

The Effects of Dutch Accented English on the Speaker Evaluations by Dutch Listeners in Interviews for Jobs with and without Communicatively Demanding Tasks

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Abstract

Due to globalisation, English has been adopted by organisations as a Lingua Franca across the world. As a result, non-native speakers of English have to communicate in foreign-accented English on the job. To date, it has not been investigated whether there is an effect of various degrees of non-native accentedness on listeners who share the same non-native English background as the speaker in a workplace setting where communicative skills are required. The purpose of the present study was to explore how Dutch listeners evaluate Dutch speakers with moderate and slight non-native Dutch accents in English in terms of comprehensibility, attitude and hiring recommendation based on different job requirements. In an experiment, 189 Dutch participants evaluated the speech fragments of a job interview based on job descriptions for an HR Manager, with many communicatively demanding tasks, or an IT Technician, with almost no communicatively demanding tasks. Findings showed that the manipulation was unsuccessful, which led to the exclusion of the Dutch accent strength in the conclusions. However, it was found that a speaker with a non-native accent was downgraded on attitudinal items and hiring recommendation in comparison to the speaker with a native English accent for the job that required strong communicative skills. Job-hunters are advised to minimise their non-native accent to avoid speaker evaluations based on their first language or country of origin.

Keywords: accent strength, non-native, accentedness, attitudes, comprehensibility, communicative demands, job interview

Introduction

Non-native speakers of English are increasingly using English in business and organisational contexts in Europe (Nickerson, 2015). Due to globalisation, international organisations employ people from all over the world. In fact, one in seven job advertisements is entirely written in English in the Netherlands and Flanders (Zenner, Speelman, & Geerearts, 2015). All corporate communication is in English for these jobs, which results in an increase of the number of professional situations where Dutch speakers have to communicate in English with other Dutch native speakers. Even though 87 per cent of Dutch speakers claim that they know English well enough to hold a conversation in English, a native accent is difficult to master (Nejjari, Gerritsen, van der Haagen, & Korzilius, 2012). Earlier studies have demonstrated that a non-native accent in English could be detrimental, since it was found that it influences speaker evaluations negatively on attitudinal scales and comprehensibility items across multiple settings (job interview: Deprez-Sims, & Morris, 2010; education: Hendriks, van Meurs, Reimer, 2018; business: Nejjari, et al., 2012). In the workplace setting, studies have shown a negative effect of a non-native accent in the workplace on listeners with a different language background (Mandarin Chinese speakers, US English listeners: Cargile, 2000; Puerto Rican, Cantonese, Mandarin, African American speakers, US English listeners: Carlson & McHenry, 2006; French and Columbian speakers, US English listeners: Deprez-Sims, & Morris, 2010). Roessel, Schoel, Zimmermann and Stahlberg (2017) first explored an effect of a non-native accent in a job interview setting of a speaker that shares the same language background as the listener. German respondents evaluated German job candidates with a strong accent more negatively than speakers with a native or native-like accent. This study highlighted the negative effects of a shared language background, since listeners constantly downgraded the stronger accented job candidates compared to weaker accented job candidates, to the point that argument quality was not relevant. Next to this, Hosoda and Stone-Romero (2010) focussed on the effects of non-native accents on employment-related decisions and were the first to find different evaluations for different communicatively demanding tasks in a job interview setting. Findings showed that Japanese-accented applicants were evaluated more negatively for jobs that had high communicative demands than speakers with a French accent in the United States.

To date, no research has been conducted to explore an effect of various degrees of a non-native accented speaker on a listener that shares the same language background as the speaker for different types of jobs. The present study will investigate an effect of a slight and

moderate non-native Dutch accent in a job interview setting on Dutch listeners in terms of attitudes, comprehensibility and hiring recommendation for two different jobs with low and high communicatively demanding tasks.

Effects of a non-native accent on speaker evaluations

It has been pointed out that these negative effects on speaker evaluations are especially detrimental in non-Anglophone countries where the hiring manager shares the same language background as the job applicant (Roessel, et al., 2017). Previous studies support these findings by reporting a similar effect across environments and listener groups.

In a study that investigated an effect of various degrees of Dutch-accented lecturers on students, it was found that a speaker with a moderate accent, but not a slight accent leads to negative attitudinal evaluations for the items competence and likeability (Hendriks, et al., 2018). An earlier study explored an effect of various degrees of Dutch-accented English on Dutch listeners in an educational setting, and found that moderately accented instructors were evaluated as less comprehensible, less dependent and less competent than slightly accented instructors (Hendriks, van Meurs, & Hogervorst, 2016). However, in both studies there were almost no differences found on the attitudinal measures between the slightly Dutch-accented speakers and the native English speakers. Based on these findings, the current study is expected to find similar results for Dutch listeners evaluating the Dutch speakers in the workplace setting in terms of attitude.

Job interviewers have shown to evaluate job applicants based on accent strength in a study that investigated reactions of German listeners towards German-accented job candidates (Roessel, et al., 2019). Findings showed that listeners consistently downgraded strongly accented candidates as compared to weaker accented candidates for the same job. As explained by Roessel et al., a stronger non-native accent may lead to disfluency, which leads to lower familiarity and an out-group bias (2019). An out-group bias occurs through a social comparison process, when a person categorises someone as out-group who differs from the self (Deprez-Sims & Morris, 2013). These studies have highlighted the factors that influence speaker evaluations and have illustrated a knowledge gap for speaker evaluations on various degrees of accentedness in a job interview setting where communicative skills are required.

What affects evaluations of non-native accented speakers?

Comprehensibility

When people are more familiar with a non-native accent, it requires less processing and results in better comprehensibility (Nejjari, et al., 2012). When the speaker and listener share a first language, the listener is most likely very familiar with hearing the non-native accent in English as well, which minimises the processing costs to comprehend. However, previous studies have shown that moderately Dutch-accented speakers were evaluated as less comprehensible than slightly Dutch-accented speakers and native English speakers by Dutch listeners (Hendriks, et al., 2016). These findings indicate that sharing a language background actually makes the listener more critical, even though the fragments were found to be as comprehensible as the English ones. Listeners are expected to evaluate based on whether the speakers meet the standard of the non-native English accentedness in that specific country, or to the listeners' English proficiency and accent.

English proficiency is therefore an important factor to explore the variables that affect how listeners evaluate the degree of accentedness. As a previous study has shown, the higher the English proficiency of the listeners, the more intelligible, comprehensible, and likeable they evaluated the speakers (Hendriks, et al., 2018).

Job requirements

Speaker evaluations are driven by the requirements that the speakers have to meet. Hiring managers are trained to evaluate job applicants on the requirements of the job tasks. However, a previous study has shown that a non-native accented speaker was evaluated more negatively for a job with high communicative demands than standard American English-accented applicants with the same CV and job interview (Hosada & Stone-Romero, 2010). The evaluation was solely based on the applicants' accent. Another study that focussed on non-native accents in job interviews for jobs that require face-to-face meetings with customers found that speakers with a Chinese, Indian and Mexican accent all scored significantly lower than the American accent and British accent (Timming, 2017). These evaluations were based on one opening sentence of a job interview, without any skills or qualities of the job applicant listed in the experiment. In both studies, the job description stated a requirement of 'possessing good communication skills', which could explain the lower ratings of the non-native accented job applicants (Cargile, 2000, p. 172). To conclude, listeners were shown to

evaluate non-native accented speakers more critically when a job requires good communication skills.

Degree of accentedness

Accent strength means how much an accent deviates from a native accent of, in the current study, English. Dutch speakers vary in the degrees of Dutch-accented English, from strong to native-like. Listeners who share the same language background as the speaker are shown to be able to distinguish these different degrees of accentedness in an experimental study as anticipated, which is why it is expected that this manipulation can be successfully executed in the current study (Hendriks, et al., 2016).

Earlier studies have found that speakers with stronger non-native accents are evaluated more negatively than speakers with slight non-native accents in terms of attitude by native listeners, listeners with the same language background and listeners with a different language background (Carlson & McHenry, 2006; Hendriks, van Meurs, & De Groot, 2015; Nejari, et al., 2012; Hendriks, et al., 2018). Hendriks et al., (2016) explained the findings of the listeners who share the same language background by stating that listeners critically evaluate speakers for reasons of shame or punishment. In addition, speakers are often evaluated based on a native English norm or the standard that is normalised in the specific country.

To date, there has been no research into the effect of accent strength within the context of employability. Even though similar findings are expected across settings and environments, the current study will be the first to explore the effect of degrees of non-native accentedness in a job interview for jobs that differ in their requirements of communicative skills.

The current study

In international organisations in the Netherlands, companies often use English as a Lingua Franca. However, a large part of the employees in these organisations are native Dutch speakers, which is why Interactions between non-native speakers of English in various work settings, to convey ideas and brainstorm, are common (Roessel, et al., 2019). Unknowingly, a moderate Dutch accent in English may stand in the way of many Dutch professionals who aspire to have an international career. Extra speech trainings could combat these negative evaluations, if the knowledge was available.

To date, no research has been conducted on various degrees of non-native accented speakers who are evaluated by non-native listeners with the same language background in a

job interview setting on the requirements for different types of jobs. The current study will examine the effect of the degrees of Dutch-accented English on the evaluations of Dutch listeners in a job interview setting with two types of jobs, namely a high communicatively demanding job and a low communicatively demanding job with regard to comprehensibility, attitude and hiring recommendation.

With regard to previous studies, it is anticipated that the participants who see the job description for an HR Manager are more critical towards the non-native accented job applicant than participants who see the job description for an IT Technician, since an HR Manager is required to have good communication skills (Hosada & Stone-Romero, 2010; Timming, 2017).

Furthermore, earlier studies have shown that speakers with a stronger non-native accent are often generally downgraded by listeners who share the same language background (Hendriks, et al., 2018). Similar findings are expected in the current study, that is, more negative ratings on comprehensibility items, attitudinal scale and hiring recommendations for moderately Dutch accented speakers than for slightly Dutch accented speakers and native British English speakers. Previous research has outlined the most important factors for speaker evaluations, on which the following hypotheses were based:

H2: Slightly Dutch-accented English and native British-accented English speakers will be perceived as more comprehensible than moderately Dutch-accented English speakers by native Dutch listeners for the job with high communicative demands, with no effect of accentedness for the job with low communicative demands

H1: Slightly Dutch-accented and native British-accented English speakers will be evaluated more positively on attitudinal characteristics than moderately Dutch-accented English speakers by native Dutch listeners for the job with high communicative demands, with no effect of accentedness for the job with low communicative demands

H3: Slightly Dutch-accented and native British-accented English speakers are more likely to be hired for the job with high communicative demands than moderately Dutch-accented English speakers by native Dutch listeners, with no effect of accentedness for the job with low communicative demands

Method

Materials

The independent variables in this experiment were the different accent strengths and the different communicatively demanding tasks of the jobs.

In the experiment, speech samples were produced to represent three degrees of accentedness: (1) British English; (2) slightly Dutch-accented; and (3) moderately Dutch-accented, as based on Hendriks et al. (2016). The three different accents allowed for analyses based on accent strength, with a control group of British English speech. The speech samples consisted of an introduction that is typically done before a job interview (Timming, 2017). A verbal guise technique was used with speakers that had similar or almost similar intonation and pitch. A verbal-guise technique utilizes different individuals for all conditions, with relatively similar pitch, tone and voice quality, and with every speaker reading the exact same script (Hosoda, & Stone-Romero, 2010). The speakers were female and ranged between 18 and 25 years old. The audio contained these words: ‘Good morning. Thank you for taking the time to speak with me today. I’m really excited about this job’. The length of this clip allowed for a proper evaluation for the hiring recommendation (Timming, 2017). Secondly, it was short enough to avoid listeners to stop during the experiment due to the speech sample length. For the slight accent, third-year students from the programme International Business Communication were asked to participate. An entirely English-taught programme, with a focus on language and communication in the curriculum, indicates that students have practised mastering a native-like English accent, which makes it an accurate representation of a speaker with a slight Dutch accent. Students from an unrelated fields of study in a Dutch Bachelor programme, were asked to participate to produce the speech sample for the moderate accent. These speakers did not have English as medium of instruction, and were naïve about the field of study, which indicated that their accent is not practiced as much. That is why these speakers were expected to be an accurate representation of a speaker with a moderate Dutch accent (Nejjari, et al., 2012).

A pre-test was conducted to establish whether the recorded speech samples were suitable for the accent that they represent. Speech samples were recorded by 14 female Dutch speakers and 7 female British English speakers. A total of 17 communication experts participated to evaluate the speech samples. All participants were third-year students of the program International Business Communication at Radboud University. The experts evaluated the speech samples on a 7-point scale on accent strength, intonation, voice quality,

speech rate, natural sound, and pleasant voice (Bayard, Weatherall, Gallois, & Pittam, 2001; Biemans, 2000; Derwing, Rossiter, Munro, & Thomson, 2004; Gallois & Callan, 1981). Findings are shown in Table 1. Voice characteristics were neutral on average ($M > 3$ and < 6.5) across speakers. Two speakers per degree of accentedness were selected with similar scores on the scales, which resulted in two moderate Dutch-accented speakers, two slight Dutch-accented speakers and two native British English speakers. Analyses were done to establish whether the manipulation has been executed correctly.

The other independent variable was the communicative demands of the job. In this experiment, the effect of the two different jobs was tested. Half of the participants saw the job description for an HR Manager and the other half saw the job description for an IT Technician. A job description for an HR manager was included in the questionnaire, with communicatively demanding tasks in the job description (Appendix 2). In addition, a job description for an IT Technician was included, with almost no communicatively demanding tasks (Appendix 2).

Table 1. Means and SD's for accent strength found in the pre-test (Accent strength: 1 = weak accent, 7 = strong accent, Sounds native: 1 = complete disagree, 7 = completely agree)

	Moderate	Moderate	Slight	Slight	Native	Native
	<i>M (SD)</i>					
Accent strength	4.25 (1.5)	4.5 (1.73)	3.75 (1.5)	3.75 (2.22)	2.66 (2.89)	1 (0.0)
Sounds native	2.5 (1.29)	1.75 (0.5)	3 (1.41)	2.25 (2.5)	7 (0.0)	6.75 (0.5)

Subjects

A total of 189 participants participated in the experiment (age: $M = 29.76$, $SD = 12.92$; range 19-77; 67.2% female). All participants who filled in a different mother tongue than Dutch and a different country of origin than the Netherlands were removed, which makes all participants (100%) Dutch. A great part of them (83.6%) were currently completing or had completed higher education, i.e. HBO or WO, with more than half of them currently enrolled as student (66.1%).

The participants assessed themselves as quite proficient in English, regarding speaking ($M = 5.16$, $SD = 1.09$), writing ($M = 5.14$, $SD = 1.17$), reading ($M = 5.89$, $SD = 1.02$) and

listening ($M = 5.84, SD = 0.96$). A LexTALE test verified this ($M = 76.24, SD = 12.41$). A LexTALE score indicates that a score between 60 – 80% is B2 CEFR (Lemhöfer & Broersma, 2012). The participants had more experience being interviewed for a job ($M = 3.44, SD = 1.60$) than interviewing a job applicant ($M = 2.49, SD = 1.68$).

Age ($F(2, 188) < 1$), gender ($\chi^2(2) = 3.68, p = .159$), currently enrolled as student ($\chi^2(2) = 0.50, p = .779$), education ($\chi^2(6) = 4.56, p = .602$), self-assessed English proficiency ($F(2, 188) = 2.40, p = 0.94$), actual English proficiency ($F(2, 188) < 1$), experience with being interviewed ($F(2, 188) < 1$), experience with interviewing ($F(2, 188) = 1.10, p = .336$) were all distributed evenly across accentedness conditions.

Age ($t(187) = 0.48, p = .629$), gender ($\chi^2(1) = 0.46, p = .499$), currently enrolled as student ($\chi^2(1) = 0.126, p = .723$), education ($\chi^2(3) = 1.56, p = .668$), self-assessed English proficiency ($t(187) = 1.39, p = .165$), actual English proficiency ($t(187) = 0.72, p = .715$), experience with being interviewed ($t(187) = 1.04, p = .302$), experience with interviewing ($t(187) = 0.28, p = .778$) were all distributed evenly across job conditions.

Design

The current study has an experimental 3 (accent strength: native English, moderate Dutch-English and slight Dutch-English) x 2 (communicative demands of job: low and high) between-subjects factorial design. A total of 189 participants evaluated one fragment on attitude, comprehensibility and hiring recommendation. Participants were randomly and evenly assigned to the speech samples.

Instruments

Listeners filled in an online questionnaire in which they rated the fragments on perceived comprehensibility of speaker, attitude and hiring recommendation. All items were measured with 7-point Likert scales anchored by ‘completely disagree – complete agree’, if not indicated otherwise. Composite means were calculated for the scales.

Perceived comprehensibility was measured with seven items (based on Hendriks et al., 2016): ‘I have to listen very carefully to be able to understand the speaker’ (r); ‘The speaker speaks clearly’; ‘The speaker is barely intelligible’ (r); ‘The speaker is difficult to comprehend’ (r); ‘I have problems understanding what the speaker is talking about’ (r); ‘I have no problems comprehending the speaker’; ‘I do not understand what the speaker means’ (r) ($\alpha = .76$).

Impressions of the speaker were measured with attitudinal evaluations: ‘The speaker sounds...’ (based on Grondelaers, Hout, & Gent, 2018). Impressions of the speaker were measured with multiple dimensions, namely superiority, warmth, and dynamism. The items measuring superiority were *chic, educated, serious* ($\alpha = .65$). The items measuring warmth were *nice, warm personality, helpful* ($\alpha = .82$). The items measuring dynamism were *modern, hip, trendy* ($\alpha = .85$).

Hiring recommendation was measured with eight items (based on Deprez-Sims & Morris, 2010): ‘suitable for the job’; ‘satisfaction if hired’; ‘feel favourable toward applicant’; ‘desire to work with the applicant’; ‘applicant would be an asset to the company’; ‘likelihood to hire’; ‘relationship with subordinates’; ‘ability to manage’ ($\alpha = .90$).

In addition, the English proficiency of the respondents was measured. This was done by asking self-assessment questions. Self-assessed English was measured with four 7-point semantic scales anchored by ‘poor – excellent’ (based on Krishna & Ahluwalia, 2008): *speaking, writing, reading, listening*. Next to this, a LexTALE test was included in the questionnaire to measure the English vocabulary knowledge (Lemhöfer & Broersma, 2012).

Degree of accentedness was measured as manipulation check. The degree of accentedness was measured with two items (based on Jesney, 2004): ‘This speaker has a strong foreign accent in his English’(r); ‘This speaker sounds like a native speaker of English’ ($\alpha = .61$). Origin of speaker was measured by asking respondents to write down what they perceived to be the country of the speaker. All Dutch-speaking countries (the Netherlands and Belgium) were considered correct identifications for all Dutch-accented speakers. All Anglophone countries (UK, US, Australia, Canada, New Zealand) were considered correct for the native English accented speakers.

Lastly, some background questions were asked to analyse the participants based on age, gender, nationality, mother tongue, educational level, experience with interviewing and experience with being interviewed in a job interview.

Procedure

Firstly, a pre-test was conducted to establish representative speakers for the speech samples in the experiment. After the speakers were established, the individual online questionnaire was sent out with the online survey tool ‘Qualtrics’. A link forwarded respondents to a briefing of the experiment. Respondents were recruited mostly via social media. The questionnaire made clear that participation is voluntary, and that all answers are confidential and anonymous,

which was followed by a consent form that required an agreement. Respondents were not informed about the purpose of the study. A possibility to win a gift voucher of €10 was used as incentive to retrieve participants. The experiment was 9.62 minutes long on average ($SD = 3.47$).

Statistical Treatment

A Chi-square test and ANOVA's were done to determine whether background variables were distributed equally among groups. Cronbach's α were calculated to measure the reliability of comprehensibility and attitudinal scales. A one-way ANOVA and a Chi-square test was used to check if the participants correctly identified the three levels of accentedness of the speakers and the speakers' country of origin. Two-way ANOVA's were done to measure the effect of accent strength and type of job on the dependent variables.

Results

This study investigated the effects of varying degrees of non-native accented job applicants' accent strength in English and different communicatively demanding jobs on Dutch listeners in terms of comprehensibility, attitude and hiring recommendation.

Identification of accent and country of origin - manipulation checks

Before analyses can be done based on various degrees of accents, t-tests were done to find if the manipulations were executed successfully. T-tests were not significant for any of the dependent variables, which were comprehensibility, superiority, warmth, dynamism, hiring recommendation, and accentedness (all p 's > .099). The speakers do not have to be analysed separately, since the two speakers per accent strength were evaluated similarly.

A two-way ANOVA showed a significant main effect of accentedness on the recognition of the accent strength ($F(2, 183) = 97.58, p < .001$). No significant effects were found for the type of job ($F(1,183) < 1$) or an interaction between accentedness and recognition of the accent strength ($F(2,183) < 1$). The speakers with a moderate accent ($p < .001$, Bonferroni correction; $M = 2.81, SD = 0.96$) and the speakers with a slight accent ($p < .001$, Bonferroni correction; $M = 2.73, SD = 0.83$) were evaluated as having a stronger foreign accent than the speakers with a native English accent ($p < .001$, Bonferroni correction; $M = 5.12, SD = 1.37$). However, the speakers with a slight accent and a moderate accent did not differ significantly from each other ($p > .999$, Bonferroni correction) (Table 2). This means that all Dutch speakers were evaluated as having similar accent strength, even though the manipulation was to have participants evaluate varying degrees of accent, which needs to be taken into account when discussing the results.

Cronbach's alpha for accentedness was adequate ($\alpha = .61$). However, separate two-way ANOVAs for each item were conducted to find more significant results. A main effect of accentedness was revealed for the item accent strength ($F(2, 183) = 21.91, p < .001$). The speakers with a slight accent ($p > .999$; Bonferroni correction, $M = 3.49, SD = 1.39$) and the speakers with a moderate accent ($p > .999$; Bonferroni correction, $M = 3.44, SD = 1.47$) were evaluated as having a similar foreign accent strength. The speakers with a native British accent ($p < .001$; Bonferroni correction, $M = 5.06, SD = 1.85$) were evaluated as having a weaker foreign accent in English than the two Dutch accents.

A main effect of accentedness was revealed for the item 'sounds like a native speaker' ($F(2, 183) = 136.65, p < .001$). The speakers with a slight accent ($p > .999$, Bonferroni

correction; $M = 1.97$, $SD = 0.67$) and the speakers with a moderate accent ($p > .999$, Bonferroni correction; $M = 2.17$, $SD = 1.04$) were evaluated similarly on the item ‘sounds like a native speaker’. The speakers with a native British accent ($p < .001$, Bonferroni correction; $M = 5.17$, $SD = 1.68$) were evaluated as sounding like a native speaker more than the two Dutch accents.

Table 2. Means and standard deviations (between brackets) for the perceived accent strength in function of accentedness and job description (1 = strong accent, 7 = weak accent)

	IT	HR	Total
	n = 92	n = 97	n = 189
	$M (SD)$	$M (SD)$	$M (SD)$
Moderate	2.72 (0.88)	2.88 (1.05)	2.81 (0.96)
Slight	2.68 (0.89)	2.79 (0.77)	2.73 (0.83)
Native	5.13 (1.43)	5.11 (1.34)	5.12 (1.37)

A Chi-square test was done to establish whether the participants were successful in identifying the country of origin of the speaker. The Chi-square test showed a significant relation between the accentedness and the recognition of the country of origin of the speaker ($\chi^2(2) = 15.82$, $p < .001$). Participants who listened to a fragment of a slightly accented speaker recognised the correct country of origin in more fragments (97%) than participants who listened to a moderately accented speaker (79.7%) and participants who listened to a native British accented speaker (71.4%), which did not differ significantly from each other (Table 3). This could be due to the insignificant differences in accent strength between the slightly accented speakers and the moderately accented speakers. The speakers with the slight accent were evaluated as having a somewhat stronger foreign accent than the speakers with the moderate accent, which makes them easier to identify as Dutch.

A Chi-square test showed no significant relation between the job descriptions and the recognition of the country of origin of the speaker ($\chi^2(1) = 0.88$, $p = .347$).

Table 3. Observed count and column percentages for the identification of speakers' origin in function of accentedness version

Identification COO	Accent strength		
	Moderate	Slight	Native
	Count (%)	Count (%)	Count (%)
Correct	47 _a (79.7%)	65 _b (97%)	45 _a (71.4%)
Incorrect	12 _a (20.3%)	2 _b (3%)	18 _a (28.6%)

Each subscript letter denotes a subset of language reviewer categories whose column proportions do not differ significantly from each other at the .05 level.

Effects of accent strength and type of job

Comprehensibility

A two-way ANOVA for comprehensibility revealed a main effect of type of job ($F(1, 183) = 4.79, p = .030$). These results can be found in Table 4. There was no significant main effect of accentedness ($F(2, 183) = 1.29, p = .277$) and no significant interaction ($F(2, 183) < 1$).

Participants who saw the HR job description ($M = 6.46, SD = 0.62$) evaluated all speakers as more comprehensible than participants who saw the IT job description ($M = 6.26, SD = 0.67$).

Table 4. Means and standard deviations (between brackets) for comprehensibility (1 = very incomprehensible, 7 = very comprehensible)

	IT	HR	Total
	n = 92	n = 97	n = 189
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Moderate	6.11 (0.78)	6.38 (0.62)	6.25 (0.71)
Slight	6.37 (0.59)	6.40 (0.78)	6.38 (0.67)
Native	6.27 (0.64)	6.58 (0.45)	6.45 (0.56)
Total	6.26 (0.67)	6.46 (0.62)	6.36 (0.65)

Attitude

Superiority

A two-way ANOVA for superiority revealed a main effect of accentedness ($F(2, 183) = 25.3$, $p < .001$). There was no significant main effect of type of job ($F(1, 183) < 1$) and no significant interaction ($F(2, 183) = 2.75$, $p = .066$).

The speakers with a slight accent ($p = .333$, Bonferroni correction; $M = 4.06$, $SD = 0.98$) and the speakers with a moderate accent ($p = .333$, Bonferroni correction; $M = 4.32$, $SD = 0.92$) were evaluated similarly on the item superiority. The speakers with a native British accent ($p < .001$, Bonferroni correction; $M = 5.15$, $SD = 0.81$) were evaluated as more superior than the Dutch speakers.

Cronbach's alpha for superiority was adequate ($\alpha = .65$). However, separate two-way ANOVAs for each item were conducted to find more significant results. A main effect of accentedness was revealed for the item chic ($F(2, 183) = 38.80$, $p < .001$). The speakers with a slight accent ($p = .121$, Bonferroni correction; $M = 3.01$, $SD = 1.16$) and the speakers with a moderate accent ($p = .121$, Bonferroni correction; $M = 3.49$, $SD = 1.43$) were evaluated similarly for the item chic. The speakers with a native British accent ($p < .001$, Bonferroni correction; $M = 4.97$, $SD = 1.28$) were evaluated higher on the item chic than the two Dutch accent.

A two-way ANOVA for educated revealed a significant interaction effect ($F(2, 183) = 5.08$, $p = .007$). Separate one-way ANOVAs in function of the type of job showed that the effect of accentedness was significant for the listeners who saw the HR job description ($F(2, 96) = 4.09$, $p = .020$), and for the listeners who saw the IT job description ($F(2, 91) = 11.38$, $p < .001$). For the participants who saw the HR job description, the speakers with a moderate accent ($p = .016$, Bonferroni correction; $M = 4.03$, $SD = 1.13$) were given lower ratings on the item educated than the native accented speakers ($p = .016$, Bonferroni correction; $M = 4.86$, $SD = 1.20$), who were both evaluated similarly as the speakers with a slight accent ($p = .697$, Bonferroni correction; $M = 4.52$, $SD = 1.18$). For the participants who saw the IT job description, the speakers with a slight accent ($p < .001$, Bonferroni correction; $M = 3.81$, $SD = 1.17$) were given lower ratings on educated than the native accented speakers ($p < .001$, Bonferroni correction; $M = 5.26$, $SD = 1.16$), who were both evaluated similarly as the speakers with a moderate accent ($p = .069$, Bonferroni correction; $M = 4.52$, $SD = 1.27$).

A two-way ANOVA for serious revealed no main effects of type of job ($F(1, 183) < 1$), accentedness ($F(2, 183) = 2.89$, $p = .109$), and no significant interaction ($F(2, 183) < 1$).

Warmth

A two-way ANOVA for warmth revealed no main effects of type of job ($F(1, 183) < 1$), accentedness ($F(2, 183) = 1.92, p = .150$), and no significant interaction ($F(2, 183) < 1$).

Dynamism

A two-way ANOVA for dynamism revealed no main effects of type of job ($F(1, 183) = 1.10, p = .295$), accentedness ($F(2, 183) = 1.87, p = .157$), and no significant interaction ($F(2, 183) = 2.00, p = .138$).

Hiring recommendation

A two-way ANOVA for hiring recommendation revealed no main effects for type of job ($F(1, 183) < 1$) and accentedness ($F(2, 183) = 2.10, p = .124$). There was a significant interaction ($F(2, 183) = 3.29, p = .039$).

Separate one-way ANOVAs for the two different type of jobs showed that the effect of accentedness was significant for the listeners who saw the HR job description ($F(2, 94) = 3.11, p = .049$), but not for the listeners who saw the IT job description ($F(2, 89) = 2.52, p = .086$). For the participants who saw the HR job description, the speakers with a moderate accent ($p = .046$, Bonferroni correction; $M = 4.31, SD = 0.71$) were given lower hiring recommendations than the slightly accented speakers ($p = .046$, Bonferroni correction; $M = 4.64, SD = 0.83$), who were evaluated similarly as the speakers with a native accent ($p > .999$, Bonferroni correction; $M = 4.81, SD = 0.88$).

Separate one-way ANOVAs for the different accents showed that the effect of type of job was significant for the speakers with a moderate accent ($F(1, 58) = 5.72, p = .020$), but not for the speakers with a slight accent ($F(1, 65) = 1.30, p = .258$), and for the speakers with a native accent ($F(1, 62) < 1$). Participants that saw the job description for an HR Manager ($M = 4.31, SD = 0.71$) gave speakers with a moderate accent lower hiring recommendations than participants that saw the job description for an IT Technician ($M = 4.78, SD = 0.82$).

Table 5. Means, standard deviations and *n* for superiority, warmth, dynamism and hiring recommendation in function of accent strength and job description (1 = low, 7 = high)

	Moderate			Slight			Native			Total		
	<i>M</i>	<i>SD</i>	<i>n</i>									
<i>Superiority</i>												
IT	4.47	1.07	29	3.88	1.04	36	5.26	0.92	27	4.47	1.15	92
HR	4.18	0.74	30	4.28	0.86	31	5.07	0.73	36	4.54	0.87	97
Total	4.32	0.92	59	4.06	0.98	67	5.15	0.81	63	4.51	1.02	189
<i>Warmth</i>												
IT	5.05	0.95	29	5.04	1.11	36	5.28	0.83	27	5.11	0.98	92
HR	4.88	1.10	30	5.27	0.87	31	5.31	0.76	36	5.16	0.92	97
Total	4.96	1.03	59	5.14	1.01	67	5.30	0.78	63	5.14	0.95	189
<i>Dynamism</i>												
IT	4.60	0.97	29	4.06	1.02	36	4.57	0.99	27	4.38	1.02	92
HR	4.08	1.06	30	4.26	1.00	31	4.44	0.94	36	4.27	1.00	97
Total	4.33	1.04	59	4.15	1.01	67	4.49	0.96	63	4.32	1.01	189
<i>Hiring recommendation</i>												
IT	4.78	0.82	29	4.43	0.71	36	4.77	0.65	27	4.64	0.74	92
HR	4.31	0.71	30	4.64	0.83	31	4.81	0.88	36	4.60	0.83	97
Total	4.54	0.80	59	4.53	0.77	67	4.79	0.79	63	4.62	0.79	189

Conclusion and discussion

The purpose of this study was to investigate the effects of varying degrees of Dutch speakers' English accentedness on how Dutch listeners evaluate the speakers in terms of comprehensibility, attitudes and hiring recommendation in a job interview setting. It was anticipated that speakers with a slight Dutch accent and a native British accent would be evaluated higher on attitudinal scales, comprehensibility items and for hiring recommendations than a speaker with a moderate Dutch accent, especially for the participants who saw the job description for an HR Manager.

Recognition accent strength

Listeners distinguished a Dutch speaker from a British native speaker and evaluated the moderately and slightly accented Dutch speakers as having a stronger foreign accent than native English accented speakers. However, there was no significant difference found between a slightly accented speaker or a moderately accented speaker. A previous study that investigated degrees of Dutch accent strength found that Dutch listeners rated a moderate Dutch accent ($M = 1.80$, $SD = 0.95$ (r)) stronger on accent strength than a slight Dutch accent ($M = 4.29$, $SD = 1.73$ (r)) (Hendriks, et al., 2018). The current study found that both Dutch accents (moderate: $M = 2.81$, $SD = 0.96$; slight: $M = 2.73$, $SD = 0.83$) were evaluated more similarly as a moderate Dutch accent, when comparing the means to the previous study by Hendriks et al., which also used the same items to measure accent strength and found a higher Cronbach's alpha ($\alpha = .89$) (2018). This concludes that the manipulation for accent strength was unsuccessful, and only interpretations based on the comparisons for a moderate Dutch accent versus a native English accent can be made. More generally, non-native accentedness versus native accentedness without degrees of variations. The current study contrasts with the earlier study that explored various degrees of Dutch accents in English, which found different perceived accent strengths for the different Dutch speakers (Hendriks, et al., 2018).

The failed manipulation can be explained by multiple factors. The pre-test could have led to Dutch speakers in the experiment who did not vary enough in their accentedness in English, so that the participants were not able to recognise the accent strength. Even though the selection of the participants was based on an earlier study by Nejjari et al. to choose speakers from the study programme International Business Communication for the slightly accented speakers, the speakers were not evaluated as being slightly Dutch accented (2012). Future studies should use a different method to have various degrees of accentedness as a

manipulation. In addition, in the current study, a relatively low number of experts participated in the pre-test, that is 17, which led to the inability to perform statistical analyses, which is why the speakers were chosen based on means and standard deviations only. In the results of the pre-test, the two Dutch accents differed enough from each other (moderate speaker 1: $M = 3.75$, $SD = 1.5$; moderate speaker 2: $M = 3.5$, $SD = 1.73$; slight speaker 1: $M = 4.25$, $SD = 1.5$; slight speaker 2: $M = 4.25$, $SD = 2.22$ (r)) to be distinguished as moderate and slight. However, in later reconsideration, the speakers with the moderate accents should have been evaluated lower to have a greater difference between the Dutch speakers. The current study illustrates the importance of doing statistical analyses on the results of the pre-test before the experiment to ensure a manipulation that reveals significant differences.

The hypotheses cannot be fully supported, since no interpretations can be made based on accent strength.

Identification of origin of the speaker

It was anticipated that participants that listened to the speakers with a moderate Dutch accent would be more successful in identifying the country of origin of the speaker than the other listeners, since earlier studies have shown that Dutch listeners identify a speaker with a stronger Dutch accent more easily as being Dutch than a speaker with a weaker Dutch accent (Hendriks, et al., 2016; Hendriks, et al., 2018). However, findings showed that the fragments of the slightly accented speakers were identified correctly most often, followed by the moderately accented speakers and the native English accented speakers. In an earlier analysis, the slightly accented speakers, even though insignificant, was evaluated as having a stronger foreign accent than the moderately accented speakers, which explains that the slightly accented speakers were recognised as Dutch easier than the moderately accented speakers. Even though the manipulation was unsuccessful, the perceived accent strength correlates with the correct identification of the country of origin of the speakers.

Comprehensibility

Comprehensibility did not differ across accentedness version, which means that all accents were evaluated as equally comprehensible. This is in contrast with findings of a previous study that investigated perceived comprehensibility of various degrees of Dutch accentedness and found that Dutch listeners considered moderately accented speakers less comprehensible than the native English speakers (Hendriks, et al., 2016).

Significantly different results were found for participants that saw the IT job description and for participants that saw the HR job description. The participants that saw the HR job description in the beginning of the experiment considered all speakers as more comprehensible than participants that saw the IT job description, which was not anticipated in Hypothesis 1. It was anticipated that a speaker with a non-native accent in English would have been considered as less comprehensible than a native English accent for a job with many communicatively demanding tasks. The findings contrast with a study which found that a French accented speaker scored higher on hirability, even though the Midwestern US accented speaker was evaluated as more understandable than a French accented speaker by listeners from the United States (Deprez-Sims, & Morris, 2010).

Attitudes

Participants evaluated Dutch speakers significantly lower on superiority items than a native British speaker. This finding is in line with earlier studies, which showed that standard-accented speakers are accorded higher ratings of status and superiority (Fuertes, et al., 2012). In addition, Nejjari et al. found higher evaluations for native English speakers for status than for moderately and slightly Dutch accented speakers, with the items competent, educated, having authority, intelligent and cultured (2012).

For one item that measured superiority, namely educated, participants rated a moderately accented speaker significantly lower in comparison to the native accented speaker for the job description of an HR Manager. On the contrary, participants rated a slightly accented speaker significantly lower in comparison the native accented speaker for the job description of an IT Technician. The moderately accented speakers were not as easily identified as Dutch as the slightly accented speakers, which has led the participants to more critically evaluate on whether the speaker sounds educated when the job requires good communication skills.

However, warmth and dynamism did not give significantly different results for different accents or job descriptions. This is in contrast to other studies, which showed that moderately accented speakers were given more negative attitudinal evaluations than the native English speakers (Hendriks, et al., 2016). In addition, a meta-analysis showed that standard-accented speakers were evaluated higher on the dimensions warmth and dynamism (Fuertes, et al., 2012). To date, no studies have measured the impressions of the speaker of non-native accented job applicants in a job interview setting.

To conclude, Hypothesis 2 is partially supported by the finding that the non-native accented speaker was downgraded on the items for superiority in comparison to the native accented speaker for both job descriptions. However, the type of job did not influence the attitudinal evaluations, even though it was anticipated.

Hiring recommendation

Participants who saw the job description for an HR Manager evaluated the speakers with a moderate accent lower for hiring recommendation than speakers with a slight accent and a native accent. In the current study, this finding could be explained by the out-group bias (Deprez-Sims, & Morris, 2013). Since the slightly accented speakers were identified as Dutch more than the moderately accented speakers, the Dutch listeners may have given the slightly accented speakers higher recommendation scores based on the perceived country of origin that they share. Participants that listened to a moderately accented speaker downgraded the speaker even more when they evaluated based on a job description for an HR Manager. The job description for an HR Manager listed more tasks that require communicative skills, which could explain their critical view. This finding concurs with a previous study, which found that participants rated speakers more positively on the hiring scale when the speakers were perceived to be similar to the listener (Deprez-Sims, & Morris, 2010).

Hypothesis 3 is partially supported, since it was found that a non-native accented speaker is less likely to be hired for a job with high communicative demands than a native accented speaker. However, the same result was found for the job with low communicatively demanding tasks, which was not anticipated.

Contributions of this study

The present study has led to new insights about the effect of a foreign accent in English in a job interview setting in a country where the hiring manager shares the same first language as the job applicant. In the current study, the Dutch speakers were all considered moderately accented speakers of English, which is why is chosen for a more general term, that is non-native accentedness. As a result, the current study cannot make interpretations based on various degrees of non-native accentedness, even though this was anticipated as manipulation. However, it has shown that a non-native accent in English is downgraded on attitudinal scales and hiring recommendations by listeners that share the same first language as the speaker. The findings contribute to the knowledge of the effects of non-native accented speakers on

listeners that share their first language in terms of comprehensibility, attitude and hiring recommendation. Findings showed that moderately accented speakers scored lower for hiring recommendations for the job of an HR Manager than slightly accented speakers and native British speakers, which could be explained by the high number of correct perceived country of origin for slightly accented speakers. An earlier study that investigated foreign accents and hiring recommendation found that perceived similarity correlates positively with hiring recommendations (Deprez-Sims, & Morris, 2010). In this case, Dutch listeners rated the Dutch speakers higher for hiring recommendations because of the perceived similarity, with which the current study provides support for the Similarity-Attract Model and the out-group bias.

The finding that participants who saw a job description for an HR Manager downgraded the moderately accented speakers for hiring recommendations adds to earlier studies that investigated non-native accents in the workplace by emphasising that the communicatively demanding tasks of the job influence the speaker evaluations.

Practical implications

Globalisation has influenced organisations from all over the world, including non-Anglophone countries. More organisations have adopted English as a Lingua Franca, which holds that all communication in the job is English-spoken. As a result, job-hunters will apply for a job in their country and might have an English job interview with a job interviewer that shares the same first language background. Job-hunters are now made aware of their non-native accentedness and the effects. Hiring managers may evaluate a job applicant immediately based on its accent in the first sentence. A non-native accent that reveals the shared first language might negatively influence a final hiring recommendation. In addition, a hiring manager for a job that involves highly communicatively demanding tasks is expected to be more critical of the applicant's speech. However, they should assess all applicants equally based on the qualities and skills, not whether there is a shared language background. It is advised to job applicants to minimise a non-native accent in English to avoid speaker evaluations based on a perceived country of origin. Therefore, further research could explore differences between job applicants that have never had speech trainings to minimise a non-native accent and job applicants that have had speech trainings to minimise a non-native accent. This knowledge could test whether it would improve non-native English job applicants' hirability and whether it is worth investing in speech training.

Limitations and suggestions for further research

The current study examined speaker evaluations of moderately and slightly Dutch accented speakers as compared to native English accented speakers in a job interview setting by Dutch listeners. However, the pre-test did not facilitate a successful manipulation of accent strength, which limited the conclusions to non-native accentedness instead of the degrees of non-native accentedness. Future studies should invest in having enough participants in the pre-test to perform statistical analyses and to have a successful manipulation in the experiment.

In addition, participants in the experiment have provided feedback on the questionnaire, namely the opening with a briefing and consent form, followed immediately by the job description. As a result, some participants may have not paid attention to the job description, because too much text leads to tiredness and boredom of participants. Future research should warn participants that the experiment starts with the job description and that it is crucial for answering the questions later on.

A great number of participants were enrolled as a student at the time of the experiment. Students are often asked to participate in experiments, which may have led to them being inattentive throughout the duration of the questionnaire. In addition, students are often not experienced in evaluating a job applicant. Background analyses showed that participants had almost no experience with interviewing a job applicant, which makes them not an ideal representation of hiring managers. Future studies that investigate the effect of non-native accents in a job interview setting should try to have a more representative group of participants.

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Appendix 1

Job description for Human Resource manager

- Plans and carries out policies relating to all phases of personnel activity such as training and development
- Recruits, interviews, and selects employees to fill vacant positions
- Plans and conducts employee orientation to foster positive attitude toward company goals
- Investigates on-the-job accidents and prepares reports for insurance carriers
- Conducts internet survey within labor market to determine competitive salaries

Dutch translation

- Plannen en uitvoeren van beleid met betrekking tot alle fasen van personeelsactiviteiten zoals training en ontwikkeling
- Werknemers werven, interviewen en selecteren om vacatures te vervullen
- Werknemersoriëntatie plannen en geleiden om een positieve houding ten opzichte van de bedrijfsdoelstellingen te bevorderen
- Arbeidsongevallen onderzoeken en rapporten voor verzekeringsmaatschappijen opstellen
- Uitvoeren van internetonderzoek op de arbeidsmarkt om competitieve salarissen te bepalen

Source:

Deprez-Sims, A., & Morris, S. (2010). Accents in the workplace: Their effects during a job interview. *International Journal Of Psychology*, 45(6), 417-426. doi: 10.1080/00207594.2010.499950

Appendix 2

Job description for IT technician

- Sets up workstations with computers and necessary peripheral devices (routers, printers etc.)
- Checks computer hardware (HDD, mouses, keyboards etc.) to ensure functionality
- Installs and configures appropriate software and functions according to specifications
- Develops and maintains local networks in ways that optimize performance
- Ensures security and privacy of networks and computer systems

Dutch translation

- Werkstations opzetten met computers en noodzakelijke randapparatuur (routers, printers enz.)
- Computer hardware (HDD, muizen, toetsenborden enz.) controleren om functionaliteit te garanderen
- Geschikte software en functies installeren en configureren volgens specificaties
- Lokale netwerken ontwikkelen en onderhouden op manieren die de prestaties optimaliseren
- Zorgen voor beveiliging en privacy van netwerken en computersystemen

Source:

IT Technician Job Description. (n.d.). Retrieved from <https://resources.workable.com/it-technician-job-description>

Appendix 3

Questionnaire

Hallo, wij zijn Mathis Barten, Ilse Duijff, Maud Korsten, Nils Lechtenbrink en Bregtje Noordhoek. Wij zijn derdejaarsstudenten van de studie International Business Communication aan de Radboud Universiteit. Voor onze bachelor scriptie doen wij onderzoek naar sollicitatiegesprekken en vacatures. Graag willen wij u uitnodigen om mee te doen aan dit onderzoek.

Wat wordt er van u verwacht?

Meedoen aan het onderzoek houdt in dat u een online vragenlijst gaat invullen. Allereerst zult u een Engelstalig geluidsfragment horen waarna enkele vragen volgen die betrekking hebben op dit fragment. Vervolgens zullen we u vragen om een korte taalttest uit te voeren. Ten slotte vragen we u om enkele demografische gegevens in te vullen. Het invullen van de vragenlijst duurt ongeveer 10 minuten.

Vrijwilligheid

U doet vrijwillig mee aan dit onderzoek. Daarom kunt u op elk moment tijdens het onderzoek uw deelname stopzetten en uw toestemming intrekken. U hoeft niet aan te geven waarom u stopt. U kunt tot twee weken na deelname ook uw onderzoeksgegevens laten verwijderen. Dit kunt u doen door een mail te sturen naar i.duijff@student.ru.nl.

Wat gebeurt er met mijn gegevens?

De onderzoeksgegevens die we in dit onderzoek verzamelen, zullen door wetenschappers gebruikt worden voor datasets, artikelen en presentaties. De anoniem gemaakte onderzoeksgegevens zijn tenminste 10 jaar beschikbaar voor andere wetenschappers. Als we gegevens met andere onderzoekers delen, kunnen deze dus niet tot u herleid worden.

We bewaren alle onderzoeksgegevens op beveiligde wijze volgens de richtlijnen van de Radboud Universiteit.

Heeft u vragen over het onderzoek?

Als u meer informatie over het onderzoek wilt hebben, of als u klachten heeft over het onderzoek kunt u contact opnemen via i.duijff@student.ru.nl

Toestemming

Door te klikken op de knop 'Ik ga akkoord om deel te nemen aan dit onderzoek' geeft u aan dat u:

- Bovenstaande informatie heeft gelezen
- Vrijwillig meedoet aan het onderzoek
- 18 jaar of ouder bent

Als u niet mee wilt doen aan het onderzoek, kunt u op de knop 'Ik wil niet deelnemen aan dit onderzoek' klikken. De enquête zal dan worden afgesloten.

- Ik ga akkoord om deel te nemen aan dit onderzoek
- Ik wil niet deelnemen aan dit onderzoek

Vacature IT

U hoort zo een fragment van iemand die solliciteert naar de baan van een IT Technicus bij een internationaal bedrijf. Dit fragment is in het Engels, omdat het bedrijf veel Engels gebruikt onder werknemers en klanten. Na het fragment volgen er enkele vragen. Hieronder ziet u een aantal vereisten voor de positie van een IT Technicus:

- Werkstations opzetten met computers en noodzakelijke randapparatuur (routers, printers enz.)
- Computer hardware (HDD, muizen, toetsenborden enz.) controleren om functionaliteit te garanderen
- Geschikte software en functies installeren en configureren volgens specificaties
- Lokale netwerken ontwikkelen en onderhouden op manieren die de prestaties optimaliseren
- Zorgen voor beveiliging en privacy van netwerken en computersystemen

Vacature HR

U hoort zo een fragment van iemand die solliciteert naar de baan van een HR Manager bij een internationaal bedrijf. Dit fragment is in het Engels, omdat het bedrijf veel Engels gebruikt onder werknemers en klanten. Na het fragment volgen er enkele vragen. Hieronder ziet u een aantal vereisten voor de positie van een HR Manager:

- Plannen en uitvoeren van beleid met betrekking tot alle fasen van personeelsactiviteiten zoals training en ontwikkeling
- Werknemers werven, interviewen en selecteren om vacatures te vervullen
- Werknemersoriëntatie plannen en geleiden om een positieve houding ten opzichte van de bedrijfsdoelstellingen te bevorderen
- Arbeidsongevallen onderzoeken en rapporten voor verzekeringsmaatschappijen opstellen
- Uitvoeren van internetonderzoek op de arbeidsmarkt om competitieve salarissen te bepalen

U kunt nu luisteren naar een spraakfragment van iemand die solliciteert naar de baan. Hierna volgen de vragen. Luister aandachtig, u kunt hierna niet meer terugkeren naar het fragment.

Wat denkt u dat het land van herkomst is van de spreker?

Deze spreker heeft een sterk buitenlands accent in het Engels

- Zeer mee oneens (1)
- Mee oneens (2)
- Beetje mee oneens (3)
- Neutraal (4)
- Beetje mee eens (5)
- Mee eens (6)
- Zeer mee eens (7)

Deze spreker klinkt als een moedertaalspreker van het Engels

- Zeer mee oneens (1)
- Mee oneens (2)
- Beetje mee oneens (3)
- Neutraal (4)
- Beetje mee eens (5)
- Mee eens (6)
- Zeer mee eens (7)

	Zeer mee oneens (1)	Mee oneens (2)	Een beetje mee oneens (3)	Neutraal (4)	Een beetje mee eens (5)	Mee eens (6)	Zeer mee eens (7)
Ik moet heel goed luisteren om de spreker te kunnen begrijpen (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De spreker spreekt duidelijk (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De spreker is nauwelijks verstaanbaar (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De spreker was moeilijk te begrijpen (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb moeite om te begrijpen waar de spreker het over heeft (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb geen moeite om de spreker te begrijpen (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik begrijp niet wat de spreker bedoelt (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Zeer mee oneens (1)	Mee oneens (2)	Een beetje mee oneens (3)	Neutraal (4)	Een beetje mee eens (5)	Mee eens (6)	Zeer mee eens (7)
Deze spreker klinkt chique (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze spreker klinkt hoogopgeleid (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze spreker klinkt serieus (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Zeer mee oneens (1)	Mee oneens (2)	Een beetje mee oneens (3)	Neutraal (4)	Een beetje mee eens (5)	Mee eens (6)	Zeer mee eens (7)
Deze spreker klinkt aardig (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze persoon klinkt warm (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze spreker klinkt behulpzaam (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Zeer mee oneens (1)	Mee oneens (2)	Een beetje mee oneens (3)	Neutraal (4)	Een beetje mee eens (5)	Mee eens (6)	Zeer mee eens (7)
Deze spreker klinkt modern (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze spreker klinkt hip (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze spreker klinkt trendy (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Deze persoon is geschikt voor de beschreven functie in de vacature aan het begin van de vragenlijst

- Zeer mee oneens (1)

- Mee oneens (2)
- Een beetje mee oneens (3)
- Neutraal (4)
- Een beetje mee eens (5)
- Mee eens (6)
- Zeer mee eens (7)

	Zeer mee oneens (1)	Mee oneens (2)	Een beetje mee oneens (3)	Neutraal (4)	Een beetje mee eens (5)	Mee eens (6)	Zeer mee eens (7)
Ik zou tevreden zijn als deze persoon wordt aangenomen (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel me positief over deze sollicitant (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik wil met deze sollicitant werken (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze sollicitant zou een aanwinst zijn voor het bedrijf (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze sollicitant zou ik aannemen (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Zeer mee oneens (1)	Mee oneens (2)	Een beetje mee oneens (3)	Neutraal (4)	Een beetje mee eens (5)	Mee eens (6)	Zeer mee eens (7)
Deze sollicitant zou een goede relatie hebben met haar ondergeschikten (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze sollicitant heeft bestuursvaardigheid (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mijn schrijfvaardigheid in het Engels is ()	
Mijn leesvaardigheid in het Engels is ()	
Mijn spreekvaardigheid in het Engels is ()	
Mijn luistervaardigheid in het Engels is ()	

Lextale

Deze taalttest bestaat uit ongeveer 60 trials, waarin je telkens een reeks letters ziet. Het is uw taak om te beslissen of dit een bestaand Engels woord is of niet. Als u denkt dat het een bestaand Engels woord is, klikt u op "ja", en als u denkt dat het geen bestaand Engels woord is, klikt u op "nee".

Als u zeker weet dat het woord bestaat, ook al weet u de exacte betekenis niet, kunt u nog steeds 'ja' antwoorden. Maar als u niet zeker weet of het een bestaand woord is, moet u "nee" antwoorden.

In dit experiment gebruiken we Brits-Engelse in plaats van Amerikaans-Engelse spelling. Bijvoorbeeld: "realise" in plaats van "realize"; "colour" in plaats van "color", enzovoort. Laat dit u niet verwarren. Dit experiment gaat hoe dan ook niet over het detecteren van zulke subtiele spellingsverschillen.

U heeft voor elke beslissing zoveel tijd als u wilt. Dit deel van het experiment duurt ongeveer 5 minuten.

Als alles duidelijk is, kunt u nu beginnen met het experiment.

	Ja (1)	Nee (2)
platory (1)	<input type="radio"/>	<input type="radio"/>
denial (2)	<input type="radio"/>	<input type="radio"/>
generic (3)	<input type="radio"/>	<input type="radio"/>
mensible (4)	<input type="radio"/>	<input type="radio"/>
scornful (5)	<input type="radio"/>	<input type="radio"/>
stoutly (6)	<input type="radio"/>	<input type="radio"/>
ablaze (7)	<input type="radio"/>	<input type="radio"/>
kermshaw (8)	<input type="radio"/>	<input type="radio"/>
moonlit (9)	<input type="radio"/>	<input type="radio"/>
lofty (10)	<input type="radio"/>	<input type="radio"/>
hurricane (11)	<input type="radio"/>	<input type="radio"/>
flaw (12)	<input type="radio"/>	<input type="radio"/>
alberation (13)	<input type="radio"/>	<input type="radio"/>
unkempt (14)	<input type="radio"/>	<input type="radio"/>
breeding (15)	<input type="radio"/>	<input type="radio"/>
festivity (16)	<input type="radio"/>	<input type="radio"/>
screech (17)	<input type="radio"/>	<input type="radio"/>
savoury (18)	<input type="radio"/>	<input type="radio"/>

plaudate (19)	<input type="radio"/>	<input type="radio"/>
shin (20)	<input type="radio"/>	<input type="radio"/>
fluid (21)	<input type="radio"/>	<input type="radio"/>
spaunch (22)	<input type="radio"/>	<input type="radio"/>
allied (23)	<input type="radio"/>	<input type="radio"/>
slain (24)	<input type="radio"/>	<input type="radio"/>
recipient (25)	<input type="radio"/>	<input type="radio"/>
exprate (26)	<input type="radio"/>	<input type="radio"/>
eloquence (27)	<input type="radio"/>	<input type="radio"/>
cleanliness (28)	<input type="radio"/>	<input type="radio"/>
dispatch (29)	<input type="radio"/>	<input type="radio"/>
rebondicate (30)	<input type="radio"/>	<input type="radio"/>
ingenious (31)	<input type="radio"/>	<input type="radio"/>
bewitch (32)	<input type="radio"/>	<input type="radio"/>
skave (33)	<input type="radio"/>	<input type="radio"/>
plaintively (34)	<input type="radio"/>	<input type="radio"/>
kilp (35)	<input type="radio"/>	<input type="radio"/>
interfate (36)	<input type="radio"/>	<input type="radio"/>

hasty (37)	<input type="radio"/>	<input type="radio"/>
lengthy (38)	<input type="radio"/>	<input type="radio"/>
fray (39)	<input type="radio"/>	<input type="radio"/>
crumper (40)	<input type="radio"/>	<input type="radio"/>
upkeep (41)	<input type="radio"/>	<input type="radio"/>
majestic (42)	<input type="radio"/>	<input type="radio"/>
magrity (43)	<input type="radio"/>	<input type="radio"/>
nourishment (44)	<input type="radio"/>	<input type="radio"/>
abergy (45)	<input type="radio"/>	<input type="radio"/>
proom (46)	<input type="radio"/>	<input type="radio"/>
turmoil (47)	<input type="radio"/>	<input type="radio"/>
carbohydrate (48)	<input type="radio"/>	<input type="radio"/>
scholar (49)	<input type="radio"/>	<input type="radio"/>
turtle (50)	<input type="radio"/>	<input type="radio"/>
fellick (51)	<input type="radio"/>	<input type="radio"/>
destription (52)	<input type="radio"/>	<input type="radio"/>
cylinder (53)	<input type="radio"/>	<input type="radio"/>
ensorship (54)	<input type="radio"/>	<input type="radio"/>

celestial (55)	<input type="radio"/>	<input type="radio"/>
rascal (56)	<input type="radio"/>	<input type="radio"/>
purrage (57)	<input type="radio"/>	<input type="radio"/>
pulsh (58)	<input type="radio"/>	<input type="radio"/>
muddy (59)	<input type="radio"/>	<input type="radio"/>
quirty (60)	<input type="radio"/>	<input type="radio"/>
pudour (61)	<input type="radio"/>	<input type="radio"/>
listless (62)	<input type="radio"/>	<input type="radio"/>
wrought (63)	<input type="radio"/>	<input type="radio"/>

Ik heb veel ervaring met geïnterviewd worden als sollicitant

- Zeer mee oneens (1)
- Mee oneens (2)
- Beetje mee oneens (3)
- Neutraal (4)
- Beetje mee eens (5)
- Mee eens (6)
- Zeer mee eens (7)

Ik heb veel ervaring met het interviewen van sollicitanten

- Zeer mee oneens (1)
- Mee oneens (2)
- Beetje mee oneens (3)
- Neutraal (4)
- Beetje mee eens (5)
- Mee eens (6)
- Zeer mee eens (7)

Wat is uw land van herkomst?

- Nederland (1)
- Anders (2)

Wat is uw moedertaal?

- Nederlands (1)
- Anders (2)

Wat is uw hoogst afgeronde of huidige opleiding?

- Middelbare school (1)
- MBO (2)
- HBO (3)
- WO (4)
- Post doctoraal (5)

Bent u een student?

- Ja (1)
- Nee (2)

Welk studie programma volgt u?

Wat is uw geslacht?

- Man (1)
- Vrouw (2)
- X (3)

Wat is uw leeftijd?

Wilt u kans maken op een cadeaukaart van €10,- van bol.com? Laat dan uw e-mailadres achter in het onderstaande vak. Dit e-mailadres zal alleen worden gebruikt voor de verloting van de cadeaukaart. De antwoorden in de vragenlijst blijven anoniem.

Appendix 4

Statement of own work

Print and sign this Statement of own work form and add it as the last appendix in the final version of the Bachelor's thesis that is submitted as a hard copy to the first supervisor.

Student name: Bregtje Noordhoek

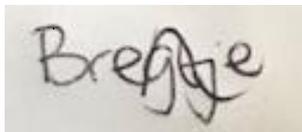
Student number: 1005168

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DECLARATION:

- a. I hereby declare that I am familiar with the faculty manual (<http://www.ru.nl/stip/english/rules-regulations/fraud-plagiarism/>) and with Article 16 "Fraud and plagiarism" in the Education and Examination Regulations for the Bachelor's programme of Communication and Information Studies.
- b. I also declare that I have only submitted text written in my own words
- c. I certify that this thesis is my own work and that I have acknowledged all material and sources used in its preparation, whether they be books, articles, reports, lecture notes, and any other kind of document, electronic or personal communication.

Signature:

A photograph of a handwritten signature in black ink on a light-colored background. The signature is written in a cursive style and clearly reads "Bregtje".

Place and date: 23/06/2020