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Effects of Phonetic Name Anglicization by L2 English Speakers on Evaluative and Persuasive Outcomes

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Abstract

A person's name and its pronunciation may imply various characteristics of the name's owner and affect how other individuals view him or her. This phenomenon, known as name pronunciation effect (NPE), is particularly visible in multicultural societies where English as a lingua franca is widespread. Previous studies suggest non-native English speakers often anglicize their foreign-sounding names to avoid negative bias and accommodate linguistic expectations. The present study aimed to investigate the under researched linguistic strategy of phonetic name anglicization, hypothesizing it would improve speaker evaluations and message persuasiveness, especially when name pronunciation was congruent with other message elements. In an online experiment, 162 participants listened to two speakers using anglicized or indigenous name pronunciations to promote causes with global or local implications, respectively congruent or incongruent with name pronunciation. Participants' donate intentions, assessments of the speaker, message persuasiveness, perceived authenticity, and perceived linguistic accommodation were measured. Results showed NPE was non-significant for the hypothesized outcomes, but significant for perceived name difficulty, revealing names were judged as more difficult when pronounced indigenously. Speaker one was rated higher on status, while speaker two, on solidarity and dynamism. These findings suggest the NPE is not as prominent as expected and it may be easily overshadowed by the speaker's name and accent. Aside from providing a theoretical contribution to name and persuasion literature, the current study's results assist communication practitioners in prioritizing their efforts, suggesting that using an anglicized or indigenous name pronunciation is likely not a major factor when designing effective messages.

Keywords: name pronunciation, anglicization, evaluations, persuasion, authenticity, accommodation

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Introduction

As an integral part of language and communication, personal names are present in most day-to-day human interactions (Brédart, 2017; Cohen, 1994; Enfield & Stivers, 2007). They are also strongly linked to an individual's culture, identity, and place among others (Allport, 1961; Buchlotz, 2016; Charles, 1951; Windt-Val, 2012; Zhao & Biernat, 2018), which gives them a deep personal significance. In today's interconnected and multilingual world, names are encountered increasingly more often outside their cultures of origin (Waldispühl, 2024). Because of this, interlocutors coming from different ethnic and linguistic backgrounds may have divergent expectations regarding names and how they should be pronounced.

This is illustrated well in the context of English and its gradual establishment as an international language (Jenkins, 2007, pp.1–20). Since its widespread growth as a lingua franca (ELF), its standard norms became expected as the default in English interactions between native (L1) and non-native (L2) English speakers, as well as among non-native speakers (Jenkins, 2007, pp. 1–20; Seidlhofer, 2011, pp. 30–34). As a result of different linguistic expectations, a name that appears non-English may be seen as being unfamiliar or difficult (Bertrand & Mullainathan, 2004). The personal names literature shows how a name being perceived as either commonplace or unusual may lead to different perceptions, which often create bias and put its owner at a disadvantage (Amit & Dolberg, 2025; Bertrand & Mullainathan, 2004; Martiniello & Verhaeghe, 2023; Stelter & Degner, 2018). However, the effects of an English- versus foreign-sounding name pronunciation, specifically, are still understudied.

Usually, L2 English speakers wish to avoid the potential adverse effects of a foreign-looking or foreign-sounding name. To this end, individuals may choose to modify their names to fit the cultural and linguistic expectations of the conversational setting or a dominant group (Biernat et al., 2024; Zhao & Biernat, 2018). In an English setting, this is known as *name anglicization*, a practice where, concerning the speaker's name, he or she adapts the linguistic features of English to another language and culture (Fajobi & Akomolafe, 2019). The extent to which anglicizing a name's pronunciation is a viable linguistic strategy is not yet fully known in theoretical literature. For this reason, the present study aims to examine how the presence or absence of name anglicization influences evaluative and persuasive outcomes. The current section contextualises this phenomenon within the broader scholarship on names and outlines a research direction to explore it. Additionally, name anglicization is potentially beneficial in both casual and professional scenarios, which is why its possible practical implications are discussed.

Literature Review

Names Research: Trends and Relevance

The study of names is a rich field encompassing various disciplines such as psychology and sociolinguistics (Allport, 1961; Bucholtz, 2016; Dion, 1983; Plank, 1964). For personal names, in particular, the two leading research trends imply a consensus that names are more than merely a linguistic tool for referring to specific individuals. The first trend studies how a name affects the one who bears it. This research direction comes from both psychology and sociolinguistics, investigating how personal names influence identity formation, choices, development, and life outcomes (Fang, 2023; Garwood, 1976; Windt-Val, 2012). This body of literature suggests names can significantly impact an individual's behaviour and self-image. For instance, personal names are often correlated with various outcomes like academic and professional achievements, health and well-being, social interactions, status, and prestige (Fang, 2023; Windt-Val, 2012). Moreover, names occasionally have a degree of relationship with their owner's personality traits, too (Allport, 1961).

The other major trend in personal names research originates from sociolinguistics and, in contrast to the first, explores names' potential to change how the name-bearer is viewed. It encompasses literature examining the effects of personal names on perceptions, impressions, and evaluations of the name's owner, which makes it directly relevant to the aim of the present study. For example, it has been demonstrated that such perception and evaluation outcomes may be affected by name attributes like popularity, complexity, or perceived pronunciation difficulty (Laham et al., 2012; Newman et al., 2014). Aside from its structural properties, the name itself may evoke associations in others, too. Its origin could signal group belonging or convey contextual information by alluding to various sociocultural attributes. To name only a few, these may include gender, age, ethnicity, religion, geographic origin, socioeconomic background, and kinship (Bucholtz, 2016; Etaugh et al., 1999). Personal names may often also imply nationality, ethnic origin, and even social class (Bertrand & Mullainathan, 2004; Bucholtz, 2016; Crabtree et al., 2022; Kirkegaard, 2018).

However, such social heuristic mechanisms can sometimes be a double-edged sword. The legitimacy of conclusions derived from the latter line of research has been challenged in the context of today's increasingly globalized world. Some scholars warn that drawing sociodemographic inferences based on name alone is problematic because such assumptions might not always be accurate. When interpreted responsibly, these inferences can assist in forming a more comprehensive picture of a person. Nonetheless, when used to jump to conclusions, they might become a form of stereotyping or even be considered unethical

(Conaway & Bethune, 2015; Gautam et al., 2024). Perceived age, gender, ethnicity, and other similar characteristics are a common basis in cases of harmful social stereotyping (Conaway & Bethune, 2015). If used sensibly, even superficial markers can help build temporary impressions and establish rapport more quickly, but when it comes to informed decision-making that can significantly affect a person's life, they can easily lead to discrimination and biased outcomes (Bertrand & Mullainathan, 2004; Gautam et al., 2024; Johns & Dye, 2019). In this way, a person's name could become the reason he or she is favoured or disadvantaged based on perceived characteristics rather than objective considerations.

One notable example of how name-induced inferences may impact judgements is the observed bias against unusual or non-dominant names. Bertrand and Mullainathan (2004) conducted a field experiment by responding to US job adverts with resumes using either distinctly African American or White-sounding names. The results revealed significant racial discrimination against African American name resumes, which received far less callbacks than White-name ones. Similar findings have been reported multiple times in more recent studies, too (Amit & Dolberg, 2025; Martiniello & Verhaeghe, 2023; Stelter & Degner, 2018).

Another prime example is the study by Laham et al. (2012) which demonstrated the mechanisms by which name popularity and perceived pronunciation difficulty affect evaluations. Building on past pronunciation research, Laham et al. (2012) first proposed the term *name-pronunciation effect* (NPE). They define it as the tendency to give more positive evaluations of individuals whose names are more easily pronounced than to those with difficult to pronounce names. In a five-part study, student samples evaluated names with varying degrees of pronunciation difficulty. The authors first verified the presence of the NPE, asking the first study participants sample to rate a list of surnames on the dimensions of fluency, unusualness, and liking. Then, a voting scenario with twelve ballot candidates was introduced for sample two. The context was broadened for the third sample, embedding these names into newspaper articles. Sample four tested the effect for ingroup and outgroup individuals, while study five sampled real-life corpus data of professional positions occupied by American lawyers. The authors' expectations were confirmed in all five cases. The NPE was significant, demonstrating that easy-to-pronounce names received more positive evaluations than difficult names. It was present irrespective of sample demographics, richness of accompanying information, and ingroup or outgroup status. It was also independent of name attributes like length, regularity, unusualness, and foreignness. This effect was further illustrated by a recent study of the way name pronunciation difficulty affects labour market outcomes (Ge & Wu, 2024). The authors analysed two cohorts of economics PhD candidates, finding strong evidence that individuals

with hard to pronounce names experienced labour market discrimination, with the effect being mediated by processing fluency, too. Irrespective of gender or the unit of analysis being the first or last name, candidates with difficult-to-pronounce names were less likely to obtain academic job positions and tended to be placed in lower ranked institutions.

Similar to Laham et al. (2012), a study by Newman et al. (2014) probed the effect of name pronunciation difficulty on perceptions of the truthfulness of claims. Participants were asked to evaluate a list of 18 names from different parts of the world and then assess the truthfulness of written claims associated with these names. Once again, easy-to-pronounce names were favoured by being seen as more familiar, less risky, and less dangerous than difficult ones. In addition to replicating the NPE, Newman et al.'s (2014) experiments found that claims attributed to sources with easily pronounced names were unanimously rated as more truthful than those by sources with difficult names. These studies were limited to primarily student samples but, nonetheless, the results strongly suggest that the pronunciation of personal names can be a powerful predictor of positive evaluations.

Agency

The research discussed so far clearly shows that personal names play a key role in shaping perceptions and can strongly affect the name-bearer and the impressions he or she creates. However, one can easily be misled to believe that the individual is mainly a recipient of the name-related effects described and has little agency in negotiating outcomes. Studies have shown that one can exercise a degree of control on the projected image and the impression formation process in relation to his or her personal name pronunciation (Bucholtz, 2016; Duque, 2023; Zhao & Biernat, 2018). In her qualitative study of US young adults with Hispanic given names, Duque (2023) conducted extensive interviews and found that each of the six participants intentionally used their name pronunciation as a linguistic resource to actively negotiate their place in society. Furthermore, Bucholtz (2016) documented and transcribed multiple interactions in which his subjects actively participate in promoting the preferred pronunciation of their names, which in most cases was the indigenous one.

It is also possible that individuals choose to adopt a non-indigenous pronunciation of their name. Cases like this still demonstrate the presence of individual agency, regardless of whether the underlying motivation is due to external social pressure to assimilate or an intrinsic desire to adapt to the host culture. Chinese students in the USA are known to often anglicize their name pronunciations or even use entirely different names or nicknames for the sake of smoother interactions (Biernat et al., 2024; Zhao & Biernat, 2018, 2019). Despite being the result of cultural pressure, this practice still offers considerable room for creativity in choosing

how to anglicize one's name. These studies indicate that the practice of name anglicization is one of the strategies used to exercise agency. Some other examples are provided by the residents of some African communities, who often willingly opt to pronounce their names with the phonetic inventory of English (Fajobi & Akomolafe, 2019; Ogunbona & Jimoh, 2023). The Nigerian Yoruba people's younger generation, for instance, commonly anglicize their names out of a desire to appear modern online and to feel more integrated with global culture (Fajobi & Akomolafe, 2019; Ogunbona & Jimoh, 2023; Ruzicka, 2018).

The anglicization of names, or any other part of speech, can occur through a number of phonetic strategies like stress-shift, contraction, substitution, re-spelling, blending, and sound addition, to name only a few (Fajobi & Akomolafe, 2019; Mbenzi, 2024; Ogunbona & Jimoh, 2023). In the present research, personal name anglicization manifests through the processes of reaccentuation, or stress shift, rhotacization, affrication, and vowel change (Boyce et al., 2016; Gimson, 1970; Labov, 2011; Roach, 2009).

Persuasive Potential of Name Pronunciation

The way an individual pronounces his or her name is closely linked to the broader linguistic context of accents. The evidence suggesting that accented speech influences persuasion is considerable (DeShields et al., 1996; Lev-Ari & Keysar, 2010; Roberson et al., 2024; Tsalikis et al., 1991). Moreover, when it comes to impression formation, evaluations, and persuasion, some of the name effects observed by scholars are relatively similar to those of accents: Implied foreignness and increased cognitive processing effort often result in more negative speaker evaluations and less convincing messages (Dragojevic, 2020; Fuertes et al., 2012; Hendriks et al., 2018; Lambert et al., 1960; Nejjari et al., 2012). Different communities and social contexts treat certain names and accents more favourably than others due to the cultural in- and out-group implications they evoke (Laham et al., 2012; Lev-Ari & Keysar, 2010). Therefore, the ability to intentionally adapt name pronunciation to the pertinent context suggests the NPE might be successfully incorporated to reinforce persuasive communication strategies.

According to the Language Expectancy Theory (LET), a persuasive effort's effectiveness depends on using language that matches the relevant societal expectations about appropriate communication behaviour. Violation of these expectations might lead to loss of credibility and unsuccessful persuasion (Burgoon & Miller, 1985; Burgoon & Burgoon, 2001, p. 86). This is further supported by Giles et al.'s (1991) Communication Accommodation Theory (CAT), a model which theorizes how and why individuals modify their communication styles in social interactions. Depending on who the message recipient is, a speaker may communicate in different ways to achieve a social objective. A choice exists between convergent

communication, where the speaker adjusts to be more similar to the recipient, divergent communication, where differences are emphasized, and maintenance strategy where no adjustment effort is made.

In line with these two conceptual frameworks, persuasive communication research suggests *congruence* as a potential catalyst enhancing the NPE's effect on persuasion. Often also called fit, match, coherence, or alignment in different contexts, congruence is one of the central themes in this field of study, appearing in multiple publications across the last few decades. Osgood and Tannenbaum's (1955) foundational study first proposed that a message might be more persuasive if its content is congruent with the receiver's existing beliefs and attitudes, later confirmed and extended by other scholars (Petty & Cacioppo, 1986; Pracejus & Olsen, 2004; Sherif & Hovland, 1961). Additionally, research into organizational evaluations has found that organizations whose stated values and actual practices are incongruent are perceived as less authentic and credible (Pamphile & Ruttan, 2022).

Individuals who anglicize their names often do so to associate with other interlocutors and possibly appear more persuasive (Burgoon & Miller, 1985; Giles et al., 1991). When an L2 English speaker's personal name is adjusted to a situation he or she perceives to expect an English pronunciation, the speaker's name anglicization is considered a convergent communication strategy (Giles et al., 1991). This might occur when the communicative context requires English, regardless of whether the listeners are native or non-native English speakers.

Similarly, an indigenous speaker who chooses an anglicized name when promoting a local cause related to their native language and culture might be seen as inauthentic and lacking credibility, thus impeding persuasive efforts. Conversely, a congruent pronunciation-cause speaker might be judged more favourably. Authenticity and credibility evaluations could be influenced by the type of audience, too (Giles & Johnson, 1987; Hall, 2009). Recipients sharing the speaker's cultural background might be more sensitive to congruence and incongruence in messages, producing exaggerated assessments. In contrast, listeners foreign to the speaker might provide more realistic evaluations.

In the present study's case, congruence is expressed in the form of a match between the indigenous (local) or anglicized (global) pronunciation of a name and the local- or global-oriented nature of a promoted cause. The term *indigenous* was chosen for referring to accented English pronunciation rather than *native*, because the *native* versus *non-native* dichotomy is commonly used in language and accent research. Readers might mistakenly think the phrase *native pronunciation* refers to *native English* name pronunciation rather than the Bulgarian-

accented one used in this study. Since the current investigative focus is the Bulgarian-to-English shift of pronunciation norms, *indigenous* might be less English-centric and less ambiguous.

Summary and Research Direction

The literature review showed that a name's pronunciation can act as a marker influencing judgements and the effectiveness of persuasive messages (Laham et al., 2012; Newman et al., 2014). When a name is unusual or foreign sounding, it might be perceived as a deviation from the expected linguistic norms (Bertrand & Mullainathan, 2004). As Burgoon and Miller's (1985) LET suggests, this mismatch might affect persuasive message outcomes, potentially serving as an avenue for discrimination or negative outcomes for the speaker. The additional factor of congruence which may enhance or diminish the NPE is also considered (Osgood & Tannenbaum, 1955).

Despite the abundance of research articles on personal names, some aspects of this subject have eluded academic attention. The literature on the phonetic properties of names, for example, offers only moderate insight regarding how name pronunciation affects perceptions and outcomes. One reason for this might be that the capacity of personal names as a sociolinguistic variable is still under-researched (Duque, 2023; Waldispühl, 2024). Even among name pronunciation studies, some perspectives are still neglected due to research priorities or methodological choices. Studies like those by Laham et al. (2012) and Newman et al. (2014) investigate the effects of names pronunciation difficulty on perceptions. However, their participants assess this difficulty by reading the names, rather than hearing them, and the analysis only includes surnames. Furthermore, their investigation also stops short of persuasion effects (Laham et al., 2012) or uses primary variables like name difficulty and familiarity, which are only indirectly related to pronunciation (Newman et al., 2014).

Name anglicization is one such example of a common but under-researched phenomenon. Scholars often study the anglicized names' lexical and morphological attributes (Duque, 2023; Fajobi & Akomolafe, 2019; Zhao & Biernat, 2018, 2019) at the expense of phonological properties. Consequently, studies that treat name pronunciation as a deliberate speaker strategy for cross-cultural accommodation are scarce, while in the particular case of first name phonetic anglicization, there are no known empirical studies to date.

For these reasons, the present study aims to examine personal first name phonetic anglicization. This is the case where an L2 English speaker chooses to pronounce his or her name according to the phonetic rules of the often-dominant English language, rather than those of the speaker's indigenous language. More specifically, this study will experimentally explore

the potential of name anglicization as a route to improving speaker evaluations and enhancing persuasive communication.

Studying the probable effects caused by personal first name phonetic anglicization breaks new ground and contributes to the growing scholarship on personal names, linking it to persuasion literature. Aside from theoretically advancing the field, the findings of the present study can potentially provide practical benefits by informing communication specialists, marketers, HR staff, and others whose work includes interaction management or message design.

Research Questions and Hypotheses

The literature overview of personal names established they could influence evaluations and persuasion. However, a theoretical research gap for personal name anglicization effects was identified (Laham et al., 2012; Newman et al., 2014), leading to the following research questions:

RQ1: How does an L2 English speaker anglicizing his or her name influence the way listeners evaluate that speaker?

RQ2: How does an L2 English speaker anglicizing his or her name influence the effectiveness of that speaker's persuasive communication?

Individuals may experience discrimination or negative personal and social evaluations when their names come from a cultural background different from that of their country of residence (Bertrand & Mullainathan, 2004; Bucholtz, 2016; Laham et al., 2012). To avoid such negative outcomes and elicit more positive social associations from listeners, they often attempt to adapt their names to the norms of the dominant group and language (Ogunbona & Jimoh, 2023; Zhao & Biernat, 2018). Using the most common dimensions for measuring such evaluation outcomes (Fuertes et al., 2012), Hypothesis 1 is formulated for investigating evaluations in the NPE context:

H1: Speakers of L2 English will be rated more positively on the speaker evaluation dimensions of status, solidarity, and dynamism when they anglicize their names than when they use an indigenous pronunciation.

Additionally, some effects of name pronunciation influence the same outcomes that have been researched by persuasion literature regarding accented speech, namely message attitudes and attitudes towards sender (DeShields et al., 1996; Lev-Ari & Keysar, 2010; Tsalikis et al., 1991). The effects of choosing an anglicized name or name pronunciation (Fajobi & Akomolafe, 2019; Zhao & Biernat, 2018) work similarly to speaking with a standard English accent (Fuertes et al., 2012; Nejjari et al., 2012): Both evoke positive evaluations and trust by

meeting the expectations of a dominant group's norms (Burgoon & Miller, 1985). This is investigated by Hypothesis 2:

H2: Persuasive communication delivered by L2 English speakers will be rated more positively on the dimensions of attitude towards the message, attitude towards the message sender, and trustworthiness when the speakers anglicize their names than then they use an indigenous pronunciation.

Effective persuasion may lead to higher purchase intentions (Moriuchi, 2021), which might also affect other similar financial behaviours like intention to donate, articulated in Hypothesis 3:

H3: Persuasive communication delivered by L2 English speakers will lead to higher intention to donate among participants when the speakers anglicize their names than when they use an indigenous pronunciation.

Following the findings and reasoning of the LET established from Burgoon and Miller (1985), it can be hypothesized that the NPE has the potential to increase the perceived authenticity of a speaker. This occurs through the mechanism of convergent communication accommodation within the CAT framework (Giles et al., 1991). An anglicized or indigenous name pronunciation carries implications of globalness or localness, respectively. Therefore, communication is likely to be seen as convergent when the speaker's name pronunciation is congruent with the local- or globalness implications of the presented cause. This might strengthen the observed NPE and improve speaker authenticity perceptions, formulated in Hypothesis 4:

H4: Speakers of L2 English will be rated more positively on the dimension of authenticity when the implied localness or globalness of the speaker's name through an indigenous or anglicized pronunciation is congruent with that of the promoted cause than when it is incongruent.

In a similar way, meeting the audience's expectations of pronunciation-cause congruence could help a speaker be perceived as more accommodating (Burgoon & Miller, 1985; Giles et al., 1991). This, paired with authenticity, might also contribute to a stronger persuasive message. Hypothesis 5 describes the expected influence of personal name anglicization on perceived accommodation:

H5: Speakers of L2 English will be rated more positively on perceived accommodation effort when the implied localness or globalness of the speaker's name through an indigenous or anglicized pronunciation is congruent with that of the promoted cause than when it is incongruent.

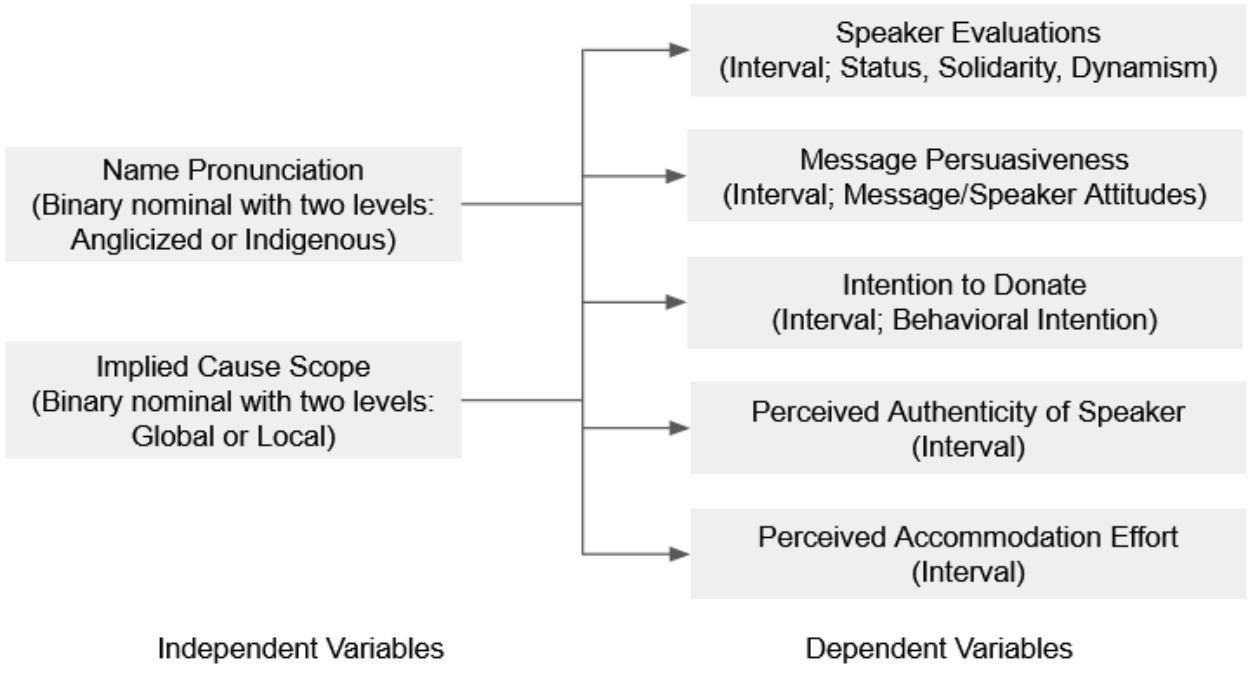
Method

Materials

The present experimental study used the independent variables *name pronunciation* (binary with values *anglicized* or *indigenous*) and *implied cause scope* (also binary, with values *global* or *local*) (see Figure 1). The stimulus material consisted of a textual prompt describing the material to the participants and asking them to listen to its two audio files. The audio recordings were promotional fundraiser messages for cultural preservation initiatives read by two different male Bulgarian speakers using Bulgarian-accented English. The two different messages followed a similar structure and formula. Aside from the name pronunciation and implied cause scope manipulations, the contents and audio of the two promotional message pairs were identical across all experimental conditions. Each recording featured an introductory sentence where the speaker said his name, an organizational affiliation statement, and a donation prompt. The speaker's name was included twice, in the beginning and in the end after the donation prompt, to increase its saliency for the listener through the primacy and recency effects (Knower, 1935; Lund, 1925; Miller & Campbell, 1959). The stimulus and full message transcripts are provided in Appendix A.

Figure 1

Analytical Model of the Current Study



Name pronunciation was manipulated by having the speaker say his name with an anglicized or an indigenous Bulgarian pronunciation. The male names *Georgi* and *Boris* were used in the stimulus. These names were chosen for their relative simplicity, both being similarly short, for their popularity in Bulgaria, both ranking among the country's top 100 most common names (Forebears, 2014), and for convenience, being the names of the researcher and his family members.

Personal *name anglicization* manifested only through phonetic processes, namely reaccentuation, or stress shift (Gimson, 1970), /r/ rhotacization (Boyce et al., 2016), deaffrication (Roach, 2009), and diphthong replacement sound change (Labov, 2011, pp. 87-118). Neither name was partially or fully replaced with a different one when anglicized. Both indigenous pronunciations followed the Bulgarian official literary standard (Ignatova-Tzoneva, 2019). Table 1 presents the respective pronunciations, Bulgarian spelling, and additional pronunciation selection criteria for both names.

Table 1

Pronunciation and Spelling of the Names Used in the Study's Stimulus Material

Name	Indigenous Pronunciation	Anglicized Pronunciation	Bulgarian Spelling
Georgi	[gɛˈorgi]	[ʤiˈɑrʤi]	Георги
Boris	[bɔˈris]	[ˈbɔrɪs]	Борис

Note. Indigenous name pronunciation variations depending on region, talking speed, or precision of articulation, such as coarticulation for *Georgi*: [gjoˈrgi] or vowel reduction for *Boris*: [bʊˈris] were deliberately avoided in the stimulus materials to ensure the names remained easily recognizable by the participants even in their indigenous pronunciations.

Controlled Variables

Information Richness

Laham et al. (2012) and Kasof (1993) identified the amount of accompanying information available to the listener, aside from what might be inferred from hearing the name itself, as an important factor that may reduce or even completely negate the NPE when making judgements based on names. For instance, the NPE disappeared when the listener had ample accompanying information besides the speaker's name (Laham et al., 2012). This is why *information richness* was held constant in the current study by designing the stimulus messages with similar length and content.

Speaker Involvement

When it comes to persuasive communication, one key factor is *perceived credibility*. This, in turn, is affected by the degree of involvement the speaker has with the promoted subject (Hall, 2009). For this reason, the stimulus was designed to keep the *perceived speaker involvement* constant by specifying that the speaker is a volunteer at the respective fictional organizations.

Participants

The participants for the current study were recruited online via advertising on social media, specialized research participation exchange online platforms, and by convenience sampling from the researcher's personal network. Standard demographic data were collected, including age, gender, country of origin, and educational level.

A total of 249 participants responded to the survey invitation, 87 of whom were excluded from the analysis. Familiarity with Bulgarian-accented English was the most common reason for exclusion with 50 participants indicating they leaned towards being familiar with it by responding with options 5, 6, and 7 on the 7-point Likert scale. Additionally, 28 participants were excluded for not completing the full questionnaire, six for being under the age of 18, and three for not giving participation consent. The 162 remaining valid responses were subjected to statistical analysis. The participant counts in each experimental condition were above 30, meeting the minimum requirement for sufficient statistical power (Field, 2018, pp. 111, 328-331).

The sample included 106 female (65.4%), 49 male (30.2%), one non-binary (0.6%), and six undisclosed gender participants (3.7%) (see Appendix B). A chi-square test for *gender* showed no significant differences in distribution across the conditions $\chi^2(9) = 10.14$, $p = .34$.

The average participant age was 25.93 years ($SD = 7.25$), within the scope of 18 to 60 years (see Appendix B). A one-way between-subjects analysis of variance (ANOVA) for *age* showed no significant differences in distribution across the conditions $F(3, 158) < 1$.

The sample was highly diverse in terms of national origin. However, due to limitations of the free online survey exchange service used, the questionnaire received more exposure in the European and North American regions. Consequently, the most numerous nationalities were Dutch (33) and American (15). The *country* variable was recoded to simplify interpretation, leaving the eight most frequent countries as individual values, representing 60.5% of the data, (see Table 2) and recoding all remaining countries as a category named *Others*. The chi-square tests for *country* showed no significant distribution differences across the conditions, both for the original χ^2 (132) = 122.12, $p = .72$ and for the recoded variable χ^2 (24) = 22.56, $p = .55$.

Table 2

Counts and Percentages for Country Across the Four Experimental Conditions

Country	Condition								Total	
	1. AG		2. AL		3. IG		4. IL			
	n^o	n^e	n^o	n^e	n^o	n^e	n^o	n^e	n^o	n^e
Netherlands	8 (24.2%)	8.1	11 (33.3%)	8.1	6 (18.2%)	8.4	8 (24.2%)	8.4	33 (100.0%)	33.0
USA	4 (26.7%)	3.7	4 (26.7%)	3.7	4 (26.7%)	3.8	3 (20.0%)	3.8	15 (100.0%)	15.0
Germany	1 (10.0%)	2.5	4 (40.0%)	2.5	2 (20.0%)	2.5	3 (30.0%)	2.5	10 (100.0%)	10.0
India	4 (40.0%)	2.5	2 (20.0%)	2.5	0 (0.0%)	2.5	4 (40.0%)	2.5	10 (100.0%)	10.0
UK	1 (11.1%)	2.2	2 (22.2%)	2.2	1 (11.1%)	2.3	5 (55.6%)	2.3	9 (100.0%)	9.0
Belgium	1 (12.5%)	2.0	1 (12.5%)	2.0	4 (50.0%)	2.0	2 (25.0%)	2.0	8 (100.0%)	8.0
Italy	1 (14.3%)	1.7	1 (14.3%)	1.7	3 (42.9%)	1.8	2 (28.6%)	1.8	7 (100.0%)	7.0
Poland	1 (16.7%)	1.5	3 (50.0%)	1.5	1 (16.7%)	1.5	1 (16.7%)	1.5	6 (100.0%)	6.0
Others	19 (29.7%)	15.8	12 (18.7%)	15.8	20 (31.3%)	16.2	13 (20.3%)	16.2	64 (100.0%)	64.0
Total	40 (100.0%)	40	40 (100.0%)	40	41 (100.0%)	41	41 (100.0%)	41	162 (100.0%)	162

Note. Legend: AG: Anglicized Pronunciation – Global Cause, AL: Anglicized Pronunciation – Local Cause, IG: Indigenous Pronunciation – Global Cause, IL: Indigenous Pronunciation – Local Cause, n^o: Observed count, n^e: Expected count.

Regarding participants' educational background, bachelor's degree holders were predominant (*n* = 92; 56.8%), followed by master's degree (*n* = 39; 24.1%), secondary degree (*n* = 24; 14.8%), doctoral degree holders (*n* = 5; 3.1%), and two undisclosed participants (1.2%) (see Appendix B). A chi-square test for *education* showed no significant differences in distribution across the conditions $\chi^2(12) = 9.48$, $p = 66$.

A chi-square test for the potentially confounding factor of *familiarity with Bulgarian-accented English* among the participants who responded with 1 to 4 to the respective question revealed no significant differences across the conditions $\chi^2(9) = 10.00$, $p = .35$ (see Table 3). Those who answered with 5, 6, or 7 were among the 87 participants excluded from the analysis.

Finally, participants needed 7.17 minutes on average to complete the questionnaire (*SD* = 24.84) (see Appendix B). The equality of variances assumption was violated, so the more robust one-way between-subjects Welch's ANOVA for *study duration* was performed. It showed no significant distribution differences across conditions $F(3, 76.06) < 1$.

Overall, the demographic and background variable tests revealed no significant group differences (*p*s > .05), suggesting they were evenly distributed across the experimental conditions.

Table 3

Distribution of Familiarity with Bulgarian-accented English Data Across the Participant Sample and Participant Count per Experimental Condition

Bulgarian-accented English Familiarity	Counts per Condition (% Within Condition)				Total (% of all participants)
	AG	AL	IG	IL	
1	10 (25.0%)	16 (40.0%)	12 (29.3)	12 (29.3%)	50 (30.9%)
2	12 (30.0%)	13 (32.5%)	19 (46.3%)	13 (22.8%)	57 (35.2%)
3	11 (27.5%)	9 (22.5%)	4 (9.8%)	9 (22.0%)	33 (20.4%)
4	7 (17.5)	2 (5.0%)	6 (14.6%)	7 (17.1%)	22 (13.6%)
Total	40 (100.0%)	40 (100.0%)	41 (100.0%)	41 (100.0%)	162 (100.0%)

Note. Legend: AG: Anglicized Pronunciation – Global Cause, AL: Anglicized Pronunciation – Local Cause, IG: Indigenous Pronunciation – Global Cause, IL: Indigenous Pronunciation – Local Cause. Lowest value = 1 (none); highest value = 4 (neutral). Values for response options 5, 6, and 7 are not shown as they were only selected by participants excluded from the analysis.

Design

The current study had a 2 (name pronunciation: anglicized vs. indigenous) × 2 (implied cause scope: global vs. local) × 2 (name: Boris vs. Georgi) mixed-factorial design with between-subjects factors *name pronunciation* and *implied cause scope* and within-subjects factor *name*. The participants were distributed over the four between-subjects conditions according to the between-subjects variable levels used in each condition. Each participant heard two audio recordings, one for each name, with anglicized or indigenous pronunciation. The recorded messages manipulated the within-subjects variables, too, tailored to imply either a global or a local scope of the promoted cause (see Table 4).

Table 4

Experimental Conditions of the Proposed Study, According to the Values of the Two Between-Subjects Independent Variables

	Global Implied Cause Scope	Local Implied Cause Scope
Anglicized Pronunciation	Condition 1 (Congruent)	Condition 2 (Incongruent)
Indigenous Pronunciation	Condition 3 (Incongruent)	Condition 4 (Congruent)

Instruments

During the scale reliability testing for the variables discussed in this sub-section, for all scales where Cronbach's alpha was > .70, the mean of all included items was used to calculate a respective compound variable. All questionnaire items discussed in this section are presented in Appendix C.

Speaker Evaluations

The *speaker evaluations* dependent variable was measured according to the categories of *status*, *solidarity*, and *dynamism* (Fuertes et al., 2012). The questionnaire items to measure characteristics specific to each of these categories used 7-point Likert scales adapted from past research (Giles & Billings, 2004; Rubin et al., 1990; Zahn & Hopper, 1985) anchored by 1 = *completely disagree* to 7 = *completely agree*. Solidarity and affective attitudes were measured with scales adapted from Dragojevic et al. (2017) and Dragojevic and Giles (2016). Perceived status and likeability were measured with scales borrowed from Giles and Billings (2004) and Nejjari et al. (2012).

The reliability of *status* comprising the items *intelligent*, *competent*, and *confident* was acceptable for *Boris*, α = .87 and *Georgi,* α = .85. The reliability of *solidarity* comprising the items *likeable*, *friendly*, and *sociable* was acceptable for *Boris,* α = .91 and *Georgi,* α = .87. The reliability of *dynamism* comprising the items *active*, *energetic*, and *bold* was acceptable for *Boris,* α = .87 and *Georgi*, α = .82. The reliability of *speaker evaluations* comprising the variables *status*, *solidarity*, and *dynamism* was acceptable for *Boris*, α = .86 and *Georgi*, α = .83. The reliability of *speaker evaluations* comprising the *speaker evaluations* compound variables for each name was poor, α = .49. Therefore, the variables *speaker evaluations (Boris)* and *speaker evaluations (Georgi)* were analysed separately by speaker name.

Message Persuasiveness

The degree to which the promotional message achieves its persuasion goals was studied by measuring the *message persuasiveness* dependent variable, comprising *attitude towards the message* and *attitude towards the sender* (Hornikx et al., 2023, Van Meurs et al., 2013).

Attitude towards the message comprised items from questionnaires measuring advertisement credibility and message trust (Eisend et al., 2014; Hallahan, 1999; Holbrook & Batra, 1987; Sarofim & Cabano, 2018), measured with three semantic differential scales with the statement "I think this message is", followed by three bipolar adjective pairs. The reliability of *attitude towards the message* comprising the items *important*, *credible*, and *convincing* was acceptable for *Boris*, α = .87 and *Georgi*, α = .87.

Attitudes towards the sender comprised source trustworthiness items (Ohanian, 1990), measured with two semantic differential scales with the statement “I think this speaker is”, followed by two bipolar adjective pairs. The reliability of *attitude towards the sender* comprising the items *trustworthy* and *sincere* was acceptable for *Boris*, α = .86 and *Georgi*, *α* = .91.

The reliability of *message persuasiveness* comprising the items *attitude towards the message* and *attitude towards the sender* was acceptable for *Boris*, *α* = .85 and *Georgi*, *α* = .83. The reliability of *message persuasiveness* comprising the *message persuasiveness* variables for each name was poor, *α* = .57. Therefore, the variables *message persuasiveness (Boris)* and *message persuasiveness (Georgi)* were analysed separately by speaker name.

Intention to Donate

For the *intention to donate* dependent variable, participants self-reported how inclined they felt to donate to the cause presented in the stimulus. *Intention to donate* was an interval variable measured on 7-point Likert scales with the single statement “I would donate money to this non-profit organization in the near future” anchored by 1 = *completely disagree* and 7 = *completely agree*. The single statement choice was informed by the behavioural intention scale developed by Ajzen (2006) within the Theory of Planned Behaviour. The reliability of *intention to donate* comprising the *intention to donate* variables for each name was questionable, *α* = .70, but sufficient to calculate a compound variable.

Perceived Speaker Authenticity

To reduce the questionnaire length, *perceived speaker authenticity* was measured with the single item deemed most relevant from the scales used (Lee, 2024; Luebke & Engelmann, 2023): “The speaker appears authentic in this message.” on a 7-point Likert scale anchored by 1 = *low*, and 7 = *high*. The reliability of *perceived speaker authenticity* comprising the *perceived speaker authenticity* variables for each name was poor, *α* = .34. Therefore, the variables *perceived speaker authenticity (Boris),* and *perceived speaker authenticity (Georgi)* were analysed separately by speaker name.

Perceived Accommodation Effort

Perceived accommodation effort was an interval variable measured with the statement “The speaker made an effort to adapt his language to the intended international listeners.” adapted from Jin and Cameron (2006) on a 7-point Likert scale anchored by 1 = *completely disagree* and 7 = *completely agree*. The reliability of *perceived accommodation effort* comprising the *perceived accommodation effort* variables for each name was poor, *α* = .40. Therefore, the variables *perceived accommodation effort (Boris)*, and *perceived accommodation effort (Georgi)* were analysed separately by speaker name.

Open-ended Questions

After hearing each recording, participants were asked to give their opinion of each speaker in an open-ended format. The resulting comments were then categorized by three coders. Afterwards, inter-rater agreement was first coded as the preliminary categories *full*, *high*, *partial*, or *none*. Then, *full* and *high* agreement were merged into an *overall agree* code, while *partial* and *none* were merged into an *overall disagree* code, resulting in a binary *agreement* variable (see Appendix E for the exact and the codebook used by the raters). The overall inter-coder agreement rate was acceptable, $\alpha = 0.80$ (see Table 5 and Table 6 for detailed agreement rates).

Table 5

Inter-Coder Agreement Rates as Raw Counts and Percentages of the Total Counts for Each Name

Extent of Agreement	Agreement Type Count (% of Name Total)		
	Recording 1 (Boris)	Recording 2 (Georgi)	Total
	Preliminary Categories		
Full	111 (68.5%)	116 (71.6%)	227 (70.1%)
High	19 (11.7%)	18 (11.1%)	37 (11.4%)
Partial	25 (15.4)	19 (11.7%)	44 (13.6%)
None	7 (4.3%)	9 (5.6%)	16 (4.9%)
Total	162 (100.0%)	162 (100.0%)	324 (100.0%)
	Final Categories		
Overall Agree (Full + High)	130 (80.2%)	134 (82.7%)	264 (81.5%)
Overall Disagree (Partial + None)	32 (19.8%)	28 (17.3%)	60 (18.5%)
Total	162 (100.0%)	162 (100.0%)	324 (100.0%)

Table 6

Inter-Coder Agreement Krippendorff'S Alpha Coefficients for Each Name and Category Counts, and Number of Raters per Category

Coding Scheme Category	Krippendorff's Alpha (α)			
	Recording 1 (Boris)	Recording 2 (Georgi)	Number of Times Category Used	Number of Raters
1. Dynamism	0.67	0.79	51	3
2. Solidarity	0.69	0.81	47	3
3. Status	0.76	0.75	36	3
4. Fluency	0.85	0.84	68	3
5. Trust	0.49	0.53	32	3
6. Authenticity	0.83	0.66	30	3
7. Accent	0.97	0.98	77	3
8. Other	0.78	0.73	55	3
All Categories	0.79	0.81	396	3
Overall Alpha	0.80			3

Processing Fluency

Processing fluency is another important predictor that frequently appears as a mediator of name and accent effects (Alter & Oppenheimer, 2009; Dragojevic, 2020; Schwarz, 2004). Therefore, the present study controlled for this potentially confounding variable by using stimulus names that are relatively simple and a short, straightforward promotional message. The *perceived processing fluency* was measured with two items on a 7-point Likert scale anchored by 1= *completely disagree* to 2 = *completely agree*. The reliability of *perceived processing fluency* comprising the items *the message was easy to follow*, and *the message was easy to understand* was acceptable for *Boris*, *α* = .95 and *Georgi*, *α* = .94.

Familiarity with Bulgarian-accented English

The *familiarity* background variable was measured with one item adapted from Hendriks et al. (2023), using a 7-point Likert scale with the statement "*I am familiar with Bulgarian-accented English*, anchored by 1 = *completely disagree* to 2 = *completely agree*.

Procedure

The proposed experiment consisted of a questionnaire and a stimulus material, administered via the Qualtrics online platform. A pilot study was first conducted with six participants whose feedback was implemented in the final questionnaire. In the main study, the

introductory section informed the participants about the study and its author, disclosed a privacy statement and safe data handling procedures, and requested informed consent. Next, demographic data were collected. The following section contained the main manipulation of the study including the promotional messages. The participants were randomly assigned to one of the four experimental conditions, in which they were asked to listen to a fundraising message where the speaker's name pronunciation and the implied cause scope were manipulated. The next section contained question blocks with scales measuring the effect of the manipulation on the participant's behavioural intention as well as the study's other dependent variables. A question asking the participant's familiarity with Bulgarian-accented English followed. The final section debriefed the participants about the purpose of the experiment, containing a request not to reveal any study details to potential future participants and space to write questions and comments. The end page showed the researcher's contact details, a *Thank you* message and an *End of survey* message (see the complete questionnaire in Appendix C). Participants needed seven minutes on average to complete the full questionnaire (see Appendix B).

Statistical Treatment

Chi-square and ANOVA tests were used to analyse demographic data and other relevant background variables for possible confounding effects. The dependent variables, including *fluency* and *name difficulty*, were each tested with a 2×2×2 mixed factorial multivariate ANOVA (MANOVA) with between-subjects factors *implied cause scope* (global vs. local) and either *name pronunciation* (anglicized vs. indigenous) or *congruence* (congruent vs. incongruent), depending on the hypothesis and research question. The within-subjects factor was always *name* (Boris vs. Georgi). Post-hoc analyses included ANOVAs and t-tests. Descriptive statistics were used to report means and counts for the tested variables. To verify internal consistency, Cronbach's alpha was calculated for each multi-element measuring scale compiled into a single construct. Assumptions of homogeneity were tested at the $p = 0.05$ significance level.

Results

This section presents the results of statistical tests performed to in relation to each hypothesis and the distribution of background variables across all conditions.

Hypothesis 1

To test H1, a two-way mixed MANOVA was conducted to study the effects of *name pronunciation* (between-subjects: *anglicized* vs. *indigenous*) and *name* (within-subjects: *Boris* vs. *Georgi*) on the perceptions of the *speaker evaluation* dimensions of *status*, *solidarity*, and *dynamism*. There was no significant effect of *name pronunciation* and no significant interaction, not supporting H1.

There was a significant multivariate main effect of *name*, Wilks' $\Lambda = .080$, $F(3, 158) = 13.02$, $p < .001$, partial $\eta^2 = .198$. The follow-up univariate analyses revealed a significant effect of *name* on *status* $F(1, 160) = 8.65$, $p = .004$, partial $\eta^2 = .051$, *solidarity* $F(1, 160) = 7.90$ $p = .006$, partial $\eta^2 = .047$, and *dynamism* $F(1, 160) = 6.44$ $p = .012$, partial $\eta^2 = .039$. Participants rated speaker *Boris* ($M = 4.79$, $SD = 1.16$) significantly higher on *status* than speaker *Georgi* ($M = 4.50$, $SD = 1.16$). Participants rated *Georgi* ($M = 4.84$, $SD = 1.13$) significantly higher on *solidarity* than *Boris* ($M = 4.50$, $SD = 1.26$). Participants rated *Georgi* ($M = 4.58$, $SD = 1.19$) significantly higher on *dynamism* than *Boris* ($M = 4.26$, $SD = 1.32$) (see Table 7).

Table 7

Means and Standard Deviations of the Ratings for Each of the Three Speaker Evaluations Dimensions Across the Indigenous and Anglicized Pronunciation Experimental Conditions Where 1 = Low and 7 = High

	Name Pronunciation	Speaker Evaluations Dimension		
		M	*SD*	*n*
Boris - Speaker Evaluations - Status	Indigenous	4.88	1.15	82
	Anglicized	4.69	1.17	80
	Total	4.79	1.16	162
Georgi - Speaker Evaluations - Status	Indigenous	4.61	1.10	82
	Anglicized	4.38	1.21	80
	Total	4.50	1.16	162
Boris - Speaker Evaluations - Solidarity	Indigenous	4.61	1.24	82
	Anglicized	4.39	1.28	80
	Total	4.50	1.26	162

Georgi - Speaker Evaluations - Solidarity	Indigenous	4.91	1.15	82
	Anglicized	4.77	1.12	80
	Total	4.84	1.13	162
Boris - Speaker Evaluations - Dynamism	Indigenous	4.40	1.30	82
	Anglicized	4.12	1.33	80
	Total	4.26	1.32	162
Georgi - Speaker Evaluations - Dynamism	Indigenous	4.65	1.26	82
	Anglicized	4.51	1.11	80
	Total	4.58	1.19	162

Hypothesis 2

To test H2, a two-way mixed MANOVA was conducted to study the effects of *name pronunciation* (between-subjects: *anglicized* vs. *indigenous*) and *name* (within-subjects: *Boris* vs. *Georgi*) on the *message persuasiveness* perceptions for each name. There was no significant main effect of *name pronunciation, F*(1, 160) = 1.204, *p* = .274, partial η^2 = .007 or *name*, *F*(1, 160) = 2.921, *p* = .089, partial η^2 = .018, not supporting H2. There was no significant interaction, *F*(1, 160) = 1.163, *p* = .282, partial η^2 = .007 (see Table 8).

Table 8

Means and Standard Deviations for Message Persuasiveness for Each Name and Pronunciation Experimental Condition Where 1 = Low and 7 = High

	Name Pronunciation	Message Persuasiveness		
		M	*SD*	*n*
Boris - Message Persuasiveness	Indigenous	4.35	1.21	82
	Anglicized	4.29	1.15	80
	Total	4.32	1.18	162
Georgi - Message Persuasiveness	Indigenous	4.29	1.25	82
	Anglicized	4.00	1.18	80
	Total	4.15	1.22	162

Hypothesis 3

To test H3, a two-way mixed MANOVA was conducted to study the effects of *name pronunciation* (between-subjects: *anglicized* vs. *indigenous*) and *name* (within-subjects: *Boris* vs. *Georgi*) on the *intention to donate* for each name. There was no significant main effect of

name pronunciation, $F(1, 160) = 1.536$, $p = .217$, partial $\eta^2 = .010$ or *name*, $F(1, 160) < 1$, not supporting H3. There was no significant interaction, $F(1, 160) = 1.591$, $p = .209$, partial $\eta^2 = .010$, (see Table 9).

Table 9

Means and Standard Deviations for Intention to Donate for Each Name and Pronunciation Experimental Condition Where 1 = Low and 7 = High

	Name Pronunciation	Intention to Donate		
		M	*SD*	*n*
Boris - Intention to Donate	Indigenous	3.17	1.64	82
	Anglicized	3.05	1.71	80
	Total	3.11	1.67	162
Georgi - Intention to Donate	Indigenous	3.26	1.55	82
	Anglicized	2.83	1.57	80
	Total	3.04	1.57	162

Hypothesis 4

To test H4, a mixed-design ANOVA was conducted to examine the effects of *congruence* (between-subjects: *congruent* vs. *incongruent*) and *name* (within-subjects: *Boris* vs. *Georgi*) on *perceived speaker authenticity*. There was no significant main effect of *congruence*, $F(1, 160) < 1$, no significant main effect of *name*, $F(1, 160) < 1$, and no significant interaction, $F(1, 160) < 1$, not supporting H4 (see Table 10).

Table 10

Means and Standard Deviations for Perceived Authenticity for Each Name and Pronunciation Experimental Condition Where 1 = Low and 7 = High

	Congruence	Authenticity		
		M	*SD*	*n*
Boris - Speaker Evaluations - Authenticity	Incongruent	4.37	1.71	81
	Congruent	4.27	1.49	81
	Total	4.32	1.60	162
Georgi - Speaker Evaluations - Authenticity	Incongruent	4.48	1.43	81
	Congruent	4.33	1.43	81
	Total	4.41	1.43	162

Hypothesis 5

To test H5, a mixed-design ANOVA was conducted to examine the effects of *congruence* (between-subjects: congruent vs. incongruent) and *name* (within-subjects: Boris vs. Georgi) on *perceived accommodation*. There was no significant main effect of *congruence*, $F(1, 160) < 1$, no significant main effect of *name*, $F(1, 160) < 1$, and no significant interaction, $F(1, 160) = 1.054$, $p = .306$, partial $\eta^2 = .007$, not supporting H5 (see Table 11).

Table 11

Means and Standard Deviations for Perceived Accommodation for Each Name and Pronunciation Experimental Condition Where 1 = Low and 7 = High

	Congruence	Perceived Accommodation		
		M	*SD*	*n*
Boris - Speaker Evaluations - Accommodation	Incongruent	4.57	1.74	81
	Congruent	4.81	1.54	81
	Total	4.69	1.64	162
Georgi - Speaker Evaluations - Accommodation	Incongruent	4.70	1.58	81
	Congruent	4.63	1.63	81
	Total	4.67	1.60	162

Processing Fluency

A two-way mixed-design MANOVA was conducted to study the effects of *name pronunciation* (between-subjects: anglicized vs. indigenous) and *name* (within-subjects: *Boris* vs. *Georgi*) on *perceived fluency* for each name. There was no significant main effect of *name pronunciation*, $F(1, 160) = 2.872$, $p = .186$, partial $\eta^2 = .011$ or *name*, Wilks' $\Lambda = 1.000$ $F(1, 160) < 1$ and no significant interaction, Wilks' $\Lambda = 0.991$ $F(1, 160) = 1.433$, $p = .233$, partial $\eta^2 = .009$ (see Table 12).

Name Difficulty

A two-way mixed MANOVA was conducted to study the effects of *name pronunciation* (between-subjects: *anglicized* vs. *indigenous*) and *name* (within-subjects: *Boris* vs. *Georgi*) on *perceived name difficulty* for each name. The equality of variances assumption was violated, so the more robust Pillai's Trace and Wilks' Λ are reported.

The multivariate main effect was significant for *name*, Pillai's Trace = 0.445, $F(1, 160) = 128.298$, $p < .001$, partial $\eta^2 = .445$, indicating different ratings for the two names. There was a significant interaction between *name pronunciation* and *name*, Pillai's Trace = 0.124, $F(1, 160) =$

Table 12

Means and Standard Deviations for Perceived Fluency for Each Name and Pronunciation Experimental Condition Where 1 = Low and 7 = High

	Name Pronunciation	Perceived Fluency		
		M	*SD*	*n*
Boris – Perceived Processing Fluency	Indigenous	4.25	1.74	82
	Anglicized	4.19	1.81	80
	Total	4.22	1.77	162
Georgi – Perceived Processing Fluency	Indigenous	4.45	1.50	82
	Anglicized	3.97	1.72	80
	Total	4.21	1.63	162

22.596, $p < .001$, partial $\eta^2 = .124$. There was a significant within-subjects effect of *name*, $F(1, 160) = 128.298$, $p < .001$, partial $\eta^2 = .445$, indicating different ratings for the two names. A follow-up repeated measures ANOVA showed a significant effect of *name* on *perceived difficulty*, Wilks' $\Lambda = .585$, $F(1, 161) = 114.317$, $p < .001$, partial $\eta^2 = .415$.

There was a significant between-subjects effect of *name pronunciation*, $F(1, 160) = 35.523$, $p < .001$, partial $\eta^2 = .182$, indicating different ratings for the two pronunciations. A follow-up one-way ANOVA showed a significant effect of *name pronunciation* on *perceived difficulty* for the name *Boris*, $F(1, 161) = 8.282$ $p = .005$. Participants found the indigenous name pronunciation of *Boris* ($M = 6.07$, $SD = 1.35$) significantly more difficult than the anglicized pronunciation ($M = 6.59$, $SD = 0.87$). A follow-up one-way ANOVA showed a significant effect of *name pronunciation* on *perceived difficulty* for the name *Georgi*, $F(1, 161) = 41.854$, $p < .001$. Participants found the indigenous name pronunciation of *Georgi* ($M = 4.02$, $SD = 1.95$) significantly more difficult than the anglicized pronunciation ($M = 5.75$, $SD = 1.39$).

A paired samples t-test revealed a significant difference between *perceived difficulty* ratings for the two names, 1.45, 95% *CI* [1.18, 1.72], $t (161) = 10.69$, $p < .001$, representing a very large-sized effect, $d = 1.73$. Participants found the pronunciation of *Georgi* ($M = 4.88$, $SD = 1.90$) significantly more difficult than the pronunciation of *Boris* ($M = 6.33$, $SD = 1.16$) (see Table 13).

Table 13

Means and Standard Deviations for Name Difficulty for Each Name and Pronunciation Condition Where 1 = Low and 7 = High

	Name Pronunciation	Perceived Name Difficulty		
		M	*SD*	*n*
Perceived name difficulty (Boris)	Indigenous	6.07	1.35	82
	Anglicized	6.59	0.87	80
	Total	6.33	1.16	162
Perceived name difficulty (Georgi)	Indigenous	4.02	1.95	82
	Anglicized	5.75	1.39	80
	Total	4.88	1.90	162

Open-ended Questions

Participants were asked to share their impressions of the speakers after hearing each stimulus. Each participant generated two comments, resulting in a total of 324 open-ended responses (see Appendix D). These comments were categorized by three coders according to the codebook presented in Appendix E. The most frequently mentioned categories were accent and origin (77), fluency (68), dynamism (51), solidarity (47), and 55 comments that did not fit any category. Table 14 and Table 15 present the distribution of all comment categories for the two stimulus recordings by polarity across the two pronunciation conditions.

Table 14

Open-ended Comments Count and Polarity per Category for the First Recording and Name

	Comments for Recording 1 (Boris)						Total
	Positive		Negative		Neutral		
Coded Category	Ang.	Ind.	Ang.	Ind.	Ang.	Ind.	
1. Dynamism	6	3	6	3	0	0	18
2. Solidarity	9	10	6	2	0	0	27
3. Status	9	7	2	3	0	0	21
4. Fluency	7	9	10	11	0	0	37
5. Trust	6	3	2	3	0	0	14
6. Authenticity	1	2	7	7	0	0	17
7. Accent	0	0	15	7	6	4	32
8. Other	5	6	3	4	4	7	29
Total (by pronunciation)	43	40	51	40	10	11	195
Total (by polarity)	83		91		21		195

Note. For the Accent category, the negative and positive polarity was used to indicate that the participant assessed the speaker's accent as non-native or native English, respectively, while the neutral polarity indicates the respondent made inferences about the speaker's national or ethnic origin.

* Legend: Ang. – number of comments within the anglicized pronunciation conditions (Anglicized – Global, Anglicized – Local); Ind. – number of comments within the indigenous pronunciation conditions (Indigenous – Global, Indigenous – Local).

Table 15

Open-ended Comments Count and Polarity per Category for the Second Recording and Name

	Comments for Recording 2 (Georgi)						Total
	Positive		Negative		Neutral		
Coded Category	Ang.	Ind.	Ang.	Ind.	Ang.	Ind.	
1. Dynamism	14	12	4	3	0	0	33
2. Solidarity	12	8	0	0	0	0	20
3. Status	3	4	7	1	0	0	15
4. Fluency	1	5	12	13	0	0	31
5. Trust	2	2	3	11	0	0	18
6. Authenticity	5	2	3	3	0	0	13
7. Accent	0	0	21	14	6	4	45
8. Other	6	6	1	1	4	8	26
Total (by pronunciation)	43	39	51	46	10	12	201
Total (by polarity)	82		97		22		201

Note. For the accent category, the negative and positive polarity was used to indicate that the respondent assessed the speaker's accent was evaluated as non-native (negative) or native (positive) English, respectively, while the neutral polarity was used to indicate that the respondent made inferences about the speaker's national or ethnic origin.

* Legend: Ang. – number of comments within the anglicized pronunciation conditions (Anglicized – Global, Anglicized – Local); Ind. – number of comments within the indigenous pronunciation conditions (Indigenous – Global, Indigenous – Local).

Category distribution differences across pronunciation conditions were analysed with chi-square tests. For *Boris*, no significant differences by *name pronunciation* emerged for the categories dynamism χ^2 (1) = 0.00, p = 1.000, solidarity χ^2 (1) = 1.74, p = .187, status χ^2 (1) =

0.40, p = .525, fluency χ^2 (1) = 0.06, p = .815, trust χ^2 (1) = 0.93, p = .334, authenticity χ^2 (1) = 0.28, p = .600, accent χ^2 (1) = 2.26, p = .132, and other χ^2 (2) = 0.196, p = .907.

For *Georgi*, no significant differences by *name pronunciation* emerged for the categories dynamism: χ^2 (1) = 0.024, p = .876, status: χ^2 (1) = 3.348, p = .067, fluency: χ^2 (1) = 1.951, p = .162, trust: χ^2 (1) = 1.266, p = .261, authenticity: χ^2 (1) = 0.627, p = .429, accent: χ^2 (1) = 0.00, p = 1.000, and other: χ^2 (2) = 0.735, p = .692. Chi-square was not calculated for solidarity due to lack of values within the cells.

In summary, the speakers' *name*s significantly affected *speaker evaluation* ratings with higher *status* dimension ratings for *Boris* than for *Georgi* and higher *solidarity* and *dynamism* dimensions ratings for *Georgi* than for *Boris*. The only significant effect of *name pronunciation* was on *perceived name difficulty*. Both *name* and *name pronunciation* significantly affected *perceived name difficulty* with the indigenous pronunciations of both names being significantly more difficult than the anglicized ones and the name *Georgi* perceived as significantly more difficult to pronounce than *Boris*. Overall, the hypothesized effects of *name pronunciation* on *speaker evaluations* and *persuasion* were not significant, thus not supporting the current study's hypotheses.

Discussion and Conclusion

The present study investigated an under-researched facet of personal names literature, namely the effects of name pronunciation on the evaluations of speakers and messages and on the effectiveness of persuasive communication. More specifically, the study's aim was to explore the phenomenon of first name phonetic anglicization in L2 English speakers, where the speaker audibly anglicizes his or her name pronunciation. It was hypothesized that anglicized pronunciation would correlate with more positive speaker evaluations (H1), more efficient persuasion (H2), and higher intention to donate (H3). Participants heard two speakers read one promotional message each with the speakers' names being pronounced either in an anglicized or an indigenous way. Additionally, the messages implied globalness or localness through the name's pronunciation and the scope of the promoted cause, thus manipulating the congruence between the two, which was also examined. It was hypothesized that messages where the implications of the name pronunciation and message contents were congruent would lead to higher authenticity (H4) and higher perceived accommodation outcomes (H5).

Contrary to expectations, the statistical analysis results found no empirical evidence to support these hypotheses as no significant relationships between the NPE of anglicization and the predicted outcomes were observed. Instead, significant effects were only found for the variable *name*, where the speaker *Georgi* was rated higher on *solidarity* and *dynamism* and the speaker *Boris* – on *status*. Regarding *name pronunciation*, a significant effect was only found for *perceived name difficulty* so that participants found both names to be more difficult when pronounced in an indigenous way. Furthermore, the name *Georgi* was generally perceived as more difficult than *Boris*, but this finding was not central to the study's primary aim. These perceived difficulty variations signal differences in cognitive processing effort, implying a processing fluency effect, but they did not lead to any significant hypothesized effects of name pronunciation in the present study like previous studies of fluency as a mediator predicted (Etaugh et al., 1999; Laham et al., 2012; Newman et al., 2014). These findings challenge the research so far, which suggested that name pronunciation, often mediated by processing fluency, and congruence significantly influence speaker evaluations (Laham et al., 2012), message evaluations (Newman et al., 2014), and persuasion (Osgood & Tannenbaum, 1955; Petty & Cacioppo, 1986; Sherif & Hovland, 1961). The interpretations and implications of these findings are discussed in the current section.

NPE Influence on Speaker Evaluations, Persuasion, and Donation Behaviour

The first three hypotheses are discussed in parallel as they share the same predictor variable, proposing that anglicizing one's name pronunciation leads to the hypothesized positive

ratings. The study results offered no support for any of these hypotheses, finding no empirical evidence that name anglicization improved speaker evaluations, persuasion, and intention to donate. However, the observed significant effect of *name* on the outcomes suggests an interesting possible explanation for the absent NPE: Another attribute of speech may have had a stronger influence on the outcomes than the hypothesized anglicization. As each name used in the study stimulus consistently corresponded to its respective speaker, the name naturally also corresponded to the other attributes of the speakers' pronunciation, most importantly their accent. What this implies is that not the name itself, but the speaker's accent may have been responsible for the effect.

Since accent is a powerful predictor of positive evaluations and persuasion, it is possible that participants paid more attention to it as a linguistic cue than to the name pronunciation itself. Due to their conceptual proximity with name pronunciation discussed in the literature review, the accent effects demonstrated by numerous past studies (Dragojevic, 2020; Fuertes et al., 2012; Giles & Watson, 2013; Hendriks et al., 2023; Lambert et al., 1960; Nejjari et al., 2012) might have overshadowed any observed NPE. Additionally, the open-ended questions about initial impressions of the speakers included multiple mentions of the speakers' English accent (77), very few mentions of the speakers' names (3), and zero mentions of the name pronunciations, implying that participants were likely influenced by the speakers' accents more than anything else. The NPE observed by Laham et al. (2012) was in some cases relatively weak, too, which increases the likelihood that it was overshadowed by accent in the present study.

Certain methodological limitations of the present study's stimulus materials might have also contributed to the possible influence of accent on the results. The audio messages were designed to be similar in length, structure, accent type, accent strength, name complexity, and tone. However, despite these precautions, the two speakers still exhibited some minor variations in their accent and verbal message delivery. These differences in the speakers' overall message delivery might have further increased the salience of accent as a decisive factor in participants' evaluations, at the expense of name pronunciation.

Although indirectly, this possible confounding accent effect aligns with the findings of the large body of research discussed in the literature review that demonstrated effects of accents on evaluations. Nonetheless, it contrasts with past findings suggesting that name pronunciation significantly influences speaker evaluations and persuasion, concretely higher difficulty corresponding with lower evaluations (Laham et al., 2012) and lower perceptions of truthfulness (Newman et al., 2014).

Congruence and Anglicization Effects on Authenticity and Accommodation

Hypotheses 4 and 5 stated that the presence of *congruence* between *name pronunciation* and *cause scope* would significantly improve ratings on speakers' *authenticity* and *perceived accommodation*. The findings revealed that ratings for the congruent and incongruent conditions did not differ significantly for either of the two outcome variables, thus lending no support for either hypothesis. Considering that the NPE is not always strong to begin with (Laham et al., 2012), it might be the case that the effects of congruence were dwarfed by the same confounding factors that diminished the NPE in the first three hypotheses, which proposed an effect of name pronunciation on speaker evaluations, persuasion, and donation intentions. These results are at odds with studies demonstrating that congruence enhances perceived authenticity (Pamphile & Ruttan, 2022) and its overall positive effect on various other outcomes like persuasion (Osgood & Tannenbaum, 1955) and donation intentions (Pracejus & Olsen, 2004).

One factor which could explain the lack of congruence effects on authenticity might be the *perceived fluency* of the two speakers, as fluency perceptions were frequently found to be a mediator to evaluations (Dragojevic, 2020; Ge & Wu, 2024). The statistical effects of fluency were not significant, but a tendency existed to downgrade both speakers on fluency, regardless of congruence. This occurred more often for indigenous pronunciation conditions, supported by the large number of open-ended comments (46) referring to the speakers being disfluent or difficult to understand. Additionally, 20 comments directly expressed a negative evaluation of authenticity or trust. Participants often presumed that the message was a malicious attempt to deceive the listener. Accent and other speech differences likely also contributed, as speaker *Georgi*, whose name was perceived as more difficult, was seen as less fluent than speaker *Boris*. Newman et al. (2014) observed that easier to pronounce names were rated lower on truthfulness, coinciding with the direction of the current findings where perceived difficulty was relatively high, while trust and authenticity evaluations were relatively low. The cumulative influence of fluency, accent, and distrust could have possibly cancelled out any effects of pronunciation-cause congruence.

Relevance and Implications

From a theoretical standpoint, the results complement the name studies field by suggesting that the NPE might be susceptible to confounding factors like accent, stimulus design, or the name itself. Despite the lack of significant effects, the results hint that studying the link between name pronunciation, speaker evaluations, and persuasion might be justified if name pronunciation is made sufficiently salient. Furthermore, the results confirm the importance

of considering accent study findings (Dragojevic, 2020; Fuertes et al., 2012; Giles & Watson, 2013; Hendriks et al., 2023; Lambert et al., 1960; Nejjari et al., 2012) in any research direction that involves audible pronunciation stimuli. For name anglicization, specifically, the current findings advance the topic from investigating how and why it occurs (Fajobi & Akomolafe, 2019; Ogunbona & Jimoh, 2023) towards what effects it has on the listeners. The present study also investigates the perspective a non-dominant English accent from an under-researched part of the world, contributing to anglicization literature worldwide (Fajobi & Akomolafe, 2019; Ogunbona & Jimoh, 2023; Ruzicka, 2018; Zhao & Biernat, 2019).

The knowledge derived from these findings could find practical applications by informing persuasion practitioners which communication aspects to prioritize and which to ignore. In the field of public relations, for instance, professionals might be reassured to hear that pronouncing their name in an indigenous way does not negatively affect their communication efforts. On the other hand, the name itself and their overall accent might advance or impede their goals far more easily.

Study Limitations and Future Research Recommendations

When interpreting these outcomes, certain limitations of the current study should be considered. First, despite the researcher's efforts to select two names that were as similar as possible, results consistently showed there were two significant differences in how participants perceived the names: 1) The name *Georgi* was seen as more difficult than *Boris*, and 2) The indigenous pronunciations of both names were perceived as more difficult than the anglicized ones. These difficulty perception variations likely affected processing fluency, which in turn might have influenced participants' evaluations (Etaugh et al., 1999; Laham et al., 2012; Newman et al., 2014). Moreover, name difficulty dissimilarities may have also diverted attention from name anglicization, causing participants to consider pronunciation attributes like accent and difficulty when evaluating, instead of the globalness implications of the names being anglicized or indigenous. Future studies investigating name anglicization might be more likely to find a significant anglicization NPE if they used more and stricter criteria for name similarity than only length and name popularity. In addition to name difficulty and speaker accent, such criteria could include talking speed, tone of voice, volume, and other similar characteristics of message delivery, some of which were mentioned in the open-ended questions (see Appendix D).

Second, even though the two stimulus messages were short and designed to emphasize the speakers' names, characteristics like message length, contents and speaker accent could have reduced the salience of the speaker's name in the participant's mind. Overall, this might have diminished the influence of speaker names on the ratings given by participants. This is

implied from the large number of open-ended responses referring to the speakers' accent (77), the negligible number of comments about the names (3), and the absence of any references to name pronunciation. Future researchers of name anglicization are advised to carefully design their stimulus material so that names remain the most prominent element. For example, this could be achieved by using more than two randomly ordered audio fragments, each featuring a different speaker and name, where speakers read a very short phrase in which the name and its pronunciation type are highly prominent, instead of a full promotional message where names may become lost among other elements. To remain plausible, the stimulus scenario context should also justify the audio fragments' brevity, and any standardization of names and messages used to reduce variation.

Third, the present study was somewhat limited in sampling an audience that was evenly spread across world regions, despite the high national diversity of the respondents. This was partly due to the use of specialized survey-sharing websites and social media user-groups to approach participants. Such webservices are often limited to certain regions and only unlock full survey exposure for paid members, which was beyond the capabilities of this study. The present study was most visible from Europe and USA, prioritizing the researcher's physical location, the Netherlands. This led to oversampling mainly W.E.I.R.D. audiences, which is a common issue in modern research because having predominantly Western participants can introduce cultural bias and undermine the global generalizability of the findings (Henrich et al., 2010).

Finally, the present study did not differentiate between L1 and L2 English speaker participants. This might be an important factor as Hendriks et al. (2023) demonstrated that L1 and L2 English speakers may evaluate L2 English accents differently. Therefore, future name anglicization studies might obtain more nuanced insights if they address this limitation and consider participants' native languages.

Conclusion

In summary, the present study did not find empirical evidence supporting the predicted name pronunciation effects. In view of the lack of statistically significant results for both hypothesis groups in this study, it could be concluded that the NPE is prone to be sensitive to multiple other factors within the communication process aside from an anglicized or indigenous pronunciation. The absence of a significant NPE is meaningful as an indication that name pronunciation might not be the most decisive factor in designing persuasive messages and effective verbal communication. However, the findings can still be used to infer new directions of inquiry and improve future research efforts on this topic.

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Appendix A

Transcripts and Audio Recordings of the Stimulus Material Messages

Transcripts of the recorded fundraising messages for each condition. The bold message text represents where the different values of the independent variables were manipulated. Before presenting the participant with the first and second audio recording (in random order), the following textual prompt was displayed: “You will now hear two volunteers speaking about different non-profit organization campaigns related to cultural heritage preservation. Please listen to the first recorded message and answer the questions about it. Then, you will hear the second message, followed by the same questions.”

The following is an explanation of how pronunciation type and the global or local implications were conveyed in the promotional messages.

1. Pronunciation types:
   - [Name-Anglicized]: This indicates that the name was pronounced in an anglicized way, also conveying an implication of globalness.
   - [Name-Indigenous]: This indicates that the name was pronounced in an indigenous way, also conveying an implication of localness.
2. Organisation names:
   - Names conveying globalness: 1) Global Crafts Initiative, 2) Global Memory Initiative
   - Names conveying localness: 3) Native Crafts Initiative, 4) Domestic Archives Collective
3. Phrases describing the scope of the promoted cause:

Phrases conveying globalness: 1) around the world, 2) different cultures and periods

Phrases conveying localness: 3) of our people, 4) our nation’s history

Transcripts and audio files: (double-click to play file)

Condition 1 (Boris) - Anglicized + Global Cause

Hi everyone, I am [Boris-**Anglicized**], a **Global Crafts Initiative** volunteer. Support us and help to keep traditional skills **around the world** alive in this age of mass production. Ask for [Boris-**Anglicized**] on our website and I will respond!

Condition 1 (Boris) - Anglicized + Global

Condition 1 (Georgi) - Anglicized + Global Cause

Hello! My name is [Georgi-**Anglicized**] from the **Global Memory Initiative**. Donate and support our effort to digitize rare documents from **different cultures and periods**. Hit me up on our website – I am [Georgi-**Anglicized**], and let's chat!


Condition 1 (Georgi) - Anglicized

Condition 2 (Boris) - Anglicized + Local Cause

Hi everyone, I am [Boris-**Anglicized**], a **Native Crafts Initiative** volunteer. Support us and help to keep the traditional skills **of our people** alive in this age of mass production. Ask for [Boris-**Anglicized**] on our website and I will respond!


Condition 2 (Boris) - Anglicized + Local C

Condition 2 (Georgi) - Anglicized + Local Cause

Hello! My name is [Georgi-**Anglicized**] from the **Domestic Archives Collective**. Donate and support our effort to digitize rare documents from **our nation's history**. Hit me up on our website – I am [Georgi-**Anglicized**], and let's chat!


Condition 2 (Georgi) - Anglicized

Condition 3 (Boris) - Indigenous + Global Cause

Hi everyone, I am [Boris-**Indigenous**], a **Global Crafts Initiative** volunteer. Support us and help to keep traditional skills **around the world** alive in this age of mass production. Ask for [Boris-**Indigenous**] on our website and I will respond!


Condition 3 (Boris) - Indigenous + Globa

Condition 3 (Georgi) - Indigenous + Global Cause

Hello! My name is [Georgi-**Indigenous**] from the **Global Memory Initiative**. Donate and support our effort to digitize rare documents from **different cultures and periods**. Hit me up on our website – I am [Georgi-**Indigenous**], and let's chat!


Condition 3 (Georgi) - Indigenou

Condition 4 (Boris) - Indigenous + Local Cause

Hi everyone, I am [Boris-**Indigenous**], a **Native Crafts Initiative** volunteer. Support us and help to keep the traditional skills **of our people** alive in this


Condition 4 (Boris) - Indigenous + Local

age of mass production. Ask for [Boris-**Indigenous**] on our website and I will respond!

Condition 4 (Georgi) - Indigenous + Local Cause


Condition 4 (Georgi) - Indigenou

Hello! My name is [Georgi-**Indigenous**] from the **Domestic Archives Collective**. Donate and support our effort to digitize rare documents from **our nation's history**. Hit me up on our website – I am [Georgi-**Indigenous**] and let's chat!

Appendix B

Detailed Information About the Distribution of the Variables Age, Gender, Study Duration, and Education Level Across All Experimental Conditions

Table B1

Means and Standard Deviations for Participant Age Across the Four Experimental Conditions

Condition	Age		
	M	*SD*	*n*
1. Anglicized Pronunciation – Global Cause	25.43	6.20	40
2. Anglicized Pronunciation – Local Cause	26.85	9.71	40
3. Indigenous Pronunciation – Global Cause	25.88	6.71	41
4. Indigenous Pronunciation – Local Cause	25.59	6.00	41
Total	25.93	7.25	162

Table B2

Counts and Percentages for Participant Gender Across the Four Experimental Conditions

	Condition	Gender				
		Male	Female	Non-binary	No answer	Total
1. AG	*n* Observed (%)	16 (40.0%)	23 (57.5%)	1 (2.5%)	0 (0%)	40 (100.0%)
	n Expected	12.1	26.2	0.2	1.5	40
2. AL	*n* Observed (%)	8 (20%)	30 (75%)	0 (0.0%)	2 (5%)	40 (100.0%)
	n Expected	12.1	26.2	0.2	1.5	40
3. IG	*n* Observed (%)	12 (29.3%)	28 (68.3%)	0 (0.0%)	1 (2.4%)	41 (100.0%)
	n Expected	12.4	26.8	0.3	1.5	41
4. IL	*n* Observed (%)	13 (31.7%)	25 (61.0%)	0 (0.0%)	3 (7.3%)	41 (100.0%)
	n Expected	12.4	26.8	0.3	1.5	41
Total	*n* Observed (%)	49 (30.2%)	106 (65.4%)	1 (0.6%)	6 (3.7%)	162 (100.0%)
	n Expected	49	106	1	6	162

Note. Legend: AG: Anglicized Pronunciation – Global Cause, AL: Anglicized Pronunciation – Local Cause, IG: Indigenous Pronunciation – Global Cause, IL: Indigenous Pronunciation – Local Cause.

Table B3

Means and Standard Deviations for Survey Duration Across the Four Experimental Conditions

Condition	Survey Duration (in seconds)		
	M	*SD*	*n*
1. Anglicized Pronunciation – Global Cause	358.08	510.05	40
2. Anglicized Pronunciation – Local Cause	287.93	102.04	40
3. Indigenous Pronunciation – Global Cause	758.71	2914.342	41
4. Indigenous Pronunciation – Local Cause	312.49	186.90	41
Total	430.61	1490.54	162

Table B4

Counts and Percentages for Participant Education Level Across the Four Experimental Conditions

Condition		Education					
		Secondary	Bachelor	Master	PhD	No answer	Total
1. AG	n^o (%)	7 (17.5%)	25 (62.5%)	7 (17.5%)	1 (2.5%)	0 (0%)	40 (100.0%)
	n^e	5.9	22.7	9.6	1.2	0.5	40
2. AL	n^o (%)	2 (5.0%)	23 (57.5%)	13 (32.5%)	2 (5.0%)	0 (0.0%)	40 (100.0%)
	n^e	5.9	22.7	9.6	1.2	0.5	40
3. IG	n^o (%)	6 (14.6%)	24 (58.5%)	9 (22.0%)	1 (2.4%)	1 (2.4%)	41 (100.0%)
	n^e	6.1	23.3	9.9	1.3	0.5	41
4. IL	n^o (%)	9 (22.0%)	20 (48.8%)	10 (24.4%)	1 (2.4%)	1 (2.4%)	41 (100.0%)
	n^e	6.1	23.3	9.9	1.3	0.5	41
Total	n^o (%)	24 (14.8%)	92 (56.8%)	39 (24.1%)	5 (3.1%)	2 (1.2%)	162 (100.0%)
	n^e	24.0	92.0	39.0	5.0	2.0	162

Note. Legend: AG: Anglicized Pronunciation – Global Cause, AL: Anglicized Pronunciation – Local Cause, IG: Indigenous Pronunciation – Global Cause, IL: Indigenous Pronunciation – Local Cause, n^o: Observed count, n^e: Expected count.

Appendix C

Questionnaire

Appendix C contains the complete questionnaire with a description of all questions in the order in which they were presented to the participants, the measurement scale used in each question, and all available response options.

Introduction

You are invited to participate in a research study investigating messages by non-profit organizations. Thank you for the interest you expressed in this online experiment. This project is conducted by Boris Penchev, as part of a Global Communication and Diversity Master's thesis at Radboud University.

What is your role in the experiment?

The study procedure consists of filling out an online survey. The survey's questionnaire will first ask you to provide some general information. Then, you will hear two messages by NPOs and you will be asked questions about these messages. There are no right or wrong answers. Completing the survey takes approximately 5 to 7 minutes.

Voluntary participation

Your participation in this research experiment is entirely voluntary. You may choose to withdraw your consent and stop completing the questionnaire at any point without having to provide a reason for doing so.

What will happen with your data?

Your data will be treated with full confidentiality.

Safety and use: All research and personal data collected in this study will be anonymized and stored securely according to Radboud University's data management guidelines. The collected data will be used to conduct the researcher's thesis study and will remain available for a minimum of ten years for research verification purposes. During this time, the data may potentially be used by researchers for purposes like creating datasets, writing articles, or making presentations. However, the stored data will be anonymized so it cannot be traced back to you in any way.

Removal: You may request to have your data removed at any time before the completion date of this study (15 August 2025) with immediate effect, by sending an e-mail to boris.penchev@ru.nl. After this date, you can no longer remove your research data as it will be anonymized and impossible to link back to you. If you have any questions, complaints, or

require additional information about this research study, please contact the researcher at this e-mail address: boris.penchev@ru.nl.

Informed consent

Please choose one of the options below. By selecting “I wish to participate in this study”, you indicate that:

you have read and understood the information presented on this page,
you voluntarily agree to participate in this research study,
you understand how the research data will be stored and used, and
you are at least 18 years of age.

If you choose not to participate, select "I do **not** wish to participate in this study". Then, the survey will end.

- I wish to participate in this study
- I do not wish to participate in this study

Demographic Data

Participant information

What is your age?

Text field (numeric, 0 to 150)

What is your gender?

Multiple choice:

- Male
- Female
- Other, namely… (text field)
- I prefer not to answer

What is the highest level of education you have attained?

Multiple choice:

- Secondary education
- Bachelor’s degree (or its equivalent)
- Master’s degree (or its equivalent)
- Doctoral degree (or its equivalent)

- Other, namely… (text field)

What is your country of national origin?
Dropdown list (196 options)

Condition 1, 2, 3, and 4 Recordings
Note: The participant was assigned to one of the four conditions, then the two recordings for that condition and their respective questions are presented in a random order. The questions are presented in the next sections.

You will now hear **two** volunteers speaking about different non-profit organization campaigns related to cultural heritage preservation.
Please listen to the first recorded message and answer the questions about it. Then, you will hear the second message, followed by the same questions.

(Audio file 1) (randomized order)
Questions:
Likert scales 1 (low) to 7 (high) or semantic-differential scales 1 (negative) to 7 (positive)

(Audio file 2) (randomized order)
Questions:
Likert scales 1 (low) to 7 (high) or semantic-differential scales 1 (negative) to 7 (positive)

Speaker Evaluations
Based on the message you heard, please indicate to what extent you agree or disagree with the following statements.
(Likert scale 1 = disagree to 7 = agree)

Status
I think the speaker is intelligent.
1 = Completely disagree 7 = Completely agree

I think the speaker is competent.
1 = Completely disagree 7 = Completely agree

I think the speaker is self-confident.

1 = Completely disagree 7 = Completely agree

Solidarity

I think the speaker is likeable.

1 = Completely disagree 7 = Completely agree

I think the speaker is friendly.

1 = Completely disagree 7 = Completely agree

I think the speaker is sociable.

1 = Completely disagree 7 = Completely agree

Dynamism

I think the speaker is active.

1 = Completely disagree 7 = Completely agree

I think the speaker is energetic.

1 = Completely disagree 7 = Completely agree

I think the speaker is bold.

1 = Completely disagree 7 = Completely agree

Message Persuasiveness

Attitude towards the Message

Based on the message you heard, please indicate how you feel about this message on the scales below.

I think this message is

1 = Unimportant 7 = Important

1 = Not credible 7 = Credible

1 = Unconvincing 7 = Convincing

(Semantic-differential scale 1 = negative to 7 = positive)

Attitudes Towards the Speaker

Based on the message you heard, please indicate how you feel about the speaker on the scales below.

I think this speaker is

1 = Untrustworthy 7 = Trustworthy

1 = Insincere 7 = Sincere

(Semantic-differential scale 1 = negative to 7 = positive)

Intention to Donate

Based on the message you heard and assuming that you can financially afford donations, please indicate to what extent you agree or disagree with the following statement.

(Likert scale 1 = low to 7 = high)

Perceived Speaker Authenticity

Based on the message you heard, please indicate to what extent you agree or disagree with the following statements.

(Likert scale 1 = disagree to 7 = agree)

The speaker appears authentic in this message.

1 = Completely disagree 7 = Completely agree

Perceived Accommodation Effort

Based on the message you heard, please indicate to what extent you agree or disagree with the following statements.

(Likert scale 1 = disagree to 7 = agree)

The speaker made an effort to adapt his language to the intended international listeners.

1 = Completely disagree 7 = Completely agree

Background and Controlled Variables

Familiarity with Bulgarian-accented English

Please indicate to what extent you agree or disagree with the following statement.

(Likert scale 1 = disagree to 7 = agree)

I am familiar with Bulgarian-accented English.

1 = Completely disagree 7 = Completely agree

Processing Fluency

Based on the message you heard, please indicate to what extent you agree or disagree with the following statements.

(Likert scales 1 = disagree to 7 = agree)

The message was easy to follow.

1 = Completely disagree 7 = Completely agree

The message was easy to understand.

1 = Completely disagree 7 = Completely agree

Past Donation Behaviour

Have you donated to a charitable organization within the past year?

Multiple choice:

- Yes
- No

Debriefing / Comments

Debriefing

Thank you for your participation in this experiment. The goal of this study was to investigate how proper name pronunciation influences evaluations and persuasion. In the survey, you were asked to listen to audio recordings of volunteers promoting non-profit cultural preservation causes. The study was interested in exploring how pronouncing proper names in an anglicized or an indigenous way influences evaluations and persuasiveness.

Comments

Would you like to make any comments or express any concerns regarding this study?

[text entry field]

Contact

Do you have any questions about the study?

Feel free to contact the researcher with your questions or if you require any additional information:

Boris Penchev
boris.penchev@ru.nl

Finally, the researcher kindly asks you not to reveal the details of this study to anyone else who is currently participating or might participate in this study at a future point in time.

Thank you!

End of survey messages:

When the participant does not give their consent to participate:
You have chosen not to participate in this study.
Thank you for showing an interest in this study!
You may now close this window.

When the participant is underage:
Only persons aged 18 or older may participate in this study.
As you are younger than 18, you do not meet the participation criteria.
Thank you for showing an interest in this study!
You may now close this window.

When the participant has reached the end of survey after answering all questions:
You have now reached the end of the survey, and your responses have been saved.
Thank you very much for your participation!
You may now close this window.

Appendix D

Open-ended Comments

Table D1 and Table D2 present the responses participants provided to the open-ended questions asking about the first impressions from each speaker after hearing the speaker's respective promotional message. The comments are grouped by the pronunciation version of the speaker's name (indicated by the first character, A or I), additionally also informing the reader about which cause scope condition the participant was assigned to (indicated by the second character, G or L).

The meaning of the abbreviations used for comments by participants assigned to the *anglicized* pronunciation conditions is as follows:

- AG: Anglicized Pronunciation – Global Cause
- AL: Anglicized Pronunciation – Local Cause

The meaning of the abbreviations used for comments by participants assigned to the *indigenous* pronunciation conditions is as follows:

- IG: Indigenous Pronunciation – Global Cause
- IL: Indigenous Pronunciation – Local Cause

Table D1

Open-ended Comments for Message Recording One Read by the First Speaker, Boris

Part. Number	Pronunciation	Comment (Speaker 1, Boris)
2	AG	A diligent worker.
5	AG	weird voice
6	AG	Bored
10	AG	Boris is professional
14	AG	Straight forward and a little mechanical
19	AG	-
23	AG	acent
26	AG	Fine
34	AG	okay
39	AG	not human voice, but also with accent
40	AG	They seem serious
45	AG	better, but still an dialect/accent
46	AG	Friendly, passionate
51	AG	has an accent

57	AG	Meh
60	AG	seems professional and seeks to engage
63	AG	very uinclear
69	AG	cute uncle , accent russianish?
76	AG	Speaks fast
80	AG	boring
82	AG	hard to understand
87	AG	Not very easy to follow what he is saying, seems nice because he talks informal.
92	AG	same
95	AG	Although he also had an accent, the choice of words was a little more fitting to the topic he was talking about. It came across more professional
98	AG	formal
105	AG	Eastern european, thick accent
109	AG	not trustworthy website
111	AG	Honest, initiative taking person
116	AG	he is somehow friendly but I'm not easily conveyed yet
118	AG	normal guy
120	AG	hard to understand
126	AG	friendly
132	AG	he seems professional and has a clear tone and voice, but his accents is very very very strong. this can come off as unattractive in the international market
134	AG	-
140	AG	Heavy accent
144	AG	sounds artificial
147	AG	Foreign
149	AG	More clear and serious than the first
152	AG	More energetic and understandable speech.
154	AG	cold
4	AL	Monotonous voice
8	AL	A bit robotic, kind of static. There didnt seem to be a lot of emotion behind it
12	AL	authoritative
16	AL	really good
22	AL	not enthusiastic
25	AL	non native english speaker, neutral tone
30	AL	The voice sounds a bit robotic
33	AL	Not clear talking
37	AL	I struggle to understand what he is saying
38	AL	I can not understand what he said
42	AL	clear speaking
47	AL	russian accent
50	AL	A professional trying to promote their people
55	AL	Very formal
56	AL	Boring, monotonous, not convincing

58	AL	English is not he's first language
61	AL	the person mumbled a lot
65	AL	Unsure
68	AL	foreigner
71	AL	No impression, but the message is more emotionally appealing than in the last audio clip
74	AL	It is better than previous
77	AL	more competent but "ruder"
79	AL	Friendly
83	AL	Russian
85	AL	He is not a native speaker
89	AL	Old
90	AL	Muah
94	AL	sounds like a chat bot
96	AL	a bit unclear
100	AL	not authentic
102	AL	Kind of unprofessional, bc i could not hear everything he said but also he seems friendly
106	AL	Serious
113	AL	Energy
115	AL	again non native speaker
117	AL	Better Flow, Personal
121	AL	with accent
125	AL	rather negative
128	AL	he feels trustworthy and knows english
131	AL	bold. smart
136	AL	Russian
11	IG	no impression, can't form an impression by just listening to an audio
15	IG	not natural
18	IG	formal
20	IG	Not clear
27	IG	Much more reserved
29	IG	okay
31	IG	Not very professional
35	IG	good
36	IG	enthusiastic
44	IG	He is russian and sometimes you can not really hear him clearly
48	IG	someone was introducing himself as Borris
49	IG	Less experienced and more of a fun person
53	IG	bad
59	IG	nothing
64	IG	Confident
67	IG	They are nice person
75	IG	Clear and succinct message
84	IG	cool

86	IG	good
93	IG	formative
97	IG	Not native English speaker
101	IG	Clear, direct
104	IG	unprofessional
107	IG	Seems nice
110	IG	-
119	IG	Unsure...
122	IG	Neutral
127	IG	Genuine
129	IG	like them
133	IG	Boring
138	IG	Another non-native English speaker
141	IG	Nice
142	IG	Non-enthousiastic
143	IG	He has a strong russian-esque accent, so I imagine he's from that region. Otherwise he seems serious but friendly.
148	IG	Straight to the point
150	IG	Not a native speaker.
153	IG	Ai generated
155	IG	does not seem like a real person voice
158	IG	Much easier to understand
160	IG	Good
161	IG	good
1	IL	some of the conversation was not so clear
3	IL	vague
7	IL	It was rather hard to listen to what the speaker was saying.
9	IL	He was a lot louder than the other speaker
13	IL	He seems serious
17	IL	Authoritative
21	IL	AI generated
24	IL	He is not a native speaker
28	IL	Better communication
32	IL	English is not he's first language
41	IL	Credible
43	IL	Russian
52	IL	Hard to understand
54	IL	it was better than the first one
62	IL	Sympathic
66	IL	No
70	IL	Professional
72	IL	ef
73	IL	Hard to understand

78	IL	more confident but unclear
81	IL	Clearer
88	IL	Mundane
91	IL	Scammer
99	IL	Not that comprehensive
103	IL	nil
108	IL	Foreign
112	IL	I find it a big vague. I don't completely understand what is wanted from me
114	IL	pretty monotonic, felt like a script
123	IL	Sounded mechanical, as if AI generated
124	IL	easy to understand, confident
130	IL	determined
135	IL	He sounds a lot like a robot
137	IL	I sounded a bit robotic like AI was asked to generate voice with russian accent, not really trustworthy
139	IL	helpful
145	IL	Easter european
146	IL	Indian
151	IL	foreign (Russian)
156	IL	hard to understand
157	IL	Straightfoward, confident.
159	IL	umm he seems nice and that would almost make me question the feel that this messages is to join some type of cult
162	IL	nice

Table D2

Open-ended Comments for Message Recording Two Read by the Second Speaker, Georgi

Part. Number	Pronunciation	Comment (Speaker 2, Georgi)
2	AG	Very ethnic accent. He seems genuine but I didn't understand all of what he said.
5	AG	same as the first, but more enthusiastic
6	AG	Hard to understand with the accent
10	AG	Seems nice
14	AG	Enthusiastic and Positive
19	AG	Well off
23	AG	sloppy
26	AG	Confused
34	AG	weird
39	AG	speaker seems to be bored

40	AG	They seem enthusiastic
45	AG	can't really hear it
46	AG	Professional
51	AG	also has a clear accent
57	AG	enthusiastic
60	AG	seems a bit disinterested
63	AG	sounds like AI
69	AG	i think i might find people with accents adorable no matter what they say. well other than that , nice initiative i will like to know more.
76	AG	Foreign
80	AG	funny acccent
82	AG	again. accent. but easier to understand
87	AG	not easy to follow, is reading his text, no emotion
92	AG	nothing
95	AG	He's not professional and takes this way too casually
98	AG	not very professional
105	AG	Thick accent, spoke slower than the previous one
109	AG	weird accent
111	AG	Good, energetic person.
116	AG	I like his message
118	AG	normal guy
120	AG	also hard to understand, bold
126	AG	english accent
132	AG	he sounds positive and firiendly, broad accent very strong, but also a lighter friendlier tone
134	AG	-
140	AG	Not formal and heavy accent
144	AG	Possibly Russian accent
147	AG	Very hard to understand
149	AG	A little bit difficult to understand and take seriouslty
152	AG	He spoke rather blandly with a heavy accent.
154	AG	foreign
4	AL	Hard to understand what he is saying
8	AL	Seems more involved
12	AL	friendly
16	AL	good
22	AL	better
25	AL	non native english accent, probably sociable
30	AL	The speaker seems like a fun person
33	AL	Not clear
37	AL	I think he's from eastern europe
38	AL	I cannot understand also
42	AL	his name was georgy
47	AL	tidy

50	AL	Begging for donations? Trying too hard to convince their identity
55	AL	Enthusiastic
56	AL	Happy, uplifting, convincing
58	AL	English is not he's first language
61	AL	not very informative
65	AL	Friendly
68	AL	foreigner
71	AL	No impression, one way or another
74	AL	It is okay
77	AL	not very competent but genuine
79	AL	Not a native speaker
83	AL	Foriegn
85	AL	He sounds funny
89	AL	Motivation
90	AL	Good
94	AL	Not very professional
96	AL	What is his role?
100	AL	More authentic
102	AL	messy and unorganized
106	AL	friendly
113	AL	Nice
115	AL	non native speaker
117	AL	Bad English
121	AL	energetic?
125	AL	better than the first
128	AL	he dont know much english due to his accent
131	AL	drunk. not good english
136	AL	Eastern European near Russia
11	IG	English is not his first language
15	IG	friendly
18	IG	strange
20	IG	A bit clearer than the previous
27	IG	He seems enthusiastic
29	IG	okay
31	IG	Not credible
35	IG	VERY GOOD
36	IG	not native English speaker
44	IG	He is russian
48	IG	a person was asking for donation
49	IG	Calm, quiet and experienced
53	IG	good
59	IG	neutral
64	IG	English second language

67	IG	Enthusiastic
75	IG	Abit heavy on the accent, takes awhile to understand the message he is conveying
84	IG	cool
86	IG	neutral
93	IG	formative
97	IG	More energy
101	IG	He is a foreigner, hard to understand what he is saying
104	IG	more unprofessional
107	IG	Seems bored
110	IG	-
119	IG	informative and welcoming
122	IG	positive
127	IG	Ambiguous
129	IG	Find it hard to understand him
133	IG	extroverted
138	IG	Not a native English speaker
141	IG	Scam
142	IG	Enthusiastic
143	IG	Russian-esque accent, a bit thicker. Pronounciation seemed a bit clumsier
148	IG	Engaging
150	IG	He is not a native English speaker.
153	IG	Still sounds AI generated
155	IG	energetic voice
158	IG	Bit difficult to understand
160	IG	Normal
161	IG	good
1	IL	their message is clear, including who they are and what it is they are talking about even though more detail could have been provided but they did give the option to contact them
3	IL	scam
7	IL	The message was delivered quickly without any irrelevant jabbering, however the tone was rather unimpressed and not enthusiastic, which did not sound convincing.
9	IL	That he had a strong accent and that I couldn't hear everything he said.
13	IL	Hes friendlier but more informal
17	IL	Sincere
21	IL	Clear and easy to follow
24	IL	he is not a native English Speaker
28	IL	heard to understand him
32	IL	same as the first one
41	IL	Scam
43	IL	slow
52	IL	Energetic
54	IL	okay, it was just a bit difficult to understand at first
62	IL	nice

66	IL	Friendly
70	IL	He sounds passionate
72	IL	eqf
73	IL	Clearer to understand
78	IL	unclear
81	IL	Assertive
88	IL	Enthusiastic
91	IL	Scammer
99	IL	Energetic
103	IL	nil
108	IL	Foreign
112	IL	Again, quite vague and unconvincing. understood that he wanted a donation but not sure what for
114	IL	not that convincing
123	IL	Funny accent
124	IL	Arabic
130	IL	scam
135	IL	Still very robotic
137	IL	I would think that it is scam because most of the scamers have very strong accent as it was in provided audio
139	IL	difficult to understand
145	IL	He tried
146	IL	Little hard to understand
151	IL	thick accent
156	IL	hard to understand
157	IL	That he's trying his best.
159	IL	Samething as last time maybe im a bit discrimitary based of accent
162	IL	nice

Appendix E

Codebook with the Coding Criteria for the Responses to the Open-ended Questions

Figure E1 presents the information from the codebook which was provided to the raters during the coding process. The codebook consisted of eight categories numbered from one to eight for easier reference, a column with example words conveying the positive end and a column of example words conveying the negative end of the spectrum for each respective category. The last column contained brief explanations of what each category represents.

Figure E1

The Codebook Containing All Coding Categories, Examples, Criteria, and Definitions which the Raters Were Instructed to Use During the Coding Process of the Open-ended Responses

Codebook			***Definitions***
1. Dynamism	active energetic bold/enthusiastic	passive monotonous disinterested	The perceived energy, confidence, and assertiveness of a person. Charisma, vigor.
2. Solidarity	likeable friendly sociable	unlikeable rude reserved	The sense of closeness, friendliness, or shared identity with a person. Warmth and affiliation.
3. Status	Intelligent competent confident	unintelligent unprofessional uncertain	The social standing, prestige, or authority of a person, often linked to power and respect.
4. Fluency	easy to understand clear straightforward	hard to understand ambiguous indirect	The perceived ease with which a person or a message is understood.
5. Trust (Speaker/Message)	trustworthy credible	untrustworthy dishonest	The degree to which a person or a message is perceived as honest and trustworthy.
6. Authenticity (Speaker/Message)	sincere authentic	fake inauthentic robotic, AI	The degree to which a person or a message is perceived as genuine and authentic.
7. Accent (Language/Origin)	strong accent non-native	poor language skills poor pronunciation national origin	Any references to the speaker's accent, language mastery, or ethnic origin.
8. Other	Comments that are: - general, one-word - too vague	- neutral - don't fit anywhere else - empty or random letters	Anything else that doesn't fit in the other categories; overly general comments; empty comments.

The highest number of categories assigned to a single comment by the raters was four as the raters were instructed to mark as many categories as they saw fit. The highest number of

categories in the final coding was three. When interpreting comments, the raters were instructed to also consider the other comment from the pair, if needed, because some participants made comparisons or references to the previous speaker, thus making it possible to assign categories to a comment based on what was being compared, even if the category was not explicitly mentioned in the currently evaluated comment. However, the presence of a comparison did not necessarily mean that the same category had to be assigned to both comments. Rather, it was only used to disambiguate vague and general evaluations, but only when such vague evaluations were present. Nonetheless, cases of inter-comment comparison were infrequent. These are two examples of when an inference was made based on an inter-comment comparison explain with words (the comments' spelling is preserved):

Participant 28.
Comment for recording 1: *"Better communication"*
Comment for recording 2: *"heard to understand him"*
"Better communication" might normally be too vague to assign to a category by itself, but the other comment makes it clear that the participant was referring to the communication aspect of fluency as being "better".

Participant 54.
Comment for recording 1: *"it was better than the first one"*
Comment for recording 2: *"okay, it was just a bit difficult to understand at first"*
Here, "better" clearly also refers to the speaker's fluency and understandability like in the other comment.

In contrast, these are two examples of when an inference was not made despite the presence of an inter-comment comparison (the comments' spelling is preserved):

Participant 74.
Comment for recording 1: *"It is better than previous"*
Comment for recording 2: *"It is okay"*
In this case, since both comments are equally vague, the presence of a comparison did not lead to any category inferences.

Participant 78.

Comment for recording 1: *"more confident but unclear"*
Comment for recording 2: *"unclear"*
Here, speaker one is being compared to speaker two, but this did not lead to the category which "confidence" falls under to be carried over to the comment for the second speaker and recording because no part of the recording two comment could have contained a reference to confidence.

Inter-rater agreement coding criteria for the open-ended questions responses

These were the coding criteria for the four preliminary agreement type categories (the comments' spelling is preserved):

1. Agreement was coded as *full* when all three raters had indicated *the exact same* category or categories for the comment. For example:

Participant 1 comment: *"some of the conversation was not so clear"*

Coder 1: 4
Coder 2: 4
Coder 3: 4

Participant 14 comment: "*Straight forward and a little mechanical*"

Coder 1: 4, 6
Coder 2: 4, 6
Coder 3: 4, 6

2. Agreement was coded as *high* when at least one category was indicated by all three raters, even if the second or third indicated categories differed. For example:

Participant 8 comment: *"A bit robotic, kind of static. There didnt seem to be a lot of emotion behind it"*

Coder 1: 1, 6
Coder 2: 6
Coder 3: 2, 6

Participant 44 comment: "*He is russian and sometimes you can not really hear him clearly"*

Coder 1: 4, 7

Coder 2: 4, 7

Coder 3: 7

Participant 25 comment: "*non native english speaker, neutral tone"*

Coder 1: 1, 7

Coder 2: 7

Coder 3: 7

Participant 102 comment: "*Kind of unprofessional, bc i could not hear everything he said but also he seems friendly"*

Coder 1: 2, 3, 4

Coder 2: 2, 3

Coder 3: 2, 3, 4

Participant 137 comment: "*I sounded a bit robotic like AI was asked to generate voice with russian accent, not really trustworthy"*

Coder 1: 5, 6, 7

Coder 2: 5, 6

Coder 3: 6, 7

3. Agreement was coded as *partial* when two of the three raters had indicated the same category or categories for the comment which did not match the category or categories indicated by the other rater. For example:

Participant 41 comment: *"Credible"*

Coder 1: 6

Coder 2: 5

Coder 3: 5

Participant 111 comment: *"Honest, initiative taking person"*

Coder 1: 1

Coder 2: 1, 5

Coder 3: 5

Participant 9 comment: *"He was a lot louder than the other speaker"*

Coder 1: 8

Coder 2: 1

Coder 3: 1, 3

4. Agreement was coded as *none* when all three raters had indicated different categories for the comment and there was no overlap between them. For example:

Participant 16 comment: "*really good"*

Coder 1: 8

Coder 2: 2

Coder 3: 3

Participant 25 comment: "*non native english speaker, neutral tone"*

Coder 1: 2

Coder 2: 4, 6

Coder 3: 1