

Forewarning as an Intervention against Non-native Accent Bias in An English Medium Instruction Setting

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Abstract

With the rise of EMI, lectures are increasingly taught by lecturers who speak with a non-native accent in English. Non-native speakers are often subjected to accent-based bias and prejudice. Negative evaluations of lecturers, based on accentedness, might threaten the quality of education and the reputation of their respective higher education institution. In recent years, researchers have called for intervention strategies to alter listener perceptions, instead of focusing on reducing non-native accentedness. The aim of the present study was to investigate to what extent prejudice towards a non-native accent can be reduced by using a forewarning as an intervention message in an EMI setting. 184 participants took part in an online verbal guise experiment. First they read a forewarning message (with instructions, without instruction, control) about accent prejudice and subsequently they listened to an audio lecture recorded by slightly or moderately Dutch accented speaker. Findings showed that regardless of the forewarning condition, the moderately accented speaker was still rated more negatively than slightly accented speaker on most variables. These findings indicate that accent-based bias is deeply ingrained in listeners and that the forewarning, as operationalised in this experiment, was not an effective tool to momentarily shift listeners' attitudes.

Keywords: English-medium instruction, EMI, accentedness, accent strength, verbal-guise experiment, forewarning, intervention strategy, accent prejudice, non-nativeness

Introduction

As a result of ever-growing globalisation, the number of people who interact in English as a second language has increased considerably over the last decades. Consequently, non-native speakers of English often face negative responses because of their non-native accent.

Traditionally, second language education has focused on achieving a native-like accent in order to communicate effectively (Neri, Cucchiari, & Strik, 2006). However, more and more scholars are suggesting that research on reducing accent prejudice should focus on changing the listeners' perspective, instead of accent reduction (Gluszek & Dovidio, 2010; Roessel, Schoel, & Stahlberg, 2018; Rubin, 2012). This study aims to explore whether a forewarning message can be used as an intervention to reduce accent prejudice in an education setting.

The effects of accent biases have been studied extensively over the last decades. There are several settings in which accent bias seems prevalent. Accent bias has been studied in employment settings, such as job interviews and customer service scenarios. Several studies have found indication of biases towards non-native and non-standard accents in job interview settings (Deprez-Sims & Morris, 2010; Hansen, Rakić, & Steffens, 2014; Rakić, Steffens, & Mummendey, 2011). According to Wang, Arndt, Singh, Biernat and Liu (2013), many companies take measures to reduce negative customer bias with regards to the non-native accentedness of their customer service employees, for example by relocating call centres or providing employees with accent training.

Besides employment, accent bias has also been studied in the field of education, especially in English Medium Instruction (EMI) (Hendriks, van Meurs, & Usmany, 2021; Jensen & Thøgersen, 2017). With EMI, it has become more and more common for lectures to be taught by instructors who speak English as a second language and consequently speak with a non-native

accent. Accent bias seems to be an issue in EMI. Several studies have found that lecturers with moderate or strong non-native accents are perceived more negatively than lectures with slight non-native and native English accents (Hendriks, van Meurs, & Hogervorst, 2016; Hendriks et al., 2021). Negative judgements of lecturers based on their non-native accents seems to be an issue that could have a disadvantageous effect on education, as the negative judgements might distract from the academic content of lectures. It could therefore be worthwhile to explore how deep-rooted this negative bias is, and whether it can be reduced in order to benefit the quality of education.

Evaluations of non-native accents

The effects of listening to non-native accented speakers has been researched extensively on a number of variables. Accent evaluations are most often measured in an experimental setting with pre-recorded stimuli material. Researchers have the option to use a matched-guise technique (e.g. Dragojevic, Giles, Beck, & Tatum, 2017; Nejjari, Gerritsen, van Hout, & Planken, 2019), where one speaker records the audio with different levels of accentedness, or a verbal-guise technique, where different speakers with similar voice characteristics record the audio (e.g. Hendriks et al., 2016, 2021).

Many studies have addressed speaker understandability (comprehensibility and intelligibility) (Hendriks, van Meurs, & de Groot, 2017; Hendriks et al., 2016, 2021; Nejjari, Gerritsen, Van Der Haagen, & Korzilius, 2012; Nejjari, Gerritsen, van Hout, & Planken, 2020), and speaker evaluation elements such as competence (Hendriks et al., 2016, 2021; Hendriks, Van Meurs, & Van Der Meij, 2015; Roessel et al., 2018), likeability (Hendriks et al., 2016, 2021), and status (Hendriks et al., 2021; Nejjari et al., 2012, 2020; Roessel et al., 2018).

Speaker understandability can be measured with comprehensibility and intelligibility. Comprehensibility is a subjective measurement by which participants are asked to denote how difficult they find a certain piece of text to process (Hendriks et al., 2021). This can be compared and contrasted by measuring intelligibility, a measurement where participants are asked to transcribe text that they listen to (Munro & Derwing, 1995; Nejari et al., 2020). Overall, it seems that the stronger a non-native accent is, the less understandable the speaker becomes.

Hendriks et al. (2021) conducted a verbal-guise experiment with recorded Dutch-accented English audio lectures as stimuli among three listener groups (Dutch, international, native English). Their findings revealed that both non-native listener groups found moderately accented lectures less comprehensible than slightly accented or natively accented lectures. Native speakers of English perceived moderately accented speech equally comprehensible as slight and native accented speech. Regarding intelligibility, no differences were found between the different levels of accentedness among both native and non-native listeners (Hendriks et al., 2021). A study by Nejari et al. (2020) had German, Spanish and Singaporean participants listen to three accents (Dutch-accented English, standard British English, standard American English) in three different settings (lecture, audio tour, job pitch). Their results suggested that Dutch accented English is equally comprehensible and intelligible as native English among the other non-native listeners. These studies illustrate that accentedness as a variable can be operationalised with a plethora of options, which consequently influences the comparability of the studies. Results may vary based on the degree of accentedness and listener group chosen. Accentedness is an ambiguous aspect of communication, and therefore it should be handled cautiously when comparing and generalising these findings.

Regarding speaker evaluations of non-native accents by non-native listeners, contrasting results have been found. In the study by Nejari et al. (2020), Dutch-accented English was regarded just as positively as the two native accents. In some cases, the Dutch accent was even preferred. However, in the studies by Hendriks et al. (2016, 2021) listeners seemed to rate slight non-native and native accents more positively than strong and moderate accents (Hendriks et al., 2016, 2021). In the study by Hendriks et al. (2021), results indicated that native speakers did not evaluate moderately accented speakers more negatively with regards to attitude towards the speaker. Based on these findings it seems that, at least in some cases, non-native listeners have more accent bias tendencies than native listeners.

Accent bias

Non-native speakers of a language are often subjected to discrimination and prejudice based on the notion that they communicate in a non-standard accent (Cantone, Martinez, Willis-Esqueda, & Miller, 2019; de Souza, Pereira, Camino, de Lima, & Torres, 2016; Dragojevic & Giles, 2016; Hansen et al., 2014; Iheduru-Anderson, 2020; Lev-Ari & Keysar, 2010; Roessel, Schoel, & Stahlberg, 2020; Rubin, 2012; Wang et al., 2013). This is also referred to as ‘accent-ism’: prejudice, negative biases and negative associations related to non-native, or non-standard accents (Roessel et al., 2020). This phenomenon is also closely related to linguistic stereotyping, which suggests that listeners make certain assumptions, related to a group in society, about an individual speaker, based on non-standard variations in their speech (Kang & Rubin, 2014; Rubin, 2012).

Besides linguistic stereotyping, there is a second process called reverse linguistic stereotyping (RLS), which holds that listeners make certain assumptions based on what they believe is a speaker’s social identity, regardless of what they hear (Kang & Rubin, 2009; Kang,

Rubin, & Pickering, 2010; Rubin, 2012). Factors such as context, listener attitudes and speaker identity, as well as several linguistic aspects (e.g. grammar and phonetic accuracy) can have a meaningful impact on speaker evaluations regarding proficiency and comprehensibility (Kang & Rubin, 2009; Kang et al., 2010). In some instances, this means that RLS amplifies linguistic stereotyping, by confirming the perceived identity of a speaker. In other instances, RLS might counteract linguistic stereotyping as speakers confirm an incorrect perceived identity of a speaker. A noteworthy study on RLS was conducted by Kang and Rubin (2009). In an experiment, two groups of participants listened to two speech samples from an identical speaker with a standard accent. In one instance the speaker was presented as a native speaker, and in another as non-native speaker. The authors noted that listeners had a tendency to 'hear' more of an accent and had lower comprehension when they were made to believe that the speaker was a non-native speaker. The influence of reverse linguistic stereotyping underlines the complexity of examining the impact of non-native speech on listener evaluations. However, this study also reveals that linguistic stereotyping might not be as deeply rooted as it sometimes seems. If (falsely) revealing a speaker's identity can influence listener evaluations, perhaps other speaker information given before listening might also be of influence, although it should be noted that might also lead to reverse linguistic stereotyping.

Stereotypes and prejudice towards a person – or a group of people – can be based on many different aspects, such as appearance, cultural background, and accent. The question is whether individuals have control over their prejudiced tendencies. There seems to be no consensus on this complex issue. Automatic stereotyping is an occurrence that arguably happens involuntarily or instantly. Monteith and Mark (2005) noticed that individuals often struggle with an internal conflict between their stereotypical associations towards certain groups of people and

their personal standards. Devine (1989) argues that automatic stereotyping is a natural consequence of cultural learning. According to the researcher, every individual has tendencies to stereotype, even individuals who are considered less prejudiced. This phenomenon was also noticed by Kawakami, Moll, Hermsen, Dovidio, and Russin (2000), who provided participants with training to reduce stereotypical thinking based on appearance. A pre-test and post-test revealed that even after training, participants still exhibited some spontaneous stereotype activation, although it seemed to have reduced as a consequence of the training. These findings suggest that negating stereotypical thinking, might be problematic, since stereotypes are deep-rooted in people's way of thinking.

With regards to accent bias, people seem to have the ability to suppress accent-based biases (Wang et al., 2013). In several experiments, Wang et al. (2013) had participants interact with customer service employees with either a standard or a non-standard accent. The study showed that customers who had a favourable outcome from this interaction, seemed to suppress their accent bias. No differences were found between the standard and non-standard accented employees in interactions with favourable outcomes. Accent bias towards employees with a non-standard accent only became visible when the outcome of the interaction was unfavourable. Not only were the unfavourable interactions with non-standard accented employees considered worse than the unfavourable interactions with the standard-accented employees, but the overall experience was also considered worse for interactions with the non-standard accented employee. If individuals are able to suppress their accent-based biases in occasions such as presented in this study, perhaps there are more conceivable scenarios in which accent bias can be suppressed.

Accent prejudice reduction

Accented speech is considered stigmatised (Gluszek & Dovidio, 2010). As a result, many individuals and organisations have looked at solutions for this problem, including accent reduction training, rather than reducing the stigma surrounding the accent. Based on decades of research on accent evaluations, many authors suggest that it might be more effective to change the listeners' attitudes, beliefs, and perceptions by staging an intervention (Gluszek & Dovidio, 2010; Roessel et al., 2018; Rubin, 2012). The present study aims to explore such an intervention strategy to reduce negative evaluations of non-native accented speech.

To date, few studies have focused on reducing the accent prejudice. Noteworthy are Hansen, Rakić and Steffens (2014) who used an unobtrusive intervention before an accent evaluation experiment with a job interview setting. The researchers devised an approach in which participants had to speak in a foreign language before entering the room where they were asked to take part in an accent evaluation experiment. Part of the (German) participants who were waiting to enter the lab where the experiment would take place, were approached by an English-speaking person asking for help, for example asking for directions. Participants were not aware that this interaction was part of the experiment. Participants who had this interaction exhibited less bias towards Turkish-accented German (as opposed to native German), than participants who did not. It seems that the experience of interacting in a non-native language, and being a non-native speaker, might reduce accent bias toward other non-native speakers.

Roessel, Schoel, Zimmermann, and Stahlberg (2019) explored another intervention strategy to reduce accent-based bias. By trying to raise awareness about accent bias, the researchers attempted to shift “the situational norms with prejudice control systems” (p. 13), even if it was just temporary. This meant that before participants listened to speech samples of a job interview, they were informed that the candidates were speaking in a non-native language

because the hiring process was conducted in English. Participants were also informed the people with accented speech often face negative bias. Participants were instructed not to base their evaluations of the speaker on potential stereotypes or biases evoked. The results of the study suggest that this intervention strategy might be effective, as participants in the prejudice control group showed no discriminatory tendencies towards non-standard accented speakers. These findings suggest that accent bias can be reduced by using an intervention strategy.

Since only few studies have focused on accent prejudice reduction, there are still many intervention strategies to explore. A forewarning is an intervention strategy that is often used in social psychology in attempt to situationally change subjects' attitude (Chen, Reardon, Rea, & Moore, 1992; McGlone & Aronson, 2007; Wetzel, Wilson, & Kort, 1981). In an experimental setting, a forewarning can be regarded as a disclaimer to inform subjects in advance about a certain occurrence, to see if they change their expectations accordingly. A forewarning can range from one sentence to elaborate well-argued essays (Gerend & Cullen, 2008)(Gerend & Cullen, 2008; Leon, Rotunda, Sutton, & Schlossman, 2003).

Forewarning has been used in various experimental studies in social psychology. Chen et al. (1992) note that forewarning is a complex phenomenon that offers a plethora of empirical options. In experimental settings, forewarning is often used to warn participants of an impending influence attempt (Wood & Quinn, 2003). Warning participants in experiments before an influence attempt has been found to be more effective than warning afterwards. This is likely because the persuasive information has already been processed. The warning that follows might seem more like a footnote that might create dissonance and is easier to reject than the actual message (Kiesler & Kiesler, 1964). Chen et al. (1992) found that forewarning subjects before reading a persuasive message in an experiment, made the reader resistant to the persuasion to a

certain extent. The authors argue that the participants are able to form counter-arguments for themselves.

Forewarning messages are generally considered effective if they lead to resistance to persuasion or attitude change (Wetzel et al., 1981; Wood & Quinn, 2003). Based on their meta-analysis of several forewarning studies, Wood and Quinn (2003) conclude that forewarnings with high involvement, meaning that the reader considers it to be important, are most effective and lead to higher resistance and attitude change. High involvement is considered to be an important factor in persuasive communication, according to the Elaboration Likelihood Model, which provides a processing theory of persuasion for attitude change (Petty & Cacioppo, 1990; Petty, Heesacker, & Hughes, 1997). There are several different methods of categorising involvement, for example 'outcome-based' or 'value-based involvement' (Johnson & Eagly, 1989). A more general approach is 'issue involvement', which is defined as: "the extent to which the attitudinal issue under consideration is of personal importance to the individual" (Petty & Cacioppo, 1979, p.1915).

Experiencing a degree of involvement with a person or a group of people might help with perspective-taking (Galinsky & Moskowitz, 2000). Perspective-taking is a way to relate yourself with others by looking at similarities. By focusing on self-other overlap, an individual might be less inclined to invoke negative stereotypes because they can relate to how it might feel to be judged negatively (Galinsky & Moskowitz, 2000; Hansen et al., 2014). Perspective-taking by involving the reader in a forewarning might assist in the effectiveness of the message, since participants would not like to be judged when they are speaking a foreign language themselves.

A noteworthy study of forewarning and attitude change that factored accentuatedness in, was conducted by Wetzel, Wilson and Kort (1981). The researchers examined whether forewarning

subjects about the occurrence of a halo-effect – which holds that how people present themselves (warm or cold) influences how they are evaluated on other aspects such as appearance, mannerisms, and accent – would consequently reduce the halo-effect. In an experiment, a section of the participants was informed about the halo-effect, and subsequently watched an interview with a college professor who either presented himself as warm or cold. Results showed that forewarned subjects were still very susceptible to the halo-effect and hardly any differences were found between those who received the forewarning and those who did not. This suggests that a forewarning as an intervention strategy is limited in the effects it might have on attitudes.

Forewarning participants about accent prejudice might offer participants the tools to form counter arguments for their ‘natural’ evaluations of accented speech. By appealing to the involvement of the participants in the issue of accent prejudice, the forewarning might become more effective. Some studies suggest that merely warning participants is not a sufficient tool to change their attitude or behaviour (Wood & Quinn, 2013). It has been suggested that perhaps participants should be instructed to actively attempt to suppress their spontaneous attitudes and behaviour.

The present study aims to contribute to research on intervention strategies to reduce prejudice and discrimination towards non-standard accented speech. Reducing negative biases could have a positive effect on higher education quality and the reputation of a higher education institution. Only few studies have explored possible intervention strategies to reduce accent bias (Hansen et al., 2014; Roessel et al., 2019). The intervention technique of forewarning has not yet been applied an intervention strategy in accent bias reduction attempts. The question is whether informing listeners of possible biases that might occur when listening to accented speech in advance, can reduce the impact of stereotypes and other associations evoked by non-native

accented speech. Since accent bias intervention has not yet been studied in an EMI setting, this study will explore the effects of forewarning accent bias in an EMI setting. Therefore, the research question for the current study is:

RQ: To what extent can prejudice towards a non-native accent be reduced by using forewarning as an intervention message in an EMI setting?

Method

Materials

The stimulus materials of this study consisted of two different audio recordings of the same lecture on a marketing topic and three forewarning messages. One was recorded by a lecturer with a slight Dutch accent in English, the other by a speaker with a moderate Dutch accent in English. These audio lectures were recorded and pre-tested by Hendriks et al. (2015, 2016, 2021) using the verbal guise method, meaning that the audio segments were recorded by two different speakers with similar voice and intonation characteristics. The recorded lecture was just over a minute long and dealt with the topic of ‘copycat private labels’.

Forewarning message pre-test

For the present study five different messages were created as forewarning messages (see Appendix A.). The messages were created with various appeals to inform and involve the participant. The five messages were pre-tested using a framework that was created for measuring reactance in persuasive health communication by Dillard and Shen (2005). Forewarning to change an individual's behaviour has not been studied to much extent and therefore there does not seem to be a directly applicable framework to determine what makes an effective forewarning in a similar situation as presented in this study. Reactance seemed an adequate way

to pre-test the different forewarning messages, to check whether any of the messages would be rejected because the message invoked a negative attitude, anger or a threat to the perceived freedom of the participant. Behavioural intention for making judgements on the basis of accentedness was also measured. The messages that were tested by Dillard and Shen (2005) were also a form of 'warning' with the intention of altering the readers' behaviour, in this case dental hygiene and alcohol consumption. The pre-test was conducted in Dutch. For the Dutch translations, please refer to Appendix B.

Perceived threat to freedom was measured on 7-point Likert scales anchored by 'completely disagree – completely agree' with the following four statements: 'The text excerpt threatened my freedom to choose', 'The text excerpt tried to make a decision for me', 'The text excerpt tried to manipulate me' and 'The text excerpt tried to pressure me' (based on Dillard & Shen, 2005). All statements were introduced by: 'Please indicate to what extent you agree with the following statements'. The reliability of perceived threat to freedom comprising twenty items was good: $\alpha = .92$. The repeated measure analysis for perceived threat to freedom with as within subject factor Type of forewarning did not show a significant main effect of type of forewarning ($F(2.78, 55.66) = 1.61, p = .200$). Since the assumption of sphericity was violated the F -value has been calculated with Greenhouse-Geisser. All means and standard deviations are presented in table 1.

Anger was measured on 7-point Likert scales anchored by 'completely disagree – completely agree' with the following four items: 'irritated', 'angry', 'annoyed', and 'aggravated' (based on Dillard & Shen, 2005). The items were introduced by the statement: 'After reading the text excerpt, I feel...'. The reliability of anger comprising twenty items was good: $\alpha = .97$. The repeated measure analysis for anger with as within subject factor type of forewarning did not

show a significant main effect of type of forewarning ($F(2.47, 55.74) = 1.98, p = .171$). Since the assumption of sphericity was violated the F -value has been calculated with Greenhouse-Geisser.

Participants' attitude towards accent-based prejudice was measured on 7-point semantic differential scales, introduced by the statement: 'Judging people negatively based on their accent is...' (based on Dillard & Shen, 2005). The seven word pairs used were: bad/good; foolish/wise; unfavourable/favourable; negative/positive; undesirable/desirable; unnecessary/necessary; and detrimental/beneficial. The reliability of attitude comprising thirty-five items was good: $\alpha = .97$. The repeated measure analysis for attitude with as within subject factor type of forewarning did not show a significant main effect of type of forewarning ($F(2.79, 55.74) = 1.55, p = .215$). Since the assumption of sphericity was violated the F -value has been calculated with Greenhouse-Geisser.

Behavioural intention of the likelihood that participants would judge people negatively based on their accent in the next week, was measured by a 100-point single-item estimate (based on Dillard & Shen, 2005). The statement used was: 'In the next week I will judge people negatively based on their accent', anchored by 0 = 'highly unlikely' and 100 = 'highly likely'. The repeated measure analysis for behavioural intention with as within subject factor type of forewarning did not show a significant main effect of type of forewarning ($F(2.44, 48.73) < 1, p = .564$). Since the assumption of sphericity was violated the F -value has been calculated with Greenhouse-Geisser.

Using a multiple-choice question, participants were asked to select the forewarning message that they thought would be most suitable to warn against non-native accent related bias in an experimental setting. Ten participants (47.6%) selected message 3, four participants

selected message 2 and 5 respectively (19% each), two participants (9.5%) preferred forewarning message 4 and one participant preferred message 1 (4.8%).

The pre-test did not yield any significant results with regards to differences between the messages. Participants had the option to leave a comment after the questions and many mentioned that the messages were very similar and that they struggled to separate them. Looking at the means and standard deviations, message 3 had the most negative reactions, albeit not significant. Interestingly, this was the message that half of the participants preferred. Message 2 and 5 had the lowest mean scores and were preferred by around 20% of the participants. Message 1 and 4 did not show stand out on mean scores and were hardly selected as preferred message. Message 2 was selected on the basis that it had the lowest reactance scores and because it had more appeals to involve the reader than some of the other messages.

Table 1. Means and standard deviations for perceived message threat (1 = very low, 7 = very high), anger evoked by message (1 = very low, 7 = very high), attitude towards judging people based on their accent (1 = very negative, 7 = very positive) and behavioural intention of judging people based on their accent (0 = no intention, 100 = very high intention) for each forewarning message

<i>n</i> = 21	Perceived Threat to Freedom		Anger		Attitude		Behavioural Intention	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Forewarning 1	2.50	1.38	2.56	1.43	1.61	0.73	16.62	14.34
Forewarning 2	1.95	1.24	2.56	1.62	1.33	0.53	16.00	13.67
Forewarning 3	2.67	1.72	2.93	1.86	1.60	0.60	18.00	15.95
Forewarning 4	2.20	1.25	2.76	1.62	1.56	0.63	18.72	13.91
Forewarning 5	2.00	1.11	2.17	1.45	1.50	0.64	17.67	13.90

Some studies suggest that a forewarning alone might not be enough to alter behaviour or attitude and that participants should receive instructions alongside the forewarning message (Dillard & Shen, 2005; Roessel et al., 2019; Wetzel et al., 1981; Wood & Quinn, 2003). To test the effectiveness of forewarning with and without instructions, two different forewarning messages were created, as well as a control message that does not forewarn accent bias. The forewarning with instructions stated: “While listening, try not to judge the speaker on his accent”. The forewarning message conditions are presented in table 2.

Table 2. Overview of forewarning message conditions with English translations

Forewarning message condition	Forewarning message	English translation forewarning message
Forewarning with instructions	<p>Als u in een vreemde taal spreekt, is het aannemelijk dat u anders zult klinken dan een moedertaalspreker van die taal. Hierdoor is de kans groot dat u door anderen negatief beoordeeld wordt. Uit onderzoek blijkt dat het spreken met een accent dat anders klinkt dan dat van een moedertaalspreker vaker negatieve reacties of vooroordelen oproept, bijvoorbeeld bij sollicitaties.</p> <p>U gaat nu luisteren naar een fragment van een Engels college over marketing. Probeer tijdens het luisteren de spreker niet op zijn accent te beoordelen. Na het geluidsfragment volgen enkele vragen.</p>	<p>If you speak a foreign language, it is likely that you will sound different from a native speaker of that language. Because of this, chances are high that you will be judged negatively by others. Research shows that speaking with an accent that sounds different from that of a native speaker, evokes more negative reactions or prejudice, for example during job interviews.</p> <p>You are now going to listen to an excerpt from an English lecture about marketing. While listening, try not to judge the speaker on his accent. After the sound clip some questions follow.</p>
Forewarning without instructions	<p>Als u in een vreemde taal spreekt, is het aannemelijk dat u anders zult klinken dan een moedertaalspreker van die taal. Hierdoor is de kans groot dat u door anderen negatief beoordeeld wordt. Uit onderzoek blijkt dat het spreken met een accent dat anders klinkt dan dat van een moedertaalspreker vaker negatieve reacties of vooroordelen oproept, bijvoorbeeld bij sollicitaties.</p> <p>U gaat nu luisteren naar een fragment van een Engels college over marketing. Na het geluidsfragment volgen enkele vragen.</p>	<p>If you speak a foreign language, it is likely that you will sound different from a native speaker of that language. Because of this, chances are high that you will be judged negatively by others. Research shows that speaking with an accent that sounds different from that of a native speaker, evokes more negative reactions or prejudice, for example during job interviews.</p> <p>You are now going to listen to an excerpt from an English lecture about marketing. After the sound clip some questions follow.</p>
Control message	<p>U gaat nu luisteren naar een fragment van een Engels college over marketing. Na het geluidsfragment volgen enkele vragen.</p>	<p>You are now going to listen to an excerpt from an English lecture about marketing. After the sound clip some questions follow.</p>

Subjects

Dutch participants over the age of 18 were recruited to take part in the experiment. To ensure that participants were familiar with a lecture setting, the main characteristic on which participants were selected on was their experience in a higher education setting. Therefore, the sample of participants consisted of students and former students at either university, or university of applied sciences. Participants were approached via social media and online forums using snowball and convenience sampling. In total, 212 responses were collected. After deleting incomplete answers and removing participants that did not meet the requirements, 184 participants remained.

The average age of participants was 38 years old ($M = 38.38$, $SD = 15.39$, Range 18-73). Age was equally distributed across the different experimental conditions: a two-way analysis of variance with accentedness and forewarning message as factors showed no significant main effect of age on forewarning message ($F(2, 178) < 1$, $p = .550$) and accentedness ($F(1, 178) < 1$, $p = .961$).

Gender was equally distributed across the different experimental conditions: a Chi-square test showed no significant relation between both gender and accentedness ($\chi^2(2) = 1.15$, $p = .563$) and gender and forewarning message ($\chi^2(4) = 4.15$, $p = .387$). 100 participants identified as female (54.3%), 83 participants (45.1%) as male and one participant (0.5%) identified as non-binary

For level of education, 72 participants stated university of applied sciences (39.1%), 39 participants stated bachelor's degree (21.2 %) and 73 participants stated master's degree (39.7 %) as highest level of education. Level of education was distributed equally across the two accentedness conditions (a Chi-square analysis showed no significant relation between accentedness and level of education: $\chi^2(2) = 3.85$, $p = .146$), but not across the different

forewarning conditions (a Chi-square analysis showed a significant relation between forewarning and level of education: $\chi^2(4) = 9.80, p = .044$). The forewarning with instructions condition had relatively fewer participants with university of applied sciences as highest level of education (university of applied sciences 29.5 %, $n = 18$; bachelor's degree; 24.6 %, $n = 15$; master's degree 45.9 %, $n = 28$), than forewarning without instructions condition (university of applied sciences 40.3 %, $n = 25$; bachelor's degree; 12.9 %, $n = 8$; master's degree 46.8 %, $n = 29$) and the control message condition (university of applied sciences 47.5 %, $n = 29$; bachelor's degree; 26.2 %, $n = 16$; master's degree 26.2 %, $n = 16$).

Field of education was distributed as follows: language & communication (22.3%, $n = 41$), technology (20.7 %, $n = 38$), economics & business (18.5 %, $n = 34$), health sciences (7.6 %, $n = 14$), geography & environment (7.1 %, $n = 13$), computer science (6.5 %, $n = 12$), law & public administration (5.4%, $n = 10$), behaviour & society (4.3 %, $n = 8$), education (3.3 %, $n = 6$), interdisciplinary (2.2 %, $n = 4$), and arts & culture (2.2 %, $n = 4$). Field of education was distributed equally between the different forewarning ($\chi^2(20) = 26.89, p = .138$) and accentedness conditions ($\chi^2(10) = 10.46, p = .401$).

The self-assessed English proficiency of the participants was quite high ($M = 5.84, SD = .94$). A two-way analysis of variance with accentedness and forewarning message as factors showed no significant main effect of forewarning message ($F(2, 178) < 1, p = .522$) and accentedness ($F(2, 178) = 1.31, p = .254$) on self-assessed English proficiency

Dutch accent familiarity was not distributed equally across groups: a two-way analysis of variance with accentedness and forewarning message as factors showed a significant main effect of accentedness on Dutch accent familiarity ($F(1, 178) = 4.60, p = .034$), but not of forewarning ($F(2, 178) < 1, p = .612$). Participants who listened to the moderately accented speaker ($M =$

5.97, $SD = 1.02$) were more familiar with Dutch-accented English than those who listened to the slightly accented speaker ($M = 5.61$, $SD = 1.28$).

Self-assessed accent strength was not distributed equally across participant groups. A two-way analysis of variance with accentedness and forewarning message as factors showed a significant main effect of forewarning message on self-assessed accent strength ($F(2, 178) = 3.39$, $p = .036$), but not of accentedness ($F(1, 178) < 1$, $p = .493$). Participants who were exposed to the forewarning message without instruction ($M = 5.15$, $SD = 1.39$) assessed their non-native accent strength significantly stronger than those were exposed to the forewarning with instructions ($M = 4.43$, $SD = 1.59$). No significant differences were found between the participants who read the control message ($M = 4.73$, $SD = 1.56$) and both forewarning conditions.

Topic interest was not distributed equally across participant groups. A two-way analysis of variance with accentedness and forewarning message as factors showed a significant main effect of accentedness on topic interest ($F(1, 178) = 5.15$, $p = .024$), but not of forewarning ($F(2, 178) = 2.38$, $p = .096$). Participants who listened to the slightly accented lecturer thought the topic of the lecture was more interesting ($M = 4.32$, $SD = 1.63$) than those who listen to the moderately accented speaker ($M = 3.77$, $SD = 1.67$).

Attitude towards accent-based prejudice was equally distributed across the different experimental conditions: a two-way analysis of variance with accentedness and forewarning message as factors showed no significant main effect of forewarning ($F(2, 178) < 1$, $p = .973$) and accentedness ($F(1, 178) < 1$, $p = .342$) on attitude towards accent-based prejudice. ($M = 2.10$, $SD = 1.08$).

Design

This study had a 2 (accent: slight non-native, moderate non-native) \times 3 (forewarning with instructions, forewarning without instructions, control) between-subject verbal-guise experimental design. Each participant was exposed to one accent and one forewarning condition. An overview of the experimental conditions is presented in Table 3.

Table 3. Number of Participants per Experimental Condition

Forewarning message	Accentedness condition	Number of participants
Forewarning message with instructions	Slight non-native accent	30
	Moderate non-native accent	31
Forewarning message without instructions	Slight non-native accent	32
	Moderate non-native accent	30
Control Message	Slight non-native accent	30
	Moderate non-native accent	31

Instruments

The dependent variables in this study are attitudes towards the lecturers, teaching quality, perceived comprehensibility, intelligibility, perceived origin of the speaker and perceived non-native accent strength of the speaker. An overview of the independent and dependent variables is presented in the conceptual model in figure 1. The experiment was conducted in Dutch. For the Dutch translations, please refer to Appendix C.

Perceived comprehensibility was measured seven-point Likert scales anchored by ‘completely disagree – completely agree’ with the following six statements: ‘I have to listen very

carefully to be able to understand the lecturer’; ‘The lecturer speaks clearly’ (reverse coded); ‘The lecturer is barely intelligible’; ‘The lecturer is difficult to comprehend’; ‘I have problems understanding what the lecturer is talking about’; ‘I do not understand what the lecturer means’ (based on Hendriks et al., 2016, 2021). The reliability of perceived comprehensibility comprising six items was good: $\alpha = .88$.

Attitudes towards the lectures were measured with status, competence and likeability. Status was measured with six items on seven-point Likert scales anchored by ‘completely disagree – completely agree’. Four items were introduced by the statement ‘The lecturer sounds’: ‘authoritative’; ‘trustworthy’; ‘self-confident’ and ‘influential’. Two items were introduced by the statement ‘The lecturer has’: ‘a powerful voice’ and ‘a pleasant voice’ (based on Hendriks et al., 2016, 2021; Nejari et al., 2012, 2020). The reliability of status comprising six items was good: $\alpha = .85$. Competence was introduced by the statement ‘The lecturer sounds’ and was measured with four items on seven-point Likert scales anchored by ‘completely disagree – completely agree’: ‘reliable’, ‘intelligent’, ‘hardworking’ and ‘educated’ (based on Hendriks et al., 2016, 2017, 2021). The reliability of competence comprising four items was good: $\alpha = .83$. Likeability measured with seven-point Likert scales, introduced by the statement ‘The lecturer sounds’ and anchored by ‘completely disagree – completely agree’ and measured with eight items: ‘credible’; ‘sympathetic’; ‘warm’; ‘humorous’; ‘tactful’; ‘polite’; ‘irritating’ (reverse coded); and ‘unfriendly’ (reverse coded) (based on Hendriks et al., 2016, 2021). The reliability of likeability comprising eight items was good: $\alpha = .81$.

Teaching quality was measured with seven-point Likert scales, introduced by the statement ‘Please indicate to what extent you agree with the following statements’, anchored by ‘completely disagree – completely agree’ and measured with five statements: ‘This lecturer’s

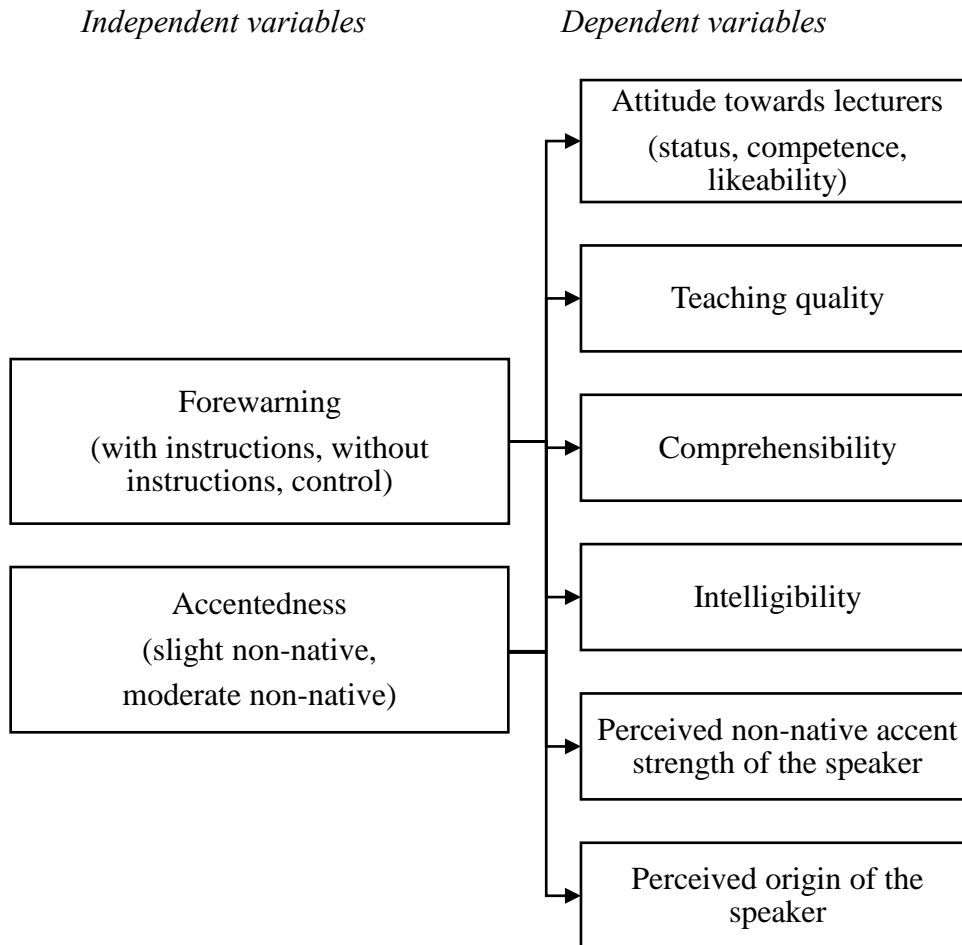
subject knowledge is excellent’; ‘The lecturer can clearly communicate the content of the lecture’; ‘This lecturer contributes positively to the reputation of his college/university’ and ‘This lecturer has excellent didactic abilities’. The reliability of teaching quality comprising five items was good: $\alpha = .87$.

Intelligibility was measured using a gap fill exercise (based on Nejari et al., 2012; Hendriks et al., 2021). Participants were presented with an audio sample of the first 40 seconds of the audio lecture and the script of the lecture with eight missing words. Participants were instructed to listen to the speech sample and to fill in the missing words. The intelligibility score was calculated by adding up the number of correct answers.

The perceived origin of the speaker was measured with one the question: ‘Which country do you think this speaker is from?’ (based on Hendriks et al., 2021). To answer the question, participants could select one of 267 countries from a drop-down list.

The perceived non-native accent strength of the speaker was measured with seven-point Likert scales, anchored by ‘completely disagree – completely agree’ and measured with two statements: ‘This speaker sounds like a native speaker of English’ (reverse coded) and ‘This speaker has a strong foreign accent in English’. The reliability of perceived accent strength comprising two items was good: $\alpha = .83$.

Figure 1. Conceptual model of Independent and Dependent Variables



Background variables

Self-assessed proficiency level of English was measured with four items on seven-point Likert scales anchored by 'very bad – very good': 'speaking'; 'writing'; 'reading' and 'listening'. The items were introduced by the statement 'Please indicate how fluent your English is in the following areas'. The reliability of 'Self-assessed proficiency level of English', comprising four items, was good: $\alpha = .87$.

Self-assessed accent strength was measured with two items on seven-point Likert scales anchored by ‘completely disagree – completely agree’: ‘I sound like a native speaker of English’ (reverse coded) and ‘I have a strong foreign accent in my English’. Both items were introduced by the statement: ‘Please indicate to what extent you agree with the following statements’. The reliability of ‘Self-assessed accent strength’ comprising two items was good: $\alpha = .81$.

Familiarity with Dutch accented English was measured with three items on seven-point Likert scales anchored by ‘completely disagree – completely agree’: ‘I often meet people who have a Dutch accent in their English’, ‘I regularly talk to people who have a Dutch accent in their English’ and ‘I am familiar with Dutch-accented English’. The items were introduced by the statement ‘Please indicate to what extent you agree with the following statements’. The reliability of ‘Familiarity with Dutch accented English’ comprising three items was good: $\alpha = .85$.

Topic interest was measured with one item on a seven-point Likert scale with the statement: ‘Please indicate how interesting the topic of the audio sample is to you’, anchored by ‘not interesting – very interesting’ (based on Hendriks et al., 2021).

Language of degree programme was measured with two sliders: ‘Dutch’ and ‘English’, anchored by 0% – 100% and introduced by the statement ‘What percentage of your degree programme is/was taught in...’ (based on Hendriks et al., 2021).

Attitude towards accent-based prejudice was measured using 7-point semantic differential scales, introduced by the statement: ‘Judging people negatively based on their accent is...’ (based on Dillard & Shen, 2005). The seven word pairs used were: bad/good; foolish/wise; unfavourable/favourable; negative/positive; undesirable/desirable; unnecessary/necessary; and

detrimental/beneficial. The reliability of attitude towards accent-based prejudice comprising thirty-five items was good: $\alpha = .95$.

Several background variables were recorded at the end of the survey: age, gender, nationality, mother tongue, level of education and field of education. The variables were measured in the following order: perceived comprehensibility, attitude towards the speaker, teaching quality, perceived origin of the speaker, perceived accent strength of the speaker, topic interest, Dutch-English accent familiarity, self-assessed English proficiency, self-assessed non-native accent strength, attitude towards accent prejudice, age, gender, level of education, field of education, language of degree programme.

Procedure

Due to the COVID-19 pandemic restrictions this experiment was conducted in an online setting. Since the target sample of this experiment is Dutch, the experiment was conducted in Dutch. Participants were recruited via e-mail, online forums and social media channels, where they were referred to a link to an online survey page. The experiment started with a brief introduction about the procedure and the research topic. Contact details of the researcher were provided in case of questions regarding the experiment. The participants were informed that taking part in the study is voluntary and that they can quit at any moment. By clicking the 'I agree' button, participants confirmed that they are over the age of 18 and consented to participating in the study. This button referred them to the first stage of the experiment.

Participants were randomly assigned to one of the six experimental conditions. Participants first read the forewarning message. Subsequently they were asked to listen to an excerpt of an audio lecture with a duration of one minute and five seconds. A timer was built into

the questionnaire which meant that participants could only move on to the questionnaire after a minute. Next participants were asked to fill in the questionnaire. Participants were asked about the comprehensibility, status, competence and likeability of the speaker and the teaching quality of the lecture. Next, participants were asked to listen to the first 40 seconds of the lecture again and to fill in missing words in a transcription of the audio fragment. Subsequently, the country of origin and accent strength of the speaker was questioned. Subsequently several background variables were recorded. After completing the survey, participants were thanked for their participation. Taking part in the experiment lasted about 12 minutes.

Statistical treatment

The results of the experiment were analysed using IBM SPSS. Two-way multivariate analyses, two-way univariate analyses and Chi-square analyses were used to analyse the results.

Results

Identification of origin of speaker

A Chi-square test showed a significant relation between accentedness and identification of the speaker ($\chi^2(7) = 58.47, p < .001$). About half of the participants (48.9%) who listened to the slight accented speaker correctly identified the speaker as Dutch and 39.1% thought the speaker was from the UK. The remaining listeners listed Australia, Canada, the US and ‘don’t know’ as the origin of the slightly accented speaker. Therefore, almost half of the participants in the slight accented condition mistook the speaker for a native speaker.

Almost all of the participants (95.7%) who listened to the moderately accented speaker correctly identified the speaker as Dutch. The remaining listeners listed Belgium, the USA, South Africa and ‘don’t know’ as the origin of the moderately accented speaker. A second Chi-square test showed no significant relation between forewarning and identification of the speaker ($\chi^2(14) = 12.09, p = .599$). The findings for identification of speaker origin are presented in table 4.

Table 4. Absolute and relative frequencies of correct, incorrect and incorrectly native identifications of the origin of the speaker sorted by accentedness

	Correct		Incorrect		Incorrectly native		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
slight	45	48.9	47	51.1	41	44.6	92	50.0
moderate	88	95.7	4	4.3	1	1.1	92	50.0
Total	133	72.3	51	27.7	42	22.85	184	100.0

Perceived non-native accent strength

A two-way analysis of variance with accentedness and forewarning message as factors showed a significant main effect of accentedness on perceived non-native accent strength of the speaker ($F(1, 178) = 206.06, p < .001$). Forewarning message was not found to have a significant main effect of perceived non-native accent strength of the speaker ($F(2, 178) = 2.14, p = .12$).

Regardless of the forewarning message, the speaker with the moderate accent was considered to have a stronger accent ($M = 5.91, SD = 1.08$) than the slightly accented speaker ($M = 3.15, SD = 1.54$). The interaction effect between accentedness and forewarning message was statistically significant ($F(2, 178) = 3.25, p = .041$). Since there was a significant interaction effect between accentedness and forewarning message, two additional one-way analyses of variance were conducted for both levels of accentedness.

A one-way analysis of variance showed a significant effect of forewarning on the perceived accentedness for the speaker with the moderate accent ($F(2, 89) = 8.23, p = .001$). Listeners who read the control forewarning message rated perceived accentedness of the moderately accented speaker significantly lower ($M = 5.32, SD = 1.32$) than those who read the forewarning with instructions ($p = .001$, Bonferroni correction, $M = 6.29, SD = .79$) and those who read the forewarning without instructions ($p = .008$, Bonferroni correction, $M = 6.12, SD = .78$). There was no significant difference between perceived accentedness of the moderately accented speaker for listener groups who read forewarning with instructions and those who read the forewarning without instructions ($p = 1.000$, Bonferroni correction). A second one-way analysis of variance showed no significant effect of forewarning on the perceived accentedness for the speaker with the slight accent ($F(2, 89) < 1, p = .650$).

Intelligibility

A two-way analysis of variance with accentedness and forewarning message as factors showed no significant main effect of accentedness ($F(1, 178) < 1, p = .583$) and forewarning message to have a significant main effect of competence of the speaker ($F(2, 178) < 1, p = .933$). The interaction effect between accentedness and forewarning message was not statistically significant ($F(2, 178) < 1, p = .386$). The main findings for intelligibility are presented in table 5.

Table 5. Means and standard deviations for intelligibility score (0 = no correct answers, 8 = maximum number of correct answers) in function of the accentedness and forewarning message.

	Slight		Moderate		Total	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
With Instructions	7.77	.43	7.39	1.70	7.57	1.26
Without Instructions	7.44	1.11	7.60	.93	7.52	1.02
Control	7.53	.86	7.48	1.09	7.51	.98
Total	7.58	.86	7.49	1.28	7.53	1.09

Attitudes towards lecturers

A two-way multivariate analysis of variance was conducted for perceived comprehensibility of the speaker, status of speaker, competence of speaker, likeability of speaker and teaching quality with forewarning message (with instructions, without instructions, control) and accentedness (slight, moderate). This analysis revealed a significant multivariate effect of accentedness ($F(2, 174) = 5.84, p < .001$), but not of forewarning message ($F(4, 352) < 1, p = .805$). The multivariate interaction effect for forewarning message and accentedness was also not significant ($F(4, 352) = 25.82, p < .001$).

The univariate analyses showed an effect of accentedness on status of the speaker ($F(1, 178) < 1, p = .479$), on competence of the speaker ($F(1, 178) = 13.42, p < .001$) and on teaching quality $F(1, 178) = 3.97, p = .048$). Compared to the slightly accented speaker, the speaker with the moderate accent was deemed to be of less status (moderate: $M = 4.09, SD = 1.03$; slight: $M = 4.85, SD = .98$), considered less competent (moderate: $M = 4.40, SD = 1.11$; slight: $M = 4.94, SD = .84$) and his lecture was considered to be of lower teaching quality (moderate: $M = 4.38, SD = 1.12$; slight: $M = 4.69, SD = 1.05$). No differences were found between the moderately and slightly accented speaker regarding likeability ($F(1, 178) = 2.53, p = .114$) and comprehensibility ($F(1, 178) < 1, p = .352$).

Table 6. Means and standard deviations of the perceived comprehensibility, intelligibility, status, competence, likeability and teaching quality (1= negative/low,7 = positive/high).

		Comprehensibility		Status		Competence		Likeability		Teaching quality		<i>n</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
With Instructions	Slight	2.20	1.13	4.84	.97	4.93	.70	4.97	.72	4.69	.94	30
	Moderate	2.75	1.05	3.81	1.00	4.35	1.23	4.69	.97	4.36	1.15	31
	Total	2.48	1.12	4.32	1.11	4.64	1.04	4.82	.86	4.52	1.06	61
Without Instructions	Slight	2.55	1.43	4.93	.90	4.99	.67	4.96	.64	4.76	.97	32
	Moderate	2.70	1.14	4.12	1.00	4.48	.96	4.70	.89	4.27	1.14	30
	Total	2.62	1.29	4.54	1.03	4.75	.85	4.83	.77	4.52	1.08	62
Control	Slight	2.67	1.23	4.77	1.09	4.89	1.12	4.95	.87	4.63	1.25	30
	Moderate	2.46	1.10	4.36	1.04	4.36	1.16	4.90	.90	4.50	1.09	31
	Total	2.56	1.16	4.56	1.08	4.62	1.16	4.92	.88	4.56	1.16	61
Total	Slight	2.47	1.27	4.85	.98	4.94	.84	4.96	.74	4.70	1.05	92
	Moderate	2.64	1.09	4.10	1.03	4.40	1.11	4.76	.91	4.38	1.12	92
	Total	2.56	1.19	4.47	1.075	4.67	1.02	4.86	.83	4.54	1.09	184

Discussion

With the continuous internationalisation of higher education and the rise of English Medium instruction, lectures are increasingly taught by lecturers who speak non-native accented English. Previous studies have shown that non-native speakers often deal with accent-ism (Cantone et al., 2019; de Souza et al., 2016; Dragojevic, Tatum, Beck, & McAninch, 2019; Hansen et al., 2014; Iheduru-Anderson, 2020; Rubin, 2012). While traditionally accent training and aiming for a native-like accent have been viewed as possible outcomes to these solutions, more and more researchers are suggesting that attempting to shift listeners' perspective by using an intervention strategy might be a more effective solution (Gluszek & Dovidio, 2010; Roessel et al., 2018; Rubin, 2012). This study set out to explore the use of a forewarning message as an intervention strategy to reduce accent-based prejudice in an EMI setting.

The forewarning message that was constructed for the present study attempted to both involve the participants, by making them aware of the fact that they are likely to sound different than native speaker when speaking in a foreign language, and to inform them about the prejudice non-native speakers face as a consequence of their accent. However, the results of the present study did not show any indication that the forewarning was effective in reducing negative attitudes towards the moderately accented lecturer when compared to the slightly accented speaker. Somewhat similar results were found by Wetzell, Wilson & Kort (1981) who investigated the effect forewarning on the halo-effect of a lecturer in an education setting. Participants were informed about what the halo-effect entails and instructed to resist the halo-effect when judging the speaker. However, the researchers found that the halo-effect was too strong for their forewarning.

Perhaps the design of the forewarning did not extend to the desired effect, because the participants did not experience a sufficient self-other overlap to take the perspective of a non-native speaker who is judged on their accent (Galinsky & Moskowitz, 2000; Hansen et al., 2014). Hansen et al. (2014) attribute the possible effectiveness of their intervention to this mechanism of self-other overlap. They suggest that because the participants of their study experienced the difficulty of being a non-native speaker shortly before judging a non-native speaker in the experiment, they could relate more to the speaker they were judging. The main difference with the present study is that the participants did not have to imagine being similar to the speaker, because they had actually experienced it themselves. Even so, the forewarning message did attempt to induce some degree of perspective-taking (Galinsky & Moskowitz, 2000) by designing a forewarning presented the issue in such way that involved the participant (Petty & Cacioppo, 1979). Perhaps the forewarning did not induce a strong enough reaction to encourage perspective-taking or maybe the audio lecture came too soon after reading the forewarning for the participant to properly form a perspective.

The only seeming effect of the forewarning message was found for the perceived accentedness of the speaker. The results of the experiment suggest that the participants who read one of the forewarning messages perceived the accent of the moderately accented speaker as stronger than participants who were exposed to the control message. This might be a case of reverse linguistic stereotyping, based on the assumption that the speaker would have a non-native that might stem from the forewarning (Kang & Rubin, 2009; Kang et al., 2010; Rubin, 2012). Both forewarning messages informed the participants about accentedness. Perhaps being aware of this, made them consider the accent of the speaker stronger than they would have otherwise.

Overall, the findings with regards to the forewarning message did not present any

significant effects on the attitude of the participants. This raises a concern for the perceived quality of EMI in higher education. If the effects of forewarning are limited in a controlled setting as presented in this experiment, it suggests that accent biases in real-life settings are deep-rooted. Changing attitudes and shifting norms for a brief period of time already seems to be a delicate process, let alone changing the perceptions of students for a degree programme of several years.

The speaker with the moderate accent was judged more negatively than the speaker with the slight accent. This was the case for the variables: status, competence, and teaching quality. This is in line with the findings by Hendriks et al. (2021). These findings are not surprising, since the forewarning was not found to have an effect on the attitude of the participants. Regarding the intelligibility of the speakers no differences were found between the different levels of accentedness. Similar results were found by Hendriks et al. (2021). The main difference between the findings by Hendriks et al. (2021) and the present study was that in the present study no differences were found in the perceived comprehensibility of the speakers, whereas Hendriks et al. (2021) found that Dutch listeners found the slightly accented speaker more comprehensible. It is difficult to determine why alternative results were found in this study. Research on the perceptions of accentedness remain ambiguous and contrasting results have been found often, depending on listener group and accent operationalisation (Hendriks et al., 2017, 2016; Nejari et al., 2012).

Limitations and future research

One of the limitations of the present study was the design process of the forewarning message and the lack of framework to test the effectiveness of the message. Although forewarning has been used in social psychology for decades, it seems that the strategy has hardly been used to

attempt to change behaviour. Forewarnings are often used to warn against persuasion attempts. However, in the present study the forewarning was used in an attempt to subdue an involuntary bias. To test the forewarning message, a pre-test was conducted based on a study on persuasive health communication. In the study Dillard and Shen (2005) use health warnings to attempt to alter participants' behaviour regarding their health (flossing and alcohol consumption). The pre-test did not yield any significant results, which made it difficult to determine the most effective forewarning message. Though both the present study and Dillard and Shen (2005) aimed to alter behaviour, the present study focuses on involuntary behaviour and deep-rooted stereotypes. Future research should focus on establishing what mechanisms are effective in prejudice control forewarnings in order to create a framework to be used in the design of forewarning messages.

The present study serves as an explorative study on the use of forewarning as a prejudice control intervention against non-native accent bias. While the forewarning did not seem to have a significant effect in this study, the strategy should be explored in future studies by using different message types and appeals. Only very few studies have explored possible interventions against non-native speakers based on their accent and more strategies remain to be investigated. Future research should focus on investigating new intervention strategies in order to reduce negative listener bias towards non-native accents, while also concentrating on established strategies.

Conclusion

While some studies have shown promising results with regards to non-native accent bias interventions (Hansen et al., 2014; Roessel et al., 2019), the current study underlines how deep-rooted accent bias is and how this could have a detrimental effect on the quality of education. The speakers in this experiment were found to be equally intelligible and comprehensible. The main differences in the speakers were the attitude they invoked in participants. With the

increasing internationalisation of higher education, and the subsequent rise of EMI, it could be advantageous to explore more accent bias intervention strategies.

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Appendix A.

Sample of forewarning messages

For the present study, five messages were pre-tested as forewarning messages.

Message 1

Het is aannemelijk dat wanneer u in een vreemde taal spreekt, u anders zult klinken dan een moedertaalspreker van die taal. Hierdoor is de kans groot dat u door anderen benadeeld of negatief beoordeeld wordt. Uit onderzoek blijkt dat het spreken met een accent dat anders klinkt dan dat van een moedertaalspreker vaker negatieve reacties of vooroordelen oproept. De kans is groot dat u zelf ook wel eens anderen onbewust negatief beoordeelt op basis van hun accent.

Message 2

Als u in een vreemde taal spreekt, is het aannemelijk dat u anders zult klinken dan een moedertaalspreker van die taal. Hierdoor is de kans groot dat u door anderen negatief beoordeeld wordt. Uit onderzoek blijkt dat het spreken met een accent dat anders klinkt dan dat van een moedertaalspreker vaker negatieve reacties of vooroordelen oproept, bijvoorbeeld bij sollicitaties.

Message 3

Als u een gesprek voert met iemand die Nederlands als tweede taal spreekt, is de kans groot dat u deze persoon soms onbewust negatief beoordeelt op diens buitenlands accent. Dit is een veelvoorkomend fenomeen en gebeurt onbewust. Uit onderzoek blijkt dat mensen die met een buitenlands accent spreken vaak negatief beoordeeld worden. Dit kan als gevolg hebben dat

mensen met een accent carrièrekansen mislopen en onterecht als minder competent worden beschouwd.

Message 4

Het spreken van een vreemde taal gaat voor veel mensen gepaard met een buitenlands accent. Uit onderzoek blijkt dat mensen die met een buitenlands accent spreken vaak negatief beoordeeld worden. Zelfs als sprekers met een buitenlands accent duidelijk en begrijpelijk praten, worden zij toch vaker als minder competent gezien en krijgen zij te maken met vooroordelen tijdens sollicitaties.

Message 5

Uit onderzoek blijkt dat mensen die met een buitenlands accent spreken vaak negatief beoordeeld worden. Dit wordt ook wel 'accentisme' genoemd. Op basis van stereotypische ideeën worden mensen met een buitenlands accent vaker benadeeld, bijvoorbeeld tijdens sollicitaties of op de werkvloer. Veel negatieve reacties op buitenlandse accenten gebeuren onbewust zonder dat luisteraars in de gaten hebben wat er gebeurt.

Appendix B.

Pre-test survey

Pretest Thesis Suzan Vrieze

Start van blok: Intro/consent

intro U bent uitgenodigd om deel te nemen aan een onderzoek. Deelname is vrijwillig. Als u wilt deelnemen, moet u uw toestemming geven. Neem de tijd om de volgende informatie aandachtig door te lezen. Is iets niet duidelijk of wilt u meer informatie, neem dan contact op met de onderzoeker.

Dit onderzoek is een pre-test voor een onderzoek waarin gezocht wordt naar een manier om negatieve oordelen over sprekers met een buitenlands accent te verminderen. In het hoofdonderzoek zullen participanten eerst een boodschap lezen en daarna naar een spreker met een buitenlands accent luisteren. Deze pre-test betreft het lezen van vijf tekstfragmenten en het beantwoorden van enkele vragen. Beoordeel de fragmenten met het doel van het hoofdonderzoek in gedachten. Deelname kost ongeveer 5 minuten.

Uw deelname is geheel vrijwillig. Dit betekent dat u uw deelname en toestemming op elk moment tijdens het onderzoek kunt intrekken, zonder daarvoor een reden op te geven. De data die we tijdens dit onderzoek verzamelen, worden door wetenschappers gebruikt als onderdeel van datasets, artikelen en presentaties. Alle gegevens worden geanonimiseerd verzameld.

Hierdoor zijn de gegevens niet naar u te herleiden.

Voor vragen over gegevensverwerking in dit onderzoek kunt u contact opnemen met:

Suzan Vriezes.vrieze@student.ru.nl

Consent Ik stem in met deelname aan dit onderzoek zoals hierboven beschreven.

- Ja, ik stem in met deelname en bevestig dat ik 18 jaar of ouder ben. (1)
- Nee, ik stem niet in met deelname. (2)

Einde blok: Intro/consent

Start van blok: Vragen Fragment 1

FRAGMENT_1

Lees het volgende tekstfragment aandachtig:

Het is aannemelijk dat wanneer u in een vreemde taal spreekt, u anders zult klinken dan een moedertaalspreker van die taal. Hierdoor is de kans groot dat u door anderen benadeeld of negatief beoordeeld wordt. Uit onderzoek blijkt dat het spreken met een accent dat anders klinkt dan dat van een moedertaalspreker vaker negatieve reacties of vooroordelen oproept. De kans is groot dat u zelf ook wel eens anderen onbewust negatief beoordeelt op basis van hun accent.

PTTF_1 Geef aan in hoeverre u het eens bent met de volgende stellingen:

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Het tekstfragment bedreigt mijn vrijheid om te kiezen. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde een beslissing voor mij te nemen. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde mij te manipuleren. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde mij onder druk te zetten. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ANGER_1 Na het lezen van het tekstfragment voel ik mij...

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
geïrriteerd (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boos (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geërgerd (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kwaad (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

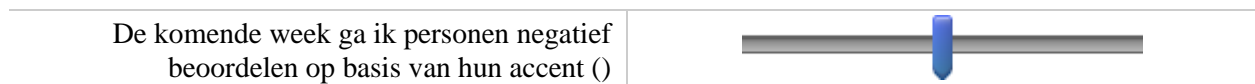
ATTITUDE_1 Mensen negatief beoordelen op basis van hun accent is...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	goed
onverstandig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	verstandig
ongunstig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	gunstig
negatief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	positief
ongewenst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	gewenst
onnodig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	nodig
nadelig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	voordelig

BEH_INT_1 Geef de waarschijnlijkheid van de volgende stelling aan

heel onwaarschijnlijk heel waarschijnlijk

0 10 20 30 40 50 60 70 80 90 100



Einde blok: Vragen Fragment 1

Start van blok: Vragen Fragment 2

Fragment 2

Lees het volgende tekstfragment aandachtig:

Als u in een vreemde taal spreekt, is het aannemelijk dat u anders zult klinken dan een moedertaalspreker van die taal. Hierdoor is de kans groot dat u door anderen negatief beoordeeld wordt. Uit onderzoek blijkt dat het spreken met een accent dat anders klinkt dan dat van een moedertaalspreker vaker negatieve reacties of vooroordelen oproept, bijvoorbeeld bij sollicitaties.

PTTF_2 Geef aan in hoeverre u het eens bent met de volgende stellingen:

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Het tekstfragment bedreigt mijn vrijheid om te kiezen. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde een beslissing voor mij te nemen. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde mij te manipuleren. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde mij onder druk te zetten. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ANGER_2 Na het lezen van het tekstfragment voel ik mij...

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
geïrriteerd (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boos (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geërgerd (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kwaad (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

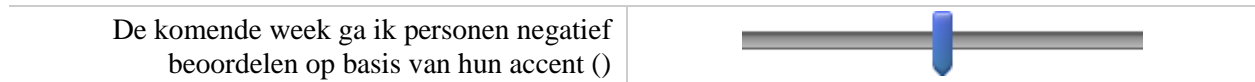
ATTITUDE_2 Mensen negatief beoordelen op basis van hun accent is...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	goed
onverstandig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	verstandig
ongunstig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	gunstig
negatief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	positief
ongewenst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	gewenst
onnodig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	nodig
nadelig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	voordelig

BEH_INT_2 Geef de waarschijnlijkheid van de volgende stelling aan

heel onwaarschijnlijk heel waarschijnlijk

0 10 20 30 40 50 60 70 80 90 100



Einde blok: Vragen Fragment 2

Start van blok: Vragen Fragment 3

Fragment 3

Lees het volgende tekstfragment aandachtig:

Als u een gesprek voert met iemand die Nederlands als tweede taal spreekt, is de kans groot dat u deze persoon soms onbewust negatief beoordeelt op diens buitenlands accent. Dit is een veelvoorkomend fenomeen en gebeurt onbewust. Uit onderzoek blijkt dat mensen die met een buitenlands accent spreken vaak negatief beoordeeld worden. Dit kan als gevolg hebben dat mensen met een accent carrièrekansen mislopen en onterecht als minder competent worden beschouwd.

PTTF_3 Geef aan in hoeverre u het eens bent met de volgende stellingen:

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Het tekstfragment bedreigt mijn vrijheid om te kiezen. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde een beslissing voor mij te nemen. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde mij te manipuleren. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde mij onder druk te zetten. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ANGER_3 Na het lezen van het tekstfragment voel ik mij...

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
geïrriteerd (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boos (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geërgerd (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kwaad (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

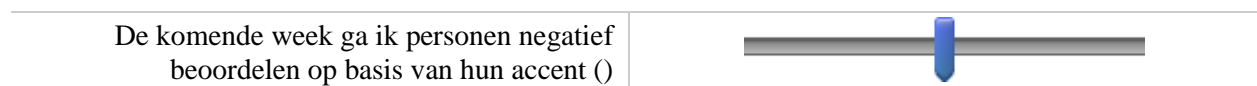
ATTITUDE_3 Mensen negatief beoordelen op basis van hun accent is...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	goed
onverstandig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	verstandig
ongunstig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	gunstig
negatief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	positief
ongewenst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	gewenst
onnodig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	nodig
nadelig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	voordelig

BEH_INT_3 Geef de waarschijnlijkheid van de volgende stelling aan

heel onwaarschijnlijk heel waarschijnlijk

0 10 20 30 40 50 60 70 80 90 100



Einde blok: Vragen Fragment 3

Start van blok: Vragen Fragment 4

Fragment 4

Lees het volgende tekstfragment aandachtig:

Het spreken van een vreemde taal gaat voor veel mensen gepaard met een buitenlands accent. Uit onderzoek blijkt dat mensen die met een buitenlands accent spreken vaak negatief beoordeeld worden. Zelfs als sprekers met een buitenlands accent duidelijk en begrijpelijk praten, worden zij toch vaker gezien als minder competent en krijgen zij te maken met vooroordelen tijdens sollicitaties.

PTTF_4 Geef aan in hoeverre u het eens bent met de volgende stellingen:

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Het tekstfragment bedreigt mijn vrijheid om te kiezen. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde een beslissing voor mij te nemen. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde mij te manipuleren. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde mij onder druk te zetten. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ANGER_4 Na het lezen van het tekstfragment voel ik mij...

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
geïrriteerd (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boos (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geërgerd (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kwaad (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

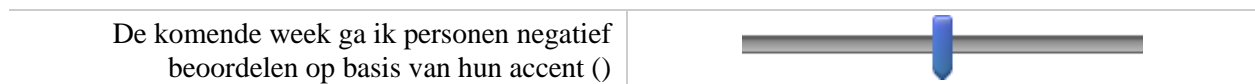
ATTITUDE_4 Mensen negatief beoordelen op basis van hun accent is...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	goed
onverstandig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	verstandig
ongunstig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	gunstig
negatief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	positief
ongewenst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	gewenst
onnodig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	nodig
nadelig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	voordelig

BEH_INT_4 Geef de waarschijnlijkheid van de volgende stelling aan

heel onwaarschijnlijk heel waarschijnlijk

0 10 20 30 40 50 60 70 80 90 100



Einde blok: Vragen Fragment 4

Start van blok: Vragen Fragment 5

Fragment 5

Lees het volgende tekstfragment aandachtig:

Uit onderzoek blijkt dat mensen die met een buitenlands accent spreken vaak negatief beoordeeld worden. Dit wordt ook wel ‘accentisme’ genoemd. Op basis van stereotypische ideeën worden mensen met een buitenlands accent vaker benadeeld, bijvoorbeeld tijdens sollicitaties of op de werkvloer. Veel negatieve reacties op buitenlandse accenten gebeuren onbewust, zonder dat luisteraars in de gaten hebben wat er gebeurt.

PTTF_5 Geef aan in hoeverre u het eens bent met de volgende stellingen:

	Helemaal niet mee eens (13)	Niet mee eens (14)	Enigszins mee oneens (15)	Noch eens noch oneens (16)	Enigszins mee eens (17)	Mee eens (18)	Helemaal mee eens (19)
Het tekstfragment bedreigt mijn vrijheid om te kiezen. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde een beslissing voor mij te nemen. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde mij te manipuleren. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het tekstfragment probeerde mij onder druk te zetten. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ANGER_5 Na het lezen van het tekstfragment voel ik mij...

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
geïrriteerd (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boos (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geërgerd (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kwaad (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



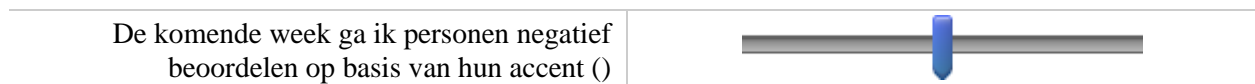
ATTITUDE_5 Mensen negatief beoordelen op basis van hun accent is...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	goed
onverstandig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	verstandig
ongunstig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	gunstig
negatief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	positief
ongewenst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	gewenst
onnodig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	nodig
nadelig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	voordelig

BEH_INT_5 Geef de waarschijnlijkheid van de volgende stelling aan

heel onwaarschijnlijk heel waarschijnlijk

0 10 20 30 40 50 60 70 80 90 100



Einde blok: Vragen Fragment 5

Start van blok: PRONENESS

Proneness Geef aan in hoeverre u het eens bent met de volgende stellingen:

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Ik beschouw advies van anderen als een inbreuk (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik raak gefrustreerd als ik niet in staat ben om vrije en onafhankelijke beslissingen te nemen (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advies en aanbevelingen zetten me er meestal toe aan om precies het tegenovergestelde te doen (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Einde blok: PRONENESS

Start van blok: EINDBEOORDELING

Q19 Hieronder volgen de vijf tekstfragmenten die u zojuist beoordeeld heeft:

TEKSTFRAGMENT 1 Het is aannemelijk dat wanneer u in een vreemde taal spreekt, u anders

zult klinken dan een moedertaalspreker van die taal. Hierdoor is de kans groot dat u door anderen benadeeld of negatief beoordeeld wordt. Uit onderzoek blijkt dat het spreken met een accent dat anders klinkt dan dat van een moedertaalspreker vaker negatieve reacties of vooroordelen oproept. De kans is groot dat u zelf ook wel eens anderen onbewust negatief beoordeelt op basis van hun accent.

TEKSTFRAGMENT 2 Als u in een vreemde taal spreekt, is het aannemelijk dat u anders zult klinken dan een moedertaalspreker van die taal. Hierdoor is de kans groot dat u door anderen negatief beoordeeld wordt. Uit onderzoek blijkt dat het spreken met een accent dat anders klinkt dan dat van een moedertaalspreker vaker negatieve reacties of vooroordelen oproept, bijvoorbeeld bij sollicitaties.

TEKSTFRAGMENT 3 Als u een gesprek voert met iemand die Nederlands als tweede taal spreekt, is de kans groot dat u deze persoon soms onbewust negatief beoordeelt op diens buitenlands accent. Dit is een veelvoorkomend fenomeen en gebeurt onbewust. Uit onderzoek blijkt dat mensen die met een buitenlands accent spreken vaak negatief beoordeeld worden. Dit kan als gevolg hebben dat mensen met een accent carrièrekansen mislopen en onterecht als minder competent worden beschouwd.

TEKSTFRAGMENT 4 Het spreken van een vreemde taal gaat voor veel mensen gepaard met een buitenlands accent. Uit onderzoek blijkt dat mensen die met een buitenlands accent spreken vaak negatief beoordeeld worden. Zelfs als sprekers met een buitenlands accent duidelijk en begrijpelijk praten, worden zij toch vaker als minder competent gezien en krijgen zij te maken met vooroordelen tijdens sollicitaties.

TEKSTFRAGMENT 5 Uit onderzoek blijkt dat mensen die met een buitenlands accent spreken vaak negatief beoordeeld worden. Dit wordt ook wel ‘accentisme’ genoemd. Op basis

van stereotypische ideeën worden mensen met een buitenlands accent vaker benadeeld, bijvoorbeeld tijdens sollicitaties of op de werkvloer. Veel negatieve reacties op buitenlandse accenten gebeuren onbewust zonder dat luisteraars in de gaten heeft wat er gebeurt.

MEEST_GESCHIKT Welk tekstfragment is volgens u het meest geschikt als boodschap om negatieve oordelen over sprekers met buitenlandse accenten te verminderen voordat iemand gaat luisteren naar een spreker met een buitenlands accent?

- Tekstfragment 1 (1)
 - Tekstfragment 2 (2)
 - Tekstfragment 3 (3)
 - Tekstfragment 4 (4)
 - Tekstfragment 5 (5)
-

COMMENTAAR Heeft u nog commentaar op de tekstfragmenten?

Einde blok: EINDBEOORDELING

Start van blok: BACKGROUND_VARIABLES



AGE Wat is uw leeftijd?

GENDER Met welk geslacht identificeert u zich het meest?

- Vrouw (1)
- Man (2)
- Non-Binair (3)
- Anders (4)
- Zeg ik liever niet (5)

EDUCATION Wat is uw hoogst afgeronde of gevolgde opleidingsniveau?

- Voortgezet Onderwijs (1)
- MBO (6)
- HBO (7)
- Universiteit (8)

Einde blok: BACKGROUND_VARIABLES

Appendix D.

Experiment Survey

Thesis Survey Suzan Vrieze

Start van blok: Intro/consent

intro **INFORMATIE EN TOESTEMMING**U wordt uitgenodigd om mee te doen aan een onderzoek naar de beoordeling van Engelstalig hoger onderwijs. Dit onderzoek wordt uitgevoerd door Suzan Vrieze, masterstudent International Business Communication aan de Radboud Universiteit.

Wat wordt er van u verwacht? Meedoen aan het onderzoek houdt in dat u naar een geluidsfragment van 1 minuut over marketing gaat luisteren en vervolgens een online vragenlijst gaat invullen. Het invullen van de vragenlijst kost ongeveer 12 minuten.

VrijwilligheidU 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.

Omdat de data meteen geanonimiseerd worden, is het na het voltooien van het experiment niet mogelijk om uw onderzoeksgegevens te laten verwijderen.

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 ontvangen, kunt u contact opnemen met Suzan Vrieze (s.vrieze@student.ru.nl).

Ethische toetsing en klachten Dit onderzoek is goedgekeurd door de Ethische Toetsingscommissie Geesteswetenschappen van de Radboud Universiteit (etc-gw@ru.nl).

Heeft u klachten over het onderzoek, dan kunt u contact opnemen met de verantwoordelijke onderzoeker: Suzan Vrieze (s.vrieze@student.ru.nl).

Ook kunt u een klacht indienen bij de secretaris van de Ethische Toetsingscommissie Geesteswetenschappen Radboud Universiteit (etc-gw@ru.nl). Voor vragen over de verwerking van gegevens in dit onderzoek kunt u contact opnemen met: dataofficer@let.ru.nl

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

TOESTEMMING: Geef hieronder uw keuze aan. Door te klikken op de knop 'Ik ga akkoord' 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 'Nee, ik stem niet in met deelname' klikken:

Consent Ik stem in met deelname aan dit onderzoek zoals hierboven beschreven.

- Ja, ik stem in met deelname en bevestig dat ik 18 jaar of ouder ben. (1)
- Nee, ik stem niet in met deelname. (2)

Einde blok: Intro/consent

Start van blok: FOREWARNING_1

FOREWARNING_1

Lees de volgende tekst aandachtig:

Als u in een vreemde taal spreekt, is het aannemelijk dat u anders zult klinken dan een moedertaalspreker van die taal. Hierdoor is de kans groot dat u door anderen negatief beoordeeld wordt. Uit onderzoek blijkt dat het spreken met een accent dat anders klinkt dan dat van een moedertaalspreker vaker negatieve reacties of vooroordelen oproept, bijvoorbeeld bij sollicitaties.

U gaat nu luisteren naar een fragment van een Engels college over marketing. Probeer tijdens het luisteren de spreker niet op zijn accent te beoordelen. Na het geluidsfragment volgen enkele vragen.

Einde blok: FOREWARNING_1

Start van blok: LECTURE_SLIGHT_ACCENT

Q25 Luister aandachtig naar het volgende fragment. U kunt tijdens het invullen van de vragenlijst niet terug naar het audiofragment.

Druk op de play-knop om het audiofragment te starten.

SLIGHT

Q50 Na het luisteren verschijnt onderaan de pagina een knop om verder te gaan naar de vragenlijst.

Q23 Timing

Eerste klik (1)

Laatste klik (2)

Pagina Indienen (3)

Aantal klikken (4)

Einde blok: LECTURE_SLIGHT_ACCENT

Start van blok: LECTURE_MODERATE_ACCENT

Q46 Luister aandachtig naar het volgende fragment. U kunt tijdens het invullen van de vragenlijst niet terug naar het audiofragment.

Druk op de play-knop om het audiofragment te starten.

MODERATE

Q48 Na het luisteren verschijnt onderaan de pagina een knop om verder te gaan naar de vragenlijst.

Q24 Timing

Eerste klik (1)

Laatste klik (2)

Pagina Indienen (3)

Aantal klikken (4)

Einde blok: LECTURE_MODERATE_ACCENT

Start van blok: FOREWARNING_2

FOREWARNING_2 Lees de volgende tekst aandachtig:

Als u in een vreemde taal spreekt, is het aannemelijk dat u anders zult klinken dan een moedertaalspreker van die taal. Hierdoor is de kans groot dat u door anderen negatief beoordeeld wordt. Uit onderzoek blijkt dat het spreken met een accent dat anders klinkt dan dat van een moedertaalspreker vaker negatieve reacties of vooroordelen oproept, bijvoorbeeld bij sollicitaties.

U gaat nu luisteren naar een fragment van een Engels college over marketing. Na het geluidsfragment volgen enkele vragen.

Einde blok: FOREWARNING_2

Start van blok: FOREWARNING_CONTROL

CONTROL

U gaat nu luisteren naar een fragment van een Engels college over marketing. Na het geluidsfragment volgen enkele vragen.

Einde blok: FOREWARNING_CONTROL

Start van blok: perceived_comprehensibility



perceived_comprehens Geef aan in hoeverre u het eens bent met de volgende stellingen:

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Ik moet heel goed luisteren om de docent te kunnen verstaan (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De docent spreekt duidelijk (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De docent is nauwelijks verstaanbaar (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De docent is moeilijk te begrijpen (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb moeite om te begrijpen waar de docent het over heeft (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik begrijp niet wat de docent bedoelt (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Einde blok: perceived_comprehensibility

Start van blok: Attitudes towards the speaker



Status_1 De docent klinkt...

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
gezaghebbend (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
betrouwbaar (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zelfverzekerd (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
invloedrijk (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Status_2 De docent heeft...

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
een krachtige stem (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
een prettige stem (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pagina-

einde



Competence De docent klinkt...

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
deskundig (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
intelligent (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hardwerkend (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hoogopgeleid (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Pagina-

einde



Likeability De docent klinkt...

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
geloofwaardig (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sympathiek (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
warm (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
humoristisch (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
welwillend (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
beleefd (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
irritant (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
onvriendelijk (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Einde blok: Attitudes towards the speaker

Start van blok: Teaching quality



Teaching quality Geef aan in hoeverre u het eens bent met de volgende stellingen:

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
De vakkennis van deze docent is uitstekend (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De docent kan de inhoud van het college duidelijk overbrengen (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze spreker lijkt me een goede docent (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind dat deze docent een positieve bijdrage levert aan de reputatie van de opleiding (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind de algemene didactische bekwaamheid van deze docent uitstekend (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Einde blok: Teaching quality

Start van blok: Intelligibility_Slight

Intelligibility_SLIG Luister opnieuw naar een deel van het audiofragment en lees de tekst aandachtig.

Hieronder leest u zinnen die u zojuist in het audiofragment heeft gehoord. Sommige woorden ontbreken en zijn vervangen door cijfers. **Vul het ontbrekende woord in dat bij juiste cijfer moet staan.**

Retailers have started developing so-called (1)_____ private labels. This means that retailers copy popular products of national (2)_____ as exactly as possible. To this end, retailers have laboratories at their (3)_____, which examine how the original product has been made. This is not about product (4)_____, but about maintaining product (5)_____. The benefit of this (6)_____ is that products do not have to be marketed anymore. The (7)_____ is already familiar with the product through the national brand, which created the product, produced it, and successfully (8)_____ it.

Intelligibility_SLIG Vul het ontbrekende woord in:

- 1 (4) _____
- 2 (12) _____
- 3 (13) _____
- 4 (14) _____
- 5 (15) _____
- 6 (16) _____
- 7 (17) _____
- 8 (18) _____

Einde blok: Intelligibility_Slight

Start van blok: Intelligibility_Moderate

Q23 Luister opnieuw naar een deel van het audiofragment en lees de tekst aandachtig.

Hieronder leest u zinnen die u zojuist in het audiofragment heeft gehoord. Sommige woorden ontbreken en zijn vervangen door cijfers. **Vul het ontbrekende woord in dat bij juiste cijfer moet staan.**

Retailers have started developing so-called (1)_____ private labels. This means that retailers

copy popular products of national (2) _____ as exactly as possible. To this end, retailers have laboratories at their (3) _____, which examine how the original product has been made. This is not about product (4) _____, but about maintaining product (5) _____. The benefit of this (6) _____ is that products do not have to be marketed anymore. The (7) _____ is already familiar with the product through the national brand, which created the product, produced it, and successfully (8) _____ it.

Intelligibility_Mode Vul het ontbrekende woord in:

- 1 (4) _____
- 2 (12) _____
- 3 (13) _____
- 4 (14) _____
- 5 (15) _____
- 6 (16) _____
- 7 (17) _____
- 8 (18) _____

Einde blok: Intelligibility_Moderate

Start van blok: Identification Origin Speaker

Origin_Speaker Uit welk land denkt u dat deze spreker komt?

▼ Weet niet (219) ... Zwitserland (218)

Einde blok: Identification Origin Speaker

Start van blok: Perceived Accent Strength



Accent_Strength_1_R Geef aan in hoeverre u het eens bent met de volgende stellingen:

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
De docent klinkt als een moedertaalspreker van het Engels (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De docent heeft een sterk buitenlands accent in zijn Engels (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Einde blok: Perceived Accent Strength

Start van blok: Background_characteristics



Topic interest Geef aan hoe interessant u het onderwerp van het audiofragment vindt:

- Helemaal niet interessant (1)
- Niet interessant (2)
- Enigszins niet interessant (3)
- Noch interessant, noch niet interessant (4)
- Enigszins interessant (5)
- Interessant (6)
- Heel erg interessant (7)

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Accent_Familiarity Geef aan in hoeverre u het eens bent met de volgende stellingen:

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Ik ben bekend met Engels met een Nederlands accent (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ontmoet vaak mensen met een Nederlands accent in hun Engels (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik spreek regelmatig mensen met een Nederlands accent in hun Engels (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SA_proficiency Geef aan hoe vloeiend uw Engels is voor de volgende vaardigheden:

	Zeer slecht (1)	Slecht (2)	Eerder slecht (3)	Noch goed, noch slecht (4)	Eerder goed (5)	Goed (6)	Zeer goed (7)
Spreken (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



SA_Accent_Strength Geef aan in hoeverre u het eens bent met de volgende stellingen:

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Ik klink als een moedertaalspreker van het Engels (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb een sterk buitenlands accent in mijn Engels (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Proneness Geef aan in hoeverre u het eens bent met de volgende stellingen:

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Ik beschouw advies van anderen als een bemoeyenis (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik raak gefrustreerd als ik niet in staat ben om vrije en onafhankelijke beslissingen te nemen (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advies en aanbevelingen zetten me er meestal toe aan om precies het tegenovergestelde te doen (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Attitude_Accent_Prej Uit onderzoek blijkt dat het spreken met een accent dat anders klinkt dan dat van een moedertaalspreker vaker negatieve reacties of vooroordelen oproept.

Mensen negatief beoordelen op basis van hun accent is...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	goed
onverstandig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	verstandig
ongunstig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	gunstig
negatief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	positief
ongewenst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	gewenst
onnodig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	nodig
nadelig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	voordelig

Einde blok: Background_characteristics

Start van blok: BACKGROUND_VARIABLES



AGE Wat is uw leeftijd?



GENDER Met welk geslacht identificeert u zich het meest?

- Vrouw (1)
 - Man (2)
 - Non-Binair (3)
 - Anders (4)
 - Zeg ik liever niet (5)
-



EDUCATION Wat is uw hoogst afgeronde of gevolgde opleidingsniveau?

- Voortgezet Onderwijs (1)
 - Middelbaar beroepsonderwijs (MBO) (2)
 - Hoger beroepsonderwijs (HBO) (3)
 - WO Bachelor (4)
 - WO Master (5)
-

Nationality Wat is uw nationaliteit?

- Nederlands (1)
- Anders, namelijk: (2) _____
-

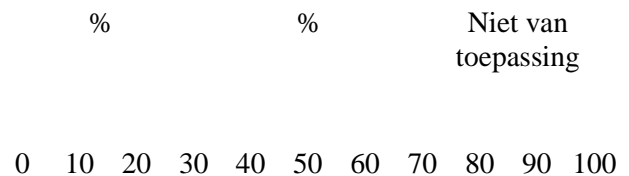
Mothertongue Wat is uw moedertaal?

- Nederlands (1)
- Anders, namelijk: (2) _____
-

Field_Education In welk vakgebied heeft u een opleiding gevolgd?

▼ Aarde en Milieu (1) ... Techniek (11)

Main_Language_EDU Hoeveel procent van uw opleiding wordt/werd gegeven in het ...



Nederlands ()	
Engels ()	

Einde blok: BACKGROUND_VARIABLES
