or more serious, when you use the masculine form. Yesterday, I was just scrolling through Instagram, but I have got quite a lot of scientific accounts. And there was one really, really great real that is absolutely in context of this. They made some research of course in America, it's the only place where they have enough money to research everything that is strange, but they researched the deadliness of hurricanes. And it turned out that hurricanes with feminine names like Katrina, Christina, etc. are more deadly... Well, maybe they are not more deadly, but related to more victims than the masculine ones... Yes... And when they checked all the parameters of the hurricanes, it turned out that it wasn't like the female hurricanes were stronger or more dangerous, but more because when people heard that Christopher hurricane is coming, they thought it was more serious situation and they were more willing to evacuate to prepare more strongly, than when they heard that Christina is coming. • Oh wow! • (...) It's just Sabrina, who is coming, oh, come on, let's just ignore her. It's just a woman. Just ignore her.

Participant	Excerpts from Verbatim Transcript
PT-W (11)	<ul style="list-style-type: none"> • You professionally self-identify as <i> tłumaczka [female translator], is there a reason behind it? Or is just a preference?</i> • The reason is just that I'm not a man, and then I try not to use like, I know that some of them sound really strange, like, I don't know, <i> architektka [female architect]</i>. But I, this is actually, I don't know, it's maybe not exactly to the answering the question. But at the beginning, when it all started, like 10 years ago, I was also very sceptical, I was like: Oh, it sounds weird. It's ridiculous. But then one of my friends who's also <i> tłumaczka [female translator]</i>, she told me that the more we hear those words, the more we will get used to them and they will no longer sound strange to us. And this is exactly what happened. In my case, at least.
PT-W (13)	<ul style="list-style-type: none"> • If a woman wants to be called <i> tłumacz [male translator], or tłumaczka [female translator], do you have a problem with calling her by her preferred choice?</i> • That's a good question. It would be weird probably, to constantly, like.... The question is, like, if jobs are as personal as you know, gender identification like a pronoun, okay. It does sound weird because we're using this as: <i> I identify as tłumaczka [female translator]</i>. Sounds like we're making a parody of, you know, gender identification...

Transcript Analysis for Theme of Compulsion

Participant	Excerpts from Verbatim Transcript
Theme: Resistance to Compulsion	
ST-W (2)	<ul style="list-style-type: none"> • "I mean, it's always some ideological or linguistic fashions, I think, even among bureaucracy and state government. So...(...) So, if they are necessary for some reasons, of course, they should be introduced. But I am very, <u>very</u> suspicious about, for example, when it comes to psychology, right? I mean this may be built around a certain ideology, right? Rather than practical usage, right?" (...) • "I mean I get suspicious when I hear an 'ideal form' [of language], right? Because I'm thinking in a historical context, right? (...) When governments try to remake the language. So, of course I'm always thinking about, I don't know, the French First Republic, right? I mean the French Revolution, its most radical form, rather. Then, of course, about the Bolshevik Revolution, and so on, right? So, when the state tries to remake the whole society and the first step to do it is actually through remaking the language. So, of course language is the first form of a tool for communication. That's why freedom should be respected, right?"(...) • "Perhaps it can be an emotional response. I mean, that's part of our history, it's not only about communism. As a nation, over many centuries, we were so often forced to do something, that perhaps it became part of our instinct, right? To be suspicious. And I think it's healthy, right? It's about freedom. Like for the Americans..." (...) • "It all boils down to the state intervention, and censorship. Also perhaps there are certain phenomena like, let's say, about the actual State, right? Also about corporations, and I mean the huge corporations that try to influence the way people think, the philosophies, which sometimes are very artificial, let's be honest." (...) • Would you say that the issue of feminatives in the Polish language is purely linguistic, political, ideological, or maybe some other? • I see it as a part of a greater problem, a part of this neo-Marxist, post-Marxist mentality. It's about ideology, true. But of course, in general usage, I think it's a linguistic problem, more than a political one, or an ideological one. I see the

Participant	Excerpts from Verbatim Transcript
	<p>latter as a secondary one. I see it as an appropriation of general usage language, again, I'm talking about legal language and so on, for some associations, or movements, perhaps, and I don't see the need for it, right?</p>
PT-W (3)	<ul style="list-style-type: none"> • “For example, at the moment, I don't welcome changes that are forcibly introduced. Okay, there's this... That's of course, a very controversial topic. But there are many changes now, regarding to, let's say, gender identity. And there are certain, for example... I'm sure you know, the dictionary on the website <i>zaimki.pl</i>. So, the idea of introducing, for example, gender neutral language, or, let's say gender pluralism in language, that's all nice and well, to have a spectrum of possibilities to choose from. However, what I don't welcome is trying to forcibly say: this is the norm now, and adapt to it and start using it, or else. By not adapting immediately to linguistic changes that someone invented artificially, if you're not using them, it means that you are against us. Which is, of course, not how language works. So these are the changes that I don't like. So, for example, I don't feel like I should start using words such as <i>studencie</i> [<i>student, gender neutral</i>], or <i>bohaterze książki</i> [<i>lead character in a book, gender neutral</i>]. Or <i>osoba tłumacząca</i> [<i>translating person</i>], or worse still, <i>osoba tłumacka</i> [<i>translating person</i>]. Because that's just, you know, I want to start using words when I find them convincing, useful, and maybe, to some degree, also aesthetically pleasing. And I will not be using words just because someone said this is our dictionary now, and use it, because this is a kind of exactly the same linguistic... Well, not maybe conservatism, but the same approach to linguistic... Hmm... Let's use the word conservatism, yeah. Because, what's the difference between people who say, those new forms of words are not good, because this is not what's in Oxford English Dictionary. And, as long as it's not in the dictionary, it's wrong. (...) And people who... So, the old school conservatism, let's say, and the new school conservatism of people who say now because we invented new grammatical forms that express our identity, you are now obliged to follow them, because that's what's in <u>our</u> dictionary. So basically, to me, this is the same phenomenon and I'm not going to adapt to any of that”
ST-W (8)	<ul style="list-style-type: none"> • So language doesn't regulate itself in your opinion? • Um, I think that language does regulate itself, but I disagree that it's completely not necessary to interfere • So where would you like to interfere? • So what I mean is not, of course, you know, producing a bill that prohibits saying something, but rather creating some social campaigns that would explain why using certain words or expressions is not okay in today's world. So that's the part I disagree with.
ST-W (9)	<ul style="list-style-type: none"> • <i>I strive for a precise and ambiguous use of linguistic elements and to limit all exceptions, alternatives and irregularities. You disagree with everything before but you <u>strongly</u> disagreed with this one. Why do you strongly disagree here?</i> • Maybe because it's reminds me of what was said in “1984” by Orwell, about the language that was supposed to be very strict and without any ambiguity... (...) • <i>It is not necessary to interfere in the development of language. Do you agree with that?</i> • No, I don't think so. Because it's again, it's like <u> censorship</u>. And, It's just that, if I don't like something, it doesn't mean that others don't like it, and that it's not useful
PT-W (10)	<ul style="list-style-type: none"> • (...) The unnecessarily strange forms, like <i>gościni</i> [<i>female guest</i>], when they are enforced. • Interesting. So you think those are enforced?

Participant	Excerpts from Verbatim Transcript
	<ul style="list-style-type: none"> • Yes, somehow I do. Yes, and I sometimes feel that it's becoming less and less normal to use the masculine forms. And when speaking to some people, it's expected, I feel like I should pay attention to how I phrase my sentences or words because I may be attacked by the person I speak with. People think they are tolerant, but not really...

Transcript Analysis for Theme of Feminatives versus Inclusion

Participant	Excerpts from Verbatim Transcript
Theme: Feminatives versus Inclusion	
PT-E (1)	<ul style="list-style-type: none"> • "It's very important to talk about the LGBTQ lexis, for instance, and those gendered and non-gendered-like problems between languages. But, at the same time, we don't have enough discussion, enough debate, enough scientific research conclusions, relating to feminine forms"
PT-W (3)	<ul style="list-style-type: none"> • "It's also interesting how, if I may add to this, this is so much culturally affected. I was on a lecture once with a female lecturer, she was from Bosnia, Bosnia Herzegovina, and she said, we had basically the same topic about feminist semiotics back then, in English. And she said that, of course, we should say, for example, that Cate Blanchett is an <i>actor</i>, because to use a word <i>actress</i>, that's objectifying. No, not objectifying, but it's somehow diminishing her achievement, because it's creating a separate feminine category within the acting profession. So, we can see how this can go into very different direction between languages. Because in Polish, we somehow struggle to introduce feminine forms, for example <i>aktorka</i> [<i>actress</i>] or <i>chirurgka</i> [<i>female surgeon</i>], or whatever, while for that person, to introduce those words was somehow diminishing the position of women who should be given the same names as men. Because it is a feminine form, it is insulting..."
ST-W (5)	<ul style="list-style-type: none"> • Well, maybe if it was like in English, because many words like that are gender neutral, and Polish, they are very male. Feeling very manly. And I think that maybe if Polish had more gender-neutral words like that, then we, then I would not feel like the need to have more feminatives... Especially because feminatives have been in the Polish language for a very long time. People just have stopped kind of using them. And I think it's not okay to be scared of using them again, because they've just been here all this time. So I don't see a reason why we shouldn't use them.
ST-E (7)	<ul style="list-style-type: none"> • <i>I accept presence of any regional professional, rare and obsolete language. I strongly agree. Any comments here?</i> • I mean, especially regional. There aren't many, like regional dialects in Poland. And so I think it's really our duty to encourage the development of such dialects and even original languages. Yes, I really think that's, you know, like to keep them, to preserve them.
ST-W (8)	<ul style="list-style-type: none"> • (...) there are those pronouns that people wish to be called by, and do you feel maybe, or do you see that there might be similarity between like preferred feminatives in case of some women, like some women prefer to be called in a feminine, or non-feminine way? • Yeah, of course, of course. I know such people personally, I know people who, just as, just as myself don't really care, and people who <u>really, really</u> care. (...) • What do you consider harmful in a language? • Okay, so for example, I am myself a person with disabilities and when I still see in public spaces, in public discourse, and in some even some official documents, sometimes, you know, things like <i>kalectwo</i>, <i>kaleka</i> [<i>derogatory terms for disability</i>], like for example, that is just one example. I don't really

Participant	Excerpts from Verbatim Transcript
	<p>like it, I think it's obsolete now, in today's world, we have much better vocabulary that isn't, you know, disrespectful towards anyone, and it still describes what it's supposed to describe. You know, and I strongly believe that such things, you know, honestly be replaced by a different language.</p> <ul style="list-style-type: none"> • So you didn't mean the swear words, you meant actually insensitive language on a daily basis? • No, I didn't mean the swear words. I mean, those have always been a part of a language. And to pretend that they don't or should not exist, this, you know, would be kind of stupid, because we can't just close our eyes and pretend something doesn't exist.
ST-W (9)	<ul style="list-style-type: none"> • <i>I am very strict about the correctness, purity of language, you said I neither agree or disagree nor disagree, and added: "I think new forms in Polish that some LGBTQ plus people use, do harm to the language for example, <i>widziałom, słyszałam, widziałx</i> [gender inclusive language], could you comment on that?</i> • I think that basically, language evolves. But like, we can have, we have, we will have the language that is inclusive because of different forms. And I think that the fact that for many years, like, masculine forms have been in use. I think that because of that, they have become neutral to me. Okay, like, I don't see, you know, we have those, for instance, in some students books, we have some tasks, and they're like, imagine that you have done something <i>wybraż sobie, że zrobisz</i> [Imagine you did.... – masculine verb]. So, like, we've been <u>fed</u> with those masculine forms, but I don't see it as, as offensive, like, it's totally neutral to me, like, I don't pay attention to whether that word is masculine or not, like, I wouldn't even think about it. So since we have those words, which are neutral to me, I don't see a reason why to make words such as <i>widziałom</i> [gender inclusive language], because we have that inclusive word already. • I welcome any changes and innovations occurring in language. I neither agree nor disagree, you said, and added "borrowings. calques can be fun and useful, even though sometimes there is a Polish word for a certain idea. So then the borrowing and the Polish word should be in use. As I've said, earlier, I draw from either the line adverbs such <i>widziałom</i> ['I saw'; gender inclusive language], and also Neo pronouns". By Neo pronouns, you mean the Polish Neo pronouns, or the English ones? • I think all of them, all of them. • Is there any reason why you don't like them, or they just look wrong, they sound wrong to you? • I think it's kind of connected with, like, with what I think about the whole phenomenon. Because those LGBTQ plus people want to be inclusive. But because they create more and more pronouns, they kind of exclude themselves. And, you know, put each other into categories.
PT-W (10)	<ul style="list-style-type: none"> • Which brings me to a question: Do you think feminatives are needed? • Not really...They don't give anything new. They just make the language, especially the written language, more complicated. They make some things sound exclusive instead of inclusive... (...) • So you said you think language is valuable and needs protection? • Yes. Definitely. Protection from <u>those strange forms</u>. Because they make the language less precise. And, it causes some confusion. Especially for a translator. Especially when I, for example, have got some medical forms to translate. It's difficult enough to have <i>Pan, Pani</i> and the endings when you refer directly to the patient. In my opinion, it's better to do the best to avoid the personal reference to the patient, it can be done.
PT-W (11)	<ul style="list-style-type: none"> • Actually, I work for one company who specifically wants us to use feminine forms, even those like <i>gościni</i> [female guest] and stuff, because they're very into support of LGBTQ communities, and they're like, you can tell but by their

Participant	Excerpts from Verbatim Transcript
	software, that they are definitely for it. And they allow us, even encourage, to use all those strange feminine forms.

Transcript Analysis for Theme of Incongruity

Participant	Excerpts from Verbatim Transcript
Theme: Incongruity	
ST-W (2)	<ul style="list-style-type: none"> I believe in them [<i>feminatives</i>], if they are in general use, if they are forms which don't clash with any conventions, or, especially the phonetic aspect, the phonotactics, right? (...) "I mean, if they are enforced like, I don't know, if I'm going to choose, I'm going to choose <i>chirurgzka</i> [<i>female surgeon</i>] and not <i>chirurgini</i> [<i>female surgeon, different ending</i>]. But <i>chirurgini</i>, I think I would rather more accept, because, it's, like, easy to pronounce, that's the point, right? But still, I want to show my respect to the doctor, so I would rather prefer the form <i>pani chirurg</i> [<i>madam surgeon</i>].
PT-W (3)	<ul style="list-style-type: none"> I think that, you know, what sounds good or doesn't sound good is culturally affected. And this will change for now. Maybe <i>dramaturzka</i> or a <i>chirurgzka</i> [<i>female surgeon</i>] sounds awkward for the Polish ear, but will this change? Yeah, of course. I'm sure when the words <i>kierowca</i> [<i>driver</i>] was introduced the artificial into Polish language in the 1920s or 30s. Because before it was <i>szofer</i> [<i>chauffeur</i>], then I'm sure it sounded weird also, because it was simply new. Yeah. So I guess this will just change and the words that sound like diminutives, right, like <i>muzyczka</i> [<i>female musician</i>], <i>pilotka</i> [<i>female pilot</i>] – that's just the nature of Polish language. And I think it's just when we exceed this critical mass of people just using that, it will become normal because it will just normalise itself for language users. I don't see this problem. Okay, so I think none of my choices was affected by the sound, I guess.
ST-W (5)	<ul style="list-style-type: none"> Any other reason why you chose <i>ginekolozka</i> but not <i>chirurgzka</i>? So, probably because <i>chirurgzka</i> sounds, I don't know, too different to me, I think. Again this sound effect? Yeah, I am a person who associates words with sounds a lot.
PT-E (6)	<ul style="list-style-type: none"> For instance, recently I heard <i>osoba imigrancka</i> [<i>immigrant person</i>]. And my first reaction was, oh my gosh, I don't like it. But I know that over time I may hear it repeatedly. I know that people will just want to have this form instead of like <i>migrant</i> [<i>male migrant</i>] or <i>migrantka</i> [<i>female migrant</i>]
ST-E (7)	<ul style="list-style-type: none"> You have <i>psycholozka</i> [<i>female psychologist</i>]. Why not <i>psycholog</i> [<i>male psychologist</i>]? It sounds good to me. And I think I've adopted the form <i>psycholozka</i>. Yeah, it just works for me. (...) Okay. We have <i>dramaturg</i>, <i>artystka muzyczna</i>. There was an option of choosing <i>muzyczka</i> [<i>female musician</i>, also 'little music'] you didn't want to choose that. It sounds unnatural. It sounds ambiguous. I could go on and on but it just doesn't work here. So, even though it was in writing, you say it sounds wrong. I mean, <i>muzyczka</i>... It's just both wrong for me... To hear it, and in the written form.

Participant	Excerpts from Verbatim Transcript
PT-W (11)	<ul style="list-style-type: none"> I do have preference towards feminatives but some of them don't sound... I'm still not convinced about some of them. Like <i>profesorka</i> [<i>female professor</i>] sounds a little bit less serious, probably. But I think it's a matter of getting used to it. I mean, at the beginning, all of them sound a little bit weird. But the more we use them, the better it sounds. But I definitely have preference for feminine forms. You said it's your belief that individuals can influence and shape the development of language? Is that why you're so careful with how you say things, because you believe that you shape the language? Yeah, I think we do. And this is exactly what we're doing now with this feminine forms. We are trying to shape the language by using these like <u>weird</u> sounding words.
PT-W (12)	<ul style="list-style-type: none"> Is there a preference or any other reason? You know, (...) the many names for women's professions. This for me, a Polish native speaker, sounds a bit ridiculous. That's why I just prefer masculine form. (...) You said they sound ridiculous? You know, maybe because I'm older generation. And to me the word <i>chirurgzka</i> [<i>female surgeon</i>] <sigh>, it doesn't sound natural to me. When, you know, I'm just in any conversation with a friend, casual conversation? I can use [that] but this should be regarded as funny wording. I would say: Yes, I talked with one of the <i>psycholożka</i> [<i>female psychologist</i>]. Yeah, but this is in a funny way.

Transcript Analysis for Theme of Harmfulness

Participant	Excerpts from Verbatim Transcript
Theme: Harmfulness	
PT-E (1)	<ul style="list-style-type: none"> Even if there are harmful elements [in language], perhaps this self-regulatory function of language will prevail, in the end. And when we start removing certain words, like, because of our political agenda, then <pause> ...that would be a violation of language in itself?
ST-W (2)	<ul style="list-style-type: none"> The greatest harm I see is in discourse. Because you can use the most beautiful forms of language, and still, it can be very venomous. For example, hate speech, truly, represents a great problem. Hate speech, and I mean hate speech rather, not of individuals, but of course that orchestrated by trolls, by automatic tools, bots, AI tools..."
ST-E (4)	<ul style="list-style-type: none"> What do you understand as incorrect or harmful in a language? Okay, so when somebody I think, or you would refer to grammar in here, so when somebody (...) makes great grammatical mistakes in Polish. (...) Like, I'm this grammar Nazi sometimes And would you expand it onto [calling someone] feminatives or non-feminatives [against their wishes]? Yes!!! I think this is harmful, because you should follow whatever the person wants you to... how they want to be called.
ST-W (5)	<ul style="list-style-type: none"> Would you like to see any elements of language removed? Well, my first thought was, like maybe some harmful words. But I don't think removing them would be good, or I don't know, positive.
PT-E (6)	<ul style="list-style-type: none"> Would you consider calling somebody a feminative or non-feminative, despite their wishes, would you consider that harmful?

Participant	Excerpts from Verbatim Transcript
	<ul style="list-style-type: none"> I mean, from the point of view of like, the psychological well-being of that person, yes, it could be harmful, right? But from the point of view, unemotional point of view of language, without a recourse into psychological well-being of that person, it's not really harmful.
ST-E (7)	<ul style="list-style-type: none"> Harmful, like I said too colloquial, too vulgar even... That enters and becomes a certain norm. Yes, just, yes, just too colloquial and too vulgar expressions. (...) Would you consider it harmful towards that person that disrespecting of their wishes to be called a certain way? I mean, for me, personally, it's not a problem to call somebody the way they want to be called. But, I mean, the thing that's harmful, is when a person does not want to call a certain person by their preferred, you know, name.
ST-W (8)	<ul style="list-style-type: none"> You know, as far as the language goes, I don't think that imposing something on someone would ever work. I think the only way we can change it is through education, trying to, you know, calmly explain why something might be offensive or harmful to someone else. And what are the equivalents that we might choose.
PT-W (11)	<ul style="list-style-type: none"> What do you consider harmful in language? (...) aspects of language that have negative impact on some social groups maybe, or on some jobs. Like, for example, I know <i>sprzątaczką</i> [<i>female cleaner</i>] or something like that. Or maybe <i>śmieciarz</i> [<i>male cleaner, but also someone who litters</i>] was maybe not that bad, but some vocabulary that can be negatively referring to someone. I can't think of a specific example right now. But there are some aspects in Polish that, by the way they describe something, it means definitely something negative.

Transcript Analysis for Theme of Respect

Participant	Excerpts from Verbatim Transcript
Theme: Respect	
ST-W (2)	<ul style="list-style-type: none"> Another one is, we've already got that convention like <i>pani architekt</i> [<i>madam architect</i>], showing our respect. This I want to stress, this respect.
ST-W (5)	<ul style="list-style-type: none"> So, I think, maybe I appreciate that the language is changing. But I also think that we should treat languages with respect, because this stuff that I've been learning, and now during the translation studies... It's very, very mind opening.
PT-E (6)	<ul style="list-style-type: none"> When I interpret then, I think about, okay, when I use the feminine form, will I actually insult this particular woman? Maybe because she doesn't want to be addressed this way?
ST-E (7)	<ul style="list-style-type: none"> You choose <i>pani adwokat</i> [<i>madam attorney</i>], for example. Was it contextual? Yes, yes, it worked in this context. But also, it's I think it's also, like, nice to add <i>pani</i> [<i>madam</i>] in profession because it just like, I don't know, it emphasises that it's something, something not really generic. It emphasises a certain character, a certain respect maybe.
ST-W (9)	<ul style="list-style-type: none"> Do you think that feminatives are necessary? Or do you think they are desirable in today's Polish, or useful to refer to certain jobs, professions? I think that it's useful because first of all, we have that possibility in Polish because of its flexibility and roles. And I think that it's also connected with general respect that we can have. So, as I said, if someone wants to be called

Participant	Excerpts from Verbatim Transcript
	<p><i>gość [male guest]</i>, I will call them <i>gość [male guest]</i>, and if the other person, who is also a woman, wants to be called <i>gościni [female guest]</i>, I will do just that.</p> <p>(...)</p> <ul style="list-style-type: none"> • If you were disrespecting somebody's wishes and calling them <i>gość</i> instead of <i>gościni</i>, or <i>gościni</i> instead of <i>gość</i>? • I mean, not harmful, but disrespecting yes
PT-W (11)	<ul style="list-style-type: none"> • Would you say that there is a stronger preference towards using more masculine titles to describe jobs demanding more respect? • Would I say that some masculine nouns sound more serious or more respectful? I would say yes, I think, I mean, there is such a conviction in Poland, in Polish language that, for example, <i> tłumacz [male translator]</i> is more serious than <i> tłumaczka [female translator]</i> (...) • Would you be offended if somebody referred to you <i>tumacz</i>, despite the fact that you wanted to be called <i>tumaczka</i> for example? • No, I wouldn't be, I'm not that sensitive. I wouldn't be offended. But I would definitely referred to someone with the way they wanted to be referred to. Yeah. (...) • So would you consider the harmful if you if somebody did, like, the opposite? • Maybe a little disrespectful, especially if someone expressly asked to be called this way. I wouldn't call it maybe not harmful, but a little bit disrespectful. I think. As people as people want to be called, professors, and I don't know what before their first name, and they expect people to respect that, I would respect the same with <i>tumaczka [female translator]</i>.

Transcript Analysis for Theme of Status

Participant	Excerpts from Verbatim Transcript
Theme: Status	
PT-E (6)	<ul style="list-style-type: none"> • Yes, I think also that very often, when it comes to the choices that they make, it's not only level of formality, but also like the, like the professional standing of a person, sometimes. And I know, I know that it is changing now in Poland, as well. But, still, I think that many women like in the positions of like more power, or for instance, like having more social status, they still prefer to use those masculine forms. So that's why so that's why I haven't chosen any feminatives here, that's why I chose, for example, <i>Kapitan [male captain]</i> and not <i>kapitanka [female captain]</i>.
ST-E (7)	<ul style="list-style-type: none"> • Do you have any comments on feminatives in Polish? • Also, I think the addition of <i>pani [madam]</i>, I did that, and like the higher, like, the higher, like, end jobs, very, like, respected ones. And I think this automatically. So this automatically, you know, means, respect. So the bearer of such name as a lawyer, or doctor, and so on and so forth. So I think it's, it's just the prestige, so to speak of, of a profession.
ST-W (9)	<ul style="list-style-type: none"> • But I can see that there is: <i>minister</i> and <i>prezydent</i>. So why not <i>prezydentka</i>? Or <i>ministerka</i>, <i>ministra</i>. Too much of a prestigious job? • Maybe. Yeah, I think that's in high status jobs, there shouldn't really be, like, there shouldn't be a difference. Maybe not <u>shouldn't</u> but, maybe it's not as hard to say, it kind of, maybe, shows more equality. And this was my way of

Participant	Excerpts from Verbatim Transcript
	thinking. Like this is just a general description of, of the function that person has.
PT-W (10)	<ul style="list-style-type: none"> • And with <i>prezydent, minister, kapitan</i>, do you think the higher the status of a job, the more respect is attached? • Yes, in general public, I think it is. Yeah, I think it sounds better that someone is called <i>prezydent [male president]</i> and not <i>prezydentka [female president]</i>. Or with <i>pilot (m)</i> and <i>pilotka (f)</i>, the <i>pilot (m)</i> of the plane is somebody who has more power and more expertise. And more maybe we attach this to the status of the job title and maybe that's why which we choose what we choose, especially in the translation. Because we when we translate we really need to do include the context of the original texts, so when it's really high level, it's better to use the masculine forms, I think, I feel that way

Transcript Analysis for Theme of Context

Participant	Excerpts from Verbatim Transcript
Theme: Context	
PT-E (6)	<ul style="list-style-type: none"> • Very often when I use language, right, when I communicate with other people, using Polish. But it's also quite interesting, because for instance, when I translate, then I do it usually into English. So it's like 99% of all my work. So that's, why that's, why I don't have that much or that many opportunities. Actually to think about those problems. But on the other hand, when I talk to people in Polish, and not really when translating, then I know that I sometimes use different forms, depending on <u>whom</u> I talk to, or, or sometimes, depending on the <u>goal</u> of the conversation, sometimes on the <u>context</u>. It's very often also related to the question of like, formality, the extent of formality
ST-E (7)	<ul style="list-style-type: none"> • Now, <i>minister, prezydent, marszałek</i>... • Mhm. And I think just especially like comparing to the other answers, I just pick the one that works best for me. Especially depending, like, on the context and given the other words, but yeah, it's really both modality and just adapting to whatever is happening.
ST-W (8)	<ul style="list-style-type: none"> • So you didn't want the one that stands out to be there towards the end? • Yes, yes. Exactly. So I thought that, by, you know, choosing only the first one to be the female word, it would maybe look a little bit better. So it was one of the hardest ones, you know, my first instinct would be to use all the female forms everywhere since, you know, it's a company that is created by women. But then you know, <i>cukierniczka [female confectioner]</i>, you know, I was afraid to leave this only one word. • So you're saying that the only one word out of three influenced the other choices for you? • Yes, yes! • That's very interesting. • You know, of course... As far as I remember, in the beginning, you said, you know, don't think, yeah. But I couldn't ignore it.
PT-W (10)	<ul style="list-style-type: none"> • When it comes to language, I try to balance linguistic phenomena with accepted logic, the common sense. So could you comment on that please? • This is a little bit related to this. When I for example, use <i>ginekolożka</i> but not <i>chirurgka</i>. <i>Ginekolożka</i> is a form, for example, for me, my mom used to work in a hospital and a lot of her friends were gynaecologists. So I had a lot of gynaecologist 'aunties'. And that was absolutely normal for me, more like, the common name, not like, her job. But when I talk to or about strangers, physicians, and they have a specialisation in gynaecology, I wouldn't use

Participant	Excerpts from Verbatim Transcript
	<i>ginekolożka-F</i> but <i>ginekolog-M</i> , the masculine form. So, this is common sense. It's more context-dependent, you know? In some contexts, I would rather go for the masculine form.
PT-W (11)	<ul style="list-style-type: none"> • So do you think the issue of feminatives is a matter of education? • As well. I would say: as well, because I often hear feminine forms being ridiculed by people with lower education or people who never visited foreign countries or people who don't read books or people who... Yeah, I would say there is something there... • (...) • And, is there anything else you'd like to add, you want to share? • The only thing I can think of now, is that feminine forms are extremely important, especially in such a conservative society that we have right now. Without going very much into details of our political scene, we need to have something more that supports women and language is a part of it.
PT-W (13)	<ul style="list-style-type: none"> • I don't agree with the belief that, you know, preexisting elements are sufficient, also, because, if you use them, there's a reason why they are being used, and also, because (...) <u>we're not losing, we're gaining.</u>

Transcript Analysis for Theme of Historic Impact

Participant	Excerpts from Verbatim Transcript
Theme: Historic Impact	
ST-E (7)	<ul style="list-style-type: none"> • So does your attitude to language change depending on who you talk to like your grandparents versus your teachers? • I mean, like I said, they have their own views, and I have my own views. If what they say makes sense for me, I will adapt my point of view, so that if not, then I will think about it, obviously, but if I think it's not worth my attention, or whatever it is, I simply won't to go with it. I mean, a discussion is nothing bad, obviously, and if what I feel like is not very helpful, I will stop a discussion, on like language. Yeah. • So do you think feminatives are a discussion today in Poland? • Yes, they are, they are... Yes. Like I said, my, my teacher at the university, his grandmother who remembers like the pre-war period? Yeah. Like the pre-war Poland, said that basically, feminatives were a thing back in like 1920s and 30s.
ST-W (9)	<ul style="list-style-type: none"> • Is there a reason behind it? • Well, I have recently learned that those feminine versions of words have been used in the Polish language for a very long time. And it's not something that is only typical of modern times. But they reach even, like, as far as I remember 13th century or something like that. • (...) • Or should we let the language just flow naturally and, let's see what happens... • I think that it needs education. Because a lot of people think that feminatives are a thing of modern times and they aren't aware that they have been here for a very long time. And they also don't know that it was communism that erased them from the language. And I think this is the most crucial information about feminatives.

Appendix L: Quantitative Statistics Results

L1 T-Test and ANOVA Analysis

Uncommented IBM SPSS statistical test results (in particular T-Test and ANOVA methods) which were not included in the core study analysis as the tests for normality indicated that these would not be sufficiently robust, and should be replaced by non-parametric methods.

Noun Choice outcomes versus Gender

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Masculine	Male	106	.4566	.26599	.02584
	Female	46	.3684	.24875	.03668

Independent Samples Test

		Lavene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference			
		F	Sig.	t	df	Significance One Sided-p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Masculine	Equal variances assumed	.207	.649	1.914	150	.029	.058	.08818	.04607	-.00285	.17922
	Equal variances not assumed			1.966	91.123	.026	.052	.08818	.04486	-.00093	.17730

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Masculine	Cohen's d	.26094	.338	-.011	.686
	Hedge's correction	.26225	.336	-.011	.682
	Glass's delta	.24875	.355	-.001	.706

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedge's correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control (i.e. the second) group.

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Feminine	Male	106	.4276	.27320	.02654
	Female	46	.4746	.26632	.03927

Independent Samples Test

		Lavene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference			
		F	Sig.	t	df	Significance One Sided-p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Feminine	Equal variances assumed	.159	.691	-.981	150	.164	.328	-.04696	.04787	-.14156	.04763

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

Equal variances not assumed				-991	87.652	.162	.324	-.04696	.04739	-.14115	.04722
-----------------------------	--	--	--	------	--------	------	------	---------	--------	---------	--------

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Feminine	Cohen's d	.27115	-.173	-.520	.174
	Hedge's correction	.27252	-.172	-.517	.173
	Glass's delta	.26632	-.176	-.523	.173

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedge's correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control (i.e. the second) group.

T-Test

Group Statistics

		Gender	N	Mean	Std. Deviation	Std. Error Mean
Other	Male		106	.1148	.09701	.00942
	Female		46	.1560	.11515	.01698

Independent Samples Test

		Lavene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference			
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper
						One Sided-p	Two-Sided p				
Other	Equal variances assumed	2.956	.088	-2.279	150	.012	.025	-.04120	.01815	-.07706	-.00534
	Equal variances not assumed			-2.122	73.985	.019	.037	-.04120	.01942	-.07989	-.00251

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Other	Cohen's d	.10279	-.401	-.749	-.051
	Hedge's correction	.10331	-.399	-.745	-.051
	Glass's delta	.11515	-.358	-.710	-.002

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedge's correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control (i.e. the second) group.

Univariate ANOVA performed for each Noun Choice outcome versus Participant Gender versus University Location (Eastern or Western Poland)

Between-Subjects Factors

	Value	Label	N
Gender	1	Male	106
	2	Female	46
Which University did the Participant go to (Eastern or Western Poland)	1	Western Poland	68
	2	Eastern Poland	84

Descriptive Statistics

Dependent Variable: Masculine

Gender	Which University did the Participant go to (Eastern or Western Poland)	Mean	Std. Deviation	N
Male	Western Poland	.4462	.27850	51
	Eastern Poland	.4662	.25605	55
	Total	.4566	.26599	106
Female	Western Poland	.3265	.21663	17
	Eastern Poland	.3930	.26634	29
	Total	.3684	.24875	46
Total	Western Poland	.4162	.26799	68
	Eastern Poland	.4499	.26040	84
	Total	.4299	.26323	152

Levene's Test of Equality of Error Variances^{a,b}

		Lavene Statistic	df1	df2	Sig.
Masculine	Based on Mean	1.083	3	148	.358
	Based on Median	1.101	3	148	.351
	Based on Median and with adjusted df	1.101	3	147.366	.351
	Based on trimmed mean	1.115	3	148	.345

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Masculine

b. Design: Intercept + Gender + Where_university_East_or_West + Gender *

Where_university_East_or_West

Tests of Between-Subjects Effects

Dependent Variable: Masculine

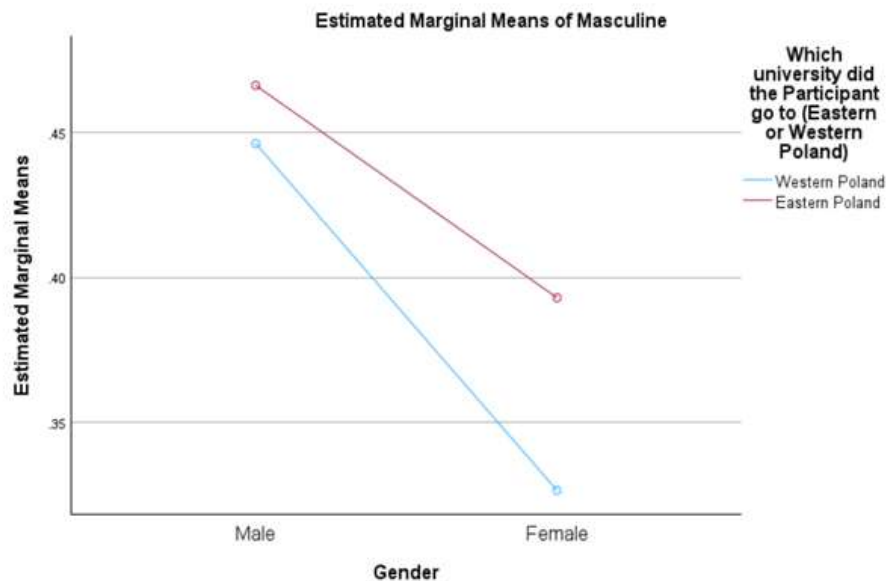
Source	Type III Sum of Squares	df	Mean Square	F.	Sig.
Corrected Model	.307 ^a	3	.102	1.494	.219
Intercept	20.312	1	20.312	296.024	<.001
Gender	.284	1	.284	4.139	.044
Where_university_East_or_West	.057	1	.057	.832	.363

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

Gender *				
Where_university_East or West	.016	1	.016	.240 .625
Error	10.155	148	.069	
Total	38.553	152		
Corrected Total	10.463	151		

a. R Squared = .029 (Adjusted R Squared = .010)

Profile Plots



Between-Subjects Factors

	Value Label	N
Gender	1 Male	106
	2 Female	46
Which University did the Participant go to (Eastern or Western Poland)	1 Western Poland	68
	2 Eastern Poland	84

Descriptive Statistics

Dependent Variable: Feminine

Gender	Which University did the Participant go to (Eastern or Western Poland)	Mean	Std. Deviation	N
Male	Western Poland	.4687	.29561	51
	Eastern Poland	.3895	.24727	55
	Total	.4276	.27320	106
Female	Western Poland	.5507	.24724	17
	Eastern Poland	.4300	.27107	29
	Total	.4746	.26632	46
Total	Western Poland	.4892	.28477	68
	Eastern Poland	.4035	.25483	84
	Total	.4418	.27112	152

Levene's Test of Equality of Error Variances^{a,b}

		Lavene Statistic	df1	df2	Sig.
Feminine	Based on Mean	1.752	3	148	.159
	Based on Median	1.442	3	148	.233
	Based on Median and with adjusted df	1.442	3	144.744	.233
	Based on trimmed mean	1.752	3	148	.159

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Feminine

b. Design: Intercept + Gender + Where_university_East_or_West + Gender * Where_university_East_or_West

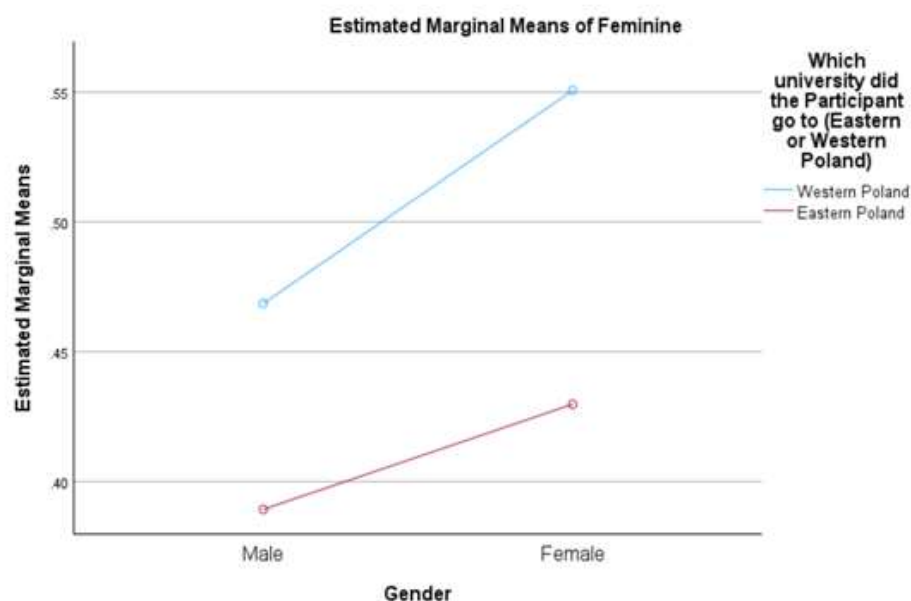
Tests of Between-Subjects Effects

Dependent Variable: Feminine

Source	Type III Sum of Squares	df	Mean Square	F.	Sig.
Corrected Model	.393 ^a	3	.131	1.811	.148
Intercept	25.795	1	25.795	356.572	<.001
Gender	.114	1	.114	1.581	.211
Where_university_East_or_West	.305	1	.305	4.216	.042
Gender * Where_university_East_or_West	.013	1	.013	.182	.670
Error	10.706	148	.072		
Total	40.773	152			
Corrected Total	11.099	151			

a. R Squared = .035 (Adjusted R Squared = .016)

Profile Plots



Between-Subjects Factors

	Value	Label	N
Gender	1	Male	106
	2	Female	46
Which University did the Participant go to (Eastern or Western Poland)	1	Western Poland	68
	2	Eastern Poland	84

Descriptive Statistics

Dependent Variable: Other

Gender	Which University did the Participant go to (Eastern or Western Poland)	Mean	Std. Deviation	N
Male	Western Poland	.0842	.07834	51
	Eastern Poland	.1433	.10442	55
	Total	.1148	.09701	106
Female	Western Poland	.1219	.11756	17
	Eastern Poland	.1761	.11085	29
	Total	.1560	.11515	46
Total	Western Poland	.0936	.09029	68
	Eastern Poland	.1546	.10717	84
	Total	.1273	.10419	152

Levene's Test of Equality of Error Variances^{a,b}

		Lavene Statistic	df1	df2	Sig.
Other	Based on Mean	2.010	3	148	.115
	Based on Median	1.509	3	148	.214
	Based on Median and with adjusted df	1.509	3	125.286	.215
	Based on trimmed mean	1.958	3	148	.123

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Other

b. Design: Intercept + Gender + Where_university_East_or_West + Gender *

Where_university_East_or_West

Tests of Between-Subjects Effects

Dependent Variable: Other

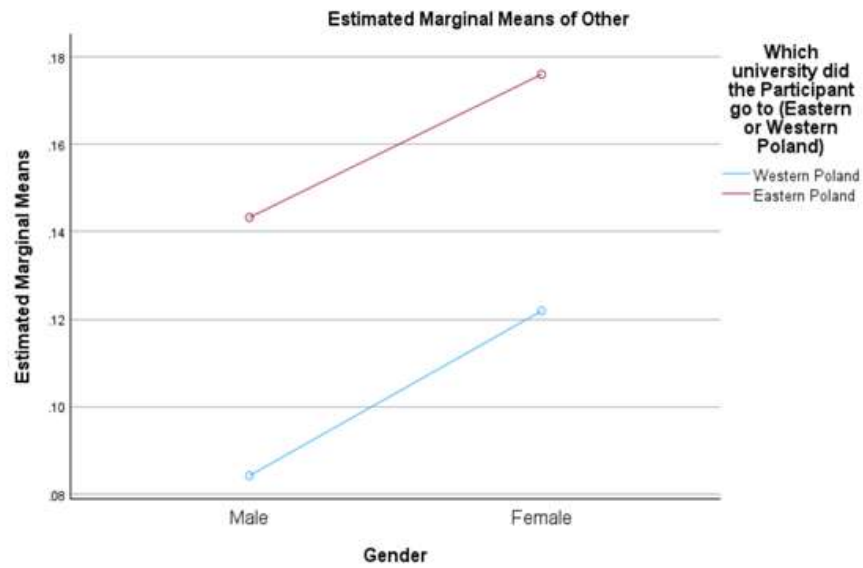
Source	Type III Sum of Squares	df	Mean Square	F.	Sig.
Corrected Model	.178 ^a	3	.059	6.027	<.001
Intercept	2.106	1	2.106	213.324	<.001
Gender	.038	1	.038	3.841	.052
Where_university_East_or_West	.098	1	.098	9.924	.002

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

Gender *					
Where_university_East or West	.000	1	.000	.019	.891
Error	1.461	148	.010		
Total	4.103	152			
Corrected Total	1.639	151			

a. R Squared = .109 (Adjusted R Squared = .091)

Profile Plots



L2 Chi-Square Tests of Independence

Chi-Square Tests of Independence were conducted to examine the influence of the three-way <Professional Self-Identification> variable ('M', 'F', 'Other'), treated as categorical in SPSS, on the Language Attitude survey scores, measured on a 5-point Likert scale and treated as ordinal. This approach avoided treating Likert scores as continuous, which would have assumed equidistant intervals between response options (e.g. between 'Disagree' and 'Strongly Disagree' equal to that between 'Neutral' and 'Disagree'), for which no empirical basis exists, and also precluded the use of Multivariate ANOVA, which requires continuous dependent variables.

For brevity, only the Chi-Square results yielding potentially significant associations are reported: Rationalism subattitude 1, Liberal subattitude 1, and Perfectionist subattitude 2.

However, when checked for prerequisite validity (Laerd, 2015), not all expected cell counts exceeded the minimum threshold of 5, preventing any conclusive significance testing (see highlighted results in red in following sections). The Chi-Square Tests were then repeated using a recoded 3-point scale ('Agree', 'Neutral', 'Disagree'), but even with these collapsed categories, the expected cell counts remained below the required threshold.

Consequently, the only conclusion that can be drawn is that a larger sample size is needed for future replication, as no statistically significant association was observed between <Professional Self-Identification> and the specified subattitudes.

Chi-Square Test: Rationalist Subattitude versus Self Identification

Crosstab

Rationalist – Approaches language in a scientific way, with rational analysis, sometimes based on linguistic intuition

			I strongly agree	I agree	I neither agree nor disagree	I disagree	I strongly disagree	Total	
How does the Participant professionally self-identify?	Translator (m)	Count	9	35	21	25	1	91	
		Expected Count	7.8	36.5	23.9	19.2	3.6	91.0	
		% within How does the Participant professionally self-identify	9.9%	38.5%	23.1%	27.5%	1.1%	100.0%	
		% within Rationalist – Approaches language in a scientific way, with rational analysis, sometimes based on linguistic intuition	69.2%	57.4%	52.5%	78.1%	16.7%	59.9%	
		% of Total	5.9%	23.0%	13.8%	16.4%	0.7%	59.9%	
	Translator/ess (f)	Count	3	21	16	5	0	45	
		Expected Count	3.8	18.1	11.8	9.5	1.8	45.0	
			% within How does the Participant professionally self-identify	6.7%	46.7%	35.6%	11.1%	0.00%	100.0%
			% within Rationalist – Approaches language in a scientific way, with rational analysis, sometimes based on linguistic intuition	23.1%	34.4%	40.0%	15.6%	0.0%	29.6%
			% of Total	2.0%	13.8%	10.5%	3.3%	0.0%	29.6%
Translating Person (n)		Count	1	5	3	2	5	163.4	
	Expected Count	1.4	6.4	4.2	3.4	.6	16.0		
		% within How does the Participant professionally self-identify	6.3%	31.3%	18.8%	12.5%	31.3%	100.00%	
		% within Rationalist – Approaches language in a scientific way, with rational analysis, sometimes based on linguistic intuition	7.7%	8.2%	7.5%	6.3%	83.3%	10.5%	
		% of Total	0.7%	3.3%	2.0%	1.3%	3.3%	10.5%	
	Total	Count	13	61	40	32	6	152	
Expected Count		13.0	61.0	40.0	32.0	6.0	152.0		
		% within How does the Participant professionally self-identify	8.6%	40.1%	26.3%	21.1%	3.9%	100.0%	
		% within Rationalist – Approaches language in a scientific way, with rational analysis, sometimes based	100%	100.0%	100.0%	100.0%	100.0%	100.0%	

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

on linguistic intuition						
% of Total	8.6%	40.1%	26.3%	21.1%	3.9%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	41.816 ^a	8	<.001
Likelihood Ratio	26.397	8	<.001
Linear-by-Linear Association	1.316	1	.251
N of Valid Cases	152		148

a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is .63.

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal	Phi .525	<.001
	Cramer's V .371	<.001
N of Valid Cases	152	

Chi-Square Test: Liberal Subattitude versus Self Identification

Crosstab

			Liberal – #1					Total
			I strongly agree	I agree	I neither agree nor disagree	I disagree	I strongly disagree	
How does the Participant professionally self-identify?	Translator (m)	Count	15	32	26	16	2	91
		Expected Count	15.6	37.1	24.5	12.0	1.8	91.0
	% within How does the Participant professionally self-identify							
	% within Liberal – #1	57.7%	51.6%	63.4%	80.0%	66.7%	59.9%	
	% of Total	9.9%	21.1%	17.1%	10.5%	1.3%	59.9%	
	Translatoress (f)	Count	9	17	15	4	0	45
Expected Count		7.7	18.4	12.1	5.9	.9	45.0	
% within How does the Participant professionally self-identify								
% within Liberal – #1		34.6%	27.4%	36.6%	20.0%	0.0%	29.6%	
% of Total		5.9%	11.2%	9.9%	2.6%	0.0%	29.6%	
Translating Person (n)		Count	2	13	0	0	1	16
	Expected Count	2.7	6.5	4.3	2.1	.3	16.0	
	% within How does the Participant professionally self-identify							
	% within Liberal – #1	7.7%	21.0%	0.0%	0.0%	33.3%	10.5%	
	% of Total	1.3%	8.6%	0.0%	0.0%	0.7%	10.5%	
	Total	Count	26	62	41	20	3	152
Expected Count		26.0	62.0	41.0	20.0	3.0	152.0	
% within How does the Participant								
% of Total		17.1%	40.8%	27.0%	13.2%	2.0%	100.0%	

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

professionally self-identify						
% within Liberal – #1	100%	100.0%	100.0%	100.0%	100.0%	100.0%
% of Total	17.1%	40.8%	27.0%	13.2%	2.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.220 ^a	8	.014
Likelihood Ratio	24.479	8	.002
Linear-by-Linear Association	3.956	1	.047
N of Valid Cases	152		

a. 6 cells (40.0%) have expected count less than 5. The minimum expected count is .32.

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal	Phi .356	.014
	Cramer's V .251	.014
N of Valid Cases	152	

Chi-Square Test: Perfectionist Subattitude versus Self Identification

Crosstab

			Perfectionist – #2					Total
			I strongly agree	I agree	I neither agree nor disagree	I disagree	I strongly disagree	
How does the Participant professionally self-identify?	Translator (m)	Count	13	34	31	10	3	91
		Expected Count	9.0	28.1	30.5	21.0	2.4	91.0
	% within How does the Participant professionally self-identify							
	% within Perfectionist – #2	14.3%	37.4%	34.1%	11.0%	3.3%	100.0%	
	% of Total	86.7%	72.3%	60.8%	28.6%	75.0%	59.9%	
	% of Total	8.6%	22.4%	20.4%	6.6%	2.0%	59.9%	
Translatorress (f)	Count	Count	1	10	15	19	0	45
		Expected Count	4.4	13.9	15.1	10.4	1.2	45.0
	% within How does the Participant professionally self-identify							
	% within Perfectionist – #2	2.2%	22.2%	33.3%	42.2%	0.0%	100.0%	
	% of Total	6.7%	21.3%	29.4%	54.3%	0.0%	29.6%	
	% of Total	0.7%	6.6%	9.9%	12.5%	0.0%	29.6%	
Translating Person (n)	Count	Count	1	3	5	6	1	16
		Expected Count	1.6	4.9	5.4	3.7	.4	16.0
	% within How does the Participant professionally self-identify							
	% within Perfectionist – #2	6.3%	18.8%	31.3%	37.5%	6.3%	100.0%	
	% of Total	6.7%	6.4%	9.8%	17.1%	25.0%	10.5%	
	% of Total	0.7%	2.0%	3.3%	3.9%	0.7%	10.5%	
Total	Count	Count	15	47	51	35	4	152
		Expected Count	15.0	47.0	51.0	35.0	4.0	152.0
	% within How does the Participant professionally self-identify							
	% within Perfectionist – #2	9.9%	30.9%	33.6%	23.0%	2.6%	100.0%	

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

% within Perfectionist – #2	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
% of Total	9.9%	2.0%	30.9%	33.6%	23.0%	2.6%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	24.316 ^a	8	.002
Likelihood Ratio	26.195	8	<.001
Linear-by-Linear Association	13.103	1	<.001
N of Valid Cases	152		

a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is .42.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.400	.002
	Cramer's V	.283	.002
N of Valid Cases		152	

Appendix M: PCI Thematic Responses

M1 Theme 1: Neutrality

Participant Labels	Free Form Response Commentary
#4 F / STP / East / Fi	Even evangelises feminative usage to others, tries to influence, close friends, but does not want to impose on anyone
#4 F / STP / East / Fi	Not purist, language should evolve
#8 F / STP / West / Fi	More descriptivist (than prescriptivist) want to be precise, but not to the extent of stripping all exceptions or ambiguities - does not want to reduce human language to software code syntax
#11 F / PT / East / Fi	Over last decade has become more comfortable with feminatives and using in personal role description, see as useful, natural evolution
#12 F / PT / West / Mi	Can be uncomfortable with following directions of feminatives as might be seen as a token or exaggerated use case

M2 Theme 2: Anti-Authoritarian

Participant Labels	Free Form Response Commentary
#2 M / STP / West / Mi	Resistant to state enforcement, especially forced change, against notion of ideal in an authoritarian, imposed sense
#3 F / PT / ACA / West / Fi	Sees language as a tool which is subject to change, and should not strive to be conservative, which itself could be form of censorship, preventing change
#3 F / PT / ACA / West / Fi	Language use follows how we think but language choices can also influence way we think, hence not simply innate (Chomskian), so all due to background and preferences
#4 F / STP / East / Fi	Not purist, language should evolve
#7 M / STP / West / Mi	Does not want authoritarian control of language, limits on exceptions have a personal filter, do not accept all new entries into the language
#9 F / STP / West / Mi	Anti-authoritarian, Orwellian, prescription of language
#9 F / STP / West / Mi	Against both censorship or prescription of language
#12 F / PT / West / Mi	Generally against prescriptive, authoritative influence on language but can be constructive where society moves in favour or feminative, finds most of these attitudes and choices very nuanced

M3 Theme 3: Systematic

Participant Labels	Free Form Response Commentary
#2 M / STP / West / Mi	Neither agrees nor disagrees with correctness, purity - depends on context e.g formal, technical or colloquial - whether translating thesis on roots of lang, or playing with beauty of language
#5 F / STP / East / Fi	Mostly use feminatives, but still some words, Lawyer, sounds better with M unconscious patterns, familiarity with certain usage, bias to non feminative
#4 F / STP / East / Fi	Not purist, language should evolve
#4 F / STP / East / Fi	Sees feminatives more as part of lexis, hence not violating or changing any grammatical rules for which they might be more resistant
#7 M / STP / West / Mi	Depends on how sounds subjectively some work some do not - not systematic
#8 F / STP / West / Fi	Inconsistent in choice of feminatives, determined by text context, but also what current colloquial use is for certain nouns
#9 F / STP / West / Mi	Feels background and context matter, will change register when speaking to tutors for instance
#10 F / PT / East / Mi	Feels emotional re Polish in that wants language and grammar to be taught seriously and that matters to them, annoyed with foreign borrowings when have fine Polish alternatives
#10 F / PT / East / Mi	Would use feminative in translation if instructed in some cases, but not say for a scientific text as sees as inappropriate

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

#12 F / PT / West / Mi	Can be uncomfortable with following directions of feminatives as might be seen as a token or exaggerated use case
#13 M / PT / West / Mi	As a literary translator has more possible freedom, but in fact trying hard to make correct choice in context (including period written etc), and responsibility, not instinctive, not automatic, more research-based reasoning on choices
#13 M / PT / West / Mi	Believes languages can and should adapt, not be afraid to deviate from a dictionary, as dictionaries reflect practice which would otherwise never change

M4 Theme 4: Inclusivity

Participant Labels	Free Form Response Commentary
#2 M / STP / West / Mi	Would respect someone else's choices / preferences, even if curious to know why
#3 F / PT / ACA / West / Fi	Strives to be accurate, descriptive, non-judgemental not derogatory or insulting but then which would be seen to be offensive is very context and individually dependent
#8 F / STP / West / Fi	Does want to remove harmful terms - e.g. derogatory forms with respect to disability
#8 F / STP / West / Fi	Not offended if others make different choices, does not diminish role etc, know others who are much more concerned, would abide by their preferences
#9 F / STP / West / Mi	Happy to conform with an individual's preference and respect their wishes
#10 F / PT / East / Mi	Does not see need for feminine, and thinks make less inclusive
#11 F / PT / East / Fi	Emotional reaction to hate speech, but not offended if someone is grammatically incorrect, would like to see harmful, e.g. derogatory, language removed
#11 F / PT / East / Fi	Would use someone's preferred forms, and see disrespectful (if not harmful) if someone did not translate accordingly
#12 F / PT / West / Mi	can be uncomfortable with following directions of feminatives as might be seen as a token or exaggerated use case
#13 M / PT / West / Mi	Not happy to adapt to other's preferences "But it would probably be weird for me to have to adapt my language, you know, instead of using the, whatever comes to my mind at the moment"

M5 Theme 5: Incongruity

Participant Labels	Free Form Response Commentary
#2 M / TS / West / Mi	Makes instinctive choices, use feminatives, but only if widely adopted
#2 M / TS / West / Mi	Neither agrees nor disagrees with correctness, purity - depends on context e.g formal, technical or colloquial - whether translating thesis on roots of lang, or playing with beauty of language
#3 F / PT / ACA / West / Fi	What sounds correct or not is heavily culturally biased, and society can grow accustomed to changes over time
#3 F / PT / ACA / West / Fi	Should not force precision on language, sometimes purposefully vague and also more social
#4 F / STP / East / Fi	At first found odd, but as familiarised and investigated history, actively use feminatives
#8 F / STP / West / Fi	Inconsistent in choice of feminatives, determined by text context, but also what current colloquial use is for certain nouns
#8 F / STP / West / Fi	Language can change and evolve, as translator follow cultural norms
#10 F / PT / East / Mi	Would use feminine in translation if instructed in some cases, but not say for a scientific text as sees as inappropriate
#11 F / PT / East / Fi	Preference towards feminatives, but not all sound correct - less familiar and less respectful - possibly just not used to them in that way

M6 Theme 6: Sensitivity

Participant Labels	Free Form Response Commentary
#3 F / PT / ACA / West / Fi	Strives to be accurate, descriptive, non-judgemental not derogatory or insulting but then which would be seen to be offensive is very context and individually dependent
#5 F / STP / East / Fi	Allows for change, but still treats language with respect
#6 M / PT / ACA / East / Mi	When interpreting, does consider which form to use, and whether could cause offence to the individuals so referred
#8 F / STP / West / Fi	Not offended if others make different choices, does not diminish role etc, know others who are much more concerned, would abide by their preferences
#8 F / STP / West / Fi	Does want to remove harmful terms e.g. derogatory forms with respect to disability
#11 F / PT / East / Fi	Emotional reaction to hate speech, but not offended if someone is grammatically incorrect, would like to see harmful, e.g. derogatory, language removed
#11 F / PT / East / Fi	Would use someone's preferred forms, and see disrespectful (if not harmful) if someone did not translate accordingly

M7 Theme 7: Respect

Participant Labels	Free Form Response Commentary
#1 F / PT / ACA / East / Mi	Not to elevate her own role to feminine until feels has earned it
#2 M / STP / West / Mi	Resistant to cultural enforcement of choices, i.e. not on linguistic grounds personally favours respectful forms
#6 M / PT / ACA / East / Mi	Thinks context, especially degree of formality, influences his choices and professional standing
#7 M / STP / West / Mi	Judges by status of profession, how respected, which form to use
#9 F / STP / West / Mi	For high status jobs, does not think there should be a difference in male / female cases - especially if referring to the position not the person
#10 F / PT / East / Mi	Possible bias - as a physicist - sees feminine as less appropriate for masculine scientific roles and similar for higher status, public roles such as president
#11 F / PT / East / Fi	Preference towards feminines, but not all sound correct - less familiar and less respectful - possibly just not used to them in that way
#12 F / PT / West / Mi	Does see it as a matter of status and respect, as that is how society treats it, even though not seeking to preserve such distinctions
#13 M / PT / West / Mi	Questions if there is a distinction between role and individual, and varies choices accordingly "if jobs are as personal as you know, gender identification like a pronoun, okay. It does sound weird because we're using this as: I identify as <i>thumaczka</i> . Sounds like we're making a parody of, you know, gender identification, like they do"
#13 M / PT / West / Mi	Differentiates with status, especially roles: "if we treat it as a job title that we could use to, but I think it's a little different. If it's a, if it's a title"

M8 Theme 8: Context

Participant Labels	Free Form Response Commentary
#2 M / STP / West / Mi	Neither agree/disagree with correctness, purity - depends on context e.g formal, technical or colloquial - whether translating thesis on roots of lang, or playing with beauty of language
#3 F / PT / ACA / West / Fi	Aware that feminine forms can be seen as diminutive, diminishing the role as in English "actor or actress" but linked to social prejudice of the times
#3 F / PT / ACA / West / Fi	Used Masculine form when referring to earlier career as a lawyer but Feminines as a translator or as a linguist (which is also more recent)
#3 F / PT / ACA / West / Fi	What sounds correct or not is heavily culturally biased, and society can grow accustomed to changes over time
#4 F / STP / East / Fi	Sees language as a tool for communication, but not one, single, ideal form - there should be options and choices
#6 M / PT / ACA / East / Mi	Sees different levels, domains e.g. personal idiolect vs societal sociolect

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

	who is to decide that is harmful, and in what domain
#9 F / STP / West / Mi	For high status jobs, does not think there should be a difference in male / female cases - especially if referring to the position not the person
#9 F / STP / West / Mi	Feels background and context matter, will change register when speaking to tutors for instance
#10 F / PT / East / Mi	Strongly agree with balance linguistic phenomena with accepted logic – e.g. use context
#11 F / PT / East / Fi	Sees economy, precision dependent on context different in literature than in scientific text
#12 F / PT / West / Mi	As a literary translator has more possible freedom, but in fact trying hard to make correct choice in context (including period written etc), and responsibility, not instinctive, not automatic, more research-based reasoning on choices
#13 M / PT / West / Mi	Cautious on exercising personal choices, attempts to follow intent of author or context if “it's modern, and I will try to, well use all-inclusive language and you know, feminatives language and so on”

M9 Theme 9: Precedent

Participant Labels	Free Form Response Commentary
#2 M / STP / West / Mi	See having options linked to Polish cultural history, resistant to impositions more laissez faire, liberal than in past times when external forces at play
#3 F / PT / ACA / West / Fi	What sounds correct or not is heavily culturally biased, and society can grow accustomed to changes over time
#4 F / STP / East / Fi	Sees language as a tool for communication, but not one, single, ideal form - there should be options and choices
#4 F / STP / East / Fi	Not purist, language should evolve
#5 F / STP / East / Fi	Mostly uses feminatives, but still some words, Lawyer, sounds better with M unconscious patterns, familiarity with certain usage, bias to non feminine
#5 F / STP / East / Fi	Aware feminatives have also existed in language for a long time, just now coming back into fashion
#6 M / PT / ACA / East / Mi	Thinks context, especially degree of formality, influences his choices and professional standing
#7 M / STP / West / Mi	Remembers professor discussing use of feminatives usage in 1920s in Poland
#8 F / STP / West / Fi	Language can change and evolve, as translator follow cultural norms
#9 F / STP / West / Mi	Used feminatives, aware of historical context, uses more randomly when occurs to him
#10 F / PT / East / Mi	Definitely thinks background and family context influences language use and attitudes

M10 Theme 10: Expression

Participant Labels	Free Form Response Commentary
#5 F / STP / East / Fi	Certainly a tool for communication, but sees so many other aspects including means of expression. hence not just an idealised form where only precision, efficiency and unambiguity matter, likes that language can be open
#8 F / STP / West / Fi	Approach is emotional, and does believe language is precious and needs great care
#10 F / PT / East / Mi	Feels emotional regarding Polish in that wants language and grammar to be taught seriously and that matters to them, annoyed with foreign borrowings when have fine Polish alternatives

M11 Theme 11: Descriptive

Participant Labels	Free Form Response Commentary
#3 F / PT / ACA / West / Fi	Should not force precision on language, sometimes purposefully vague and also more social than merely communication

Attitudes towards translation of grammatically gender-neutral English (L2) nouns into grammatically gender-non-neutral Polish (L1) nouns

#6 M / PT / ACA / East / Mi	From technical linguistic view, feels can describe a language, but never prescribe it (should not, and even if one did, would not be effective)
#8 F / STP / West / Fi	More descriptivist (than prescriptivist) wants to be precise, but not to the extent of stripping all exceptions or ambiguities - does not want to reduce human language to software code like syntax
#9 F / STP / West / Mi	Against both censorship or prescription of language
#11 F / PT / East / Fi	Emotional reaction to hate speech, but not offended if someone is grammatically incorrect, would like to see harmful, e.g. derogatory, language removed
#12 F / PT / West / Mi	Has a linguistics background, before translation, so more descriptive than prescriptive

M12 Theme 12: Adaptive

Participant Labels	Free Form Response Commentary
#1 F / PT / ACA / East / Mi	All linguistic innovations valid, language is mutable
#3 F / PT / ACA / West / Fi	Language use follows how we think but language choices can influence way we think - not Chomskian, not innate so all due to background and preferences
#3 F / PT / ACA / West / Fi	What sounds correct or not is heavily culturally biased, and society can grow accustomed to changes over time
#3 F / PT / ACA / West / Fi	See language as a tool which is subject to change, and should not strive to be conservative, which itself could be form of censorship, preventing change
#4 F / STP / East / Fi	Even evangelises feminine usage to others, try to influence, friends etc but does not want to impose on anyone
#5 F / STP / East / Fi	Allow for change, but still treat language with respect
#6 M / PT / ACA / East / Mi	As a native speaker, even though a translator, still sees language as organic and not something purist, and capable of evolving
#8 F / STP / West / Fi	Does want to remove harmful terms – e.g. derogatory forms with respect to disability
#8 F / STP / West / Fi	Language can change and evolve, as translator follow cultural norms
#9 F / STP / West / Mi	Neither for nor against the evolution of language, see more common sense but does not see need for neo- pronouns
#10 F / PT / East / Mi	Thinks people can influence shape of language, stand up for correct usage, will correct people (if close to them)
#11 F / PT / East / Fi	Over last decade has become more comfortable with feminatives and using in personal role description, see as useful, natural evolution
#12 F / PT / West / Mi	As a literary translator has more possible freedom, but in fact trying hard to make correct choice in context (including period written etc), and responsibility, not instinctive, not automatic, more research-based reasoning on choices
#12 F / PT / West / Mi	Generally, against prescriptive, authoritative influence on language but can be constructive if society moves in favour of feminine etc most of these attitudes, very nuanced
#13 M / PT / West / Mi	Believes languages can and should adapt, not be afraid to deviate from a dictionary, as dictionaries reflect practice which would otherwise never change