THE EFFECTS OF DUTCH-ENGLISH ACCENTEDNESS ON DUTCH

LISTENERS IN THE HIRING PROCESS

Nils Lechtenbrink

Bachelor Thesis

Berna Hendriks and Frans van der Slik

Radboud University

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Abstract

English is increasingly used as a corporate language in Dutch businesses, meaning non-native speakers communicate with each other in English. The purpose of this study was to analyse the effects of Dutch-accented English on Dutch listeners in the employment context. In an experiment, participants were asked to evaluate speech samples of moderate, slight Dutch-accented and British English speakers who applied for either an IT or HR position. Thereby, the influences of accentedness and communicative demands of the job position were investigated. The results are not completely in line with findings of previous studies in which moderately accented speakers were perceived more negatively compared to slightly accented and British English speakers, and no significant differences between slight Dutch-accented and British English speakers were found. The present study found that British English speakers were perceived as superior to moderately accented and slightly accented speakers. Moreover, the findings suggested that native English speakers are evaluated more positively compared to moderate and slight Dutch-accented English speakers when applying for a position with high communicative demands (i.e. HR). The results were likely affected by flaws within the pre-test: speakers who were intended to represent moderate and slight Dutch-accentedness were both categorised as moderately accented, hence, the absence of expected disadvantages for moderately accented speakers.

Introduction

The significance of English as a lingua franca in the work environment (i.e., as a corporate language) is continuously increasing, and communication between non-native English speakers in English becomes more important (Louhiala-Salminen & Kankaanranta, 2012; Nickerson, 2005). However, several researchers have found that non-native English speakers may be at a disadvantage due to their accent (Charles, 2007; Louhiala-Salminen & Rogerson-Revell, 2010; Rogerson-Revell, 2008). Moreover, English plays an important role in the educational and professional world in the Netherlands – an environment where Dutch-accented English speakers communicate with each other in a language that is non-native to them (Nejjari, Gerritsen, van der Haagen, & Korzilius, 2012).

About 90 percent of the Dutch population claim to be proficient enough to converse in English (European Commission, 2012). However, for the report of the European Commission no empirical data on the speakers' accent strength were collected. In addition, analysing the aforementioned influences of accentedness may be imperative to the current work environment, especially taking into consideration that multinational employers in the Netherlands presuppose sufficient English skills (Gerritsen, Van Meurs, Planken, & Korzilius, 2016). The perception of prospective employees is determined not only by their proficiency, but also by their accent strength. The study set out to investigate the evaluation of Dutch-accented English speakers by native Dutch listeners based on the contemporary usage of English as a corporate language (Nejjari, Gerritsen, van der Haagen, & Korzilius, 2012). The scenario of a job interview was chosen for the purpose of analysing how speakers' non-native accent in English impacts their hiring success.

Theoretical framework

Around 60 percent of English speakers worldwide are non-native speakers (Eberhard, Simons & Fennig, 2019), which suggests that the majority of speakers has a foreign accent. English holds the position of the most significant lingua franca in the Netherlands, where it is used in education, the

media and the workplace (Cenoz & Jessner, 2000; Gerritsen, Van Meurs, Planken, & Korzilius, 2016). With regard to the importance of English in a corporate environment, studies of people speaking accented English have revealed a number of disadvantages. Speakers whose accent deviates from native or standard English are perceived to be less capable and knowledgeable (Roessel, Schoel, Zimmermann, & Stahlberg, 2017; Russo, Islam & Koyunco, 2016).

Previous research on the effects of accentedness on native and non-native listeners suggested that a stronger accent correlates with more negative perceptions of the speaker. Speakers with non- native and non-standard English accents are evaluated differently by both native English and L2 speakers (Fuertes et al., 2011; Hendriks, van Meurs, & Hogervorst, 2016; Nejjari et al., 2012). In an effort to measure differences in perception related to accent strength, a differentiation between native, slight and moderate accented speech was employed in a number of previous studies (Hendriks, van Meurs, & De Groot, 2017; Hendriks, van Meurs, & Hogervorst, 2016; Nejjari et al., 2012). Hendriks, van Meurs and Hogervorst (2016) elaborated on the effects of Dutch-English accentedness and set their scope to be the context of education. The participants were Dutch students and were asked to evaluate lectures presented in a slight, moderate or native English accent. Their research showed that a moderate Dutch accent was significantly less comprehensible compared to the slight Dutch and native English accent. Moreover, participants perceived moderate Dutch-accented English speakers more negatively in terms of competence and dependability. Barring the more positive evaluation regarding likability, speakers with a slight Dutch accent were evaluated equally to native English speakers. Carlson and McHenry (2006) took the employability of non-native accented speakers into account and likewise confirmed the assumption that stronger accentedness negatively impacts employability ratings. Their experiment encompassed the evaluation of three interviewees by sixty human resource workers with regard to their employability. Furthermore, the evaluation took ethnicity, accent, dialect, and comprehensibility into consideration. Similar to the findings of Hendriks, van Meurs and Hogervorst (2016), speakers with stronger accents were found to be rated lower than speakers with slight non-native accents.

Accent strength correlated negatively with comprehensibility and affected the employability rating of the job applicants (Carlson & McHenry, 2006). The results of both studies suggested negative effects of moderate accent strength on speaker evaluation and indicated less to no negative effects of slight accents.

Communication between non-native English speakers who share the same L1 is suggested to be negatively influenced due to the familiarity of the listener with the speaker's accent and higher proficiency expectations (Roessel et al., 2017). The similarity-attraction hypothesis theorises that demographic characteristics such as accents shape the evaluation of speakers, based on the level of similarity between speaker and listener (Byrne, 1971). In an effort to determine the effect of accentedness on employability, Deprez-Sims and Morris (2010) conducted a study in which Midwestern US, French and Colombian accents were evaluated. The participants rated the applicants for a human resource manager position with regard to similarity, understandability and accentedness, and stated whether they would hire the candidate. The results showed favouritism of the Midwestern accent and explained the evaluation on the basis of the similarity-attraction hypothesis (Byrne, 1971). On the one hand, the similarity-attraction hypothesis might not apply to the present study, because participants in the Deprez-Sims and Morris (2010) study were asked to evaluate speech in their native language (English). Dutch listeners might perceive their own native accent as familiar and consequently evaluate Dutch-accented speakers more positively. In contrast, the findings of Nejjari et al. (2012) suggested that familiarity might lead to less positive evaluations of accented speakers who share the same native language. To conclude, the influence of accent-familiarity in the hiring process in relation to communication between speakers who share a native language in their L2 has not been investigated sufficiently. Parallels between understandability and comprehensibility further underscore the effect of accent familiarity in relation to accentedness and, by extension, employability.

Within the academic field of linguistics, attitude is an established variable to measure the effects of accentedness on speaker perception and evaluation. However, the selection of measured

dimensions varies (Fuertes et al., 2011; Hendriks, van Meurs, & De Groot, 2017; Hendriks, van Meurs, & Hogervorst, 2016; Nejjari et al., 2012). The measurement dimensions of attitude in the study conducted by Nejjari et al. (2012) were composed of status and affect. During the experiment, native British speakers were asked to evaluate the attitude, intelligibility, comprehensibility and interpretability of slight, moderate Dutch-accented and British English speakers in the context of a telephone sales talk. The results showed that higher status was attributed to British English compared to slight and moderate Dutch-accented English speakers. Moreover, the moderate Dutch accent commanded less affect than slight Dutch-accented and British English, which were both equally likeable (Nejjari et al., 2012). Later research of Hendriks, van Meurs and de Groot (2017) added the dimension competence (based on Bayard et al., 2001). The study was comprised of a verbal-guise experiment in which French, German and Spanish listeners evaluated speakers with different accent strengths (strong, slight, native). Similar to findings of prior research (Nejjari et al., 2012), a stronger accent was associated with comparatively negative judgements, with regard to attitude and comprehensibility. Furthermore, no significant differences between slightly accented and native speakers were found (Hendriks, van Meurs, & de Groot, 2017). Contrary to earlier studies, Grondelaers, van Hout and van Gent (2018) utilised the dimensions superiority, warmth and dynamism in order to measure attitude. In their studies, regional variations of the Dutch language (Randstad, Groningen, Limburg) were compared, where the Randstad accent is traditionally perceived as more prestigious than the Limburg accent. The first study that is included in this paper examined participants' ability to identify and distinguish between the aforementioned accents. The second study set out to investigate the variables prestige, accent strength and gender. In line with prior research, slighter accent strength appeared to be perceived more positively than stronger accentedness (e.g. Carlson & McHenry, 2006; Hendriks, van Meurs, & Hogervorst, 2016). The dimension superiority was chosen based on the prevalent high-prestige connotation of the Randstad accent compared to the low-prestige association with the Limburg accent. Instead of solidarity, the social psychological dimension warmth was chosen (Cuddy, Fiske, & Glick, 2008).

Thereby, possible overlap between solidarity and dynamism was avoided (Grondelaers, van Hout, & van Gent, 2018). In a meta-analysis, Fuertes et al. (2011) compared the effects of standard and non-standard accents on the basis of twenty preceding studies. The speech characteristics were categorised as either belonging to status, solidarity or dynamism. They concluded that speakers with non-standard accents scored significantly lower in each category compared to speakers of standard accents. Additionally, contrary to their expectation, American accents were rated higher than RP English in other English-speaking countries (Fuertes et al., 2011; Giles & Billings, 2004). Perhaps this finding demonstrates the increasing influence and importance of US American culture and media, thereby establishing a new standard English accent. For the purpose of the present study, British English is used as the standard accent due to the close proximity of the Netherlands to the UK.

The aforementioned study by Deprez-Sims and Morris (2010) was conducted based on the job application process for a position as a human resource manager. In view of the possible influence of accentedness on the evaluation of speakers, the nature of the position itself – in particular the level of required customer communication – needs to be taken into consideration. Timming (2016) measured the effects of non-native accentedness in the context of a hiring process in the US and took the level of customer interaction as a dimension into account. Phone job interviews in five accents (US American, Chinese, Indian, Mexican and British) were recorded and evaluated. The results showed that non-native English-accented speakers were rated lower for customer-acing job positions. However, less discrimination occurred for non-customer-facing jobs (Timming, 2016). Higher communicative demand of the position seemed to negatively affect the evaluation of non-native accented candidates. The dimension describing the level of customer interaction in the respective job position demonstrates the complexity of evaluating accentedness in a hiring process. Based on the findings of Timming (2016) and with regard to prior research related to accent strength (Carlson & McHenry, 2006; Hendriks, van Meurs, & Hogervorst, 2016), it can be assumed that candidates applying for a customer-facing position are evaluated more

positively if they speak with a slight Dutch or native English accent. Candidates with moderately strong accents are likely perceived as less employable. In the experiment of Deprez-Sims and Morris (2010), the job position was controlled for, thereby eliminating the examination of effects of communicative demand.

In conclusion, researchers of the effects of accentedness based their designs on the assumption that stronger accents are linked to a more negative perception of the speaker (Fuertes et al., 2011; Hendriks, van Meurs, & Hogervorst, 2016; Nejjari et al., 2012). Therefore, they chose to include the dimension accent strengths in their design and measured the evaluations in comparison to a standard accent. Furthermore, accentedness in the corporate context, in particular the hiring process, has been examined (Carlson & McHenry, 2006; Deprez-Sims & Morris, 2010; Timming, 2016). With respect to accentedness, research showed that hiring recommendations for a specific job position is based on the perceived comprehensibility and attitude towards the speaker, as well as the level of communication required for the job (Deprez-Sims & Morris, 2010; Fuertes et al., 2011, Hendriks, van Meurs, & Hogervorst, 2016; Timming, 2016). The effect of Dutch-accented English has been the subject of investigation before (Hendriks, van Meurs, & Hogervorst, 2016). However, no research has combined the dimensions accent strength, employability and communicative demand of the job position in the Netherlands, taking the use of English as corporate language into consideration.

The present study set out to investigate whether moderate Dutch-accented English is evaluated more negatively by Dutch listeners compared to slight Dutch-accented and British English speakers, particularly in the context of a job interview. The following hypotheses were constructed on the basis of the findings of previous research.

H1a: Slight Dutch-accented and British English speakers are evaluated more positively on attitude than moderate Dutch-accented speakers.

H1b: Slight Dutch-accented and British English speakers are evaluated similarly on attitude.

H2a: Moderate Dutch-accented English speakers are evaluated more negatively on perceived comprehensibility than slight Dutch-accented and British English speakers.

H2b: Slight Dutch-accented and British English speakers are evaluated similarly on perceived comprehensibility.

H3a: Moderate Dutch-accented speakers are perceived as less suitable for jobs with high communicative demands compared to slight Dutch-accented and British English accented speakers.

H3b: Moderate Dutch-accented speakers are not perceived as less suitable for jobs with low communicative demands compared to slight Dutch-accented and British English accented speakers.

Method

Materials

Audio recordings

The present experiment relied on the recordings of six different speech samples mimicking a hiring process. They were recorded in British English, slight Dutch-accented English and moderate Dutch-accented English (two speakers per accentedness; based on Hendriks, van Meurs, & Hogervorst, 2016). Solely female volunteers were asked to record their voices to eliminate possible bias based on gender. Audio recordings as a medium also allowed the elimination of racial bias. In order to determine the accent strength, a pre-test was used to find consensus on whether the selected speech

samples were categorised as either slight or moderate strong Dutch-accented English. During the pre-test, 16 students (age range 18 – 25) of the English Language and Culture department and the International Business Communication programme (Radboud University, Nijmegen) were asked to rate speech samples of each accent strength (native, slight, moderate). In total, 21 voice recordings were evaluated: seven moderate Dutch-accented English, six slight Dutch-accented English and eight native English samples. The samples of slight Dutch-accented English speech were collected from students of the International Business Communication programme due to the assumption their degree of accentedness would be slight because the programme is taught in English. The samples of moderate Dutch-accented English speech were collected from students of the Dutch-taught International Business Communication programme because they were assumed to speak English with a moderately strong Dutch accent. Furthermore, the pre-test served as a control measure for voice characteristics, in order to minimise their effects on the evaluation of accented speech. Table 1 illustrates the measures for accent strengths of each speaker. The voice characteristics loudness, pitch, speed, naturalness, emotionality and friendliness were on average neutral across speakers.

Table 1.   Pre-test: Means and standard deviations of voice recordings in function of accent strengths

Voice recording	1		2		3		4		5		6		7		8		Total	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Moderate accent strength																		
Very strong foreign accent	4.25	1.50	2.67	2.08	5.00	2.71	7.00	0.00	3.50	1.73	2.50	1.00	4.50	1.37			4.20	1.48
Sounds native	2.50	1.29	3.67	2.31	2.00	0.81	1.00	0.00	2.50	0.58	4.00	1.83	1.75	0.50			2.49	1.05
Slight accent strength																		
Very strong foreign accent	5.50	1.73	3.75	1.50	3.75	2.22	5.75	0.50	4.75	1.26	4.00	1.83					4.58	1.51
Sounds native	2.00	0.82	3.00	1.41	2.25	2.50	1.50	0.58	2.25	0.50	1.75	0.50					2.13	1.05
Native English																		
Very strong foreign accent	1.75	0.96	2.50	1.29	1.50	1.00	2.25	1.89	2.50	2.38	1.00	0.00	2.66	2.89	1.00	0.00	1.90	1.30
Sounds native	6.50	0.58	5.00	1.41	7.00	0.00	6.00	0.82	7.00	0.00	7.00	0.00	7.00	0.00	6.75	0.50	6.53	0.41

Due to the low number of respondents, the samples for the experiment were chosen based on the means and standard deviation for the items measuring accent strength. Sample one and seven were chosen from the moderate Dutch-accented English recordings, sample two and three were chosen from the slight Dutch-accented English recordings, and sample six and eight were chosen from the native English recordings.

The experiment was a verbal-guise test, meaning each recording followed the same script for both job descriptions and was voiced by speakers with similar linguistic characteristics (i.e. intonation, pitch). The script used in the recordings was taken from Timming (2016): 'Good morning. Thank you for taking the time to speak with me today. I'm really excited about this job'. In his study, the recordings have had a mean length of seven seconds, which is long enough to evaluate the accent, but not too long to evaluate the content.

Type of job

In addition to voice recordings of speakers with varying degrees of accent strength, a dimension regarding the nature of the supposed job offer was employed. Prior to listening to the recordings, the participants were asked to read a job description for either a position in human resources or IT (see Appendix A and B). Thereby, the influence of the required level of customer-communication of the respective job positions could be accounted for. The factor communicative demand was based on Timming (2016), who differentiated between evaluations of candidates interviewing for customer-facing (HR, high) and non-customer-facing (IT, low) positions.

Participants

In total, 189 valid responses were collected from Dutch participants for the experiment, of which 67.2% were female. On average, they were 29.76 years old (ranging from 19 to 77, *SD* = 12.93). 13.2% have/are working towards a high school degree, 3.2% an MBO degree, 41.8% an HBO degree, and 41.8% a WO degree. 66.1% of participants are currently students.

A number of one-way analyses of variance showed no significant effect of accentedness on age (F (2, 186) < 1), self-assessed English proficiency (F (2, 186) = 2.40, p = .094), English proficiency (Lextale) (F (2, 186) < 1), experience being interviewed (F (2, 186) < 1) and experience leading a job interview (F (2, 186) = 1.10, p = .336). Moreover, a number of Chi-square tests showed no significant relations between accentedness and gender (χ^2 (2) = 3.68, p = .159), level of education (χ^2 (6) = 4.56, p = .602) and whether the participant is a student (χ^2 (2) = .50, p = .779).

A number of one-way analyses of variance showed no significant effect of type of job on age (F (1, 187) < 1), self-assessed English proficiency (F (1, 187) = 1.94, p = .165), English proficiency (Lextale) (F (1, 187) < 1), experience being interviewed (F (1, 187) = 1.07, p = .302) and experience leading a job interview (1, 187) < 1). Moreover, a number of Chi-square tests showed no significant relations between type of job and gender (χ^2 (1) = .457, p = .499), level of education (χ^2 (3) = 1.56, p = .668) and whether the participant is a student (χ^2 (1) = .126, p = .723).

Design

The experiment was conducted in a between-subject design. The participants were randomly assigned to receive a job description for either an HR or IT position and to listen to a speech sample of either a native English, slight Dutch-accented English or moderate Dutch-accented English speaker: 3 (accent: native, slight or moderate) x 2 (job description: HR or IT).
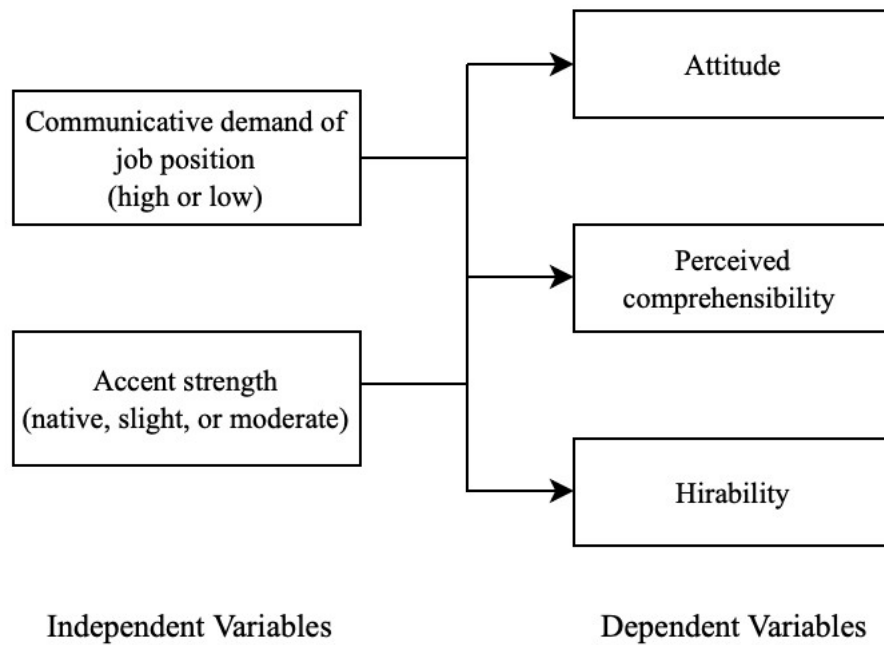
Figure 1. Analytical model of the research design

Instruments

Perceived comprehensibility

Hendriks, van Meurs and Hogervorst (2016) measured perceived comprehensibility using seven items, based on 7-point Likert scales (*totally agree–totally disagree*) adapted from previously constructed scales of Dalle and Inglis (1989). Due to overlapping research objectives – namely, the emphasis on the perception of Dutch-English accented speakers by Dutch listeners – with the present study, the items were adapted accordingly and were used to measure perceived comprehensibility: 'I have to listen very carefully to be able to understand the job applicant' (r); 'the job applicant speaks clearly'; 'the job applicant is barely intelligible' (r); 'the job applicant was difficult to comprehend' (r); 'I have problems understanding what the job applicant is talking about' (r); 'I have no problems comprehending the job applicant'; 'I don't understand what the job applicant means' (r). The reliability of perceived comprehensibility comprising seven items was acceptable: α = .76.

Attitude

The dimensions which comprise attitude were based on Grondelaers, van Hout and van Gent (2018), who conducted an analysis of the evaluation of regional Dutch accents. Each variable was measured using three 7-point Likert scales (*totally disagree–totally agree*) and was introduced with the sentence 'This person is/has…': Superiority was measured using the items *chic*, *educated* and *serious*. The dimension warmth was measured using the items *nice*, *personality* and *helpful*. Dynamism was measured using the items *modern*, *hip* and *trendy*. The reliability of superiority comprising three items was acceptable: α = .65. The reliability of warmth comprising three items was good: α = .82. The reliability of dynamism comprising three items was good: α = .85.

Hiring recommendation

The variable hiring recommendation was measured based on the study of Deprez-Sims and Morris (2010), who compared the effects of accents during the employment process. The applicants were given a hiring recommendation based on seven items on the questionnaire: eight 7-point Likert scales. The items were adopted verbatim to measure the hiring recommendation for the slight and moderate Dutch-accented and British English speakers: (1) satisfaction if hired, (2) feel favourable toward applicant, (3) desire to work with the applicant, (4) applicant would be an asset to the company, (5) likelihood to hire, (6) relationship with subordinates, and (7) ability to manage (Deprez-Sims & Morris, 2010). Additionally, an eighth item was included: (8) suitability for the position described in the job vacancy at the beginning of the questionnaire. The reliability of hiring recommendation comprising eight items was good: α = .89.

Perceived accent strength

The accent strength of the speaker (based on Hendriks, van Meurs, & Reimer, 2018) was measured using two 7-point Likert scales: 'the speaker has a strong foreign accent in English' (r) and 'this speaker sounds like a native speaker of English' (*no foreign accent–strong foreign accent* and *totally*

agree–totally disagree respectively). The reliability of accent strength comprising two items was adequate: α = .61.

Self-assessed English proficiency

Self-assessed English proficiency was measured using four 7-point semantic differential scales (*bad–excellent*): 'My writing/reading/speaking/listening skills in English are…'. The reliability of self-assessed English proficiency comprising four items was good: α = .87.

English proficiency (Lextale)

In addition to the English skill self-assessment, participants were asked to complete the Lextale test, during which they had to decide whether 60 words were actual words in the English language or not. The purpose of this test was to provide a more objective skill assessment.

Job interview experience

Participants were asked to indicate their experience participating and leading a job interview. Two separate variables were measured using 7-point Likert scales (*totally disagree–totally agree*): 'I have a lot of experience with being interviewed as an applicant' and 'I have a lot of experience in interviewing applicants'.

Country of origin

Through an open question, participants were asked to indicate which country they thought the speaker was from. Perhaps, if the speakers were thought to be from a certain country, prejudice could have resulted in a biased evaluation – not based on accent (strength) but on the assumed origin of the speaker.

Procedure

The between-subject experiment was conducted online. The participants received the invitation to the questionnaires via email. First, they were asked to fill out a consent form. In the experiment, the participants were given one of two job descriptions, either for a position in HR or IT (see Appendix A and B). After listening to the seven second speech sample in a hiring context (based on Timming, 2016), either from a British English, slight Dutch-accented or moderate Dutch-accented English speaker, participants were asked to fill in the items for perceived comprehensibility, attitude and hiring recommendation. Afterwards, they were asked for background data: age, gender, level of education, whether the participant is a student, degree programme, experience being interviewed for a job, experience leading a job interview, self-assessed English proficiency, English proficiency based on the Lextale test, participants' country of origin and native language. The average duration of the experiment was 9.62 min ($SD = 3.47$).

Statistical treatment

A number of two-way ANOVAs were used to measure the interaction effect between accent strengths and communicative demand regarding perceived comprehensibility, attitude and hiring recommendation. Chi-squares and one-way ANOVAs were used to determine the relationship between accentedness and type of job and the background variables.

Results

Manipulation check

Differences between speakers

An independent samples *t*-test analysis showed no significant differences between speakers regarding perceived comprehensibility ($t (187) = 1.58, p = .115$), superiority ($t (187) = 1.43, p = .115$), warmth ($t (187) = 1.10, p = .272$), dynamism ($t (187) = 1.65, p = .101$), hiring recommendation ($t (187) < 1$), and perceived foreign accentedness in English ($t (187) < 1$).

Accentedness and type of job

Table 2.   Means, standard deviations and *n* of accent strength in function of accentedness and type of job

	Moderate			Slight			Native			Total		
	M	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*
IT	2.72	0.88	29	2.68	0.89	26	5.13	1.43	27	3.41	1.54	92
HR	2.88	1.04	30	2.79	0.77	31	5.11	1.34	36	3.68	1.55	97
Total	2.80	0.96	59	2.73	0.83	67	5.11	1.37	63	3.55	1.54	189

A two-way analysis of variance with accentedness and type of job as factors showed a significant main effect of accentedness on perceived accent strength ($F (2, 183) = 97.58$, $p < .001$). British English speakers ($M = 5.12$, $SD = 1.37$) were perceived to sound significantly more native compared to slight ($M = 2.73$, $SD = .83$; Bonferroni correction, $p < .001$) and moderate Dutch-accented English speakers ($M = 2.81$, $SD = .96$; Bonferroni correction, $p < .001$). There was no significant difference between slight and moderate Dutch-accented English speakers (Bonferroni correction, $p = 1$).

A two-way analysis of variance with accentedness and type of job as factors showed no significant main effect of type of job on accent strength ($F (1, 183) < 1$). A two-way analysis of variance with accentedness and type of job as factors showed no significant interaction effect on accent strength ($F (2, 183) < 1$).

Recognition of country of origin

Table 3.   Percentages and *n* of recognition of country of origin in function of accentedness

	Moderate		Slight		Native		Total	
	n	%	*n*	%	*n*	%	*n*	%
Correct	47[a]	79.70	65[b]	97.00	45[a]	71.40	157	83.10
Incorrect	12[a]	20.30	2[b]	3.00	18[a]	29	32	16.90
Total	59	100	67	100	63	100	189	100

A Chi-square test showed a significant relation between accentedness and the ability to recognise the country of origin of the speaker ($\chi^2 (2) = 15.82$, $p < .001$). There was a significant difference between recognising the origin of slight (97.0%) accented speakers compared to recognising the origin of moderate (79.7%) and British English (71.4%) speakers. No significant difference between the recognition of origin between moderate and British English speakers was measured.

Effects of accentedness and type of job on comprehensibility, attitude and hiring recommendations

Table 4.   Means, standard deviations and *n* for perceived comprehensibility, superiority, warmth, dynamism, and hiring recommendation in function of accentedness and type of job (IT, HR)

	Moderate			Slight			Native			Total		
	M	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*
Perceived comprehensibility												
IT	6.11	0.78	29	6.37	0.59	36	6.27	0.64	27	6.25	0.67	92
HR	6.38	0.62	30	6.40	0.78	31	6.58	0.45	36	6.45	0.62	97
Total	6.25	0.70	59	6.39	0.69	67	6.43	0.55	63	6.35	0.64	189
Superiority												
IT	4.47	1.07	29	3.88	1.01	36	5.26	0.92	27	4.54	1.00	92
HR	4.18	0.74	30	4.28	0.86	31	5.07	0.73	36	4.51	0.78	97
Total	4.33	0.91	59	4.08	0.94	67	5.17	0.83	63	4.52	0.89	189
Warmth												
IT	5.05	0.95	29	5.04	1.11	36	5.28	0.83	27	5.12	0.96	92
HR	4.88	1.10	30	5.27	0.87	31	5.31	0.76	36	5.15	0.91	97
Total	4.97	1.03	59	5.16	0.99	67	5.30	0.80	63	5.14	0.94	189
Dynamism												
IT	4.60	0.97	29	4.06	1.02	36	4.57	0.99	27	4.41	0.99	92
HR	4.08	1.01	30	4.26	1.00	31	4.44	0.94	36	4.26	0.98	97

	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Total	4.34	0.99	59	4.16	1.01	67	4.51	0.97	63	4.34	0.99	189
Hiring recommendation												
IT	4.78	0.82	29	4.43	0.71	36	4.77	0.65	27	4.66	0.73	92
HR	4.31	0.71	30	4.64	0.83	31	4.81	0.88	36	4.59	0.81	97
Total	4.55	0.77	59	4.54	0.77	67	4.79	0.77	63	4.62	0.77	189

A two-way analysis of variance with type of job and accentedness as factors showed no significant main effect of type of job on perceived comprehensibility ($F (1, 183) = 4.79$, $p = .030$), superiority ($F (1, 183) < 1$), warmth ($F (1, 183) < 1$), dynamism ($F (1, 183) = 1.10$, $p = .295$), and hiring recommendation ($F (1, 183) < 1$).

A two-way analysis of variance with type of job and accentedness as factors showed no significant main effect of accentedness on perceived comprehensibility ($F (2, 183) = 1.29$, $p = .277$), warmth ($F (2, 183) = 1.92$, $p = .150$), dynamism ($F (2, 183) = 1.87$, $p = .157$), and hiring recommendation ($F (2, 183) = 2.11$, $p = .124$). However, the two-way analysis of variance with type of job and accentedness as factors showed a significant main effect of accentedness on superiority ($F (2, 183) = 25.30$, $p < .001$). Moderate ($M = 4.33$, $SD = .91$) and slight ($M = 4.08$, $SD = .94$) Dutch-accented English speakers were perceived as significantly less superior compared to British English speakers ($M = 5.17$, $SD = .83$; Bonferroni correction, $p < .001$). No significant difference between moderate and slight accented speakers was found (Bonferroni correction, $p = .333$).

The interaction effect between type of job and accentedness on perceived comprehensibility ($F (2, 183) < 1$), superiority ($F (2, 183) = 2.18$, $p = .066$), warmth ($F (2, 183) < 1$), and dynamism ($F (2, 183) = 2.00$, $p = .138$) was not significant. However, the interaction effect between type of job and accentedness on hiring recommendation was significant ($F (2, 183) = 3.29$, $p = .039$). For the IT job, a one-way analysis of variance showed no significant effect of accentedness on hiring recommendation ($F (2, 89) = 2.52$, $p = .086$). However, For the HR job, a one-way analysis of variance showed a significant effect of accentedness on hiring recommendation ($F (2, 94) = 3.11$, $p = .049$). In the context of an HR position, moderate Dutch-accented English speakers ($M = 4.31$, SD

= .71) received significantly lower hiring recommendation scores than British English speakers (M = 4.81, SD = .88; Bonferroni correction, p = .046). No significant difference was found between British English and slight Dutch-accented English (M = 4.64, SD = .83; Bonferroni correction, p = 1), and moderate and slight Dutch-accented English speakers (Bonferroni correction, p = .343).

Conclusion and Discussion

The purpose of this study was to investigate the effects of Dutch-accentedness in the context of a job hiring process in the Netherlands. The effects were measured regarding Dutch listers' perception of comprehensibility, their attitude towards the speakers and the likelihood they would consider employing the candidate. Due to possible influences of communicative demands on employability (based on the findings of Timming, 2016), speakers were evaluated as either applying for a position as HR manager or IT technician. In the experiment, speech samples of moderate and slight Dutch-accented English speakers, as well as British English speakers and their effects on Dutch listeners were compared.

The Hypotheses 1a and 1b were based on findings of previous research (Fuertes et al., 2011; Hendriks, van Meurs, & De Groot, 2017; Hendriks, van Meurs, & Hogervorst, 2016; Nejjari et al., 2012). It was expected that slight Dutch-accented English and British English speakers would be evaluated more positively on attitude (comprising superiority, warmth and dynamism) compared to moderate Dutch-accented English speakers. Additionally, no significant difference between slight Dutch-accented English and British English speakers was predicted. However, in the present study, no significant effect of accent strength on warmth and dynamism was measured. Accent strength solely showed a significant effect on superiority: moderate and slight Dutch-accented speakers were perceived as less superior compared to British English speakers. Thus, H1a and H1b cannot be supported.

Hypotheses 2a and 2b were likewise based on previous research (Fuertes et al., 2011; Hendriks, van Meurs, & De Groot, 2017; Hendriks, van Meurs, & Hogervorst, 2016; Nejjari et al., 2012). Moderate Dutch-accented English speakers were predicted to be evaluated less positively on perceived comprehensibility than British English speakers; and no significant difference was expected between slight Dutch-accented English and British English speakers. However, these hypotheses were not supported, as no significant effect of accent strength on perceived comprehensibility was measured.

Furthermore, the findings suggested that accentedness and type of job by themselves did not affect hiring recommendation. Hypothesis 3a addressed the expectation of lower hiring recommendation scores for moderate Dutch-accented English speakers for jobs with high communicative demands (i.e. HR) (based on Timming, 2016). The present study partially confirmed this prediction. A significant interaction effect of accentedness and type of job on hiring recommendation indicated that moderate Dutch-accented English-speaking applicants interviewing for an HR position may be at a disadvantage compared to British English speakers. However, no differences between moderate and slight Dutch-accented English were measured. Lastly, Hypothesis 3b predicted no significant differences between moderate and slight Dutch-accented English and British English-speaking applicants when interviewing for a job position with low communicative demands (i.e. IT) (based on Timming, 2016). The findings supported H3b: in the context of an IT position, no significant effects of accentedness on hiring recommendation were measured.

The discrepancies between the findings of previous studies (Fuertes et al., 2011; Hendriks, van Meurs, & Hogervorst, 2016; Nejjari et al., 2012) and the measured effects of the present study might be attributed to mistakes that occurred during the pre-test. Fuertes et al. (2011) compared the effects of standard and non-standard accentedness on attitude of twenty previous studies and found that speakers with non-standard accents were evaluated more negatively. Hendriks, van Meurs and Hogervorst (2016), who compared the effects of Dutch-accented English and native English on comprehensibility, competence and dependability in the context of education, likewise concluded that

moderate accentedness was perceived more negatively. Additionally, they found no significant differences between slight Dutch-accented and native English speakers. Nejjari et al. (2012) compared the effects of Dutch accentedness and British English accentedness on attitude, comprising status and affect. Similar to the present study, they found that British English speakers were perceived to have higher status (be superior) to Dutch-accented speakers.

During the pre-test, only 16 students evaluated 21 voice samples. Speakers for these samples were collected from students and chosen based on their university programme: It was assumed that students of the International Business Communication programme would speak slight Dutch-accented English, because the courses are taught in English. Students of the Dutch-taught International Business Communication programme were assumed to speak with a moderate Dutch accent. Due to the low number of respondents, no statistical analysis of the measures could be conducted. The selected voice recordings for the main experiment were chosen based on comparisons of their means and standard deviations. The fact that not many significant differences between speakers of different accent strengths could be found might be related to the marginal differences between the selected moderate and slight Dutch-accented English speakers. Perhaps, it was wrong to assume that the study programme of students is related to their accent strength, as it appears that all Dutch-accented speakers were perceived to have a moderate accent. Moreover, the manipulation check for perceived accent strength showed that participants evaluated British English speakers to sound more native than Dutch-accented English speakers. However, no significant difference was found between moderate and slight Dutch-accented speakers, further suggesting that the selection of speakers based on the pre-test was flawed. On the other hand, the manipulation check for recognition of country of origin revealed that participants were significantly more often able to determine the country of origin of slight Dutch-accented speakers compared to British and moderate Dutch-accented English speakers, which indicated a distinction between moderate and slight accent strength. Perhaps, this could be explained by the familiarity of the Dutch participants with Dutch-accented English, as well as the large variety of unfamiliar British English accents.

The limitations of the study are comprised of three main elements: the representativity of the sample, the selection and evaluation of recordings, and the length of the recorded sentence. Firstly, 66.1 percent of respondents were students which does not accurately represent the population of the Netherlands, nor the relevant field of application for the study's findings – organisations which use English as their corporate language. Secondly, the aforementioned flaws of the selection and categorisation of voice recordings during the pre-test obstructed the comparison of effects of accent strength on speaker perception. The low number of respondents did not allow for statistical testing and subsequent evaluation of differently accented speakers. Lastly, even though the sentence chosen for the voice samples was based on a previous study (Timming, 2016), it is possible that the differences regarding accent strength were too subtle in such a short utterance. On the other hand, the short length of the sentence eliminates the evaluation of content rather than keeping the focus of evaluation on accent strength.

Future studies should address these limitations by selecting a sample that is representative of the population. Additionally, the pre-test should ideally involve more participants to allow for statistical testing and more representative results. This would likely enable a clearer distinction of moderate and slight Dutch-accented English speakers. Moreover, the sentence chosen for the voice recording could be longer to allow influences of accentedness to show effect more clearly. Furthermore, the present study solely researched Dutch speakers and listeners. Future studies could apply the present framework to other languages, in countries with similar significance of English in the workplace to the Netherlands.

The present study combined the comparison of native and non-native English speakers with varying degrees of accent strength (Hendriks, van Meurs, & De Groot, 2017; Hendriks, van Meurs, & Hogervorst, 2016; Nejjari et al., 2012) with the application in a job hiring process for positions with distinct communicative demands (Timming, 2016). Although the findings are not in line with the results of previous studies which examined the effects of non-native accentedness, the study provides a framework for future research of the importance of accentedness regarding employment.

The measured interaction effects of type of job and accentedness have practical implications for the job world. It suggests the impact that (moderate) accentedness of non-native English speakers can have on hiring success when applying for communicatively demanding job position.

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Appendices

Appendix A

Job description for human resource manager (Deprez-Sims & Morris, 2016)

• Plans and carries out policies relating to all phases of personnel activity such as training

and development

• Recruits, interviews, and selects employees to fill vacant positions

• Plans and conducts employee orientation to foster positive attitude toward company goals

• Keeps record of insurance coverage, pension plan, and personnel transactions, such as

hires, promotions, transfers, and terminations

• Investigates on-the-job accidents and prepares reports for insurance carriers.

• Conducts internet survey within labor market to determine competitive salaries

• Prepares budget of personnel operations

• Prepares reports and recommends procedure to reduce absenteeism and turnover

Appendix B

Job description for IT technician (adapted from IT Technician Job Description, n.d.)

• Sets up workstations with computers and necessary peripheral devices (routers, printers etc.)

• Checks computer hardware (HDD, mouses, keyboards etc.) to ensure functionality

• Installs and configures appropriate software and functions according to specifications

• Develops and maintains local networks in ways that optimize performance

• Ensures security and privacy of networks and computer systems

• Provides orientation and guidance to users on how to operate new software and computer equipment

• Organizes and schedule upgrades and maintenance without deterring others from completing their work

• Performs troubleshooting to diagnose and resolve problems (repair or replace parts, debugging etc.)

• Maintains records/logs of repairs and fixes and maintenance schedule

• Identifies computer or network equipment shortages and places orders

Appendix C

Questionnaire

Experiment Bachelor thesis

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

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

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

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

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

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

Toestemming
Door te klikken op de knop 'Ik ga akkoord om deel te nemen aan dit onderzoek' geeft u aan dat u:
        Bovenstaande informatie heeft gelezen   Vrijwillig meedoet aan het onderzoek   18 jaar of ouder bent

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

○ Ik ga akkoord om deel te nemen aan dit onderzoek (1)

○ Ik wil niet deelnemen aan dit onderzoek (2)

End of Block: Informatie en toestemming

Start of Block: Vacature IT

Job description IT U hoort zo een fragment van iemand die solliciteert naar de baan van een IT Technicus bij een internationaal bedrijf. Dit fragment is in het Engels, omdat het bedrijf veel Engels gebruikt onder werknemers en klanten. Na het fragment volgen er enkele vragen. Hieronder ziet u een aantal vereisten voor de positie van een IT Technicus: Werkstations opzetten met computers en noodzakelijke randapparatuur (routers, printers enz.) Computer hardware (HDD, muizen, toetsenborden enz.) controleren om functionaliteit te garanderen   Geschikte software en functies installeren en configureren volgens specificaties   Lokale netwerken ontwikkelen en onderhouden op manieren die de prestaties optimaliseren   Zorgen voor beveiliging en privacy van netwerken en computersystemen

End of Block: Vacature IT

Start of Block: Vacature HR

Job description HR
U hoort zo een fragment van iemand die solliciteert naar de baan van een HR Manager bij een internationaal bedrijf. Dit fragment is in het Engels, omdat het bedrijf veel Engels gebruikt onder werknemers en klanten. Na het fragment volgen er enkele vragen. Hieronder ziet u een aantal vereisten voor de positie van een HR Manager: Plannen en uitvoeren van beleid met betrekking tot alle fasen van personeelsactiviteiten zoals training en ontwikkeling   Werknemers werven, interviewen en selecteren om vacatures te vervullen Werknemersoriëntatie plannen en geleiden om een positieve houding ten opzichte van de bedrijfsdoelstellingen te bevorderen   Arbeidsongevallen onderzoeken en rapporten voor verzekeringsmaatschappijen opstellen   Uitvoeren van internetonderzoek op de arbeidsmarkt om competitieve salarissen te bepalen

End of Block: Vacature HR

Start of Block: Voicerecording moderate 1

M1 U kunt nu luisteren naar een spraakfragment van iemand die solliciteert naar de baan. Hierna volgen de vragen. **Luister aandachtig, u kunt hierna niet meer terugkeren naar het fragment.**

End of Block: Voicerecording moderate 1

Start of Block: Voicerecording moderate 2

M2 U kunt nu luisteren naar een spraakfragment van iemand die solliciteert naar de baan. Hierna volgen de vragen. **Luister aandachtig, u kunt hierna niet meer terugkeren naar het fragment.**

S1 U kunt nu luisteren naar een spraakfragment van iemand die solliciteert naar de baan. Hierna volgen de vragen. **Luister aandachtig, u kunt hierna niet meer terugkeren naar het fragment.**

S2 U kunt nu luisteren naar een spraakfragment van iemand die solliciteert naar de baan. Hierna volgen de vragen. **Luister aandachtig, u kunt hierna niet meer terugkeren naar het fragment.**

N1 U kunt nu luisteren naar een spraakfragment van iemand die solliciteert naar de baan. Hierna volgen de vragen. **Luister aandachtig, u kunt hierna niet meer terugkeren naar het fragment.**

N2 U kunt nu luisteren naar een spraakfragment van iemand die solliciteert naar de baan. Hierna volgen de vragen. **Luister aandachtig, u kunt hierna niet meer terugkeren naar het fragment.**

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

_____

Accent strength Deze spreker heeft een sterk buitenlands accent in het Engels

○ Zeer mee oneens (1)

○ Mee oneens (2)

○ Beetje mee oneens (3)

○ Neutraal (4)

○ Beetje mee eens (5)

○ Mee eens (6)

○ Zeer mee eens (7)

Native speaker? Deze spreker klinkt als een moedertaalspreker van het Engels

○ Zeer mee oneens (1)

○ Mee oneens (2)

○ Beetje mee oneens (3)

○ Neutraal (4)

○ Beetje mee eens (5)

○ Mee eens (6)

○ Zeer mee eens (7)

End of Block: Speaker's country of origin and accent strength

Start of Block: Perceived comprehensibility / waargenomen begrijpelijkheid

Comprehensibility Your question here

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

End of Block: Perceived comprehensibility / waargenomen begrijpelijkheid

Start of Block: Attitude / houding

Superiority Your question here

	Zeer mee oneens (1)	Mee oneens (2)	Een beetje mee oneens (3)	Neutraal (4)	Een beetje mee eens (5)	Mee eens (6)	Zeer mee eens (7)
Deze spreker klinkt chique (1)	○	○	○	○	○	○	○
Deze spreker klinkt hoogopgeleid (2)	○	○	○	○	○	○	○
Deze spreker klinkt serieus (3)	○	○	○	○	○	○	○

Warmth Your question here

	Zeer mee oneens (1)	Mee oneens (2)	Een beetje mee oneens (3)	Neutraal (4)	Een beetje mee eens (5)	Mee eens (6)	Zeer mee eens (7)
Deze spreker klinkt aardig (1)	○	○	○	○	○	○	○
Deze persoon klinkt warm (2)	○	○	○	○	○	○	○
Deze spreker klinkt behulpzaam (3)	○	○	○	○	○	○	○

Dynamism Your question here

	Zeer mee oneens (1)	Mee oneens (2)	Een beetje mee oneens (3)	Neutraal (4)	Een beetje mee eens (5)	Mee eens (6)	Zeer mee eens (7)
Deze spreker klinkt modern (1)	○	○	○	○	○	○	○
Deze spreker klinkt hip (2)	○	○	○	○	○	○	○
Deze spreker klinkt trendy (3)	○	○	○	○	○	○	○

End of Block: Attitude / houding

Start of Block: Hiring recommendation / aanwervingsaanbeveling

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

○ Zeer mee oneens (1)

○ Mee oneens (2)

○ Een beetje mee oneens (3)

○ Neutraal (4)

○ Een beetje mee eens (5)

○ Mee eens (6)

○ Zeer mee eens (7)

Hiring 2 Your question here

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

Hiring 3 Your question here

	Zeer mee oneens (1)	Mee oneens (2)	Een beetje mee oneens (3)	Neutraal (4)	Een beetje mee eens (5)	Mee eens (6)	Zeer mee eens (7)
Deze sollicitant zou een goede relatie hebben met haar ondergeschikten (1)	○	○	○	○	○	○	○
Deze sollicitant heeft bestuursvaardigheid (2)	○	○	○	○	○	○	○

End of Block: Hiring recommendation / aanwervingsaanbeveling

Start of Block: English proficiency tests / Engels bekwaamheidstesten

Self proficiency Your question here

	Slecht				Uitmuntend		
	1	2	3	4	5	6	7
Mijn schrijfvaardigheid in het Engels is ()				▮			
Mijn leesvaardigheid in het Engels is ()				▮			
Mijn spreekvaardigheid in het Engels is ()				▮			
Mijn luistervaardigheid in het Engels is ()				▮			

Page Break

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

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

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

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

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

	Ja (1)	Nee (2)
platery (1)	○	○
denial (2)	○	○
generic (3)	○	○
mensible (4)	○	○
scornful (5)	○	○
stoutly (6)	○	○
ablaze (7)	○	○
kermshaw (8)	○	○
moonlit (9)	○	○
lofty (10)	○	○
hurricane (11)	○	○
flaw (12)	○	○
alberation (13)	○	○
unkempt (14)	○	○
breeding (15)	○	○
festivity (16)	○	○
screech (17)	○	○
savoury (18)	○	○

plaudate (19)	○	○
shin (20)	○	○
fluid (21)	○	○
spaunch (22)	○	○
allied (23)	○	○
slain (24)	○	○
recipient (25)	○	○
exprate (26)	○	○
eloquence (27)	○	○
cleanliness (28)	○	○
dispatch (29)	○	○
rebondicate (30)	○	○
ingenious (31)	○	○
bewitch (32)	○	○
skave (33)	○	○
plaintively (34)	○	○
kilp (35)	○	○
interfate (36)	○	○
hasty (37)	○	○

lengthy (38) ○ ○

fray (39) ○ ○

crumper (40) ○ ○

upkeep (41) ○ ○

majestic (42) ○ ○

magrity (43) ○ ○

nourishment (44) ○ ○

abergy (45) ○ ○

proom (46) ○ ○

turmoil (47) ○ ○

carbohydrate (48) ○ ○

scholar (49) ○ ○

turtle (50) ○ ○

fellick (51) ○ ○

destription (52) ○ ○

cylinder (53) ○ ○

censorship (54) ○ ○

celestial (55) ○ ○

rascal (56) ○ ○

purrage (57)	○	○
pulsh (58)	○	○
muddy (59)	○	○
quirty (60)	○	○
pudour (61)	○	○
listless (62)	○	○
wrought (63)	○	○

End of Block: English proficiency tests / Engels bekwaamheidstesten

Start of Block: Personal information / Persoonlijke informatie

Exp. interviewee Ik heb veel ervaring met geïnterviewd worden als sollicitant

○ Zeer mee oneens (1)

○ Mee oneens (2)

○ Beetje mee oneens (3)

○ Neutraal (4)

○ Beetje mee eens (5)

○ Mee eens (6)

○ Zeer mee eens (7)

Exp. interviewer Ik heb veel ervaring met het interviewen van sollicitanten

○ Zeer mee oneens (1)

○ Mee oneens (2)

○ Beetje mee oneens (3)

○ Neutraal (4)

○ Beetje mee eens (5)

○ Mee eens (6)

○ Zeer mee eens (7)

Origin Wat is uw land van herkomst?

○ Nederland (1)

○ Anders (2) _____

Mother tongue Wat is uw moedertaal?

○ Nederlands (1)

○ Anders (2) _____

Education Wat is uw hoogst afgeronde of huidige opleiding?

○ Middelbare school (1)

○ MBO (2)

○ HBO (3)

○ WO (4)

○ Post doctoraal (5)

Student? Bent u een student?

    ◯ Ja (1)

    ◯ Nee (2)

Degree programme Welk studie programma volgt u?

_____

Sex Wat is uw geslacht?

    ◯ Man (1)

    ◯ Vrouw (2)

    ◯ X (3)

✱

Age Wat is uw leeftijd?

_____

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

_____

End of Block: Personal information / Persoonlijke informatie