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The effect of Dutch-accented English on the evaluations of job candidates by nonnative listeners in a hiring process

Bachelor Thesis

Korsten, M. (Maud)
m1.korsten@student.ru.nl
dr. B.C. Hendriks & dr. F.W.P. van der Slik
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Abstract

The increase of intercultural encounters in a professional context has led to growing interest in the influence of nonnative accents. Few studies have taken into account the possible effects of nonnative accents in a hiring process. The purpose of this study was to investigate the effect of different degrees of accentedness on the evaluations of candidates in a hiring context. Six female speakers recorded a fragment of a job interview in moderately accented, slightly accented or native accented English. In total 189 Dutch people participated in an online questionnaire. The results showed that participants did not make a distinction between moderately and slightly accented speakers. Candidates with a moderate and slight accent were evaluated less positively on superiority than native candidates. In conclusion, job candidates with a moderate English accent were evaluated less suitable for high communicative demanding jobs than candidates with a slight or native English accent.

Introduction

Due to globalization and migration, the workplace has become a multicultural environment. It is known that people are evaluated differently in a hiring process because of their ethnicity, gender and cultural background (Akrami, Ekehammar & Araya, 2000; Petersen & Togstad, 2006). Another salient aspect that can lead to employment discrimination is the presence of an accent (Deprez-Sims & Morris, 2010). Since international companies often choose to use English as their corporate language to communicate, because this is the *lingua franca* (Nickerson, 2005), nonnative English speakers may experience problems due to their accent. Even though 1.5 billion people speak English, the majority of them do not speak English as their mother tongue (Lyons, 2017). English is considered to be of importance in the contemporary Dutch society, as it is often used for social and professional purposes (Van Meurs, 2010). As a result, a substantial part of the Dutch population will come across professional situations in which English is the leading language. Globalization and the growing nonnative English-speaking population results in an increase of frequency of contact between nonnative English speakers. Nonnative accented speakers may experience a lower sense of belonging (Gluszek & Dovidio, 2010) and their accent

may lead to negative stereotyping by the listener (Cheung, 2013). In comparison to speakers with standard accents, speakers of accented English come across discrimination in employment more often, since they are ascribed lower status positions more frequently (Kalin & Rayko, 1978). However, very little research has been done on accents in the hiring process. Due to the possible difference in perception of nonnative accents and the severe consequences this may have for a candidate in a hiring process, it is of importance to obtain a better understanding of this specific topic. Therefore, the purpose of the present study was to examine the evaluations of nonnative accents in the hiring process.

Accents and accent strength

Accent can be defined as a manner of pronunciation (Giles, 1970) and it is the way people from the same social group or geographical region speak, focused on distinctive phonology and intonation (Deprez-Sims & Morris, 2010). Standard accents have been shown to be evaluated more positively than nonstandard accents, such as regional or nonnative accents (Fuertes, Gottdiener, Martin, Gilbert & Giles, 2012; Giles & Sassoon, 1983). Both native and nonnative speakers of English think of native speaker's speech as pleasant, friendly and prestigious (Bayard & Green, 2005). As the majority of the English-speaking population speaks English as a second language, they are likely to have a nonnative accent. Gluszek and Dovidio (2010) mention in their study that having a nonnative accent can potentially lead to stigmatization of the speaker, whereas a stigma refers to the devaluation of a social identity in a specific situation (Crocker, Major & Steele, 1998). Due to the stigma related to accents, accented speakers may experience communication problems and even believe that they will be evaluated more negatively by the listener, which can lead to a reduced feeling of belongingness. Moreover, speakers with an accent may face higher levels of stress at work if they think of their accent as an obstacle (Gluszek & Dovidio, 2010). Because of the potential negative psychological and behavioral consequences for the accented speaker, research should examine the effects of nonnative accents more elaborately.

One factor that is important in the evaluation of nonnative English speakers is their accent strength. Previous research has shown that speakers find it hard to identify slightly accented speakers and often think of them as native speakers. Dutch speakers find it relatively easy to recognize native speakers of English and moderately Dutch-accented speakers of English

(Hendriks, Van Meurs & Reimers, 2018; Hendriks, Van Meurs & Hogervorst, 2016). This potentially suggests that Dutch speakers may not evaluate slightly accented English speakers and native English speakers differently.

Perceived comprehensibility of nonnative accents
Another important factor that may influence the evaluation of an accented speaker is comprehensibility. Comprehensibility can be defined as the degree of difficulty for the listener to understand the speaker's message. A distinction can be made between subjective and objective comprehensibility. Whereas subjective comprehensibility represents the perception of the listener's capacity to comprehend the message, objective comprehensibility examines the actual ability to interpret the message (Gluszek & Dovidio, 2010).

If speakers have an accent in their speech, this may increase the listener's processing time and therefore the message can be rated as less comprehensible, even though the message was entirely intelligible (Derwing & Munro, 1997). Although the accented speaker's communication skills may be excellent, he or she might face discrimination because listeners find it hard to distinguish accents from communication skills (Creese & Kambere, 2003). Even though researchers have found that familiarity with a specific accent may ease comprehension (Gass & Varonis, 1984), this does not necessarily result in higher comprehensibility ratings. Despite increased exposure to an accent, lower comprehensibility ratings can be given if the listener links the particular accent to lower status or educational level (Eisenstein & Verdi, 1985).

Hiring recommendation
Besides the possible effect on the comprehensibility of a message, nonnative accents may also affect the hiring recommendation. Hiring recommendation implies the candidate's perceived suitability for the job. An experiment conducted by Deprez-Sims and Morris (2010) with participants from the United States evaluated the effect of an accent of candidates for a human resource position by listening to a recording of a job interview. The findings showed that a job applicant's perceived suitability for a job is affected by his or her accent. Even though the findings suggest that speakers who have different accents than the listener are likely to be evaluated more negatively, it is not clear whether a nonstandard accent will also lead to more rejections in a hiring decision. Carlson and McHenry (2006) found in their experiment that

someone's employability is not affected if the person has a slight accent. Moreover, a strong accent was rated with lower employability, regardless of the person's ethnicity. Carlson and McHenry compared Spanish-influenced English, Asian-influenced English and African American Vernacular English and the results showed that strongly accented speakers were assessed with lower employability ratings than minimally perceived accents or dialects. However, it is not clear how the accents or dialects were perceived in comparison with a standard English accent, since only accented speakers were used in their study.

Other researchers have found that social categorization, which takes place in a communication process, leads to a more favourable judgment when there is perceived similarity in background and attitude, which is also known as the 'similarity-attraction theory' (Byrne, 1971, as cited in Deprez-Sims & Morris, 2010). A mediation analysis that Deprez-Sims and Morris (2010) used in their study examined simultaneously similarity and understandability as mediators of the influence of accent regarding suitability for a job. This analysis proves that the perceived similarity of accents clarifies the influence of accent on hiring recommendation.

However, the similarity-attraction effect predominantly seems to work with regional accents and dialects (Abrams & Hogg, 1987). When the speaker and listener have the same mother tongue, familiarity of the accent could also result in negative connotations (Chiba, Matsuura & Yamamoto, 1995). In a study by Koster and Koet (1993), English judges were found to be more tolerant and positive towards Dutch-accented speakers than Dutch judges. Another experimental study by Roessel, Schoel, Zimmermann & Stahlberg (2017) found that German speakers with a strong English accent who were evaluated by German university students were downgraded on their accent, even if the quality of their arguments was good and the description made clear that there was no need for proficiency in English for the job. This implies that accented speakers may be seen as incompetent for a job, despite their actual abilities. This is undesirable since the goal in a hiring process is to hire the most suitable candidate and an accent could possibly obstruct this process.

Another aspect that might influence the hiring recommendation is the content of the job. As shown by an experiment conducted by Timming (2017), candidates with Chinese-, Mexican- and Indian-accented English were evaluated more negatively for customer-facing roles and more positively for non-customer-facing roles. Russo, Islam and Koyuncu (2017) also mention that candidates with a nonnative accent who are applying for a job with high communication

requirements may encounter stereotypical threat effects more often. These results raise questions about the effects of nonnative English accents in the hiring process, such as whether the type of job also influences the evaluation of other nonnative English speakers and whether this is related to their accent strength.

Attitude towards the applicant

It has been widely researched that the listener's attitude towards native and nonnative speakers may be influenced by the speaker's accent (Nejjari, Gerritsen, Van der Haagen & Korzilius, 2012). The speaker's employability for higher-end job positions is affected by the listener's attitude towards the speaker's accent (Kalin, Rayko and Love, 1980). The attitude of learners of English is also more negative towards nonnative speakers compared to standardized speakers of English (Pihko, 1997). Based on a meta-analysis that has been done by Fuertes et al. (2012), attitude can be investigated based on three social dimensions, namely superiority, dynamism, and warmth. Superiority refers to the speaker's perceived intelligence, social status, determinacy, ambition, education and formality. Dynamism includes the speaker's perceived industriousness, self-confidence, talkatively, friendliness and activeness. Warmth refers to the speaker's perceived generosity, kind heartedness, good-naturedness, self-assurance, sincerity and sociability (Giles & Billings, 2004). The results by Fuertes et al. (2012) showed that accented speakers are downgraded on perceived superiority and dynamism. Besides these two dimensions that were strongly affected, the third dimension, warmth, was moderately affected. Accented speakers were ranked lower on factors such as trustworthiness and attractiveness compared to standard accented speakers.

The current study

The main purpose of this study is to examine the evaluations of Dutch-accented English compared to native English. Specifically, it will be examined whether different degrees of Dutch accentedness have different effects on the perceived comprehensibility, attitude and hiring recommendation of Dutch listeners towards these accents. Additionally, a high demanding communicative position (HR job) and a low demanding communicative position (IT job) will be used in the experiment to see whether hiring recommendations will vary among different levels of communication jobs.

Previous studies have demonstrated that in order to exclude factors that might influence how speakers are assessed, such as race or ethnicity, it is convenient to make use of an audio recording (Deprez-Sims & Morris, 2012; Timming, 2017). Moreover, male and female voices are perceived differently (Sandmann et al., 2014), so, to exclude sex differences in the evaluation only female speakers participated in the job interview as in the study by Nejjari et al. (2012). Furthermore, the verbal guise technique will be used for the different accents that will be examined, which implies that different voices with similar paralinguistic characteristics will be used for different accents (Biliotti & Calamai, 2012), since it is not feasible to find a multilingual speaker who can perfectly imitate all the different accents.

In this study, speakers of Dutch-accented English will be examined, because English is shown to be of great importance in professional contexts in the Netherlands (Van Meurs, 2010). Naturally, Dutch people have their own way of speaking English, so it is noteworthy to investigate the effect of Dutch-accented English, because of the high degree of intercultural encounters. As Hendriks, Van Meurs and Reimers (2018) argued in their study, the degree of accentedness may influence the way nonnative listeners evaluate Dutch accented speakers. They found that stronger nonnative accents are perceived more negatively than slight and native accents. Since the type of accent could possibly play a crucial role in a hiring process, this study will examine whether the degree of accentedness influences the perceived suitability for a job.

In addition, English has become the main language in business communication, which is one of the reasons this study will focus on this particular language. Besides that, the majority of previous research in the field has been conducted in English (Fuertes et al., 2012), which makes it easier to elaborate on previous research suggestions. Lastly, English plays an important role in the Dutch society, since almost ninety percent of the Dutch population claims to be able to hold a conversation in English (European Commission, 2006).

Although many studies have evaluated the effect of accentedness on the evaluation of nonnative accented speakers by native English listeners, there are fewer studies on the evaluation of nonnative accented speakers by nonnative speakers of English. Especially the effects of nonnative accents in the hiring process have not been studied elaborately, despite the increasing number of intercultural encounters in the workplace. It is of great importance for international companies to obtain insights into this subject, to make sure that they are aware of the possible bias of an accent during the recruitment process. The outcome will also be relevant for Dutch

speakers with career possibilities in international environments with English as a corporate language because this study will give insights into the evaluations on Dutch-accented English in the hiring process. Therefore, the current study will examine the effect of accent strength of job candidates on Dutch peoples' attitude towards the candidates, the participants' hiring recommendation of the job candidates, and the participants' perceptions of comprehensibility of the job candidates for both IT and HR jobs. Accordingly, the following hypotheses will be investigated:

H1: Moderately Dutch-accented English speakers are perceived more negatively than slightly Dutch-accented English speakers and native English speakers by Dutch listeners in the evaluation of perceived comprehensibility

H2: Moderately Dutch-accented speakers are perceived as less suitable than slightly Dutch accented and British English-accented speakers for jobs with high communicative demands

H3: Moderately Dutch-accented speakers are not perceived less suitable than slightly Dutch accented and British English-accented speakers for jobs with low communicative demands

H4: Slightly Dutch-accented and native British English-accented speakers are evaluated more positively on attitude than moderately Dutch-accented speakers

Methodology

Materials

To examine the effect of nonnative accentedness on perceived comprehensibility, attitude and hiring recommendation, Dutch participants were asked to evaluate different fragments of job interviews with slightly and moderately Dutch-accented English and native English. There were three different samples of the audio recording of the job interview, namely (1) a slightly Dutch-English accent, (2) a moderately Dutch-English accent, and (3) a native British-English accent. As the participants were randomly assigned to one of the three audio files, each participant heard only one recording. Two different job descriptions were used for the three different audio files (see Appendix A). One job description was for a human research position, which requires a high

demand of communication. The other job description was for a position in IT, which did not require extensive communication skills. The script of the recording was 'Good morning. Thank you for taking the time to speak with me today. I'm really excited about this job' and is retrieved from a previous study by Timming (2017). The audio recording was in English. Both the introduction and the questions of the questionnaire were carried out in Dutch (for the questionnaire, see Appendix B).

Pre-test

In order to determine the accent strength of the candidates, a pre-test was conducted with seven speakers for each accent. The pre-test was based on Nejjari et al. (2012). Undergraduate students from an English taught bachelor focused on communication were used for the slight Dutch-English accent, students from a Dutch bachelor program were used for the moderate Dutch-English accent and native British-English students were used for the native British-English accent. The speakers recorded the samples in their homes and sent it as an MP4 file to the researchers. The script was sent to the speakers before the recording. All speakers were aged between 18 and 25.

Seventeen undergraduate students of an English taught bachelor judged the different samples. The participants were asked to evaluate the speakers on accent strength and voice characteristics in order to be able to make a clear distinction between moderate, slight, and native accents and to control voice factors such as pitch, intonation and pace. Based on the results of the pre-test, the two most representative speakers per accent were used in the questionnaire. The mean scores and standard deviations for the dependent variables can be found in Table 1. With regards to accent strength, it was important that there was a clear distinction between moderate, slight and native accent. Moderately accented speakers ($M = 4.25$, $SD = 1.50$; $M = 4.50$, $SD = 1.73$) were evaluated with a stronger accent than slightly accented speakers ($M = 3.75$, $SD = 1.50$; $M = 3.75$, $SD = 2.22$) and native speakers ($M = 2.66$, $SD = 2.89$; $M = 1.00$, $SD = 0.00$).

Table 1.   Means and standard deviations of voice characteristics of speech samples (1 = totally disagree; 7 = totally agree)

	Moderate accent		Slight accent		Native accent	
	M (SD)		*M (SD)*		*M (SD)*	
Accent strength	4.25 (1.50)	4.50 (1.73)	3.75 (1.50)	3.75 (2.22)	2.66 (2.89)	1.00 (0.00)
Nativeness	2.50 (1.29)	1.75 (0.50)	3.00 (1.41)	2.25 (2.50)	7.00 (0.00)	6.75 (0.50)
Easy to understand	5.75 (0.5)	6.25 (0.5)	6.00 (0.82)	6.50 (0.50)	7.00 (0.00)	6.75 (0.00)
Loudness	4.75 (1.26)	3.50 (1.29)	5.50 (1.29)	4.50 (0.58)	5.33 (1.15)	4.50 (1.00)
Pitch	4.50 (0.58)	4.25 (0.50)	5.00 (1.15)	4.25 (1.50)	5.33 (0.58)	4.00 (0.82)
Naturalness	5.00 (1.41)	4.25 (1.50)	3.75 (0.96)	5.50 (1.73)	5.66 (2.31)	5.25 (2.22)
Speed	4.50 (0.58)	3.75 (0.50)	3.75 (1.50)	4.50 (2.38)	4.33 (2.08)	3.50 (1.91)
Emotional	4.00 (1.15)	2.75 (0.96)	4.25 (0.96)	4.50 (1.00)	4.66 (1.52)	3.50 (1.73)
Friendliness	4.50 (0.58)	4.75 (050)	5.25 (0.96)	6.00 (0.82)	6.00 (1.00)	6.00 (0.82)

Subjects

A total of 189 Dutch participants took part in the experiment (age: $M = 29.7$, $SD = 12.81$; range 19-77; 67.2% female). Age ($F (2,186) < 1$), gender ($\chi^2 (2) = 3.68$, $p = .159$), English proficiency self-assessed ($F (2,186) = 2.40$, $p = .094$), actual English proficiency ($F (2,186) < 1$), educational level ($\chi^2 (6) = 4.56$, $p = .602$), experience as interviewee ($t (123.98) = .54$, $p = .590$), experience in interviewing applicants ($t (123.60) = .153$, $p = .879$) and percentage of students ($\chi^2 (2) = .50$, $p = .779$) were all distributed evenly across accentedness conditions.

Age ($t (186.99) = .48$, $p = .628$), gender ($\chi^2 (1) = .46$, $p = .499$), English proficiency self-assessed ($t (185.86) = 1.40$, $p = .165$), actual English proficiency ($F (2,187) < 1$), educational level ($\chi^2 (3) = 1.56$, $p = .668$), experience as interviewee ($t (186.61) = 1.04$, $p = .300$), experience in interviewing applicants ($t (186.19) = .28$, $p = .778$) and percentage of students ($\chi^2 (1) = .126$, $p = .723$) were all distributed evenly across job conditions.

Design

The study has a 3 x 2 between-subject verbal-guise design. The independent variables are the degree of perceived accent (i.e., native, slight, and moderate) and the level of communicative

demand (i.e., HR and IT position). The three dependent measures are the perceived comprehensibility, attitude, and hiring recommendation ratings ascribed to the speaker.

Instruments

Several instruments were used to measure the dependent variables. Participants evaluated one audio fragment on perceived comprehensibility, attitude (superiority, warmth, and dynamism) and hiring recommendation. Perceived comprehensibility was measured with seven 7-point Likert scales introduced by: 'I have to listen very carefully to be able to understand the lecturer' (r); 'The lecturer speaks clearly'; 'The lecturer is barely intelligible' (r), 'The lecturer was difficult to comprehend' (r); 'I have problems understanding what the lecturer is talking about' (r); 'I have no problems comprehending the lecturer'; 'I don't understand what the lecturer means' (r) anchored by 'totally disagree – totally agree' as developed by Dalle & Inglis (1989) (α = .76) (based on Hendriks, Van Meurs & Hogervorst, 2016).

   The attitude towards the applicant was measured with seven-point semantic differential scales for the factors superiority, warmth, and dynamism. The items that were used are based on previous studies by Arthur, Farrar and Bradford (1997), Brown et al. (1985), and Kamisli and Dugan (1997) and are regrouped in a meta-analysis by Fuertes et al. (2012). The items are introduced by 'I think the speakers is' anchored by 'intelligent-dull, ambitious-laissez-faire, determined-unsure, educated-uneducated, untalented-gifted, working class-upper class' for the factor superiority (α = .65). The items used to measure warmth are 'dishonest-honest, entertaining-boring, irritable-good natured, kind-hearted-cold-hearted, sociable-unsociable, unreliable-reliable' (α = .82). The items used to measure dynamism are 'industrious-lazy, self-confident-shy, talkative-restrained, friendly-hostile, strong-gentle, active-passive' (α = .85).

   The instrumentation of the hiring recommendation was based on a previous study by Deprez-Sims and Morris (2012). It consisted of questions related to the suitability of the applicant for the job, such as 'Do you think this candidate is suitable for the job?' anchored by 'totally disagree – totally agree'. Besides that, the participant had to rate the candidate on the following aspects (1) satisfaction if hired, (2) feel favourable toward applicant, (3) desire to work with the applicant, (4) applicant would be an asset to the company, (5) likelihood to hire, (6) relationship with subordinates, and (7) ability to manage (α = .90). The eight items were

measured with a seven-point semantic differential, after the study of Deprez-Sims and Morris (2012).

The identification of the speakers' country of origin was measured with the question: 'What is the speaker's country of origin?', followed by a list with all the countries in the world. To measure the participant's familiarity with the accent a 7-point Likert scales was used with the question: 'I am very familiar with the native English accent' anchored by 'totally disagree-totally agree', as developed by Hendriks, Van Meurs & Reimers (2018). The same study was used for a manipulation check of the degree of accentedness by using two 7-point Likert scales introduced by 'This speaker has a strong foreign accent in English' and 'This speaker sounds like a native speaker of English' (r) anchored by 'totally agree – totally disagree' ($\alpha = .61$).

In the final part of the questionnaire, participants had to fill in demographic information such as age, gender, nationality and mother tongue. To obtain insights in the English proficiency of the participants, they were asked to evaluate their language proficiency on a 7-point Likert scale anchored by 'poor - excellent' with regard to their writing, speaking, listening and reading skills ($\alpha = .87$) (Hendriks, Van Meurs & Reimers, 2018). For each item, composite means were calculated for all scales. Besides the self-assessment of the participant's English proficiency, a Lextale proficiency test was included in the questionnaire.

Procedure

The questionnaire was administered using the online survey tool Qualtrics. Participants were approached via social media and by e-mail and it was mentioned that a gift voucher of 10 euros was raffled among the participants. First, the participant was shown an introduction with a brief explanation of the job vacancy, which was either an HR or IT function. They were not informed about the purpose of the study nor about the background of the applicant in the audio sample. After that, he or she had to listen to an audio recording of a job interview. Then, the participant had to answer questions to evaluate the job candidate based on the audio recording. They had to respond to several items related to the perceived comprehensibility, attitude and hiring recommendation for the job towards the candidate. On average the experiment was 9.62 minutes long (*SD* = 3.47). Moreover, the participants signed a consent form in which they agreed with the processing of personal data.

Statistical treatment

A two-way ANOVA was conducted to measure the interaction effect between type of accent and type of job on the dependent variables comprehension, attitude and hiring recommendation. A one-way ANOVA was used to measure the interaction between type of accent and type of job on hiring recommendation. Another one-way ANOVA measured the recognition of accent strength. To measure the familiarity of the country of origin of the candidate, a Chi-square test was used.

Figure 1. Analytical model

independent variables   dependent variables
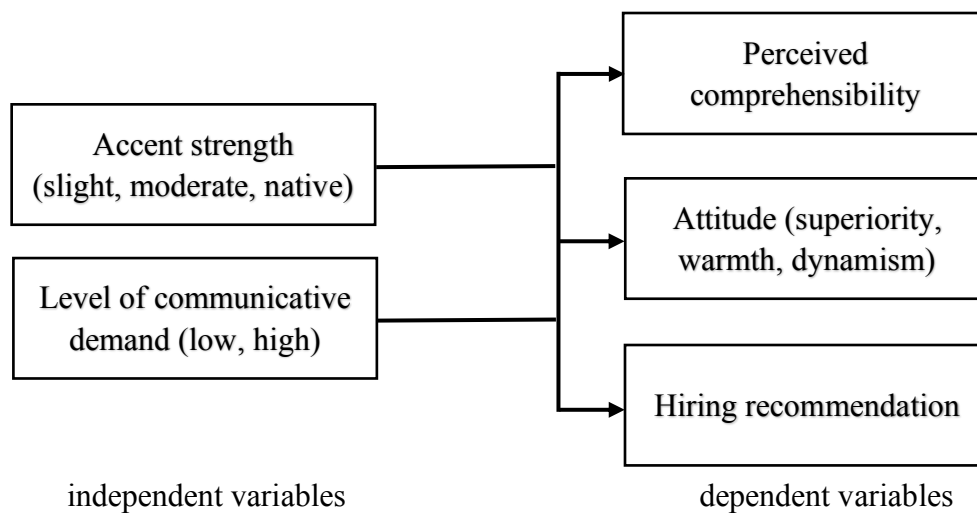
Results

The aim of this study was to investigate the effect of moderately and slightly accented speakers in comparison to native speakers in a hiring process on perceived comprehensibility, hiring recommendation, and attitude towards the candidates.

Recognition accent strength

To determine to what extent the different accents were evaluated similarly, a univariate analysis was conducted. In Table 2, the means and standard deviations for accentedness are displayed. A univariate analysis showed that listeners distinguished only two different levels of accentedness in the speech fragments (F (2, 183) = 97.58, $p < .001$). The accent strength of native accented speakers ($M = 5.12$, $SD = 1.37$) was lower than for moderately accented speakers ($p = < .001$, Bonferroni-correction; $M = 2.81$, $SD = 0.96$) and slightly accented speakers ($p < .001$,

Bonferroni-correction, $M = 2.73$, $SD = 0.83$). There was no difference between the accent strength of slightly accented speakers and moderately accented speakers ($p = 1.000$, Bonferroni-correction).

Table 2.   Means, standard deviations and n of accentedness in function of accent and type of job (1 = negative; 7 = positive)

Descriptive Statistics				
Dependent Variable: Accent Strength				
Accentedness	Type of job	*Mean*	*Std. Deviation*	*N*
moderate	IT	2.72	0.88	29
	HR	2.88	1.05	30
	Total	2.81	0.96	59
slight	IT	2.68	0.89	36
	HR	2.79	0.77	31
	Total	2.73	0.83	67
Native	IT	5.12	1.43	27
	HR	5.11	1.34	36
	Total	5.12	1.37	63
Total	IT	3.41	1.54	92
	HR	3.68	1.55	97
	Total	3.55	1.54	189

Recognition origin of job candidate

A preliminary analysis was conducted to determine whether participants recognized the accent of the speaker. A Chi-square test showed a significant relation between origin and accent ($\chi^2 (2) = 15.82$, $p < .001$). The majority of participants identified the speakers in the moderately Dutch-accented fragments as Dutch (79.7%) and the speakers in the slightly accented samples as Dutch (97.0%). The native accented samples were recognized as native speakers by 71.4% of the participants (Table 3).

Table 3. Percentage scores of correct and incorrect recognitions of
speakers' origin in function of accent

			Correct	Incorrect	Total
Accentedness	moderate	Count	47a	12a	59
		Expected Count	49.0	10.0	59.0
		% of Total	25%	6%	31%
	slight	Count	65a	2b	67
		Expected Count	55.7	11.3	67.0
		% of Total	34%	1%	35%
	native	Count	45a	18b	63
		Expected Count	52.3	10.7	63.0
		% of Total	24%	10%	33%
Total		Count	157	32	189
		Expected Count	157.0	32.0	189.0
		% of Total	83%	17%	100%

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

Comprehensibility

The first hypothesis stated that moderately Dutch-accented English is perceived more negatively
than slightly Dutch-accented English and native English by Dutch listeners in the evaluation of
perceived comprehensibility. In Table 4 the means and standard deviations are displayed for
perceived comprehensibility of the job candidates.

A two-way analysis of variance with type of accent and type of job as factors showed a
significant effect of type of job on comprehensibility (F (1, 183) = 4.79, p = .030). Candidates
for the IT job (M = 6.26, SD = 0.67) were found to be less comprehensible than candidates for
the HR job (M = 6.46, SD = 0.62). Post hoc comparisons (Bonferroni; all p's > .265) showed that
type of accent of the speaker did not significantly influence the comprehensibility. Type of
accent was not found to have a significant main effect on comprehensibility (F (2, 183) = 1.29, p
= .277). The interaction effect between type of job and type of accent was not statistically
significant (F (2, 183) < 1).

Attitude towards job candidate

With regard to attitude, the hypothesis stated that slightly Dutch-accented and native British
English-accented speakers are evaluated more positively on attitude than moderately Dutch-

accented speakers. In Table 4, the means and standard deviations for superiority, warmth, and dynamism are displayed.

A two-way analysis of variance with type of job and type of accent as factors did not show a significant effect of type of job on superiority (F (1,183) < 1). Type of accent was found to have a significant main effect on superiority (F (2,183) = 25.30, p < .001). Candidates with a moderate accent (M = 4.31, SD = 0.92) were shown to be evaluated lower on superiority than candidates with a native accent (p < .001, Bonferroni-correction; M = 5.15, SD = 0.81). Slightly accented speakers (M = 4.06, SD = 0.98) were also evaluated more negatively on superiority in comparison with native speakers (p < .001, Bonferroni-correction). The interaction effect between type of job and type of accent was not statistically significant (F (2,183) = 2.75, p = .066).

A two-way analysis of variance with type of job and type of accent as factors did not show a significant effect of type of job on warmth (F (1,183) < 1). Type of accent was not found to have a significant main effect on warmth (F (2,183) = 1.92, p = .150). The interaction effect between type of job and type of accent was not statistically significant (F (2,183) < 1).

A two-way analysis of variance with type of job and type of accent as factors did not show a significant main effect on dynamism (F (1,183) = 1.10, p = .295). The type of accent was not found to have a significant main effect on dynamism (F = 2,183) = 1.87, p = .157). The interaction effect between type of job and type of accent was not significant (F (2,183) = 2.00, p = .138).

Hiring recommendation

For hiring recommendation, the hypotheses stated that moderately Dutch-accented speakers are perceived as less suitable for jobs with high communicative demands compared to slightly Dutch-accented and British English-accented speakers, but not less suitable than slightly and native accented speakers for jobs with low communicative demands. Means and standard deviations for hiring recommendation are displayed in Table 4.

A two-way analysis of variance with type of job and type of accent as factors did not show a significant main effect type of job on hiring recommendation (F (1,183) < 1). The type of accent was not found to have a significant main effect on hiring recommendation (F (2,183) =

2.11, $p = .124$). The interaction effect between type of job and type of accent was significant (F (2,183) = 3.29, $p = .039$).

In order to interpret the interaction between type of job and type of accent, a one way analysis of variance was conducted to compare the effect of accentedness on hiring recommendation in moderate, slight, and native conditions. For the IT jobs, there was no significant effect of accentedness on hiring recommendation for the three conditions (F (2,89) = 2.52, $p = .086$). For the HR jobs, there was a significant effect of accentedness on hiring recommendation (F (2,94) = 3.11, $p = .049$). The hiring recommendation of moderately accented speakers ($M = 4.31$, $SD = 0.71$) was lower than native accented speakers ($p = .046$, Bonferroni-correction; $M = 4.81$, $SD = 0.88$). There was no significant difference between the hiring recommendation of native accented speakers and slightly accented speakers ($p = 1.000$, Bonferroni correction). There was also no significant difference between the hiring recommendation of moderately accented speakers and slightly accented speakers ($p = .343$, Bonferroni correction) (Table 5).

Table 4.   Means, standard deviations and *n* of comprehensibility, superiority, dynamism, warmth and hiring recommendation in function of accentedness and type of job (1 = negative; 7 = positive)

		moderate		slight		native		total	
		M (SD)	*n*	*M (SD)*	*n*	*M (SD)*	*n*	*M (SD)*	*n*
Comprehensibility	IT	6.11 (0.78)	29	6.37 (0.59)	36	6.27 (0.64)	27	6.26 (0.67)	92
	HR	6.38 (0.62)	30	6.40 (0.78)	31	6.58 (0.45)	36	6.46 (0.62)	97
	Total	6.25 (0.71)	59	6.38 (0.67)	67	6.45 (0.56)	63	6.36 (0.65)	189
Superiority	IT	4.47 (1.07)	29	3.88 (1.04)	36	5.26 (0.92)	27	4.47 (1.15)	92
	HR	4.18 (0.74)	30	4.28 (0.86)	31	5.07 (0.73)	36	4.54 (0.82)	97
	Total	4.32 (0.92)	59	4.06 (0.98)	67	5.15 (0.81)	63	4.51 (1.02)	189
Warmth	IT	5.05 (0.95)	29	5.04 (1.11)	36	5.28 (0.83)	27	5.11 (0.98)	92
	HR	4.88 (1.10)	30	5.27 (0.87)	31	5.31 (0.76)	36	5.16 (0.92)	97
	Total	4.96 (1.03)	59	5.14 (1.01)	67	5.30 (0.78)	63	5.14 (0.95)	189
Dynamism	IT	4.60 (0.97)	29	4.06 (1.02)	36	4.57 (0.99)	27	4.38 (1.02)	92
	HR	4.08 (1.06)	30	4.26 (0.00)	31	4.44 (0.94)	36	4.27 (1.00)	97
	Total	4.33 (1.04)	59	4.15 (1.01)	67	4.49 (0.96)	63	4.32 (1.01)	189
Hiring	IT	4.78 (0.82)	29	4.43 (0.71)	36	4.77 (0.65)	27	4.64 (0.74)	92
	HR	4.31 (0.71)	30	4.64 (0.83)	31	4.81 (0.88)	36	4.60 (0.83)	97
	Total	4.54 (0.80)	59	4.53 (0.77)	67	4.79 (0.79)	63	4.62 (0.79)	189

Table 5.   Means, standard deviations and *n* of hiring recommendation in function of accent and type of job (1 = negative; 7 = positive)

Descriptive Statistics				
Dependent Variable: Hiring recommendation				
Type of job	Accentedness	*Mean*	*Std. Deviation*	*N*
IT	moderate	4.78	0.82	29
	slight	4.43	0.71	36
	native	4.77	0.65	27
	Total	4.64	0.74	92
HR	moderate	4.31	0.71	30
	slight	4.64	0.83	31
	native	4.81	0.88	36
	Total	4.60	0.83	97

Conclusion

The main purpose of this study was to examine how Dutch people evaluate varying degrees of English accentedness of job candidates in terms of comprehensibility, attitude, and hiring recommendation. Findings with regard to the recognition of accent strength showed that the manipulation check was not successful. Participants did not make a distinction between slightly and moderately accented speakers. Speakers with a slight accent were perceived the same as speakers with a moderate accent. There was a clear distinction between native speakers and Dutch-accented speakers. Looking at the recognition of the origin of the job candidate, the majority of the participants was able to identify the origin of the Dutch job candidates correctly. Also, the origin of the native speaker had been recognized by the vast majority.

According to the first hypothesis, it was expected that moderately Dutch-accented speakers were perceived more negatively than slightly Dutch-accented speakers and native English speakers in the evaluation of perceived comprehensibility. Findings with respect to comprehensibility were mixed. IT job candidates were regarded less comprehensible than HR job candidates. There were no significant differences in the comprehensibility of moderate, slight, and native accents. Thus, Hypothesis 1 was not supported.

The second hypothesis stated that moderately Dutch-accented speakers were perceived as less suitable than slightly Dutch-accented and British English-accented speakers for jobs with high communicative demands. The third hypothesis expected that moderately Dutch-accented speakers are not perceived less suitable than slightly Dutch-accented and British English-accented speakers for jobs with low communicative demands. Findings with respect to hiring recommendation showed that for the HR jobs, moderately accented speakers were evaluated lower than native accented speakers. So, for high communicative demanding jobs, candidates with a moderate accent are perceived as less suitable than native English speakers. There was neither found a difference in hiring recommendation between native and slightly accented speakers nor between moderately and slightly accented speakers. For that reason, Hypothesis 2 is partly supported. For IT jobs there were no significant differences found on hiring recommendation. Therefore, Hypothesis 3 was supported.

The last hypothesis suggested that slightly Dutch-accented and native British-accented speakers are evaluated more positively on attitude than moderately Dutch-accented speakers. Findings indicate that type of accent had an effect on the perceived superiority of the job

candidates. Candidates with a native English accent were evaluated more positively on superiority than moderately Dutch-accented candidates and slightly Dutch-accented candidates. The type of job did not influence the perceived superiority of the candidates. The type of job and type of accent did not affect the likeability and dynamism of the job candidates. Consequently, Hypothesis 4 was partly supported.

The conclusion that can be drawn is that in general job candidates with a moderate English accent were evaluated less positively than job candidates with a native English accent, but not necessarily less positively than job candidates with a slight English accent. Furthermore, it can be concluded that slightly accented speakers can be treated as moderately accented speakers, since no clear distinction was made between moderate and slight accents at the recognition of accents.

Discussion

The current study shows that nonnative listeners could clearly distinguish between nonnative and native accented speakers. This is partly in line with findings of previous studies, which suggest that Dutch listeners find it easy to identify native speakers and moderately accented speakers (Hendriks, Van Meurs & Reimers, 2018; Hendriks, Van Meurs & Hogervorst, 2016). However, these studies indicate that nonnative listeners frequently find it difficult to identify slightly accented speakers and often threat them as native accented speakers. This contrasts with findings of the present study that showed that nonnative listeners were not able to distinguish between moderately and slightly accented speakers. A possible explanation for this may be the implementation of the pre-test. Since the pre-test was based on a few respondents, this could result in inadequate identification of the type of accents. Accordingly, the manipulation in the experiment was not successful. To prevent this from happening in future research, the importance of a solid pretest should be underlined.

Another explanation why the manipulation check was not successful may be that the respondents did not pay attention to the reversed codes in the questionnaire, considering a large part of the participants were students. Students are often exposed to questionnaires and may therefore be less attentive to the way questions are asked. Another indication that the participants may have failed to observe the reverse codes is the relatively low score of the mean for the native

accent. Besides that, the recoding of the scales may have gone wrong, since the reliability for accentedness was not very good, even though the items were based on previous research.

As mentioned by previous research, familiarity of an accent could both positively and negatively influence comprehension (Gass & Varonis, 1984; Eisenstein and Verdi, 1985). According to Eisenstein and Verdi (1985), familiarity of an accent may lead to lower comprehensibility due to associations of the accent to lower superiority or educational level. Gass and Varonis (1984) found that comprehension could be higher when the listener is familiar with the accent. However, both findings do not seem to be supported by the current study, since there are no significant differences found regarding type of accent and comprehensibility. A remarkable finding of the present study was that job candidates for the IT job seemed to be evaluated as less comprehensible than candidates for the HR job. When looking at the results more specifically, there were no differences found between comprehensibility and accentedness.

According to Nejjari et al. (2012), moderately and slightly Dutch-accented speakers are perceived as less comprehensible than native accented speakers. A possible reason for the fact that the present study did not find any differences in comprehension may be that the participants were Dutch, whereas Nejjari at al. (2012) used native English participants in the evaluation of types of accents. Moreover, it is possible that there were no differences in comprehension due to a relatively high level of English proficiency of the Dutch population, which would support the assumption of the European Commission (2006) that the vast majority of the Dutch population believes to have an adequate level of English.

With regard to superiority, the findings of this study suggest that moderately and slightly accented speakers are evaluated less positively on superiority than native accented speakers. This is partly in line with previous research on accentedness and attitude. Bayard and Green (2005) found that standard accents are considered to be more prestigious by nonnative speakers. Besides that, research by Fuertes et al. (2012) and Giles and Sassoon (1983) found that native accents were judged more positively than nonnative accents. A meta-analysis by Fuertes et al. (2012) found that speakers with an accent were evaluated less positively on superiority and dynamism, and to a lesser extent also downgraded on warmth. Even though the relation between superiority and accent strength is consistent with findings of this current study, the perception of dynamism and warmth was not found to be different. A possible explanation may be that the fragment was fairly short to evaluate these specific aspects of a speaker.

The finding that a moderate accent has a negative effect on the hiring recommendation for a high communicative demanding job partly concurs with a previous study about accentedness for a human resource position by Deprez-Sims and Morris (2010) that found that nonnative accented speakers were sometimes evaluated as less suitable for an HR manager position. Furthermore, the finding that slightly accented speakers are not perceived as less suitable for a job is in line with an earlier study by Carlson and McHenry (2006) that showed that slightly nonnative accented speakers are not affected on employability while stronger accented speakers are evaluated lower on hiring recommendation. The finding that accentedness does not influence hiring recommendation for IT jobs partly supports the finding of a previous study by Timming (2017) that nonnative accented speakers are not downgraded for non-customer-facing roles by their accent. That no differences were found in accent strength and hiring recommendation in low demanding communicative jobs, may be explained by the fact that language skills are not of great importance in IT jobs.

It should be noted that this study was limited in the sense that the fragment that was used in the experiment was rather short. Even though the same script was used in previous research, the differences in accent were bigger in the study by Timming (2017), since they compared Chinese-, Mexican-, and Indian-accented English. The differences in accent strength were fairly subtle in the present study, considering only two slightly different types of Dutch-accented English were investigated in comparison with native British-accented English. As a result, it was difficult to measure differences among the types of accents. Future research should investigate types of accents that are less similar to each other to obtain clearer insights into the differences between accentedness.

Moreover, the study was limited in that the speakers of different accents were not good representatives for moderate and slight accents. By choosing students from an English taught degree, it was expected that the accent of the speakers would be slight. However, the finding of this study showed that speakers with a slight accent were perceived as moderately accented speakers. For that reason, future research should choose speakers that are more proficient in English to represent a slight accent.

The contribution of the present study is that it is one of the few studies that has investigated the impact of various types of accents in the evaluations in a hiring context. By investigating the influence of accentedness in a job interview, this study confirms earlier findings

on nonnative accents but in a different context. Future research might explore how other types of nonnative accentedness with a different cultural background are perceived in a hiring context. Moreover, it has shown that the use of short fragments is not always favourable, especially when the types of accents are rather similar. In addition, this study emphasizes the importance of a solid pretest in order to carry out comparable research in the future. Future research would benefit from a pre-test at which a large number of English experts evaluates different types of accent.

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Appendix A

Job descriptions

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

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

Appendix B

Questionnaire Experiment

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

_____

Deze spreker heeft een sterk buitenlands accent in het Engels

○ Zeer mee oneens (1)

○ Mee oneens (2)

○ Beetje mee oneens (3)

○ Neutraal (4)

○ Beetje mee eens (5)

○ Mee eens (6)

○ Zeer mee eens (7)

Deze spreker klinkt als een moedertaalspreker van het Engels

○ Zeer mee oneens (1)

○ Mee oneens (2)

○ Beetje mee oneens (3)

○ Neutraal (4)

○ Beetje mee eens (5)

○ Mee eens (6)

○ Zeer mee eens (7)

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

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

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

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

Hiring recommendation

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

○ Zeer mee oneens (1)

○ Mee oneens (2)

○ Een beetje mee oneens (3)

○ Neutraal (4)

○ Een beetje mee eens (5)

○ Mee eens (6)

○ Zeer mee eens (7)

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

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

English proficiency tests

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

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

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

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

spellingsverschillen.

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

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

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

breeding (15)　　　○　　　　　　○

festivity (16)　　　○　　　　　　○

screech (17)　　　○　　　　　　○

savoury (18)　　　○　　　　　　○

plaudate (19)　　　○　　　　　　○

shin (20)　　　○　　　　　　○

fluid (21)　　　○　　　　　　○

spaunch (22)　　　○　　　　　　○

allied (23)　　　○　　　　　　○

slain (24)　　　○　　　　　　○

recipient (25)　　　○　　　　　　○

exprate (26)　　　○　　　　　　○

eloquence (27)　　　○　　　　　　○

cleanliness (28)　　　○　　　　　　○

dispatch (29)　　　○　　　　　　○

rebondicate (30) ○ ○

ingenious (31) ○ ○

bewitch (32) ○ ○

skave (33) ○ ○

plaintively (34) ○ ○

kilp (35) ○ ○

interfate (36) ○ ○

hasty (37) ○ ○

lengthy (38) ○ ○

fray (39) ○ ○

crumper (40) ○ ○

upkeep (41) ○ ○

majestic (42) ○ ○

magrity (43) ○ ○

nourishment (44) ○ ○

abergy (45)   ○   ○

proom (46)   ○   ○

turmoil (47)   ○   ○

carbohydrate (48)   ○   ○

scholar (49)   ○   ○

turtle (50)   ○   ○

fellick (51)   ○   ○

destription (52)   ○   ○

cylinder (53)   ○   ○

censorship (54)   ○   ○

celestial (55)   ○   ○

rascal (56)   ○   ○

purrage (57)   ○   ○

pulsh (58)   ○   ○

muddy (59)   ○   ○

quirty (60)	○	○
pudour (61)	○	○
listless (62)	○	○
wrought (63)	○	○

Ik heb veel ervaring met geïnterviewd worden als sollicitant

○ Zeer mee oneens (1)

○ Mee oneens (2)

○ Beetje mee oneens (3)

○ Neutraal (4)

○ Beetje mee eens (5)

○ Mee eens (6)

○ Zeer mee eens (7)

Ik heb veel ervaring met het interviewen van sollicitanten

○ Zeer mee oneens (1)

○ Mee oneens (2)

○ Beetje mee oneens (3)

○ Neutraal (4)

○ Beetje mee eens (5)

○ Mee eens (6)

○ Zeer mee eens (7)

Wat is uw land van herkomst?

○ Nederland (1)

○ Anders (2) _____

Wat is uw moedertaal?

○ Nederlands (1)

○ Anders (2) _____

Wat is uw hoogst afgeronde of huidige opleiding?

○ Middelbare school (1)

○ MBO (2)

○ HBO (3)

○ WO (4)

○ Post doctoraal (5)

Bent u een student?

○ Ja (1)

○ Nee (2)

Welk studie programma volgt u?

_____

Wat is uw geslacht?

○ Man (1)

○ Vrouw (2)

○ X (3)

✱

Wat is uw leeftijd?

_____

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