

Influence of face-need and accommodation strategies in regard to code-choice.

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Non-native speakers often struggle with practicing their second language when living in a country where native speakers of that language are very proficient in English. Many of these native speakers rather switch to English instead. The underlying mechanisms of this phenomenon can be explored by taking a look at the Communication Accommodation Theory, Politeness Theory, and Interactive Alignment Theory. The current study examined the evaluations by Dutch native speakers of two audio fragments in which a non-native speaker speaks Dutch with a native Dutch speaker. In one of the audio fragments the Dutch native speaker responds to the non-native Dutch speaker in English while in the other the native speaker responds in Dutch. Participants had to evaluate the native Dutch speaker on likability, politeness, and the overall successfulness of the communication between both speakers.

In similar fashion, Burt (1994) proposes that different types of participant evaluations to audio fragments where a speaker diverges or converges to their interlocutor can be explained by a difference in face-need, positive or negative, according to the Politeness Theory by Brown and Levinson (1987). In the current study, the participants' face-need is taken as a moderator variable to see if it has an influence on participant evaluations of different accommodation strategies. Besides, language experience, the proficiency in English and attitude towards speaking English, might also have an influence on evaluations of the audio fragment in which the Dutch native speaker responds in English. Thereby, the language experience is considered one of the control variables.

The findings reveal that proficiency in English and attitude towards the usage of English, language experience, is an indicator for the perceived successfulness of communication in the audio fragment in which the native Dutch speaker responds to the non-native in English. The lower the participant's proficiency and willingness to speak English, the lower the perceived successfulness of communication is rated. Participants with a low proficiency and willingness to speak English most likely comprehend less of a semi-English conversation and thereby judge the overall conversation as less successful.

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Introduction

International students and expats often lack the time to become fully fluent before they arrive in their host-country. Adapting to a new environment is immensely difficult but crucial for the well-being of long-term students or expats. Language adaptation is one of the most prioritized integration strategies because it prevents miscommunication between the internationals and the locals. Furthermore, it can help bridge cultural differences. Hence, many international students and expats actively try to pick up the language, culture, and customs of their host-country (Vasilopoulos, 2016 in Sari et al., 2019)

When coming to the Netherlands, international students or expats often struggle with integrating into the Dutch culture. This is not only caused by cultural differences but also the struggle of practicing and acquiring the Dutch language (Verbeek, 2019). In addition, according to the EF Education First (2022), the Netherlands ranked number one of having the highest fluency rates in English as their second language. The Dutch are very fluent in English and are known to speak it comfortably. The situation many international students and expats find themselves in, is that they cannot practice their Dutch because many to most Dutch speakers rather code-switch to English. What are the underlying mechanisms behind this phenomenon?

A framework that focuses on a speaker aligning themselves with their interlocutor is the Interactive Alignment Theory. The theory proposes that successful communication is achieved when speakers align to their interlocutor(s) on many different levels of representation (Pickering & Garrod, 2006). Speakers when they align might use similar vocabulary, grammatical structures, and thinking patterns. New utterances are related to the interlocutor(s) previous utterances. This alignment increases the comprehensibility for both speakers and facilitates successful communication. For example, a speaker might take on the spatial relation of the interlocutor's environment, so that "left" and "right" become the opposite for the speaker. This aligning to the interlocutor's spatial relation to their environment can then improve the overall successfulness of the communication (Schober, 1993).

In regard to code-switching, Kootstra et al. (2020) found that code-switching in bilinguals mostly occurred when the interlocutor code-switched previously. In the experiment bilingual participants got to see a set of two pictures with the first picture being described by a prime sentence and the second picture being described by the participant. The prime sentence would either have a Dutch-English cognate, false friend, control word (no similarity in the translations of the word), or there was no code-switching present. The findings show that cognates increased the change of code-switching by the participant, however, only when the interlocutor had just switched. False friends and control words did not affect the code-switching of the participant. One could assume that more successful communication takes place if both or all speakers in a conversation align themselves to each other or code-switch when needed.

Another framework that analyzes language adaptation between two or more speakers is Communication Accommodation Theory (CAT). The reason for Dutch speakers preferring to code-switch to English could be explained by the accommodation strategies in CAT. On the one hand, divergence describes a situation where a speaker does not align themselves with their interlocutor which establishes dissimilarity between both speakers (Elhami, 2020). Sari et al. (2019) found that international students often use a divergence strategy to not lose their own cultural or social identity when abroad. By the means of interviews, it was revealed that international students often claim that to not get into any conflict or trouble, they tried to remain silent and withheld from engaging in conversations with others. Moreover, when talking to teachers, students mostly employed the divergence strategy to be more polite.

On the other hand, convergence is when a speaker does align with the interlocutor which establishes a paralinguistic bond. Convergence increases the effectiveness of communication, but it could make an individual lose their social standing and identity by changing too much for the social approval of others. Sari et al. (2019) mentions that for a student's social life a convergence strategy brings more benefits to the process of integrating into their host-country's culture. However, many people are not aware of their own convergence and divergence strategies and often do not actively choose between them.

Genesee and Bourhis (1988) revealed that speakers converging to their interlocutor are evaluated more positively than speakers that diverged. However, Genesee and Bourhis (1988) do indicate that their findings were highly dependable on socio-political factors. The study asked Québécois participants (English native speaker with their L2 being French, and French native speakers with their L2 being English) to indicate the likability and attitude towards an English and French speaker by listening to an inter-linguistic conversation in which both speakers could either code-switch or remain in one code-choice. It was found that participants favored speakers that would converge. However, in participants from Montreal these findings were not found since Montreal is a bilingual city and values the freedom to choose which language to converse in. This indicates that underlying values and attitudes towards certain languages can be important in how a speaker is evaluated.

Burt (1994) found that code-switching is evaluated differently depending on the type of accommodation strategy. The study used a conversation between a German native speaker and English native speaker, who both were learning the L1 of the other speaker as their L2. Instead of convergence and divergence, the study used the terms compliance and convergence. Compliance was described as a conversation in which a speaker complied with their interlocutor's code-switching, and convergence as a conversation where both speakers remained in their L2 for the benefit of both speakers being able to practice their L2. The conversation was observed by the participants and their responses were written down.

As Burt (1994) hypothesized there were two distinguishable sides to the observations made by participants. Some participants reacted positively to compliance because they argued that it was accommodating to code-switch incongruently with the interlocutor. However, some participants reacted negatively because they argued that one speaker speaking their L1 seemed like the speaker did not care to actually practice their L2. On the other hand, convergence was evaluated negatively by speakers who thought that the interlocutor staying in their L2 seemed passive aggressive. These participants argued it seemed as if the speaker thought that their interlocutor's proficiency in their L2 was not high enough. The participants with the strongest negative reactions were all very proficient in either one of the languages as their L2. These participants adamantly argued that they would rather have a full conversation in either one of the languages than code-switch between the two.

Although, there were a variety of different responses, Burt (1994) acknowledges that positive reactions were more frequent and stronger for the convergence conversation. The findings theorize that the difference of face-need, according to the terms positive face and negative face within Politeness Theory by Brown and Levinson (1987), was a strong factor in what type of responses participants had. Positive face is described as an individual's desire for approval, appreciation, and admiration from others. Negative face is described as an individual's desire for autonomy, freedom, and independence from imposition or interference by others. In other terms, positive face values the approval of the social environment. Negative face values the freedom of choice. Burt (1994) argues that face-need can influence the type of reaction participants had to the compliance or convergence conversation because each participant had a preferred face-need. Burt (1994) concludes that participants with a preference for positive face evaluated the conversation with convergence more positively because they acknowledged that it was good that both speakers could practice their L2.

Despite, both conversations differing in what type of accommodation takes place, one could argue that both of them were playing to positive face. Burt (1994) framed the convergence conversation as both speakers trying to establish a successful conversation with both speakers speaking their L2, whereas the compliance conversation was framed at the individual level of the speaker code-switching to their interlocutor. Since compliance and convergence, both function as accommodating strategies playing to positive face, it remains to be seen if conversations in which convergence and divergence are unquestionably present bear different results. A stimulus that incorporates both convergence and divergence could correlate more closely to both positive face and negative face.

Kim et al. (2012), on the basis of Brown and Levinson (1987) and Ting-Toomey (1988, 2005), examined four types of face-need: self-positive face, other-positive face, self-negative face, other-negative face. The study sought to find the relation and effect of face threatening acts (avoidance, confrontation) on the four types of face-needs. The stimulus materials contained two different vignettes, one depicting a

situation in which a person does not keep a social engagement with a classmate, and the other depicting a situation in which a younger person addresses an elder informally. American and Korean participants were asked to fill out a questionnaire concerning their attitudes towards the stimulus materials. The findings suggest that, because the first vignette might have threatened the participant's negative face and the second vignette positive face, that participant reaction to a particular face-threat can be influenced by the face-need. In addition, Park and Guan (2009) observed that when positive face is threatened, Chinese more frequently will offer to apologize. In contrast, when negative face is threatened, Americans seem to more frequently offer an apology.

According to Hofstede's cultural dimensions, individualistic cultures are more associated with a preference for a negative face-need because individualistic cultures value personal autonomy more compared to collectivist cultures (Hofstede, 2011; Park & Guan, 2009). Collectivist cultures have a preference for positive face because these cultures value social harmony. The Netherlands is categorized as an individualistic culture according to Hofstede's cultural dimensions (Hofstede, 2011). Thereby, one could assume that Dutch individuals have a higher preference for playing to negative face. In which ways negative face is connected to certain accommodation strategies remains to be examined.

Besides, it is important to not forget in which ways language proficiency and attitude towards certain languages can have an influence on participant evaluations. For example, Grosjean (2001) points out that bilinguals often get surprised if they are spoken to in a language they did not expect. This could explain a Dutch native speaker switching to English because they assumed they would need to speak English. Grosjean (2001) continues that bilinguals, in most bilingual settings, have to unconsciously choose which code is necessary for the continuation of successful communication. The paper describes the presence of language modes in bilingual speakers that can be left deactivated or become activated to a varying degree. Bilingual speakers will try to choose one code-choice but might code-switch depending on how severely their bilingual language mode is activated. Bilingual speakers will mostly stay in their monolingual language mode when speaking with other monolinguals, the other language can be left totally deactivated. However, when speaking with other bilinguals the bilingual language will be activated to a certain degree.

Proficiency in a language can significantly influence an individual's activation of that language. English proficiency is an indicator of the willingness to speak the language. Therefore, the experience of many expats and international students of not being able to practice as much Dutch as they would desire could be explained by their social environment. International students and expats often find themselves in higher educated environments (multinational companies, universities) where English proficiency is high. Individuals in these environments have a higher likeliness of being able and willing to speak English. But, does English proficiency and willingness to speak English also play a role for accommodation.

Burt (1994) cites a model introduced by Myers Scotton (1983), the virtuosity and deference maxim, for the interpretation of code-switching. The two maxims are modelled after the Gricean maxim framework, and are used as a theoretical framework for understanding participant reactions to different types of code-switching. The virtuosity maxim proposes that a speaker should switch to whatever code is necessary in order to continue the conversation or accommodate the interlocutor(s). The interlocutor(s) might not be proficient enough in one code, and switching to another code in which the interlocutor is proficient accommodates them. However, as seen in Burt (1994), this can anger speakers that are speaking their L2 because it passes a judgement of their capabilities in that code. Thereby, the Deference maxim proposes that a speaker should switch to a code which expresses deference to the interlocutor(s) when respect is important in the given context. Both maxims can be used congruently to determine if code-switching is necessary or respectful in the context where one does not want to commit face-threatening acts (Burt, 2002).

In contrast to Burt's (1994) qualitative approach, the current study used a quantitative approach to analyze the effect of positive and negative face-need, language attitudes, and language proficiency on the evaluations of speakers who diverge or converge to their interlocutor. The evaluations are based on the likability and politeness of the native speaker, and the overall successfulness of the communication. As mentioned above, there exists a lot of research that tries to pinpoint why speakers make certain code-choices. Face-need can be a predictor for speaker's preference in which code-choice is the most accommodating. Burt (1994) alludes that observers do have preference on certain accommodation strategies but does not precisely conclude that face-need necessarily influences it. In the current study, the effects of code-choice on an observer's attitude towards a speaker are examined taking in regard the face-need of these observers. Finally, language attitudes and language proficiency are also important to take into account because they influence the chance that an observer themselves would use English.

Research Questions

RQ1: How does face-need influence the evaluation of a native speaker's code choice?

RQ2: In which ways is a convergence strategy considered more accommodating than a divergence strategy?

RQ3: How is successfulness of communication influenced by a convergence versus a divergence strategy?

Method

Materials

The problem described in the introduction was replicated in the current study. A non-native Dutch speaker from Finland (Sara), who was willing to practice her Dutch, held a conversation in Dutch with a native speaker (Eva). The independent variable central in the experiment is the code-choice of the native Dutch speaker (Eva) when they take their turn in the conversation. The specific Dutch proficiency or fluency of the non-native speaker was between a B1-B2 level. The code-choice can either be in English or in Dutch. Participants will get to see one of two types of audio fragments with code-choice being the only differing factor. These two types of code-choice will be called convergence (responding in the same code-choice of the other speaker) or divergence (responding in a different code-choice) (Elhami, 2020).

The two speakers were featured in both audio fragments to prevent different evaluations being made that are influenced by the speakers' tone of voice or use of language. The two audio fragments got introduced by a prompt that describes the context of the conversation. Both speakers are members of the same sports club, and they are getting to know each other. The conversation is friendly and informal. The context of the conversation was precisely chosen. The study refrained from using a university/ international workplace context because English is somewhat seen as a standard lingua franca in these environments. See appendix B for the full transcribed conversations.

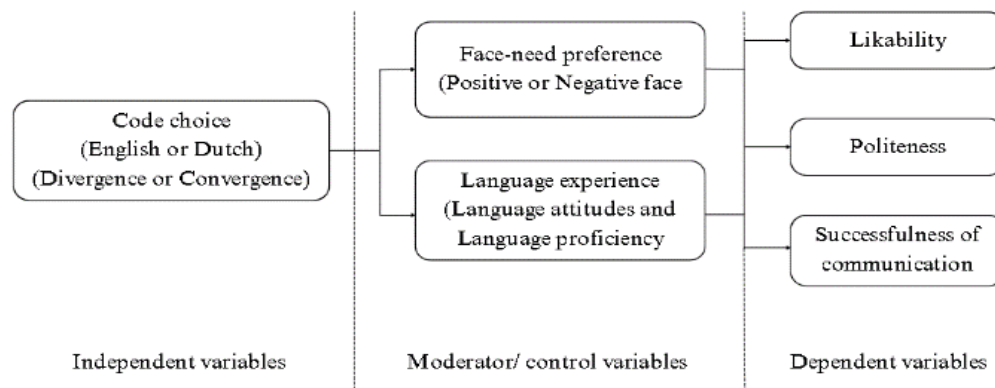
Design

To prevent participants figuring out what the aim of the study is, a between-subjects design was used. Participants either listened to one of the two audio fragments. Code-choice was the independent variable of our study and has two values: English (Divergence) or Dutch (Convergence). Half of the participants listened to the audio fragment in which the Dutch native speaker converges to the non-native speaker by responding in Dutch, and the other half the audio fragment in which the Dutch native speaker diverges from the non-native Dutch speaker by responding in English. Face-need preference was a moderator variable and had two values, positive face-need or negative face-need. In the study we examined whether the variables code-choice and face-need have an effect on the dependent variables: Politeness, likability, and successfulness of communication. The virtuosity and deference maxim were measured as a subset of the variable 'Politeness'. Lastly, we measure language experience as a control variable which likely has an effect on our dependent variables. Language experience will be measured with questions about language attitudes and language proficiency. See Figure 1 for the analytical model.

Subjects

A total of 65 participants, all native Dutch speakers, filled out the questionnaire. The participants were equally distributed across both conditions. Across the two conditions, gender, age, and education level, English proficiency, were all equally distributed. 69.2% of participants identified as female, 27.7% as male, and 1.5% identified as non-binary. For educational level, 3.1% reported to attend secondary school, 3.1% MBO, 24.6% HBO, 69.2% University. Age was categorized in age-groups with 9.2% answering they were in the age group 18-20; 76.9% in 21-29; 1.5% in 30-39; 1.5% in 40-49; 9.2% in 50-59; and 1.5% in 60 or older. Native Dutch speakers were chosen because fewer factors are present that could alter the results, such as implicit biases towards different cultures or different cultural dimensions that influence personal face-need. In addition, the participants basic proficiency in English was intermediate ($M= 3.66$, $SD= .44$; 1= not at all, 4= fluently), to ensure that the audio fragment with code-choice would be understood, a basic proficiency in Dutch is already ensured by our choice to only let Dutch native speakers partake in the study.

Figure 1. Theoretical framework of independent, moderator, and dependent variables



Instruments

A questionnaire (see Appendix D) measured participant evaluations of two speakers, however, the focus was on the native Dutch speaker because the code-choice of that speaker is the only one being manipulated. Firstly, the variable successfulness of communication measures whether the participants would consider the conversation of the audio fragment to be achieving a successful exchange of communication. A 5-point Likert scale (1 = strongly disagree, 5 = strongly agree) with the items: “The conversation went smoothly”, “The non-native speaker Sara understood what the native speaker Eva was saying.”, “It was easy for the non-native speaker Sara to talk to the native speaker Eva.”, “The native speaker Eva understood what the non-native speaker Sara was saying.” “It was easy for the native speaker Eva to talk with the non-native speaker Sara”, and “There were no misunderstandings.”. The reliability of the variable successfulness of

communication compromising of 6 items was acceptable ($\alpha = .80$). Hence, the mean of all six items was calculated for the compound variable successfulness of communication.

The dependent variables that will measure the attitude towards the speakers are fragmented in the two variables politeness and likability. The questionnaire measured the two variables for both the native and non-native speaker to not reveal the aim of the study. However, only the evaluations of the native speaker are taken into account. First of all, likability was measured for the native speaker, with a 7-point Likert scale (1 = completely disagree, 7 = completely agree) with the statement— “I found the speaker to be...” in combination with the following items: friendly, humorous, trustworthy, warm, sympathetic, charismatic. (Hendriks et al., 2021). The reliability of likability including the six items was acceptable ($\alpha = .88$). Therefore, the compiled mean of all six items was used for the compound variable likability.

Secondly, the variable politeness was measured with a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree) following the research of Park and Guan (2009), and Cupach and Carson (2002) with three items concerning positive politeness for each speaker and 4 items concerning negative politeness for each speaker. For positive politeness the items included are: “Eva’s actions considered Sara’s desire to look good in front of others.”, “Eva is being careless towards Sara’s feelings.”, “Eva was respectful to Sara.”. Negative politeness was measured with statements such as: “Eva’s actions constrained the choices of Sara”, “Eva’s actions took away some of the independence of Sara”, “Eva’s actions inhibited Sara’s self-expression”, “Eva’s actions considered Sara’s need to express themselves freely.”. Thirdly, to further interpret the evaluation of each speaker by participants, the virtuosity maxim and deference maxim were utilized to sketch an idea in which way these maxims relate to code-choice and politeness. On the one hand, for the virtuosity maxim, a 7-point Likert scale (1 = completely disagree, 7 = completely agree) measured the 2 items: “Eva considered Sara to be competent in Dutch.”, “Eva took Sara’s competency in Dutch into account.”. On the other hand, for the deference maxim, a 7-point Likert scale (1 = completely disagree, 7 = completely agree) was used with the two items: “Eva showed deference towards Sara.”, “Eva treated Sara with respect.” The reliability of the variable politeness involved the three items measuring positive politeness and the four items measuring negative politeness. Furthermore, the two maxims were also included in the variable politeness because they essentially measure the level of politeness of the code-choice. Consequently, the reliability of the variable politeness was acceptable ($\alpha = .91$). Henceforth, the mean of all eleven items was used to calculate the compound variable politeness.

Additionally, the variable language experience is understood as both the proficiency in English and the attitude towards the usage of English. The variable is an indicator for the likeliness that the participants would use English in an intercultural exchange. The attitude towards the usage of English was measured with a 5-point Likert scale (1 = Strongly disagree; 5 = Strongly agree) with the item “I like using English”. English proficiency was measured by the means of a 4-point Likert Scale (1= not at all; 2= with

difficulty; 3= reasonably; 4= fluently) with the items “I speak English”, “I understand English” (Hendriks et al., 2021). The reliability of the variable language experience comprising of three items was acceptable ($\alpha = .71$). Thereby, the mean of the compound variable language experience was calculated with these three items.

Lastly, the participants will be asked to fill out a few questions about their personal face-need with the given instruction to think back on a past social conflict and answer the questions with that conflict in mind. Personal face-need, was comprised of positive face-need and negative face-need, they are both moderator variables. The moderator variables use items as seen in Cupach and Carson (2002); Park and Guan (2009) rated on a 7-point Likert scale (1 = Strongly disagree; 7 = Strongly agree) with four items measuring positive face-need: “I was concerned with not making the other person look bad”, “I was concerned with helping the other person maintain their credibility”, “Looking good in front of others is important to me”, “Not being insensitive was important to me”. Negative face-need used four items, such as: “I am concerned with not hurting the other person’s need to be left alone”, “Not constraining the other person’s choices is important to me”, “My desire to not be troubled was important to me.”, “I am concerned with maintaining my interdependence”. However, there was a problem with using two separate variables for negative face-need and positive face-need. The two variables were too similar to one another and were closely correlated in both conditions. In the condition with convergence a significant positive correlation was found between the variables positive face-need and negative face-need ($r(31) = .49, p = .006$). Likewise, in the condition divergence a significant correlation was found between positive face-need and negative face-need ($r(34) = .62, p < .01$). Most likely participants that are more polite score high on both variables and show no difference in relating more to one face-need compared to the other. Therefore, the two variables were combined into one variable: Politeness preferences. This variable measures the level of politeness for each participant.

Procedure

The participants were asked to fill in the questionnaire online and did not get a monetary compensation. After clicking on the link sent to them through messaging apps (e.g. WhatsApp), the participants got to see a brief explanation of what the study was about (see Appendix C) and before starting the questionnaire had to sign an agreement of participation, see the checklist Ethics review in Appendix A. The questionnaire started with the audio fragment, afterward, the actual questionnaire started.

Statistical Treatment

A multivariate analysis of regression analyzed whether there is a significant effect of code-choice, language experience, and politeness preferences on each dependent variable (politeness, likability, successfulness of communication). Afterward, a univariate analysis shows the significant effects of each independent variable on each dependent variable. Lastly, correlation tests on all of the dependent variables were conducted to see if likability, successfulness of communication, and politeness are interconnected.

Results

Table 1 shows that participants who listened to the audio fragment in which the code-choice was Dutch rated the likability ($M = 5.11$, $SD = 1.02$), and politeness ($M = 5.08$, $SD = .93$) of the native Dutch speaker higher than participants that listened to the audio fragment where the code-choice was English (likability: $M = 4.90$, $SD = .87$; politeness: $M = 4.49$, $SD = 1.07$). In addition, successfulness of communication was rated higher in the audio fragment where the code-choice was Dutch ($M = 4.17$, $SD = .52$) compared to the audio fragment where the native Dutch speaker responded in English ($M = 3.98$, $SD = .58$)

Table 1. Means and Standard deviations of the dependent variables Likability, Politeness, and Successfulness communication in each condition (Code-choice: Dutch, or English)

Code-choice	Likability		Politeness		Successfulness communication	
	M	SD	M	SD	M	SD
Dutch	5.11	1.02	5.08	.93	4.17	.52
English	4.90	.87	4.49	1.07	3.98	.58

However, a one-way multivariate analysis for politeness of native speaker, likability of native speaker, and the successfulness of the communication, with code-choice as fixed factor and politeness preferences, and language experience as covariates, found a marginally significant interaction between code-choice and language experience ($F(3, 57) = 2.27$, $p = .09$, $\eta^2 = .107$). The univariate analysis revealed that the effect of the intercept of code-choice and language experience had an effect on the variable successfulness of communication ($F(1, 59) = 4.46$, $p = .039$, $\eta^2 = .070$). A scatterplot summarizes the results (Figure 2)

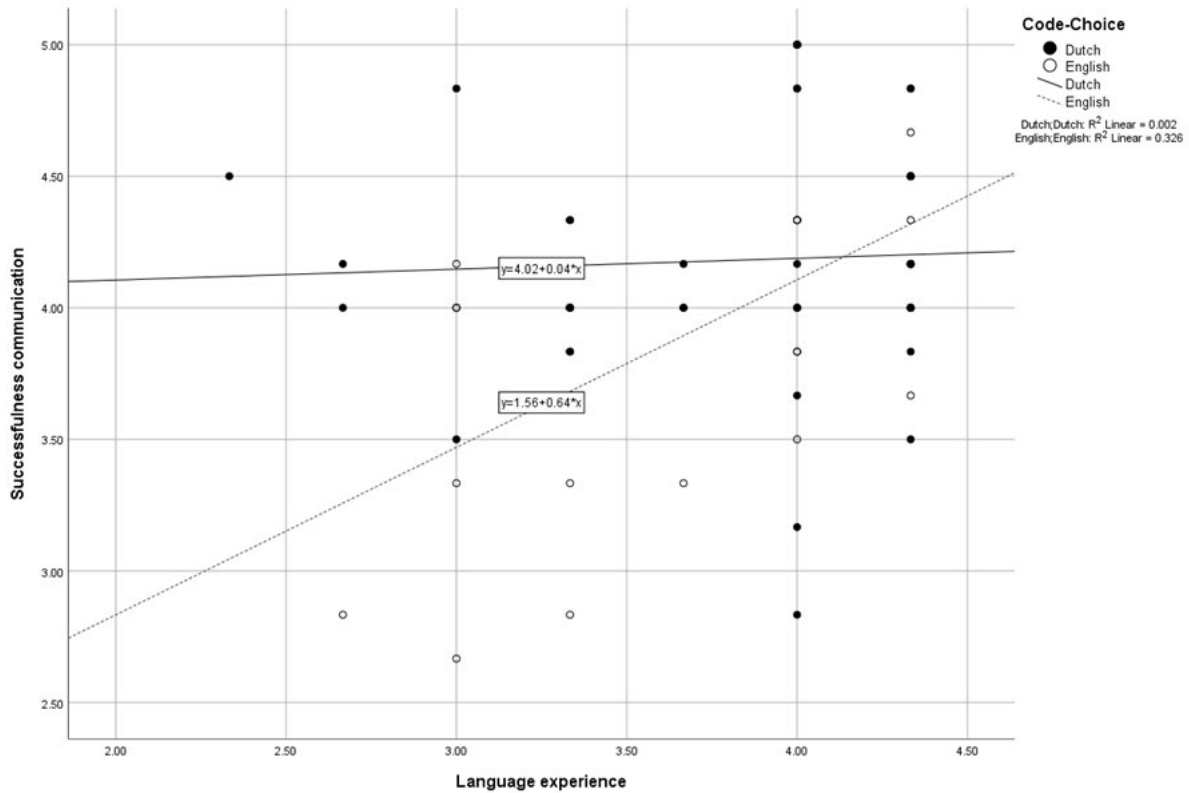
Table 2 indicates that there is a significant positive correlation between the variable politeness and likability of the native speaker ($r(65) = .595$, $p < .001$), if the politeness of the native speaker is rated higher the likability of the native speaker is also higher. In addition, a significant effect between the politeness of the native speaker and successfulness of communication ($r(65) = .308$, $p = .013$). Thereby, if

the politeness of the native speaker is rated higher the successfulness of communication was likewise rated higher.

Table 2. Pearson's correlation and significance (2-tailed) of a bivariate correlation between all dependent variables.

n = 65	Likability		Politeness		Successfulness communication	
	r(n)	Sig.	r(n)	Sig.	r(n)	Sig.
Likability	***	***	.595	<.001	.065	.609
Politeness	.595	<.001	***	***	.308	.013
Successfulness communication	.065	.609	.308	.013	***	***

Figure 2. Scatterplot of language experience and successfulness of communication in both conditions.



Discussion

The current study analyzed the effect of accommodation strategies on observer's evaluation of speakers in an intercultural conversation. When coming to the Netherlands, international students and expats often experience that even if they speak Dutch to native speakers, these speakers will code-switch to English. The Communication Accommodation Theory and the Interactive Alignment Model can explain the underlying mechanisms of this phenomenon.

The Interactive Alignment Model proposes that speakers unconsciously always try to align themselves to their interlocutor with the goal to ensure successful communication. There are many tactics a speaker might align themselves such as adopting the spatial relations of the interlocutor or reusing words from past utterances. Pickering and Garrod (2004) describes communication as the alignment of situational models instead of the traditional model that talks of informational transfer. For successful communication to take place, interlocutors have to align their situational models.

There was a marginally significant interaction between language experience and code-choice which had an effect on the dependent variable successfulness of communication. Participants who scored higher on language experience, being the English proficiency and attitude towards speaking English, rated the audio fragment with the native speaker diverging from the non-native speaker by responding in English higher on the successfulness of communication. Participants who scored lower on language experience, having a lower proficiency in English and being less likely to speak English in an intercultural context, rated the audio fragment where the code-choice of the native Dutch speaker was English lower on the successfulness of communication.

Individuals who are not proficient in English and their attitude towards speaking English is negative will most likely not fully comprehend or comprehend less of English speech compared to individuals who are more proficient. Subsequently, these individuals would deem a semi-English conversation as less successful. This is in contrast to Burt (1994) because participants highly proficient in their L2 were strongly against mixing more than one language, they argued that they would prefer having a full conversation in either their L1 or L2. In the findings of the current study, there was no such indication that participants who scored higher on language experience had more negative evaluations of the audio fragment where both Dutch and English were present.

Burt's (1994) paper utilizes the Communication Accommodation Theory and examined the evaluations by both native and non-native speakers of conversations where code-choice was manipulated. In one of the conversations, both speakers remained in their L2 with the goal of practicing their L2, a convergence strategy. In the other conversation, both speakers code-switched when their interlocutor did, a compliance strategy. After listening to the conversations, the participants were interviewed and asked

their impression of both speakers. Burt (1994) found a variety of different responses for both conversations, and concluded that this difference in response could be connected to each participant's face-need.

To further investigate Burt's (1994) hypothesis, the current study constructed a method of quantitatively analyzing the connection of face-need and accommodation strategies. An empirical look at the communication accommodation theory in relation to the Politeness theory by Brown and Levinson (1987) would give more ground to the findings found in Burt (1994). Accommodation strategies were operationalized by manipulating the code-choice of the native Dutch speaker in the conversation. On the one hand, if the code-choice of the native speaker was Dutch, this would be called a convergence strategy. On the other hand, if the code-choice was English, it would be a divergence strategy. Afterward, at the end of the questionnaire questions were included for each participant face-need: Positive and negative. The other questions had participants rate both speakers on their politeness, likability, and the overall successfulness of communication between the two speakers.

The findings indicated that the operationalization of the moderator variable face-need was problematic since the two factors, positive face-need and negative face-need, had a high positive correlation with one another. This essentially means that people who are generally more polite score high on both negative and positive face-need, and people who are generally impolite score low on both. Hence, positive and negative face-need were compounded into one variable called politeness preferences. However, even after compounding the two variables there was no relation found between participant evaluations and the variable politeness preferences.

Limitations

Face-need

The aim of the current study was to find a relation between the two face-needs (positive and negative face) and the two accommodation strategies (convergence and divergence). However, during the statistical treatment of the data collected from the questionnaire, the two variables positive face-need and negative face-need had to be compounded into one variable because there was a high correlation between the two. Consequently, in the end the relation between the type of face-need and accommodation strategy was not found.

Although, Burt (1994) proposes a relation between participant's face-need and participant evaluations of different accommodation strategies, because of the qualitative approach, there is no proof that this relation is substantial. Future research will have to determine if positive face-need and negative face-need prefer one accommodation strategy over the other. For instance, a future study could include two parts where face-need and code-choice are manipulated. The first part will have participants answer questions about face-need to categorize these participants in two groups on the basis of being more prone to having a positive face-need or a negative face-need. Afterward, the two groups will get to see audio

fragments with either a convergence or a divergence strategy. Next, the participants will evaluate the speakers on politeness, likability, and the overall successfulness of communication.

Additionally, positive face and negative face have a deeper level within the Politeness Theory. Self-face and other-face are both a dimension that go hand in hand with positive and negative face (Ting-Toomey, 1998; 2005). On the one hand, self-face is concerned with an individual's own social identity, autonomy, and self-image. Individuals when trying to maintain their self-face will engage in social actions that uphold the positive self-image or social identity while avoiding social actions that negatively affect their self-image or social identity. On the other hand, other-face is concerned with the positive self-image, social identity, and autonomy of the interlocutor(s) in a conversation. Individuals trying to maintain other-face will engage in social actions that uphold the positive self-image or social identity of the interlocutor(s) in a conversation and avoid threatening these. The social actions uphold the respect, consideration, and support for the interlocutor(s) in a conversation.

Both self-face and other-face are connected to positive and negative face. For instance, Kim et al. (2012) created a model that combines both together for a total of four different face concerns: Self-positive face (SPF), self-negative face (SNF), other-positive face (OPF), other-negative face (ONF). In the current study face concerns were partially compounded so that positive face represented both self-positive face and other-positive face, and negative face both self-negative face and other-negative face. Future research might be able to find an influence of self-face and other-face on the evaluations of speakers. Such as, Oetzel and Ting-Toomey (2003) found that collectivist cultures are more prone to prefer other-face compared to individualistic cultures that prefer self-face. Self-face and other-face might be more distinguishable from one another than positive and negative face. It might influence evaluations of different accommodation strategies to a much higher degree. Future research should conclude if self-face and other-face have an influence and if it is a better option for finding a relation between accommodation strategies and face preference.

Non-native accent

In the current study the non-native Dutch speaker had a slight accent in Dutch. According to Hendriks et al. (2021) speakers with a slight non-native accent are evaluated more positively than speakers with a moderate non-native accent on status, perceived competence, dynamism, and comprehensibility. Participants were asked to imagine they were recruiters for the personnel of a university and had to listen to English lectures presented by a native Dutch speakers.

There were significant differences between evaluations of speakers with a moderate non-native accent and a slight non-native accent. Dutch and other non-native English speakers rated the lecturer with a moderate non-native accent lower on comprehensibility and teaching quality. Surprisingly, the study found that native speakers of English did not rate the non-native English speakers regardless of accent

strength differently. Hence, it remains to be revealed if accent strength has a similar effect on evaluations by native Dutch participants on non-native Dutch speakers.

For instance, a conversation between a non-native speaker with a strong accent might lead to different results. The virtuosity maxim proposes that a speaker should switch to whatever code is necessary in order to continue the conversation or accommodate the interlocutor(s). Hence, a speaker might switch to English if the interlocutor is not proficient enough to continue successful communication in one language. Participants might evaluate a Dutch native speaker switching to English differently when a non-native speaker has a strong accent compared to a non-native speaker with a slight accent.

Non-native evaluations

In the same study by Hendriks et al. (2021) it was found that both Dutch participants and other non-native English participants did evaluate the speaker with a moderate non-native accent in English more negatively than a speaker with a slight accent. Therefore, it might be interesting to see how non-native Dutch speakers evaluate the audio fragment used in the current study. Non-native speakers of Dutch might similarly to the Hendriks et al. (2021) study, rate a non-native speaker with a moderate accent more negatively than participants that are native Dutch speakers.

Roessel et al. (2019) found that non-native speakers rate other non-native speakers more negatively for speakers with a strong non-native accent. Roessel et al. (2019) had a similar method to Hendriks et al. where German participants had to evaluate job application presentations in English of German lecturers. The study manipulated the accent strength and added a native English speaker as the control condition. The study found that participants rated speakers with a strong non-native accent lower on hirability compared to speakers with a slight non-native accent or the native English speaker. In addition, argument quality was also manipulated and the findings indicate that accent strength overwrites the argument quality. These findings show that accent discrimination is a serious problem and can have bad consequences for speakers with strong non-native accents.

In conclusion, the current study did not find a significant effect of accommodation strategies on evaluations of native speakers. Thereby, it cannot be determined which of the two accommodation strategies, convergence or divergence, is the most accommodating. Despite, there being an indication that individuals with a higher English proficiency and more positive attitude towards the usage of English rate a semi-English conversation more successful, the findings in this study did not discover a more nuanced view on how accommodation strategies are perceived. In the end, face-need was not revealed to have an interaction with a type of accommodation. However, this might be because of the used method or the statistical treatment of the variables.

Future research should determine whether changes to the method could result in more significant findings. As mentioned above, a different operationalization of positive and negative face where participants are categorized into one or the other and then equally distributed across two conditions might give better insight. In a similar fashion, self-face and other-face could be factored in or be examined separately. On the other hand, the stimulus materials should be expanded with the addition of non-native speakers with a moderate non-native accent. Lastly, the pool of participants should include non-native speakers.

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Appendix A

Checklist EACH (version 1.8, April 2022)

You fill in the questions by clicking on the square next to the chosen answer

After clicking, a cross will appear in this square

1. Will you be collecting data from participants?

Yes → continue with questionnaire

No → Will you use an existing dataset and do you comply with the EACH guidelines**?

Yes → assessment not necessary → end of checklist

No → contact the EACH to see if assessment is necessary

** Guidelines: - ethics approval is obtained for the original data collection, - participants have consented to the reuse of the research data, or the reuse fits within the original research purpose.

2. Is a health care institution involved in the research?

Explanation: A health care institution is involved if one of the following (A/B/C) is the case:

- A. One or more employees of a health care institution is/are involved in the research as principle or in the carrying out or execution of the research.
- B. The research takes place within the walls of the health care institution and should, following the nature of the research, generally not be carried out outside the institution.
- C. Patients / clients of the health care institution participate in the research (in the form of treatment).

No → continue with questionnaire

Yes → Did a Dutch Medical Institutional Review Board (MIRB) decide that the Wet Medisch Onderzoek (Medical Research Involving Human Subjects Act) is not applicable or does the research comply with one of the [standard research methods](#) described by the EACH

Yes → continue with questionnaire

No → This application should be reviewed by a Medical Institutional Review Board, for example, the Dutch [CMO Regio Arnhem Nijmegen](#). If review by an MIRB has already taken place → continue with questionnaire. If this review has not yet taken place → end of checklist

3. Does the research include [medical-scientific research](#) that might carry risks for the participant?

No → continue with questionnaire

Yes → This application should be reviewed by a Medical Institutional Review Board, for example, the Dutch [CMO Regio Arnhem Nijmegen](#) → end of checklist

Standard research method

4. Does this research fall under one of the stated [standard research methods](#) of the Faculty of Arts or the Faculty of Philosophy, Theology and Religious Studies?

Yes → **(fill in name and number of standard research method)** → continue with questionnaire

No → assessment necessary, end of checklist

Participants

5. Is the participant population a healthy one?

Yes → continue with questionnaire

No → assessment necessary**, end of checklist → [go to assessment procedure](#)

**Exception for studies with patients participating in one of the described standard studies in the field of language and speech pathology

6. Will the research be conducted amongst minors (<16 years of age) or amongst (legally) incapable persons?

Yes → assessment necessary, end of checklist → [go to assessment procedure](#)

No → continue with questionnaire

Method

7. Is a method used that makes it possible to produce a coincidental finding that the participant should be informed of?

Yes → assessment necessary, end of checklist → [go to assessment procedure](#)

No → continue with questionnaire

8. Will participants undergo treatment or are they asked to perform certain behaviours that can lead to discomfort?

Yes → assessment necessary, end of checklist → [go to assessment procedure](#)

No → continue with questionnaire

9. Are the estimated risks connected to the research minimal?

No → assessment necessary, end of checklist → [go to assessment procedure](#)

Yes → continue with questionnaire

10. Are the participants offered a different compensation than the usual one?

Yes → assessment necessary, end of checklist → [go to assessment procedure](#)

No → continue with questionnaire

11. Should [deception](#) take place, does the procedure meet the standard requirements?

No → assessment necessary, end of checklist → [go to assessment procedure](#)

Yes → continue with questionnaire

deception is not applicable

12. Are the standard regulations regarding [anonymity and privacy](#) met?

No → assessment necessary, end of checklist → [go to assessment procedure](#)

Yes → continue with questionnaire

Conducting the research

13. Are participants recruited via the Radboud Research Participation System (SONA) and/or is the research conducted in the CLS Lab?

No → continue with questionnaire

Yes → assessment necessary, end of checklist → [go to assessment procedure](#)

14. Will the research be carried out at an external location (such as a school, hospital)?

No → continue with questionnaire

Yes → Do you have/will you receive written permission from this institution?

No → assessment necessary, end of checklist → [go to assessment procedure](#)

Yes → continue with questionnaire

15. Is there a contact person to whom participants can turn to with questions regarding the research and are they informed of this?

No → assessment necessary, end of checklist → [go to assessment procedure](#)

Yes → continue with questionnaire

16. Is it clear for participants where they can file complaints with regard to participating in the research and how these complaints will be dealt with?

No → assessment necessary, end of checklist → [go to assessment procedure](#)

Yes → continue with questionnaire

17. Are the participants free to participate in the research, and to stop at any given point, whenever and for whatever reason they should wish to do so?

No → assessment necessary, end of checklist → [go to assessment procedure](#)

Yes → continue with questionnaire

18. Before participating, are participants informed by means of an information document about the aim, nature and risks and objections of the study? (see [explanation on informed consent](#) and [sample documents](#)).

- No → assessment necessary, end of checklist → [go to assessment procedure](#)
 Yes → continue with questionnaire

19. Do participants and/or their representatives sign a consent form? (see [explanation on informed consent](#) and [sample documents](#)).

- No → assessment necessary, end of checklist → [go to assessment procedure](#)
 Yes → checklist finished

If you want to record the results of this checklist, please save the completed file.

If you need approval from the EACH due to the requirement of a publisher or research grant provider, you will have to follow the formal assessment procedure of the EACH.

Appendix B

English transcription (not used in experiment)

Sara: *Hi! I'm Sara.*

Eva: *Hi! I'm Eva.*

Sara: *Where are you from?*

Eva: *Arnhem.*

Sara: *I don't know that city.*

Eva: *Arnhem is close to Nijmegen, it's a little bit smaller.*

Sara: *Is that in Gelderland or in another province?*

Eva: *In Gelderland. North of Nijmegen. How about you? Where are you from?*

Sara: *From Turku. I don't know if you know that city.*

Eva: *Is that west of Helsinki?*

Sara: *Yes exactly! How good that you've heard about it!*

Eva: *I studied in Helsinki for a year, which is very close.*

Sara: *Yeah, that's right! Did you like studying in Helsinki?*

Eva: *Yes, I liked it a lot.*

Audio fragment 1, code-choice English (Divergence strategy)

Sara: *Hoi! Ik ben Sara.*

Eva: *Hi! I'm Eva.*

Sara: *Waar ben je geboren?*

Eva: *Arnhem.*

Sara: *Die stad ken ik niet.*

Eva: *Arnhem is close to Nijmegen, it's a little bit smaller.*

Sara: *Ligt het in Gelderland of in een andere provincie?*

Eva: *In Gelderland. North of Nijmegen. How about you? Where are you from?*

Sara: *Uit Turku. Ik weet niet of je die stad kent.*

Eva: *Is that west of Helsinki?*

Sara: *Ja precies! Wat goed dat je ervan hebt gehoord!*

Eva: *I studied in Helsinki for a year, which is very close.*

Sara: *Ja dat klopt! Vond je het leuk om in Helsinki te studeren?*

Eva: *Yes, I liked it a lot.*

Audio fragment 2, code-choice Dutch (Convergence strategy)

Sara: *Hoi! Ik ben Sara.*

Eva: *Hoi! Ik ben Eva.*

Sara: *Waar ben je geboren?*

Eva: *In Arnhem.*

Sara: *Die stad ken ik niet.*

Eva: *Arnhem ligt dicht bij Nijmegen, het is net iets kleiner*

Sara: *Ligt het in Gelderland of in een andere provincie?*

Eva: *In Gelderland. Ten noorden van Nijmegen. En jij? Waar kom jij vandaan?*

Sara: *Uit Turku. Ik weet niet of je die stad kent.*

Eva: *Ligt dat ten westen van Helsinki?*

Sara: *Ja precies! Wat goed dat je ervan hebt gehoord!*

Eva: *Ik heb een jaar lang in Helsinki gestudeerd, wat daar dus heel dichtbij is.*

Sara: *Ja dat klopt! Vond je het leuk om in Helsinki te studeren?*

Eva: *Ja, dat beviel me goed.*

Appendix C

Invite to questionnaire transcript

“Hoi allemaal,

Voor onze bachelorscriptie doen wij onderzoek naar de manier waarop mensen gesprekken beoordelen en ervaren. Zou je ons willen helpen door deze enquête in te vullen:

https://radboudletteren.eu.qualtrics.com/jfe/form/SV_9npgvdKdujSqtj8.

Het zal ongeveer 15 minuutjes duren en je zou ons enorm helpen. Alvast bedankt!

Jet, Joshua, Rosa Lynn, Milica, and Rebecca”

Invite to questionnaire transcript translated

“Hi everyone,

For the bachelor thesis, we are doing a study on the way people evaluate and experience conversations.

You would help us a lot by filling out this questionnaire:

https://radboudletteren.eu.qualtrics.com/jfe/form/SV_9npgvdKdujSqtj8.

The questionnaire will take about 15 minutes to finish and you would be so helpful filling it out.

Thanks in advance!

Jet, Joshua, Rosa Lynn, Milica, and Rebecca”

Appendix D

Bachelor Thesis 2022-23

Start of Block: Informed consent

Consent form Beste deelnemer,

Dit is een onderzoek opgesteld door een groep studenten van de Radboud Universiteit. Er wordt van je geacht een kort audiofragment te beluisteren en daarna een vragenlijst in te vullen met betrekking daarop. De vragenlijst bestaat uit 42 vragen en zal ongeveer 5-10 minuten duren.

Je deelname aan dit onderzoek is vrijwillig en je kan jezelf op elk moment terugtrekken. Al je antwoorden blijven vertrouwelijk, worden anoniem verwerkt en worden alleen voor dit onderzoek gebruikt.

Selecteer hieronder of je akkoord gaat met de deelname en je aangeeft dat:

- Je de bovenstaande informatie gelezen hebt
- Je vrijwillig akkoord gaat met de deelname aan het onderzoek

Als je niet wenst deel te nemen aan dit onderzoek, kan je de deelname weigeren door niet akkoord te gaan en de webpagina te verlaten.

Alvast bedankt voor je deelname.

- Ik ga akkoord (1)
- Ik ga niet akkoord (2)

Skip To: End of Survey If Beste deelnemer, Dit is een onderzoek opgesteld door een groep studenten van de Radboud Universit... != Ik ga akkoord

End of Block: Informed consent

Start of Block: Accommodation (NL)

Hartelijk dank voor je deelname aan deze survey. Je gaat nu luisteren naar een audiofragment waarin Eva uit Nederland en Sara uit Finland elkaar ontmoeten bij een sportvereniging. De passage die je hoort is van hun eerste gesprek, wanneer ze elkaar net leren kennen. We zijn benieuwd naar je mening en interpretatie van het fragment.

End of Block: Accommodation (NL)

Start of Block: Non-accommodation (EN)

Hartelijk dank voor je deelname aan deze survey. Je gaat nu luisteren naar een audiofragment waarin Eva uit Nederland en Sara uit Finland elkaar ontmoeten bij een sportvereniging. De passage die je hoort is van hun eerste gesprek, wanneer ze elkaar net leren kennen. We zijn benieuwd naar je mening en interpretatie van het fragment.

End of Block: Non-accommodation (EN)

Start of Block: Geslaagdheid van de communicatie

Geef nu aan in hoeverre je het eens bent met de volgende stellingen.

Vraag 1 Het gesprek tussen de sprekers verliep soepel.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Noch eens noch oneens (3)
 - Eens (4)
 - Helemaal mee eens (5)
-

Vraag 2 Voor Sara (Finse) was het makkelijk om met Eva (Nederlandse) te praten.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Noch eens noch oneens (3)
 - Eens (4)
 - Helemaal mee eens (5)
-

Vraag 3 Voor Eva (Nederlandse) was het makkelijk om met Sara (Finse) te praten.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Noch eens noch oneens (3)
 - Eens (4)
 - Helemaal mee eens (5)
-

Vraag 4 Ik denk dat Sara (Finse) begreep wat Eva (Nederlandse) zei.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Noch eens noch oneens (3)
 - Eens (4)
 - Helemaal mee eens (5)
-

Vraag 5 Ik denk dat Eva (Nederlandse) begreep wat Sara (Finse) zei.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Noch eens noch oneens (3)
 - Eens (4)
 - Helemaal mee eens (5)
-

Vraag 6 Er waren geen misverstanden in het gesprek.

- Helemaal mee oneens (1)
- Oneens (2)
- Noch eens noch oneens (3)
- Eens (4)
- Helemaal mee eens (5)

End of Block: Geslaagdheid van de communicatie

Start of Block: Aardigheid van de sprekers

Vraag 7 Naar mijn mening lijkt Sara (Finse)..

	Helemaal mee oneens (1)	Oneens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Eens (6)	Helemaal mee eens (7)
Vriendelijk (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grappig (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Betrouwbaar (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"/>
Sympathiek (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Charismatisch (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vraag 8 Naar mijn mening lijkt Eva (Nederlandse)...

	Helemaal mee oneens (1)	Oneens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Eens (6)	Helemaal mee eens (7)
Vriendelijk (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grappig (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Betrouwbaar (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"/>
Sympathiek (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Charismatisch (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Aardigheid van de sprekers

Start of Block: Beleefdheid van de sprekers

Vraag 9 Sara's (Finse) acties hielden rekening met Eva's (Nederlandse) verlangen om goed over te komen naar anderen.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 10 Sara hield weinig rekening met Eva's gevoelens.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 11 Sara toonde respect voor Eva.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Page
Break

Vraag 12 Eva's acties hielden rekening met Sara's verlangen om goed over te komen naar anderen.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 13 Eva hield weinig rekening met Sara's gevoelens.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 14 Eva toonde respect voor Sara.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

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Vraag 15 Sara's (Finse) acties beperkten de keuzevrijheid van Eva (Nederlandse).

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 16 Sara's acties namen iets van de onafhankelijkheid van Eva weg.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 17 Sara's acties belemmerden Eva's mogelijkheden om zich te uiten.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 18 Sara's acties hielden rekening met Eva's behoefte om zich vrij te uiten.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 19 Eva's acties beperkten de keuzevrijheid van Sara.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 20 Eva's acties namen iets van de onafhankelijkheid van Sara weg.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 21 Eva's acties belemmerden Sara's mogelijkheden om zich te uiten.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 22 Eva's acties hielden rekening met Sara's behoefte om zich vrij te uiten.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 23 Sara (Finse) vond Eva (Nederlandse) haar taalvaardigheden:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Onvoldoende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Voldoende

Vraag 24 Sara hield rekening met Eva's taalvaardigheden.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

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Break

Vraag 25 Eva vond Sara's vaardigheden in het Nederlands:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Onvoldoende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Voldoende

Vraag 26 Eva hield rekening met Sara's taalvaardigheden.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

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Vraag 27 Sara (Finse) toonde eerbied voor Eva (Nederlandse).

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 28 Sara behandelde Eva met respect.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 29 Eva (Nederlandse) toonde eerbied voor Sara (Finse).

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 30 Eva behandelde Sara met respect.

- Helemaal mee oneens (1)
- Oneens (2)
- Enigszins mee oneens (3)
- Noch eens noch oneens (4)
- Enigszins mee eens (5)
- Eens (6)
- Helemaal mee eens (7)

End of Block: Beleefdheid van de sprekers

Start of Block: Taalvoorkeuren- en vaardigheid

De volgende vragen gaan niet over wat je zojuist hebt gehoord, maar over jouw eigen voorkeuren en taalvaardigheden.

Vraag 31 In hoeverre ben je het eens met de volgende stelling:
Ik gebruik graag Engels.

- Helemaal mee oneens (1)
- Oneens (2)
- Noch eens noch oneens (3)
- Eens (4)
- Helemaal mee eens (5)

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Vraag 32 Beantwoord alsjeblieft de volgende vragen over je Engelse vaardigheden.

	Helemaal niet (1)	Met moeite (2)	Redelijk (3)	Vloeiend (4)
Ik spreek Engels. (Vraag 32_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik kan Engels verstaan. (Vraag 32_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Taalvoorkeuren- en vaardigheid

Start of Block: Beleefdheidsvoorkeuren

Denk terug aan een recent conflict dat je hebt meegemaakt met iemand anders. Beantwoord dan de volgende vragen.

Vraag 33 Ik wilde niet dat de andere persoon slecht overkwam.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 34 Ik wilde de ander helpen zijn/haar geloofwaardigheid te behouden.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 35 Goed overkomen op de ander was belangrijk voor mij.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 36 Ik wilde mezelf niet te schande maken.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 31 Het was belangrijk voor mij om niet ongevoelig te zijn.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 32 Ik wilde de relatie tussen ons versterken.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 33 Ik wilde de behoefte van de ander om met rust gelaten te worden niet negeren.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 34 Het was belangrijk voor mij om de keuzevrijheid van de ander niet te beperken.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 35 Mijn verlangen om niet lastiggevallen te worden was belangrijk voor mij.

- Helemaal mee oneens (1)
 - Oneens (2)
 - Enigszins mee oneens (3)
 - Noch eens noch oneens (4)
 - Enigszins mee eens (5)
 - Eens (6)
 - Helemaal mee eens (7)
-

Vraag 36 Ik wilde onze wederzijdse afhankelijkheid behouden.

- Helemaal mee oneens (1)
- Oneens (2)
- Enigszins mee oneens (3)
- Noch eens noch oneens (4)
- Enigszins mee eens (5)
- Eens (6)
- Helemaal mee eens (7)

End of Block: Beleefdheidsvoorkeuren

Start of Block: Demografische informatie

We zijn bij het laatste deel van de survey aangekomen. Er volgen alleen nog een paar demografische vragen.

Vraag 37 In welke leeftijdscategorie val je?

- 17 of jonger (1)
 - 18-20 (2)
 - 21-29 (3)
 - 30-39 (4)
 - 40-49 (5)
 - 50-59 (6)
 - 60 of ouder (7)
-

Vraag 38 Wat is je gender?

- Vrouw (1)
 - Man (2)
 - Non-binair (3)
 - Anders (4)
 - Deze vraag wil ik niet beantwoorden (5)
-

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Vraag 39 Wat is je hoogst genoten opleidingsniveau? (je hoeft geen diploma behaald te hebben)

- Middelbare school (1)
 - MBO (2)
 - HBO (3)
 - Universiteit (4)
-

Vraag 40 Welk van de volgende categorieën omschrijft jouw arbeidssituatie het beste?

- Parttime baan (1)
- Fulltime baan (2)
- Geen baan, werkzoekend (3)
- Geen baan, NIET werkzoekend (4)
- Student (5)
- Gepensioneerd (6)
- Arbeidsongeschikt (7)

End of Block: Demografische informatie

Start of Block: Relatie tot sprekers

Vraag 41 Denk je een van de sprekers te herkennen?

- Ja, ik herken de stem van Eva. (1)
- Ja, ik herken de stem van Sara. (2)
- Ja, ik herken de stem van beide sprekers. (3)
- Nee, ik herken geen van de sprekers. (4)

Vraag 42 Waar ken je de spreker(s) van? Als je geen van de sprekers kent, mag je deze vraag overslaan.

End of Block: Relatie tot sprekers
