Supplementary analysis and discussion

Because the model reported in main text (Model 1) had a residual distribution with somewhat heavy tails, to check robustness of results speech Rating was also modelled as a dichotomous variable using binary logistic regression (Model 2). Rating > 0 was coded as 1, rating < 0 was coded as 0, and the 23% of participants who scored zero were excluded from the model (Table S1).

Table S1. Linear (Model 1) and binary logistic (Model 2) regression models of speech Rating

	Model 1: rating modelled as continuous				Model 2: rating modelled as dichotomised			
	b	*SE*	*t*	*p*	*b*	*SE*	*t*	*p*
Intercept	**-.53**	**.11**	**-5.04**	**.000**	**-.43**	**.17**	**-2.54**	**.011**
Speech condition (environment prioritisation=1)	**.99**	**.13**	**7.66**	**.000**	**1.66**	**.25**	**6.60**	**.000**
Conservative vote (yes=1)	**.74**	**.18**	**4.13**	**.000**	**1.04**	**.23**	**4.45**	**.000**
Age (years)	.01	.00	1.09	.276	.01	.01	1.85	.064
Gender (female=1)	.04	.13	.32	.748	-.04	.20	-.22	.826
Social grade (1-6)	-.04	.04	-.95	.340	-.07	.06	-1.02	.306
Education (1-6)	**-.12**	**.05**	**-2.38**	**.017**	-.07	.09	-.78	.438
Speech x Conservative vote	**-.90**	**.20**	**-4.48**	**.000**	**-1.39**	**.33**	**-4.19**	**.000**
Speech x Age	.00	.01	-.70	.486	-.01	.01	-1.37	.171
Speech x Gender	.29	.16	1.88	.060	**.72**	**.30**	**2.38**	**.017**
Speech x Social grade	.09	.05	1.80	.072	.17	.10	1.64	.101
Speech x Education	**.29**	**.06**	**4.65**	**.000**	**.51**	**.14**	**3.70**	**.000**
Conservative vote x Education	.09	.07	1.20	.229	-.03	.13	-.25	.801
Speech x Conservative vote x Education	**-.28**	**.10**	**-2.97**	**.003**	**-.43**	**.20**	**-2.20**	**.028**

Note: for dichotomous variables, the alternative not mentioned above was coded as 0 (Speech: environment unaffordable; Conservative vote: no; Gender: male). Model 1 is repeated from the main text for comparison purposes.

Model 2 replicates all interaction effects and most of the main effects from Model 1 – only the main effect of Education is not detected, likely reflecting that Education tended to shift Rating gradually rather than categorically from positive to negative. This effect is in any case not interesting as it does not relate to different ratings for the different speeches.

Additionally, a Speech by Gender interaction was now detected, with women showing relatively higher ratings for the environment prioritised speech. This result is not unexpected and does not relate to the study research questions.