

Native and non-native readers' evaluations of authors' attractiveness and dating intentions based on non-native dating profiles with and without language errors

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Abstract

Readers form positive or negative attitudinal evaluations of authors based on writing characteristics of texts. The purpose of this study was to investigate whether there was a difference in how native English readers and non-native English readers evaluate dating profile texts of non-native authors with and without language errors in terms of attractiveness and dating intention. An online experiment was conducted, in which 188 participants took part with 89 Native English readers and 99 German readers. The participants evaluated non-native authors' attractiveness and their dating intention towards the author's based on dating profile texts with language errors or without language errors. Findings revealed no significant differences in how native English readers and German readers evaluated non-native authors' attractiveness and their dating intention towards the author based on text versions with or without errors. This leads to the conclusion that texts with language errors and text without language errors do not seem to be important language cues in a non-native context. Recommendations for further similar research could be to measure other attitudinal evaluations than attractiveness and dating intentions such as readers' evaluations towards the author's intelligence and competence.

Keywords: English as L2 language, Attitudinal evaluations, Dating profiles, Language use

People have certain cultural and social expectations towards other speakers, and they form their attitude based on their own norms and impressions when interacting with them (Burgoon, 2002). If people's expectation of the speaker is violated, they tend to upgrade or downgrade their evaluation of the speaker resulting in either more positive or negative attitude formations. Several past studies have shown negative attitude formation towards speakers in which they were downgraded if people's expectations were violated (Planken et al., 2019; Van der Zanden et al., 2020; Luijkx et al., 2020). Planken and colleagues (2019) found that perceived language errors in texts were negatively evaluated by native and non-native readers. If readers perceived errors in text, readers downgraded the authors' competencies. Van der Zanden and colleagues (2020) investigated impression and effects of errors in a dating platform context. Findings highlighted that texts with language errors influenced how readers negatively evaluated the authors' attractiveness and dating intention. However, this study was conducted in a native context, with Dutch participants evaluating Dutch profile texts and their authors. Up until now, only few conflicting studies exist that investigated language errors in a non-native context. Some studies found that text with language errors or perceived language errors affects the evaluation of authors negatively (Luijkx, 2020; Planken et al., 2019). However, other research showed that readers are more tolerant in their evaluation of text with language errors if it is explicitly stated that the author is a non-native speaker (Vignovic and Thompson, 2010; Wolfe et al., 2016). Therefore, it would be relevant to investigate how non-native author texts with errors are evaluated by native and non-native readers. Because Van der Zanden et al.'s results (2020) were only based on dating profile texts as evaluated by native evaluators, it would be relevant to conduct further research with non-native evaluators to compare whether they evaluate the authors' attractiveness and dating intentions with text containing language errors negatively. Furthermore, as mentioned above, Wolfe (2016) found that readers are more tolerant towards language errors made by non-native authors. However, the study did not investigate whether evaluations differ depending on native and non-native readers. Therefore, it would be relevant to investigate whether there is a difference in how lenient native and non-native readers evaluate the author's attractiveness and dating intention if they know that the writer is a non-native speaker. Thus, this study will contribute to existing research on the role of impression formation in an online dating context and will give insightful findings on how native and non-native readers evaluate non-native author's dating profile texts.

According to the Language Expectancy Theory of Burgoon (2002), people have certain cultural and social patterns which they expect other people to follow when an

interaction takes place. If this expectancy is violated and interlocutors use for example a different language style than was expected of them, this can either have a negative or positive effect on their attitude formation. A positive effect would mean that people upgrade their evaluation of the interlocutor into a more positive attitude formation, whereas a negative effect would downgrade the evaluation of their originally expected attitude of the interlocutor. Several past studies have shown that when expectations of readers were violated of the Language Expectancy Theory it has led to negative attitude formations. Text containing language errors of a native speaker has not only a negative effect on the readers' attitude towards the text but also a negative attitude towards the writer (Planken et al., 2019; Van der Zanden et al., 2020; Luijkx et al., 2020). Planken and colleagues (2019) investigated the effects of actual and perceived second language learner (L2) errors on native and non-native English speakers' evaluation of the text. Their findings highlighted that perceived errors have a negative effect on the evaluation of the writer, their intellectual competencies and abilities. Further research by Van der Zanden et al. (2020) investigated impression formations on online dating platforms. Their findings revealed that error-free language use of a native writer was linked to attractiveness, whereas writers with language errors were evaluated lower on attractiveness and dating intention. Additionally, the study by Ellison et al. (2006) found that a highly relevant self-presentation strategy in dating platforms revolves around the authors' text. Their findings revealed that participants pay attention to small cues in text and consider dating profile texts without language errors to be the standard. The findings that language errors in texts are perceived more negatively not only hold specifically for online dating platforms but were also examined in the context of email messages (Queen & Boland, 2015), business letters (Luijkx et al., 2020) and feedback comments (Stiff, 2012). A further study by Scott et al. (2014) revealed that language use had no effect on attractiveness, but correct language use influenced a person's perceived competence, intelligence, and employability.

There have only been a few conflicting studies which investigated language errors in a non-native context. Luijkx (2020) investigated the effects of errors made by Dutch students in German business letters. Findings showed that errors have a negative attitude on the text, organization, and writer. A further study by Wolfe et al. (2016) focused on how businesspeople perceive language errors in English of non-native writers. However, their findings showed that businesspeople perceive language errors of non-native authors as more tolerable compared to native authors. Similar findings were found in the study by Vignovic and Thompson (2010), in which participants formed negative perceptions towards writers

with language errors. However, this negative perception decreased when it was indicated that the writers were from a different cultural background.

As outlined above, the study by Planken et al. (2019) was based on second language learners of university graduates with a high level of English proficiency. As a result, the texts may have contained possibly less severe language errors compared to non-native speakers with a lower English proficiency. Therefore, it would be interesting to investigate language errors of non-native speakers with different educational background variables or speakers who self-identify as speaking English less proficient than academic graduates. As outlined above, van der Zanden et al. (2020) conducted research on dating profile texts in a native context, namely Dutch readers evaluating dating profile texts of Dutch authors. The results highlight that error-free language texts influenced the attractiveness of the author positively, whereas authors with text containing language errors were rated lower on social and romantic attractiveness. Additionally, text with errors damaged the dating potential of the author. Readers gave significantly lower dating intention scores to texts containing language errors. These language errors are of great importance, as these seem to give off important cues on impression formation and how writers are perceived by readers in terms of their attractiveness and their intention to date the writer.

So far, the effects of language errors on the author's attractiveness and dating intention were only tested in a native context. Therefore, it would be interesting to conduct further research on non-native evaluators. Furthermore, no research has investigated whether there is a difference in how native vs. non-native English readers evaluate an authors' attractiveness and dating intention based on dating profile texts with and without language errors. As outlined above, the results by Wolfe et al. (2016) indicated that businesspeople are more tolerant towards language errors made by non-native writers. However, the study did not explicitly investigate whether there is a difference in how native and non-native readers evaluate texts with and without language errors. Specifically, it would be relevant to investigate whether native readers compared to non-native readers are less negative about language errors which are produced by non-native writers and whether authors are evaluated as more attractive if they have a profile text without language errors. As the main purpose of a dating platform is the intention to date, it would be interesting to research whether there is a difference in how positively or negatively native and non-native readers evaluate authors in terms of their dating intention. To expand existing research and close the research gap, the following research question and hypothesis will be investigated:

RQ1: Do native and non-native readers differ in how they evaluate the authors' attractiveness and their dating intention towards non-native authors based on dating profile texts with language errors and without language errors?

As mentioned above, Wolfe et al. (2016) found that businesspeople are less negative towards language error texts which were produced by non-native authors. Most of the participants in the study, 95 percent of the businesspeople, were native English speakers. Therefore, one could assume that native English speakers are more tolerant of language mistakes if they explicitly know that a non-native author wrote the text with language errors. This assumption will be expressed by the following hypothesis.

H1: Native English readers will evaluate the authors' attractiveness and their dating intention towards the non-native author, based on profile texts containing language errors as less negative than non-native English readers.

Methods

Materials

An experiment was performed which included two independent variables. The first independent variable was operationalized as text versions and was categorical. The text versions consisted of two levels: text versions with language errors and without language errors (see Appendix 1). According to Brown (2014) a language error is defined as "a noticeable deviation from the adult grammar of a native speaker", where grammar refers to the conceptual structure of a language. However, in the current study the coders which annotated the corpus and identified language errors were non-native English speakers following an English university programme and possessing a high English proficiency level. For this research setting, therefore, a language error was considered as "a deviation from the grammar of a highly proficient non-native English speaker", whereas no language errors were regarded as "having no deviations from the grammar of a non-native English speaker with a high English proficiency" (Brown, 2014). Furthermore, the language errors in this experiment were annotated into different categories: code-switching, grammatical errors, spelling errors and non-homophones, homophones and vocabulary. Code-switching consisted of single words and phrases (Callahan, 2004), where words from more than one language or linguistic variety by the same speaker within the same speech situation are used. Grammatical errors included two main types of word formation: inflectional and derivational morphemes. Spelling errors disregard the spelling or orthography of a word, and non-homophones are spelled incorrectly but are phonologically correct (Figueredo & Varhangen, 2005). For homophones, only heterographs were considered, which are words pronounced in the same

way but differ in spelling. In the analysis, a vocabulary error was considered as a linguistic mistake in which the chosen words do not adequately convey the correct meaning of the word. The stimulus material was based on real dating profile texts of the American dating platform OKCupid (www.okcupid.com) which were collected with permission from an existing database between 2012-2015 (Kim & Escobedo-Land, 2015). The profile texts were completely anonymized and only profiles of non-native English authors were selected in which authors indicated their English proficiency as ‘poor’ or ‘okay’. Users could make use of 31 attributes and had ten free-response essays available to describe themselves in their profile text in which they included information on languages they speak and their ethnicity. Both text versions included three different dating profile texts showing either men or female profile texts, depending on the participants’ sexual preference. The text versions with errors included three profile texts with different types of errors which were based on natural occurring errors of real dating profile texts. The first profile text took all different categorical errors into account and contained for both female and male profile versions 16 errors with a mistake/word ratio of 11%. The second profile only included homophone errors. The male profile text version contained four errors with a mistake/word ratio of four percent and the female text version contained five errors with a ratio of five percent. For the third profile, only non-homophone errors were included. Both female and male text versions contained five errors with a mistake/word ratio of five percent. For the text versions with no errors, the same three profile texts were used as in the error condition of the male and female texts, but the errors were fixed resulting in error free profile texts.

The second independent variable was also categorical and was operationalized as nativeness of reader with two levels: native or non-native English readers. According to Kachru (1997), native speakers are considered as members of the Inner Circle of English with countries whose main language is English, such as Australia, the United States, and the United Kingdom. For the native reader group, English native speakers including the English varieties: English (US), English (UK), English (AUS), English (NZ), English (CA), English (IE) were selected as subjects. Non-native speakers refer to members of the Expanding Circle of English, which consists of countries where English is recognized as a Lingua Franca and plays a significant role as a foreign language (Kachru, 1997). For the experiment, German speakers were selected for the non-native reader group.

Subjects

A total of 337 participants took part in the experiment, which excluded 132 participants due to missing requirements or values such as not being older than 18 or having another mother tongue than German or English. Moreover, 17 further participants were excluded due to a lower LexTale score than 60%. Thus, 188 participants were considered in the study, 89 (47.3%) native English and 99 (52.7%) non-native English participants. For the non-native English participant group, 99 (52.7%) participants indicated their mother tongue as being German. For the native English participant group, 77 (41%) participants indicated their mother tongue being English (US), six (3.2%) as English (UK), three (1.6%) as English (NZ), two (1.1%) as English (AUS), one (.5%) as English (CA). Overall, participants most frequent nationalities were German (44.6%), American (30.6%) and British (4.2%). Among the conditions, 41 (21.8%) native English readers were exposed to text with errors and 48 (25.5%) native English readers to text with no errors, whereas 50 (26.6%) non-native English readers received text with errors and 49 (26.1%) text with no errors. There was no relation between nativeness of the reader and text version ($\chi^2 (1) = 0.37, p = .543$).

The participants were additionally asked to indicate their age, gender, educational level and sexual preference. Participants were between the age of 18-57 ($M = 24.97, SD = 7.91$). Age was equally distributed among conditions. A two-way analysis of variance showed no significant main effect of nativeness of reader on age distribution ($F (1,184) < 1$), and no significant main effect of text version on age distribution ($F (1,184) < 1$). Furthermore, there was no significant interaction between nativeness of reader and text version ($F (1,184) < 1$). In total, 131 participants were female (69.7%), 49 were male (26.1%), seven indicated their gender as other (3.7%) and one as prefer not to say (.5%). There was no relation between text version and gender ($\chi^2 (2) = 1.21, p = .752$), and nativeness of the reader and gender ($\chi^2 (3) = 1.32, p = .725$). Most of the participants possessed a high educational level: 106 participants held a bachelor's degree (56.4%), 45 had a high school diploma (23.9%), 25 a master's degree (13.3%), seven a vocational training (3.7%), four a Doctorate/PhD (2.1%) and one indicated other (.5%). Furthermore, there was no relation between text version and education ($\chi^2 (5) = 2.05, p = .842$). Similarly, there was no relation between nativeness of reader and education ($\chi^2 (5) = 5.50, p = .480$).

A majority of the participants saw male dating profiles based on their sexual preference: 108 participants preferred to see male profiles (57.4%), 51 female profiles (27.1%) and 29 participants did not mind which profiles they would see (15.4%). There was no significant relation between participants' sexual preferences and text version ($\chi^2 (2) =$

.057, $p = .972$), and no significant relation between participants' sexual preference and nativeness of reader ($\chi^2(2) = .864$, $p = .649$).

As non-native and native readers evaluated dating profile texts and the authors in terms of their attractiveness and dating intention, it was important that both language groups possess a fairly good command of English. Therefore, non-native and native participants were assessed on their actual English proficiency with the LexTALE test (Lemhöfer & Broersma, 2012). This test compared whether a native speaker had a higher proficiency level than a non-native speaker. According to Lemhöfer and Broersma (2012), test results between the range of 60-80% are comparable to a B2 CEFR level. As participants should possess a sufficient English proficiency level, the benchmark to be accepted in the study was a test score of 60% or higher. Overall, participants' LexTALE scores ranged between 61.25 and 100 ($M = 85.64$, $SD = 10.93$). LexTALE scores were not distributed equally between native and non-native readers. A two-way analysis of variance showed a significant main effect of nativeness of readers on LexTALE scores ($F(1,184) = 32.50$, $p < .001$). In general, native English readers ($M = 90$, $SD = 9.74$) had a higher LexTALE score than German readers ($M = 81.70$, $SD = 10.48$). There was no significant main effect of text version on LexTALE scores ($F(1,184) < 1$). Furthermore, there was no significant interaction between nativeness of reader and text version ($F(1,184) = 3.44$, $p = .065$).

Design

The experiment had a 2 (text version: language errors and no language errors) x 2 (nativeness of reader: native English and non-native English) between-subjects design. Participants were divided into native English and non-native English groups. They were randomly assigned to either the text version condition with errors or text version without errors. Depending on the selected sexual preference of the participants, they were presented with three different profile text versions of either male or female authors. Both native English and German (non-native English) participants were divided into two subgroups: a control and experimental group. Thus, the experiment had two control groups for native English speakers and non-native English speakers and two experimental groups for native English speakers and non-native English speakers. Participants in the experimental condition read three different dating profile text versions with errors: the first profile text contained different categorical error types, the second profile text contained non-homophones errors only, and the third contained homophone errors only. For the purpose of this research all three different profile texts were considered in the further analysis in which all different error types were taken into account. In the control groups, participants were presented with three different dating profile

texts without errors to be consistent with the other experimental group condition. For a detailed overview on the conceptualization of the experimental design please refer to the analytical model (Figure 1).

Instruments

The experiment included two dependent variables. The first dependent variable was operationalized as attractiveness and included three levels: (perceived) physical attraction, romantic attraction and social attraction. The three levels of attractiveness were adapted from past studies (Campbell, 1999; McCroskey & McCain, 1974; Van der Zanden, 2020). Attractiveness was measured using a 7-point Likert scale as this has been proven to show a high reliability (Croasmun & Ostrom, 2011). The scales of attraction ranged from 1 (“Strongly disagree”) to 7 (“Strongly agree”). The first level of attractiveness was (perceived) physical attraction which was measured with the following three items: 1) “I imagine this person as very attractive physically” 2) “I imagine that this person isn’t very good looking” (reverse-coded) 3) “I think that this person would be physically unattractive” (reverse-coded) (McCroskey & McCain, 1974). Romantic attraction included two items: 1) “I would like to have a relationship with this person” 2) “I find this person desirable as a dating partner” (Campbell, 1999; Van der Zanden, 2020). Lastly, social attraction was measured with the following four items: 1) “This person wouldn’t fit in my circle of friends” (reverse-coded) 2) “I think that this person and I could be friends” 3) “This person would be pleasant to be with” 4) “This person is personally offensive to me” (reverse-coded) (McCroskey & McCain, 1974; Van der Zanden, 2020). The total reliability of attractiveness for all profiles was unacceptable ($\alpha = .40$). However, the composite mean comprising physical, romantic and social attraction for profile one was acceptable ($\alpha = .72$), as well as for profile two ($\alpha = .79$). For profile three the reliability was good ($\alpha = .85$). Briggs and Cheek (1986) have suggested that if the inter-item correlation is between the range of .2 and .4, the composite mean for further analysis can be used despite the fact that the reliability of Cronbach Alpha was not good enough. The inter-item correlation for profiles one and two ($r = .33$) and profiles one and three ($r = .26$) was within the range of .2 and .4 that Briggs and Cheek (1986) indicate is acceptable. The inter-item correlation between profiles two and three ($r = .142$) was not high enough. Although the correlation between profiles two and three was not high enough, the composite mean of attractiveness ($\alpha = .40$) for all profiles was used for the sake of conciseness.

The second dependent variable was operationalized as dating intention and the items were adapted from the study of van der Zanden et al. (2020). The items used a 7-point Likert

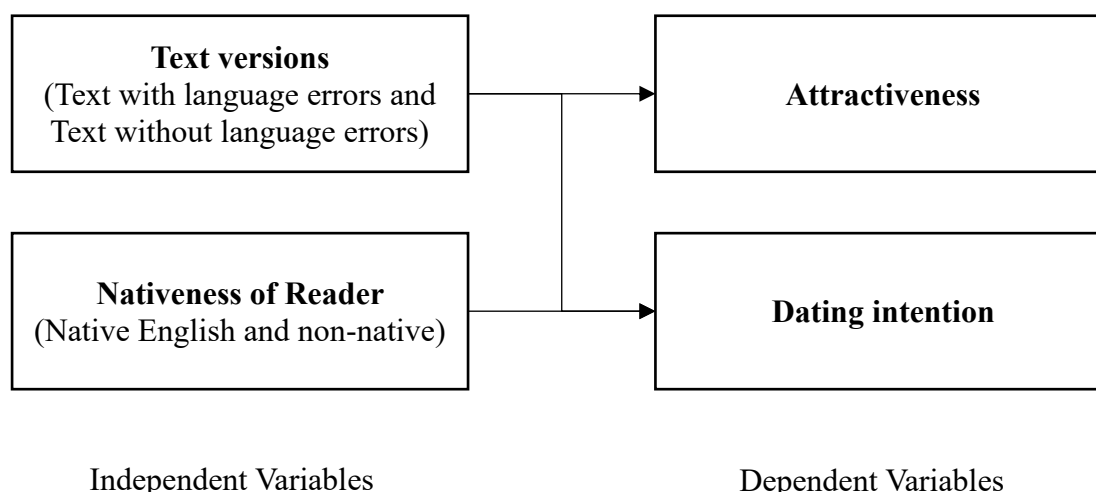
scale ranging from 1 (“Strongly disagree”) to 7 (“Strongly agree”). Dating intention was measured with the following three items: 1) “I would not go out with this person “(reverse-coded) 2) “I would like to know more about this person “3) “I would not want to meet this person in real life “(reverse-coded). The total reliability of dating intentions for all three profiles was unacceptable ($\alpha = .48$). However, the reliability of dating intentions comprising three items for profile one ($\alpha = .74$) and two ($\alpha = .77$) was acceptable. For profile three the reliability was good ($\alpha = .84$). The inter-item correlation for profiles one and two ($r = .33$) and profiles one and three ($r = .26$) was within the range of .2 and .4 that Briggs and Cheek (1986) indicate is acceptable. The inter-item correlation between profiles two and three ($r = .142$) was not high enough. Although the correlation between profiles two and three was not high enough, the composite mean of dating intention ($\alpha = .48$) for all profiles was reported for the sake of conciseness.

Moreover, a manipulation check was used to check whether participants noticed that the three profiles were written by non-native authors (Do you think the writers of the three profiles were English native speakers? Yes/No/ I could not tell). However, for further statistical analysis the answer option ‘I could not tell’ was excluded. Three further manipulation checks were performed to test whether participants came across any errors in the three-profile texts (1. Did you notice any language errors in profile text 1? (Yes/No); 2. Did you notice any language errors in profile text 2? (Yes/No); 3. Did you notice any language errors in profile text 3? (Yes/No).

Additionally, participants were asked at the beginning of the study to indicate the following demographic information about themselves: age, gender, current/highest level of education and their sexual preference. At the end of the study, participants were asked to complete the LexTALE test which measured participants actual English language proficiency (Lemhöfer & Broersma, 2012; www.lextale.com). In the test, participants were presented with about 60 words for each of which they had to decide whether it was an existing word or not by pressing 1 for ‘NO’ or 2 for ‘YES’ (40 existing words, 20 non-existing words). For a detailed overview of the questionnaire, please refer to Appendix 2.

Figure 1

Analytical Model



Procedure

The research study was approved by the Ethics Assessment Committee Humanities (22U.004998) EACH of the Faculty of Arts and the Faculty of Philosophy, Theology and Religious Studies of Radboud University (see Appendix 3). The experiment was sent out to English native and German speakers as an online questionnaire through Qualtrics. The questionnaire was administered in English and participants were recruited through social media and networking. On average, completing the questionnaire took around 13 minutes. Before starting the questionnaire, participants received some information about the experiment, for example that they will read and evaluate dating profiles in terms of their attractiveness and dating intentions. Furthermore, participants needed to give their consent before starting the experiment. After that, participants were asked to fill out some demographic information about their gender, age, nationality, mother tongue, level of education and sexual preference. After both language groups indicated their sexual preference, they were matched to an adequate dating profile text, showing either profile text written by female or male authors. The profile texts from OkCupid which were selected for the experiment only included non-native English authors who indicated that they possess an ‘okay’ or ‘poor’ English proficiency. Furthermore, the fact that the authors were non-native English speakers was explicitly mentioned in the introductory text at the beginning of the questionnaire. Both native English and non-native English participants were randomly assigned to either the experimental condition text versions with errors or to the control group text versions without errors. In the experimental condition, participants were presented with

three different dating profile texts: the first profile text with different categorical error types, the second text with non-homophone errors only and the third profile with homophone errors only. The procedure for the control group was the same. The mere difference was that participants received three profile texts without language errors. After reading the first, second and third profile text, participants filled out the questionnaire for each individual profile text in which they evaluated the authors' attractiveness in terms of social attraction, romantic attraction and physical attraction and dating intention. After completing the questionnaire, participants were asked if the writers of the three profiles were English native speakers which they answered by clicking yes/no. Furthermore, participants were asked whether they noticed any language errors in the three profile texts and were asked to answer yes/no for each profile text. Lastly, participants completed the LexTALE test which tested their actual English proficiency (Lemhöfer & Broersma, 2012). The LexTALE test took approximately five minutes. After the completion of the questionnaire, participants were thanked for their participation, but did not receive any incentives, nor were debriefed about the study purpose.

Statistical treatment

As the experiment had a 2 (text version: language errors and no language errors) x 2 (nativeness of reader: native English and non-native English, German) categorical design and the dependent variable attractiveness and dating intention were quantitative, two-way ANOVAs were conducted to investigate the research question. As a manipulation check, several chi-square tests were performed to check whether participants noticed that the three profiles were written by non-native authors and also whether they came across any errors in the three profile texts.

Results

The purpose of this study was to investigate whether there was a difference in how native English readers and non-native English readers evaluate dating profile texts of non-native authors with and without language errors in terms of attractiveness and dating intention.

Main Dependent Variables

Attractiveness

A two-way analysis of variance with nativeness of reader (Native English and Non-native English readers) and text version (Text with errors and Text with no errors) as factors showed no significant main effect of nativeness of reader on attractiveness ($F(1,184) < 1$).

Furthermore, text version was not found to have a significant main effect on attractiveness ($F(1,184) = 1.45, p = .230$). The interaction effect between nativeness of reader and text version was not found to be statistically significant ($F(1,184) < 1$). Table 1 shows means and standard deviations of attractiveness in function of nativeness of reader and text version.

Table 1

Means and standard deviations of attractiveness in function of nativeness of reader and text version (1= Low attractiveness, 7= High attractiveness).

Readers	Text version	<i>M</i>	<i>SD</i>	<i>n</i>
Native English	Text with Errors	4.35	0.64	41
	Text with no Errors	4.55	0.76	48
	Total	4.46	0.71	89
Non-native English	Text with Errors	4.50	0.67	50
	Text with no Errors	4.54	0.65	49
	Total	4.52	0.66	99
Total	Text with Errors	4.43	0.66	91
	Text with no Errors	4.54	0.70	97
	Total	4.49	0.68	188

Dating intention

A two-way analysis of variance with nativeness of reader (Native English and Non-native English readers) and text version (Text with errors and Text with no errors) as factors revealed no significant main effect of nativeness of reader on dating intention ($F(1,184) < 1$). Additionally, text version was not found to have a significant main effect on dating intention ($F(1,184) < 1$). The interaction effect between nativeness of reader and text version did not reveal a significant difference ($F(1,184) < 1$). Table 2 shows means and standard deviations of dating intention in function of nativeness of reader and text version.

Table 2

Means and standard deviations of dating intention in function of nativeness of reader and text version (1= Low dating intention, 7= High dating intention).

Readers	Text version	<i>M</i>	<i>SD</i>	<i>n</i>
Native English	Text with Errors	4.47	0.94	41
	Text with no Errors	4.60	0.91	48
	Total	4.54	0.92	89
Non-native English	Text with Errors	4.62	0.87	50
	Text with no Errors	4.68	0.93	49
	Total	4.65	0.90	99
Total	Text with Errors	4.55	0.90	91
	Text with no Errors	4.64	0.92	97
	Total	4.60	0.91	188

Manipulation checks

Knowledge of Nativeness author

A chi-square test revealed a significant relation between nativeness of the reader and knowledge about the authors' nativeness ($\chi^2(1) = 4.42, p = .035$). Native readers identified more frequently that the text was written by non-native authors (86.1%) than by native English authors (13.9%). Similarly, non-native English readers identified more frequently that the texts were written by non-native English authors (95.5%) than by native English authors (4.5%). Table 3 shows observed counts, percentages of knowledge of nativeness of the authors in function of nativeness of reader.

Table 3

Knowledge of Nativeness author

Readers		Native Authors	Non-native Authors	Total
Native English	Count	10 _a	62 _b	72
	% within readers	13.9%	86.1%	100%
Non-native English	Count	4 _a	85 _b	89
	% within readers	4.5%	95.5%	100%
Total	Count	14	147	161
	% within readers	8.7%	91.3%	100%

Note. This table lists the observed count, percentages within nativeness of reader groups in function of knowledge of native author (Native authors/ non-native authors). Each subscript letter (a,b) shows significant differences of knowledge about the author's nativeness (Native authors/Non-native authors).

Identification of Language errors – Profile 1

A chi-square test revealed a significant relation between text version and identification of language errors in profile text one ($\chi^2(1) = 28.21, p < .001$). Participants in the text version condition with errors identified errors (83.5%) in the text more frequently than identified no errors (16.5%). Participants in the text version with no errors identified no errors more frequently (53.6%) than identified errors (46.4%). Table 4 shows observed counts and percentages of identified errors in function of text version.

Table 4

Identification of language errors in profile text 1

Text version		Errors identified	No Errors identified	Total
Text with Errors	Count	76 _a	15 _b	91
	% within text version	83.5%	16.5%	100%
Text with no Errors	Count	45 _a	52 _b	97
	% within text version	46.4%	53.6%	100%
Total	Count	121	67	188
	% within text version	64.4%	35.6%	100%

Note. This table lists the observed count, percentages within text version of Errors / No Errors identified of profile 1. Each subscript letter (a,b) shows significant differences for the identification of language errors (Errors/No Errors identified).

Identification of Language errors – Profile 2

A chi-square test revealed a significant relation between text version and identification of language errors in profile text two ($\chi^2(1) = 21.62, p < .001$). Participants in the text version condition with errors identified errors (62.6%) in the text more frequently than identified no errors (37.4%). Participants in the text version with no errors identified no errors more frequently (71.1%) than identified errors (28.9%). Table 5 shows observed counts and percentages of identified errors in function of text version.

Table 5

Identification of language errors in profile text 2

Text version		Errors identified	No Errors identified	Total
Text with Errors	Count	57 _a	34 _b	91
	% within text version	62.6%	37.4%	100%
Text with no Errors	Count	28 _a	69 _b	97
	% within text version	28.9%	71.1%	100%
Total	Count	85	103	188
	% within text version	45.2%	54.8%	100%

Note. This table lists the observed count, percentages within text version of Errors/ No Errors identified of profile 2. Each subscript letter (a,b) shows significant differences for the identification of language errors (Errors/No Errors identified).

Identification of Language errors – Profile 3

A chi-square test revealed a significant relation between text version and identification of language errors in profile text three ($\chi^2 (1) = 11.20, p < .001$). Participants in the text version condition with errors identified errors (63.9%) more frequently in the text than in the profile texts with no errors (36.1%). Participants in the text version no errors (61.2%) identified no errors more frequently than in profile texts with errors (38.8%). Table 6 shows observed counts and percentages of identified errors in function of text version.

Table 6

Identification of language errors in profile text 3

Text version		Errors identified	No Errors identified	Total
Text with Errors	Count	46 _a	45 _b	91
	% within Errors/no Errors	63.9%	38.8%	100%
	Errors			
Text with no Errors	Count	26 _a	71 _b	97
	% within Errors/no Errors	36.1%	61.2%	100%
	Errors			
Total	Count	72	116	188
	% within Errors/no Errors	100%	100%	100%
	Errors			

Note. This table lists the observed count, percentages within text version of Errors /No Errors identified of profile 3. Each subscript letter (a,b) shows significant differences for the identification of language errors (Errors/No Errors identified).

Discussion/Conclusion

The aim of the study was to investigate whether native and non-native readers differ in their evaluation of the authors' attractiveness and their dating intention towards the author based on dating profile texts with language errors and without language errors. Findings did not support the research question and hypothesis. No differences were found in how native English and non-native English participants evaluate author's attractiveness based on text versions with or without errors. Similarly, no significant differences were found in how native English readers and German readers evaluated their dating intention towards authors based on text versions with or without errors. Consequently, the hypothesis was not supported that native English readers evaluated the authors' attractiveness and their dating intention towards the author, based on profile texts containing language errors as less negative than non-native English readers. Both native English readers and non-native readers evaluated dating intention and attractiveness similarly among the text version conditions. Furthermore, all manipulation checks confirmed that readers correctly identified errors in the experimental conditions and noticed that profile text versions were written by non-native authors.

Consequently, one can conclude that the obtained findings are not in line with previous research (Luijkx et al., 2020; Planken et al., 2019; Queen & Boland., 2015; Stiff, 2012; van der Zanden et al., 2020). These previous findings showed that speakers form negative evaluations about authors with text containing (perceived) language errors. Luijkx (2020) findings showed that German professionals rated business letters containing errors written by non-native German speakers more negatively than letters without errors. These findings highlight that language errors affected how native speakers evaluate non-native authors, which is not in line with present findings as English native speakers did not differ in their evaluations of non-native authors regardless of the text version. Additionally, Planken et al.'s (2019) study found that native and non-native readers downgraded the non-native English author's trustworthiness, friendliness and competence if they perceived errors in the text. However, the present study did not find that native and non-native English readers evaluate non-native authors as less negatively based on dating profile texts with language errors. Even though the current study did not test how participants evaluate perceived and actual errors, the manipulation checks verified that readers in the condition with errors noticed the language errors. A possible explanation could be that participants noticed the errors, but they did not find the error types bothersome and consequently did not place great importance to them. Another possibility is that only few language errors were included in the texts - each text with language errors contained a range between four to 16 errors – and therefore it could

be that participants perceived them as less severe or bothersome. Past research in a German context demonstrated that pragmatic and syntactic errors compared to other language errors amplified readers' negative attitude towards the text and author (Luijkx, 2020). However, the current study included only spelling errors (homophone and non-homophone) in two out of three texts, which could explain why participants did not evaluate the author's attractiveness and dating intention scores significantly differently regardless of the text version.

Furthermore, current findings do not corroborate the study by Queen & Boland's (2015) which found that native English speakers rated author's email messages with language errors lower on social and academic dimensions. A further contradictory study showed that feedback comments with errors negatively influenced readers' attitudinal levels of impression and trust (Stiff, 2012). Van der Zanden et al.'s, (2020) study was based on dating profile texts in a native context. Dutch readers evaluated profile text of Dutch authors. Van der Zanden's (2020) findings concluded that authors with profile texts with language errors were evaluated less negatively on attractiveness and dating intentions, whereas profile texts without errors led to more positive evaluations. In the present study, native readers also evaluated dating profile texts but in this context the authors were non-native English speakers. Native and non-native English speakers evaluated authors in terms of their attractiveness and dating intention similarly. As the manipulation check verified, native English readers and non-native English readers noticed more frequently that the texts were written by non-native speakers. Consequently, one could assume that native English and non-native speakers were more tolerant in their evaluation as they knew that the author wrote the text in a foreign language.

To some extent, the findings support previous studies (Vignovic et al., 2010; Wolfe et al., 2016). Wolfe et al. (2016) concluded that mostly native English businesspeople rated non-native author text containing errors as less bothersome compared to errors produced by native authors. Even though the present study did not compare readers' evaluations of native and non-native authors, past findings support the assumption that native readers are in general lenient towards non-native author texts with errors, as present findings showed that native readers did not evaluate non-native authors' text with errors more negatively than text with no errors. Vignovic et al. (2010) came to similar findings that participants reduced negative evaluations of the author with language errors when it was explicitly stated that the author was of a different cultural background. However, current findings revealed that not only native readers did not differ in their evaluations of the author, but also non-native readers rated non-native authors similarly based on text with language errors as well as no language errors. Even though the current study was based on profile texts of non-native authors, these

findings in general could indicate that non-native and native readers are less bothered by language errors and do not distinguish between text versions if they know that profiles are written by non-native authors. A further study by Scott et al. (2014) concluded that language use, correct or incorrect text, did not influence how participants evaluated attractiveness but correct language use influenced the evaluation of the intelligence, competence, and employability of a profile owner. These findings illustrate that readers did not downgrade author's attractiveness based on correct or incorrect language use, but error free text positively influenced how readers evaluated other attitudinal evaluations of authors. Therefore, a possible further explanation for current findings could be that readers did not differ in their evaluations of the author's attractiveness as they did not associate correct or incorrect texts as an important language cue to downgrade or upgrade the authors' attractiveness. Instead, it could have been that readers place more importance on other attitudinal evaluations and would have evaluated authors differently on their intelligence or competence.

Further possible explanations of the findings of this study could be that participants were exposed to three profile texts with different content and authors' self- presentation strategies which could have influenced readers' perception of the authors. The study by Ellison et al. (2006) showed that people using dating platforms pay particular attention to the authors' text and self-presentation as well as to small cues such as language errors. However, it could possibly be that readers rather placed more emphasis on the author's content and their self-presentation strategy than on language errors. Because dating profiles are an intimate and private matter, readers could have placed more attention to personal aspects of the author and could have tried to imagine based on the authors' content how the authors of the profile text would be in real life. Especially because the study did not include pictures of the authors, readers could only get an idea of the author through the texts they wrote. Furthermore, it could be that participants put more emphasis on the author's characteristics such as information on their body type, age, education level and rated the authors' attractiveness and their dating intention based on their own preferences. Therefore, it could be that readers paid less attention to the language use of the authors but placed more importance to certain characteristics of the author and based their evaluations on the author's attractiveness and their dating intention on authors' attributions and their own sexual preferences.

The present study carries several limitations. First, the study was conducted in an online environment. Thus, participants were not monitored during the experiment, which might have led to readers focusing less on the questionnaire and profile texts. Furthermore,

participants were presented with different dating profiles either showing male or female text depending on their sexual preference. Even though participants were randomized in the same condition they received dating profile texts of male or female authors based on their sexual preference. However, the different versions of male and female profiles (see method section) were not taken into account in the statistical analysis, which could have led to biased findings in readers' evaluation. A further limitation is that the present study did not compare the effects of different error types but analysed the effect of all error types of the text versions together. The study by Luijk (2020) highlighted that different error types, lexical, syntactic, and pragmatic errors compared to morphological errors led to more negative evaluations in terms of readers' attitude toward the text and the author. Consequently, it could have been that readers' evaluations of the authors' attractiveness and their dating intention towards the author was similar because the current study did not distinguish between different error types in the text versions. Lastly, the current study did not investigate whether women and men judge author's attractiveness and dating intention differently which could have caused a bias in evaluation. A previous study illustrated that women and men set different standards when selecting a potential partner (Buunk et al., 2002). Their findings showed that men place more importance on the potential partner's physical attractiveness, whereas women place more importance on the potential partner's characteristics such as their status and personality. Thus, in the present study it could have been that female and male readers might have put emphasis on different profile characteristics which could have led to biased results.

Nevertheless, the present research contributes to new insights that texts with language errors and texts without language errors do not seem to be important language cues in a non-native context which is contradictory to previous findings that found that readers downgraded their evaluations of non-native authors based on (perceived) language errors in texts (Luijk et al., 2020; Planken et al., 2019). Furthermore, the current study was based on real dating profile texts and used naturally occurring errors which is an innovation to Van der Zanden's study (2020) that used invented errors in texts. The results of the study can be used for further research on readers' attitudinal evaluations of profile texts in a dating platform context to investigate whether present findings hold truth when using different types of language errors, profile text versions and measure further attitudinal evaluations of readers. Furthermore, the findings of the current study reveal practical applications for non-native authors using dating profiles. As no difference in authors' evaluation was found between text with language errors and text without language errors this implies that non-native authors do not have to pay

particular attention to error-free spelling in their profile texts but can focus on their content and self-presentation strategy.

Recommendations for further research might be to compare a further language group as readers. The current research only compared readers of the same western Germanic language group, English and German readers. Because the profile texts were written in English, it could have been that readers were more lenient towards language errors as language errors in the Germanic language group are linguistically similar to each other. Therefore, as Planken et al.'s (2019) study suggested it would be relevant to compare readers of a more distant language group, for example readers of a Romance or Asian language group and investigate whether findings would differ. Furthermore, as the present study used three different profile text versions it could have been that readers placed more importance on the profile content than on language errors. Therefore, it might be reasonable to present readers with the same three text versions as readers might place less importance on the profile content but more on incorrect or correct language use of the authors. Another consideration might be to include more noticeable language errors in future similar studies such as pragmatic and syntactic errors (Luijkx, 2020). As more noticeable and severe errors might lead to readers evaluating author's attractiveness and dating intention more negatively. Lastly, it might be reasonable to measure other attitudinal evaluations than attractiveness and dating intention as these might lead to different evaluations of authors. As outlined above, the study by Scott et al. (2014) showed that correct or incorrect language use did not influence how participants evaluated the authors' attractiveness, but correct language use influenced the evaluation of the intelligence, competence, and employability of a profile owner. Therefore, it would be highly relevant to investigate further attitudinal evaluations such as reader's evaluations towards the author's intelligence and competence.

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Appendix 1

Text versions

For clarity purposes, language errors have been highlighted in the profile texts. This was not done in the text profiles that participants evaluated in the questionnaire.

Text with no Errors – men

You will now read three dating profiles written by men. After reading each profile, you will be presented with a few questions concerning that profile. We kindly ask you to carefully read the profiles before moving on to the questions.

Profile 1

Description

24; male; single; Hispanic/Latin; social person, graduated from high school, San Francisco, California; likes dogs and cats; zodiac sign: Sagittarius; speaks English okay and Spanish fluently

I'm a normal person who likes to live the life. My favorite things to do: I love cooking, making food and playing pool, one of my favorite games. I am a good and nice person, very friendly. I like cooking, books, funny and action movies, hip hop and reggae. What I do when I'm not in the kitchen is thinking about getting a glass of wine somewhere and having fun. I am an adventurer, the positive kind. I'm taking medical technician training classes, but I have part time jobs at about 14 swimming pools, so 14 part time jobs, I guess. I am honest, responsible and I have a good sense of humor. I like to read, cook, exercise and get to know new places. I have no worries about tomorrow. I am strong and friendly. I like eating out or going dancing on a Friday night.

Profile 2

25; male; single; Caucasian; athletic body type; social person; graduated from a master program; San Francisco, California; zodiac sign: Pisces; speaks English okay, Spanish fluently, Italian fluently

I've just moved from Europe to San Francisco to work. I'm Italian, but I lived for a long time in Spain, and in Mexico for just a while. I'm 25 and I'm a mature, friendly, sincere and funny

guy. I enjoy learning new things and discovering new places, and I find exploring the city amazing! I would love to meet a fascinating and interesting person, to discover the city with. A person with a brilliant personality! I love music and going to the cinema, doing sports, outdoor activities. Movies I like: Easy rider, The Godfather, One flew over the Cuckoo's Nest, Beautiful, Big fish.

Profile 3

Description

25; male; single; Caucasian; normal body type; student; from California; likes dogs and cats; zodiac sign: Virgo but it doesn't matter; speaks English poorly

I like dive bars and house parties, but I'm not opposed to clubs and I have been known to dance much to my own embarrassment. I like to be different. I think it's important to have varied interests in life so nothing goes stagnant, which is why it's hard for me to nail this section down. But I'm always up and doing something, so I guess if that's the kind of person you're looking for then you should read on. Eventually, I want to be a law enforcement officer in a major city. Now I work and generally relax until I'm all set up to continue on my career path.

Text with no Errors – women

You will now read three dating profiles written by women. After reading each profile, you will be presented with a few questions concerning that profile. We kindly ask you to carefully read the profiles before moving on to the questions.

Profile 1

Description

22; female; single; Hispanic/Latin; average body type; social person; working on high school; Oakland, California; zodiac sign: Pisces; speaks English okay and Spanish fluently

Well, I'm [NAME], I'm 22 years old. I'm a nice person. I'm kind of quiet. I like to stay home watching movies, but I also like to go out clubbing and partying with friends. What I want to be is a nurse, but I haven't finished high school, so right now I'm going to adult school to get my diploma. Hopefully when I finish I will start on my career. The first thing people notice about me is that when I first meet new people I get really shy and quiet. I don't really read a

lot. I like to watch all kinds of movies, especially horror and comedy. I listen and dance to all kind of music. I'm kind of picky on food sometimes, but I love Chinese and Mexican food.

Profile 2

Description

26; female; single; Hispanic/Latin; average body type; social person; graduated from college/university; California; likes dogs; zodiac sign: Aries but it doesn't matter; speaks English okay and Spanish fluently

Well let's see, I'm not very good at talking about myself... I prefer doing that with a good conversation, but these are some examples: I'm a fun, funny, happy, independent, active girl. What I desire is living and enjoying as if today were the last day. I'm a good swimmer, I like biking, playing volleyball, yoga, hiking and tennis. I have expressive eyes! And a nice smile lol! As for food, I like sushi, Italian and Mexican. For music, I like rock, salsa, almost all kind. I can't live without my cellphone, purse, sunglasses, keys. Hmm I guess that's it lol.

Profile 3

Description

25; female; single; Asian; average figure; social person; graduated from college/university; from California; likes dogs; zodiac sign: Sagittarius; speaks English okay, Indonesian fluently, Chinese poorly

I love travelling, but I realize that it doesn't matter where you go, it's who you are with that makes travelling fun. Finding a soulmate is really not easy. I understand that it's nearly impossible to find one that will match you. If I find chemistry with the person, I'd try my best to make things work. Trust is built over time, and action speaks louder than words. I'd like to find someone who is understanding, simple, with an uncomplicated mind, a simple lifestyle, nothing extreme, that enjoys spending time together even if it's just having dinner or getting groceries.

Text with Errors – men

You will now read three dating profiles written by men. After reading each profile, you will be presented with a few questions concerning that profile. We kindly ask you to carefully read the profiles before moving on to the questions.

Profile 1

Description

30; male; single; Hispanic/Latin; normal body type; social person; graduated from high school; San Francisco, California; likes dogs and cats; zodiac sign: Sagittarius; speaks English okay and Spanish fluently

Im a normal person who likes to live the life. **M**y best things I do I love cooking, making food and playing pool one of my favorite games. I am a good and nice person very friendly. I like cooking, books, funny movies, and **accion**, hip hop and **reggae**. What I **need to** do when I **not** in the kitchen, **thinking** to go get a glass of wine somewhere and have fun. I am an **adventure**, the positive kind. Taking medical technician training classes, but I have a part time job at about 14 swimming pools, so 14 part time jobs I guess. I am honest, **responsable** and with good sense of humor. I like to read, cook, exercise, and get to know new **palces**. Not **worries** about tomorrow. **I** am strong and **frendly**. I like **go to eat** out or **dance** on a Friday night.

Profile 2

Description

25; male; single; Caucasian; athletic body type; social person; graduated from a master program; San Francisco, California; zodiac sign: Pisces; speaks English okay, Spanish fluently and Italian fluently

I've just moved from Europe to San Francisco to work. I'm Italian, but I lived for a long time in Spain, and in Mexico for just a while. I'm 25 and a mature, friendly, sincere and funny guy. I enjoy learning new things and **discovering** new places, and I find exploring the city amazing! I would love to meet a fascinating and **intresting** person, to discover the city with. A person with a brilliant personality! I love music and cinema, doing sports, outdoor activities. Movies I like: Easy rider, the Godfather, One Flew over the **Cockoo's** Nest, **Biutiful**, Big fish.

Profile 3

Description

25; male; single; Caucasian; normal body type; student; from California; likes dogs and cats; zodiac sign: Virgo but it doesn't matter; speaks English poorly

I like dive bars and house parties, but I'm not opposed **too** clubs and I have been known to

dance much to my own embarrassment. I like to be different. I think **its** important to have varied interests in life so nothing goes stagnant, which is why **its** hard for me to nail this section down. But I'm always up and doing something, so I guess if that's the kind of person **your** looking for **than** you should read on. Eventually, I want to be a law enforcement officer in a major city. Now I work and generally relax until I'm all set up to continue on my career path.

Text with Errors – women

You will now read three dating profiles written by women. After reading each profile, you will be presented with a few questions concerning that profile. We kindly ask you to carefully read the profiles before moving on to the questions.

Profile 1

Description

22; female; single; Hispanic/Latin; average body type; social person; working on high school; Oakland, California; zodiac sign: Pisces; speaks English okay and Spanish fluently

Well **Im** [NAME] **Im** 22years old, **Im** a nice person. **Im** kind of quiet. I like to stay home watch movies, spend time with my friends, but I also like to go out **clubing**, partying. What I want to be is a nurse, but I **havent finish** high school, so right now **Im** going to adult school to get my diploma. **Hopely** when I finish I want to start on my career. The first **things** people **noticed** about me is that when I first meet new people I get really shy and quiet. I **dnt** really read a lot. I like to watch all kinds of movies specially horror and comedy. I listen and **dance** all kind of music. **Im** kind of picky on food sometimes but I love Chinese and Mexican food.

Profile 2

Description

26; female; single; Hispanic/Latin; average body type; social person; graduated from college/university; California; likes dogs; zodiac sign: Aries but it doesn't matter; speaks English okay and Spanish fluently

Well let's see, I'm not very good at talking about myself... I prefer doing that with a good conversation, but these are some examples: I'm a fun, funny, happy, **indipendent**, active girl. What I **desaire** is living and enjoying as if today were the last day. I'm a good swimmer, I like

biking, playing **vollyball**, yoga, hiking and tennis. I have **expresive** eyes! And nice smile lol! As for food, I like sushi, Italian and Mexican. For music, I like rock, salsa, almost all kind. I can't live without my cellphone, purse, sunglasses, keys. Hmm I **gues** that's it lol

Profile 3

Description

25; female; single; Asian; average figure; social person; graduated from college/university; from California; likes dogs; zodiac sign: Sagittarius; speaks English okay, Indonesian fluently, Chinese poorly

I love travelling, but I realize that it doesn't matter where you go, **its** who you are with that makes travelling fun. Finding a soul mate is really not easy. I understand that **its** nearly impossible to find one that will match you. If I find chemistry with the person, I'd try my best **too** make things work. Trust is built over time, and action speaks louder **then** words. I'd like to find someone who is understanding, simple, with an uncomplicated mind, a simple lifestyle, nothing extreme, that enjoys spending time together even if **its** just having dinner or getting groceries.

Appendix 2 – Questionnaire

INFORMATION ABOUT THE RESEARCH STUDY

Evaluation of dating profiles

Introduction

We would like to invite you to participate in an online research study. Before you decide whether or not to take part, we will give you information about the study. Please take time to read the following information carefully. If something is not clear, or you would like more information, please do not hesitate to ask us.

Outline and aim of the research study

In this research study we want to investigate reactions to and evaluations of dating profile descriptions. We want to know what you think about what people have written about themselves in the profile they have posted on a dating website. We for instance want to know if, based on the profile, you find the person attractive and if you would be interested in dating them.

What is going to happen to you?

In this research study you will read three short dating profiles of English non-native speakers and evaluate them using a questionnaire with open questions and rating scales. We also ask you for some personal information that will be stored anonymously such as gender.

Risks and discomfort

This research study carries certain risks/discomforts.

We ask you to indicate your sexual orientation in order to match you with appropriate dating profiles. If you prefer not to disclose your personal information, please do not take part in this study.

Voluntary participation

Your participation in this research is voluntary. This means that you can withdraw your participation and consent at any time during the research, without giving a reason. Even up to two weeks after participating you can have your research data and personal data removed, by sending a request to sofia.alpi@ru.nl

What will happen to my data?

The research data we collect during this study will be used by scientists as part of data sets, articles and presentations. The anonymized research data is accessible to other scientists for a period of at least 10 years. Personal data collected remain confidential. When we share data with other researchers, these data cannot be traced back to you.

All research and personal data are safely stored following the Radboud University guidelines.

More information?

If you have any questions or would like more information about the research study, please contact us using the contact information at the bottom of this letter.

Ethical assessment and complaints

This research study has been approved by the Ethics Assessment Committee Humanities of Radboud University (ETC-GW dossier 2022-2166)

Should you have any complaints regarding this research, please contact us.

You can also file a complaint with the secretary of the Ethics Assessment Committee Humanities of Radboud University (etc-gw@ru.nl)

For questions on data processing in this research, please contact: dataofficer@let.ru.nl

Kind regards,

Sofia Alpi

Eszter Hargitai

P.S.: This survey contains a completion code for SurveySwap.io

Q0

Do you give your consent for participating in the study?

☐ Yes, I give my consent

☐ No, I do not give my consent

Q1 | Demographics

What is your gender?

- ☐ Female
 - ☐ Male
 - ☐ Other
 - ☐ Prefer not to say
-

Q2 | Demographics

What is your age?

Q3 | Demographics

What is your nationality?

Q4 | Demographics

What is your mother tongue?

- ☐ English (US)
- ☐ German
- ☐ English (NZ)
- ☐ English (AUS)
- ☐ English (IE)
- ☐ English (CA)
- ☐ English (UK)
- ☐ Other, please specify

Q5 | Demographics

What is your current or highest completed level of education?

- ☐ Primary School
- ☐ High School
- ☐ Vocational training
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate / PhD
- ☐ Other, please specify:

Q6 | Demographics

In real life would you prefer seeing dating profiles of:

- ☐ Male
- ☐ Female
- ☐ I don't mind

Dependent variables:

For conciseness, attractiveness and dating intention items based on the first profile text were presented. Attractiveness and dating intention evaluations of profile text two and three included same items.

Attractiveness

(Perceived) physical attraction

Please indicate to what extent you agree or disagree with the following statements concerning the author of the first profile you read.

	Strongly disagree 1	Disagree 2	Partially disagree 3	Neutral 4	Partially agree 5	Agree 6	Strongly agree 7
I imagine this person as very attractive physically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I imagine that this person isn't very good looking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think this person would be physically unattractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Romantic attraction

Please indicate to what extent you agree or disagree with the following statements concerning the author of the first profile you read.

	Strongly disagree 1	Disagree 2	Partially disagree 3	Neutral 4	Partially agree 5	Agree 6	Strongly agree 7
I would like to have a relationship with this person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find this person desirable as a dating partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social attraction

Please indicate to what extent you agree or disagree with the following statements concerning the author of the first profile you read.

	Strongly disagree 1	Disagree 2	Partially disagree 3	Neutral 4	Partially agree 5	Agree 6	Strongly agree 7
This person wouldn't fit in my circle of friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that this person and I could be friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person would be pleasant to be with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person is personally offensive to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dating intention

Please indicate to what extent you agree or disagree with the following statements concerning the author of the first profile you read.

	Strongly disagree 1	Disagree 2	Partially disagree 3	Neutral 4	Partially agree 5	Agree 6	Strongly agree 7
I would not go out with this person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to know more about this person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would not want to meet this person in real life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Knowledge of Nativeness author

Do you think the writers of the three profiles were English native speakers?

- ☐ Yes
- ☐ No
- ☐ I could not tell

Note. Answer option 'I could not tell' was excluded in statistical analysis.

Identification of Language errors

ERR_Q1

Did you notice any language errors in profile text 1?

- ☐ Yes
 - ☐ No
-

ERR_Q2

Did you notice any language errors in profile text 2?

- ☐ Yes
 - ☐ No
-

ERR_Q3

Did you notice any language errors in profile text 3?

- ☐ Yes
- ☐ No

LexTale test

This test consists of about 60 trials, in each of which you will see a string of letters. Your task is to decide whether this is an existing English word or not. If you think it is an existing English word, you click on "yes", and if you think it is not an existing English word, you click on "no". If you are sure that the word exists, even though you don't know its exact meaning, you may still respond "yes". But if you are not sure if it is an existing word, you should respond "no". In this experiment, we use American English spelling. For example: "realize" instead of "realise"; "color" instead of "colour", and so on. Please don't let this confuse you. This experiment is not about detecting such subtle spelling differences anyway. You have as much time as you like for each decision. This part of the experiment will take about 5 minutes.

	NO (1)	YES (2)
Platery (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"/>
Savory (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"/>
Abergry (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"/>
Censorship (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"/>
Quirly (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"/>

End of survey

Thank you for your time spent on the questionnaire. Your response has been registered.

You may now close this window.

The following code gives you credits that can be used to get free research participants at SurveySwap.io.

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Or, alternatively, enter the code manually: VNFD-3JOT-125S