



Radboud Universiteit Nijmegen

**The effects of Dutch-accented English on Dutch listeners’
evaluations and hiring recommendations**

Bachelor Thesis

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Due date: 3-7-2020
Version: 1

Abstract

Since the English language is often used as a lingua franca, most of its speakers are non-native. Non-native speakers can have different degrees of non-native accentedness. Previous research has shown that non-native listeners evaluate moderately non-native accented speakers in English more negatively on attitude and perceived comprehensibility than slightly non-native and native accented speakers in English. These negative evaluations in terms of attitude and perceived comprehensibility may also affect non-native listeners' hiring recommendations of speakers with a non-native accent in English. Therefore, the present study tried to measure the effects of different degrees of non-native accentedness in English on non-native listeners' evaluations and hiring recommendations. More specifically, it measured the effects of different degrees of non-native Dutch accentedness in English on Dutch listeners' evaluations and hiring recommendations. In a between-subjects design, 189 Dutch participants evaluated speech fragments of native British, slightly and moderately Dutch-accented speakers in English on attitude, perceived comprehensibility and hiring recommendation for a job with high or low communicative demands. Findings showed that Dutch listeners evaluated Dutch-accented speakers similarly on attitude and perceived comprehensibility as native accented speakers, regardless of accent strength (slight/moderate). However, with regards to hiring recommendations, Dutch listeners evaluated slightly and moderately Dutch-accented speakers in English more negatively for a job with high communicative demands than native accented speakers. For jobs with low communicative demands, no differences were observed. In conclusion, our study indicates that having a non-native accent in English can form a basis for stigmatization. Therefore, multinationals and their employees need to be aware of the potential misperceptions regarding speakers with non-native accents in English.

The effects of Dutch-accented English on Dutch listeners' evaluations and hiring recommendations

In today's globalized world, companies no longer need to restrict themselves to their national borders and may decide to expand to foreign markets. In addition, globalization has also opened doors in the field of recruitment. Companies that were limited to local labor pools now have the opportunity to recruit a diverse international workforce. Due to sophisticated technological inventions such as skype, companies can have real-time conversations with their expats and foreign subsidiaries. In these internationally oriented enterprises, employees often have different demographic backgrounds. In such cases, a standardized company

language is usually employed to facilitate communication. Worldwide, English is the main language that is used as a Lingua Franca. Approximately 1.5 billion people speak English fluently, which is about a fifth of the world's population (Crystal, 2003). Of those 1.5 billion English speakers, only 397 million are native speakers (Statista, 2019), making it the most spoken second language in the world. A vast body of research has shown that having a non-native accent can have detrimental effects on the evaluation of the speaker (Gluszek & Dovidio, 2010; Hendriks, Van Meurs, & De Groot, 2017; Russo, Islam, & Koyuncu, 2017; Van Meurs & Hendriks, 2017). Since there are more non-native than native English speakers and companies often employ English as a lingua franca, it is important to assess the potential effects of employees' non-native English accents on non-native listeners.

Accent

Linguists generally agree that accent is a rather imprecise term. Everyone has their own sort of accent (Lippi-Green, 1997). Accent may be defined as a distinctive way of pronouncing words which is associated with a particular ethnic or social group. Individuals who are fluent in a particular second language often retain the phonology of their native language and, thus, speak with a non-native accent, even after having resided in the host country for multiple years (Moyer, 2004). However, usually, the more competent a non-native speaker is in a particular target language, the less likely it is for difficulties to arise in conversations with native speakers (Gluszek & Dovidio, 2010).

Accents can be salient cues of nationality and ethnicity and, therefore, may be a basis for stigmatization (Gluszek & Dovidio, 2010). Stigmatization can be defined as the act of discrediting others based on human differences that are associated with negative associations or stereotypes (Pescosolido & Martin, 2015). This may result in the creation of ingroup and outgroup perceptions, or 'us' and 'them' (Pescosolido & Martin, 2015).

Attitude

Several studies have shown that speakers' accents influence listeners' attitudes towards the speaker (Carlson & McHenry, 2006; Deprez-Sims & Morris, 2010, 2013; Fuertes, Gottdiener, Martin, Gilbert, & Giles, 2012; Gluszek & Dovidio, 2010; Hendriks, Van Meurs, & Reimer, 2018; Hosoda & Stone-Romero, 2010; Nejjari, Gerritsen, Van Der Haagen, & Korzilius, 2012; Roessel, Schoel, Zimmermann, & Stahlberg, 2019; Russo et al., 2017; Timming, 2017). Attitude can be defined as the set of positive or negative feelings that one has for a person. The constructs for attitude that are commonly distinguished in the literature

on English accents are solidarity, dynamism and status (Fuertes et al., 2012). The attitudinal dimension solidarity concerns listeners' perceptions of speakers' trustworthiness, benevolence, attractiveness and similarity to the listener. Dynamism concerns listeners' perception of speakers' liveliness and level of activity and status concerns listeners' perceptions of speakers' competence, intelligence, social class, education and ambition (Fuertes et al., 2012).

A meta-analysis by Fuertes et al. (2012) analyzed 20 independent empirical studies that all measured listeners' interpersonal evaluations of English-accented speakers. The findings showed that speakers with standard English accents were significantly more positively evaluated on status, solidarity and dynamism than speakers with non-standard English accents. These results were most strongly observed in formal settings, such as employment situations (Fuertes et al., 2012). Similar findings have been observed in other studies with native (Nejjari et al., 2012) and non-native (Hendriks et al., 2017) listeners. For example, Nejjari et al. (2012) examined the effects of different degrees of Dutch-accented English on native listeners' attitudes. The results indicated that native listeners of British English (BRE) attributed higher status to native accented speakers than to Dutch-accented speakers. In the study by Hendriks et al. (2017), native Spanish, French and German listeners evaluated different degrees of Dutch-accented English. Findings showed that Dutch-accented English speakers received more negative evaluations with regards to status and competence compared to native English-accented speakers.

Native English is often perceived as the norm and, therefore, non-native accented speakers are more negatively evaluated than native accented speakers (Van Meurs & Hendriks, 2017). Speakers who share the accent of the dominant group are perceived to be of the highest level of competence and status (Carlson & McHenry, 2006). In case of native listeners, the negative evaluations may be explained due to the inconsistency that is perceived between a speaker's foreign accent and the native listeners' national identity, which may cause negative emotions (Holmqvist & Grönroos, 2012).

Perceived comprehensibility

Foreign or non-native English accents also seem to influence listeners' comprehension of the speaker (Deprez-Sims & Morris, 2010, 2013; Nejjari et al., 2012; Van Meurs & Hendriks, 2017). The constructs that are usually employed to measure comprehension are intelligibility, comprehensibility and perceived comprehensibility (Hendriks, Van Meurs, & Hogervorst, 2016; Hendriks et al., 2017; Hendriks et al., 2018; Nejjari et al., 2012; Roessel et al., 2019;

Van Meurs & Hendriks, 2017). Perceived comprehensibility is a perceptual measure of comprehension and measures the extent to which listeners feel that they comprehended the message (Hendriks et al., 2016; Hendriks et al., 2018; Van Meurs & Hendriks, 2017). Intelligibility and comprehensibility are functional measures of comprehension (Van Meurs & Hendriks, 2017) and aim to measure the extent to which the listener has actually comprehended the message and its content. Intelligibility may be defined as the listener's actual understanding of the speaker (Munro & Derwing, 1995), comprehensibility as the ability to comprehend the message (Roessel et al., 2019), or the understanding of the message's content (Nejjari et al., 2012).

Findings with regards to the influence of non-native English accentedness on comprehension are not conclusive. Some studies that focused on native listeners have found that speakers with a native accent are perceived as more understandable than speakers with a non-native accent (Deprez-Sims & Morris, 2010; Hosoda & Stone-Romero, 2010; Nejjari et al., 2012). However, studies that focused on non-native listeners have found instances where non-native accented speakers are perceived as comprehensible as native accented speakers (Hendriks et al., 2016; Hendriks et al., 2017).

Accent strength

An important moderating factor in the evaluation of non-native accented speakers' comprehensibility and attitude is accent strength (Hendriks et al., 2016; Hendriks et al., 2018; Nejjari et al., 2012; Roessel et al., 2019; Van Meurs & Hendriks, 2017). As observed in the literature review by Van Meurs and Hendriks (2017), strong non-native accented speakers are often more negatively evaluated on attitudinal dimensions than native speakers by native listeners (Nejjari et al., 2012), non-native listeners with a shared L1 of the speaker (Hendriks et al., 2016; Hendriks et al., 2018; Roessel et al., 2019) and without a shared L1 of the speaker (Hendriks et al., 2017; Hendriks et al., 2018). However, non-native speakers with a slight accent are generally similarly evaluated as native speakers on attitudinal dimensions (Hendriks et al., 2016; Hendriks et al., 2017; Nejjari et al., 2012; Van Meurs & Hendriks, 2017). For instance, in the study by Nejjari et al. (2012), native listeners of BRE felt as much affect for native speakers as for slightly Dutch-accented speakers. It should be noted that native listeners felt significantly less affect for moderately Dutch-accented speakers compared to slightly accented speakers (Nejjari et al., 2012). In general, speakers with strong or moderate non-native accents in English are significantly more negatively evaluated than speakers with slight non-native accents (Hendriks et al., 2016; Hendriks et al., 2017;

Hendriks et al., 2018; Nejari et al., 2012; Roessel et al., 2019; Van Meurs & Hendriks, 2017). Slight non-native accents are usually not more negatively evaluated by native listeners (Nejjari et al., 2012; Van Meurs & Hendriks, 2017), non-native listeners with a shared L1 of the speaker (Hendriks et al., 2016; Hendriks et al., 2018; Roessel et al., 2019; Van Meurs & Hendriks, 2017) and without a shared L1 of the speaker (Hendriks et al., 2017; Hendriks et al., 2018). However, in the study by Hendriks et al. (2017), non-native listeners without a shared L1 of the speaker evaluated the slight and moderate Dutch accents in English to be as comprehensible as the native English accent.

With regards to comprehension, several studies have found that strong or moderate non-native accented speakers are less well understood compared to native accented speakers and slightly accented non-native speakers by native listeners (interpretability: Nejari et al., 2012), non-native listeners with a shared L1 of the speaker (perceived comprehensibility: Hendriks et al., 2016) and without a shared L1 of the speaker (perceived comprehensibility: Hendriks et al., 2017). However, this is not always the case. In a study that focused on non-native listeners with a different L1 than the speaker, non-native listeners did not perceive strongly Dutch-accented English speakers to be less comprehensible than slightly Dutch-accented English speakers (Hendriks et al., 2017). Several studies that focused on non-native listeners have shown that listeners' perceived comprehensibility of speakers with slight non-native accents is no different from listeners' perceived comprehensibility of speakers with a native accent (Hendriks et al., 2016; Hendriks et al., 2017). With regards to native listeners, it is observed that listeners find English-accented speakers significantly more comprehensible than Dutch-accented English speakers, regardless of accent strength (Nejjari et al., 2012). Therefore, it can be concluded that non-native listeners evaluate non-native speakers differently on comprehension than native listeners do.

Familiarity

Familiarity with a non-native accent also seems to play a role in the evaluation of non-native accented speakers (Carlson & McHenry, 2006; Hendriks et al., 2018; Nejari et al., 2012; Smith & Nelson, 2019), although conflicting findings have been observed (Hendriks et al., 2018; Nejari et al., 2012). For instance, a study by Hendriks et al. (2018) examined the effects of different degrees of teachers' Dutch and German accentedness on Dutch and German students' evaluations. The results showed that non-native listeners who were familiar with the Dutch or German accented English evaluated non-native accented English speakers to be more likable and competent. With regards to native listeners, a study by Nejari et al.

(2012) showed that listeners who were familiar with the Dutch accent in English consistently attributed less status to Dutch-accented speakers than listeners who were not familiar with the Dutch accent.

Proficiency

It has been observed that listeners' proficiency influences comprehension (Beinhoff, 2014; Hendriks et al., 2018; Nejari et al., 2012; Smith & Nelson, 2019) in that a higher English proficiency increases listeners' comprehension of the speaker (Beinhoff, 2014; Hendriks et al., 2018). For instance, the study by Hendriks et al. (2018) showed that listeners' English proficiency affected their comprehension of and attitude towards the non-native accented English speakers. Listeners with a higher English proficiency evaluated speakers to be more intelligible, likable and comprehensible (Hendriks et al., 2018).

Hiring recommendations

Several studies have shown that speakers' nonnative accents can influence listeners' hiring recommendations (Carlson & McHenry, 2006; Deprez-Sims & Morris, 2010, 2013; Hosoda & Stone-Romero, 2010; Roessel et al., 2019; Timming, 2017). Most of these studies have focused on native listeners and compared hiring recommendations for native accents to hiring recommendations for non-native accents, such as Japanese, French, Mexican, Indian, Chinese and Colombian accents in English (Carlson & McHenry, 2006; Deprez-Sims & Morris, 2010, 2013; Hosoda & Stone-Romero, 2010; Timming, 2017). The general trend in these studies is that native accented speakers are more positively evaluated on job suitability than non-native accented speakers (Carlson & Mc Henry, 2006; Deprez-Sims & Morris, 2010, 2013; Timming, 2017).

The extent to which a job requires consumer contact (Timming, 2017) and the communicative demands of a job (Hosoda & Stone-Romero, 2010) can influence listeners' assessment of non-native accented speakers' job suitability. The study by Timming (2017) showed that Chinese, Indian and Mexican-accented speakers were rated significantly lower on hirability for customer facing jobs compared to non-customer facing jobs. Similar findings have been observed in a study by Hosoda and Stone-Romero (2010). In their study, participants listened to a job interview with a Japanese, a French and a native American-accented speaker. Subsequently, they were asked to evaluate the applicants on job suitability for different types of jobs. The results showed that when the communicative demands for a job were high, Japanese-accented speakers were significantly more negatively evaluated than

French-accented speakers. Remarkably, French-accented speakers were evaluated as equally or even more suitable than native accented speakers (Hosoda & Stone-Romero, 2010). This contradicts the findings by Deprez-Sims and Morris (2010, 2013) where French-accented speakers were more negatively evaluated than native accented speakers on job suitability.

A study that focused on the effects of different degrees of accentedness on non-native listeners' hiring recommendations is the study by Roessel et al. (2019). In their first experiment, German students were asked to listen to audio recordings of German and English-accented candidates who answered a question regarding their qualifications for a teaching job. The results indicated that candidates with a strong non-native accent received lower hirability ratings compared to candidates with weak non-native and native accents. Argument quality did not seem to influence these evaluations (Roessel et al., 2019). This seems in line with the study by Hendriks et al. (2018), where teachers with strong non-native accents were perceived to be less competent by non-native listeners. Similar findings have been observed in a study among native listeners (Carlson & McHenry, 2006), where non-native accented speakers that were perceived to have a strong accent received lower employability ratings.

Current study

As pointed out earlier, worldwide, English is the main language that is used as a lingua franca. The number of non-native English speakers keeps increasing (Crystal, 2003) and is vastly superior to the number of native speakers of English (Statista, 2019). However, most research that measured the effects of non-native accented English speakers on listeners' hiring recommendations focused on native listeners' hiring recommendations (Carlson & McHenry, 2006; Deprez-Sims & Morris, 2010, 2013; Hosoda & Stone-Romero, 2010; Timming, 2017), aside from Roessel et al. (2019), which examined German students' hiring recommendations for teachers with different degrees of German accents in English. Moreover, to date, few studies have focused on non-native listeners with a high English proficiency. As several studies have shown that listeners' English proficiency (Beinhoff, 2014; Hendriks et al., 2018; Nejjari et al., 2012; Smith & Nelson, 2019) and familiarity with the accent (Hendriks et al., 2018) positively influence comprehension and attitude towards the speaker, it would be interesting to examine how non-native listeners with a high English proficiency evaluate non-native accented English speakers with a shared L1 on hiring recommendation. It may also be the case that non-native listeners feel vicarious shame for the non-native accented English speakers with the same nationality because they know that a

more native-like accent in English is attainable (Hendriks et al., 2016; Hendriks et al., 2018). Consequently, non-native listeners with a shared L1 of the speaker may more negatively evaluate strong non-native accented speakers in English.

Therefore, the current study will focus on the effects of different degrees of non-native accentedness on non-native listeners' evaluations in a business-related context. More specifically, this study will examine the effects of different degrees of Dutch-accented English on Dutch listeners' evaluations and hiring recommendations. Dutch people are generally known for their high English proficiency. In fact, according to EF's English proficiency index, the Netherlands ranks first in the world ranking of countries and regions by their English proficiency (Education First, 2020). For companies operating in the Netherlands, it would be interesting to see if Dutch listeners downplay Dutch-accented English speakers based on their accentedness, as is observed in the study by Roessel et al. (2019). The dependent variables that will be incorporated in this study are attitude (Grondelaers, van Hout, & van Gent, 2019), perceived comprehensibility (Hendriks et al., 2016) and hiring recommendation (Deprez-Sims & Morris, 2010). Based on the review of the literature on non-native accentedness, the following hypotheses are hypothesized:

H1: Moderately Dutch-accented English speakers are more negatively evaluated than native English and Slightly Dutch-accented English speakers by Dutch listeners in the evaluation of attitude.

H2: Moderately Dutch-accented English speakers are more negatively evaluated than native English and Slightly Dutch-accented English speakers by Dutch listeners in the evaluation of comprehensibility.

Moreover, as the studies have shown that the communicative demands of a job (Hosoda & Stone-Romero, 2010) and the extent to which customers are faced (Timming, 2017), influence listeners' hiring recommendations, the following hypotheses have been added:

H3: 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.

H4: Moderately Dutch-accented speakers are not perceived as less suitable for jobs with low communicative demands compared to Slightly Dutch-accented and British English-accented speakers.

H5: Slightly Dutch-accented speakers are evaluated similarly as native English speakers by Dutch listeners in the evaluation of attitude, comprehensibility and hiring recommendation.

Method

Materials

The independent variable accent strength consisted of three levels, namely, British English accentedness, slightly Dutch accentedness and moderately Dutch accentedness. For the experiment, six recorded speech samples in either British English, slightly Dutch-accented English and moderately Dutch-accented English (two speech samples for each degree of accentedness) were used. In doing so, the independent variable ‘Accent strength’ was manipulated. British English was used as the control condition in the experiment. Since studies have shown that the communicative demands of a job influence listeners’ job recommendations (Hosoda & Stone-Romero, 2010), the speech samples resembled a general job interview introduction. The script that is used in Timming (2017) was used for all speech samples: ‘Good morning. Thank you for taking the time to speak with me today. I’m really excited about this job.’ As for the speakers of the samples, two native English speakers were used for the British English sample, two students from the International Business Communication program at the Radboud University were used for the slightly Dutch-accented sample and two students from a Dutch bachelor’s degree at the Radboud University were used for the moderately Dutch-accented sample.

To minimize the influence of speakers’ paralinguistic features, such as intonation and speech rate, a verbal guise technique was used. Therefore, all speakers of the speech samples were females between the age of 18 to 25.

The second independent variable, type of job, consisted of the levels: HR job and IT job. Job descriptions were shown to the participants to assure that they were familiar with the job requirements of an HR and an IT employee. The HR job description was based on the one provided in Deprez-Sims (2010), the IT job description was based on a job description of Workable (2020). The job descriptions can be found in Appendix C.

Pretest

During a pre-test, 21 female speakers between the age of 18 to 25 each recorded one speech sample. The speech samples (seven for each degree of accentedness) were evaluated on the degree of accentedness and voice characteristics by 16 Radboud University students from the International Business Communication and English language and culture departments. Due to the small number of respondents in the pre-test, the means and standard deviations with regards to accent strength and voice characteristics were sometimes only based on one or two respondents. As a consequence, it was not possible to conduct a repeated measures analysis. Therefore, the speech samples for each condition were selected based on similar means with regards to accent strength and the researchers' opinions with regards to which speech samples sounded most natural. The voice characteristics of the speakers in the selected speech samples were neutral on average across speakers. Two speech fragments were selected for each of the accent strengths: slightly Dutch-accented English, moderately Dutch-accented English and British English. Means and standard deviations with regards to the perceived degree of accentedness of the selected speech samples can be found in Table 1.

Table 1. Means and standard deviations for the degree of accentedness of the selected speech samples (1 = low; 7 = high)

	Native 1	Native 2	Slight 1	Slight 2	Moderate 1	Moderate 2
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Strong foreign accent	2.66 (2.89)	1 (0.0)	3.75 (1.5)	3.75 (2.22)	4.25 (1.5)	4.5 (1.73)
Sounds native	7 (0.0)	6.75 (0.5)	3 (1.41)	2.25 (2.5)	2.5 (1.29)	1.75 (0.5)

Subjects

In total, 189 native Dutch participants took part in the experiment. There were no restrictions with regards to gender, race, educational background, or age, except that participants needed to be at least 18 years old. To collect the participants, convenience and snowball sampling methods were used. The mean age of the participants was 29.76 years ($SD = 12.93$); range 19 – 77; 67.2% female; 66.1% were students. Most of the participants finished an HBO (41.8%) and WO (41.8%) education followed by high school (13.2%) and MBO (3.2%). With regards to interview experience, participants indicated their experience as an interviewer ($M = 2.49$, $SD = 1.68$) and their experience being interviewed as an applicant ($M = 3.44$, $SD = 1.60$) on 7-point Likert scales (1 = low; 7 = high). The English proficiency of the participants was

assessed by means of a Lextale test. The mean score of the participants was 76.24 ($SD = 12.41$); range 47.50 – 100. Participants also self-assessed their English proficiency on a 7-point Likert scale (1 = low; 7 = high) based on their listening ($M = 5.85$, $SD = 0.96$), writing ($M = 5.14$, $SD = 1.17$), reading ($M = 5.88$, $SD = 1.02$) and speaking skills ($M = 5.16$, $SD = 1.09$).

The background variables: age ($F(2,186) < 1$), gender ($\chi^2(2) = 3.68$, $p = .159$), student ($\chi^2(2) = 0.50$, $p = .779$), educational level ($\chi^2(6) = 4.56$, $p = .602$), experience as an interviewer ($F(2,186) = 1.10$, $p = .336$), experience with being interviewed ($F(2,186) < 1$), Lextale score ($F(2,186) < 1$) and self-assessed proficiency ($F(2,186) = 2.40$, $p = .094$), were all evenly distributed across the accentedness conditions.

Regarding the type of job (high vs low communicative demands) condition, age ($t(186.99) = 0.48$, $p = .628$), gender ($\chi^2(1) = 0.46$, $p = .499$), student ($\chi^2(1) = 0.13$, $p = .723$), educational level ($\chi^2(3) = 1.56$, $p = .668$), experience as an interviewer ($t(186.188) = 0.28$, $p = .778$), experience with being interviewed ($t(186.608) = 1.04$, $p = .300$), Lextale score ($t(186.993) = 0.37$, $p = .715$) and self-assessed proficiency ($t(185.857) = 1.40$, $p = .164$), were all evenly distributed.

Design

The study had a 3x2 between-subjects (with accent strength and type of job as between-subject factors) verbal guise experimental design including a control group. In total, 189 participants participated, who were randomly and evenly assigned to each of the six experimental conditions: British English (control condition) HR/IT, slight Dutch-accented English HR/IT and moderate Dutch-accented English HR/IT.

Instruments

The following variables were measured with an online questionnaire: perceived comprehensibility, attitudes hiring recommendation, degree of accentedness, country of origin of the speaker, participants' English proficiency. In the final part, participants answered some questions with regards to background variables. The questionnaire can be found in Appendix A. The items of the scales with the Cronbach's alpha scores can be found in Appendix B.

Perceived comprehensibility was measured by seven 7-point Likert scales using the scale developed by Hendriks et al. (2016). Attitude was measured based on the attitudinal

constructs' superiority, warmth and dynamism utilizing the scale developed by Grondelaers, Van Hout and Van Gent (2019). Superiority was measured by three 7-point Likert scales, warmth by three 7-point Likert scales and dynamism by three 7-point Likert scales. Hiring recommendation was measured by eight 7-point Likert scales using the scale developed by Deprez-Sims and Morris (2010).

With regards to manipulations checks, manipulation checks for accent strength and identification of the speaker's country of origin were performed. Perceived degree of accentedness was measured by using two 7-point scales developed by Hendriks et al. (2018). Identification of the speakers' country of origin was measured with the following open question: 'What is this speaker's country of origin?'

The last part of the questionnaire contained two English proficiency tests and questions with regards to participants' age, country of origin, gender, mother tongue, experience as an interviewer and, in case of student participants, degree program. In the first proficiency test developed by Hendriks et al. (2018), participants self-assessed their writing, speaking, reading and listening skills in English based on four 7-point semantic differential scales anchored by 'poor – excellent'. The second proficiency test that was administered, called Lextale, is an online lexical test for English learners developed by Lemhöfer and Broersma (2012).

For all variables in the experiment with acceptable alphas, the composite means were calculated. With regards to the Likert scales, all scales were anchored by 'totally agree – totally disagree'.

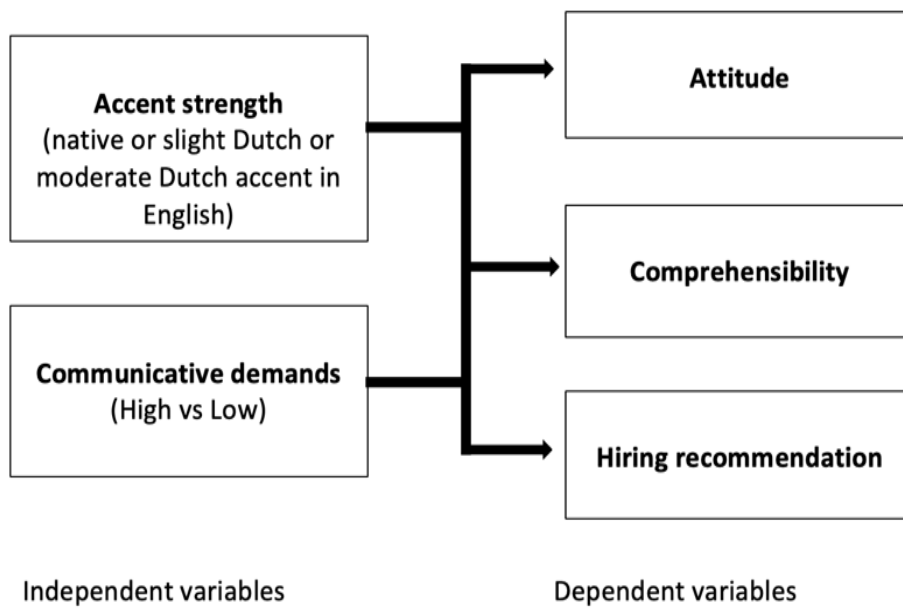
Procedure

All participants were recruited by email, WhatsApp, Facebook and LinkedIn and participated in this study via the online tool Qualtrics. Firstly, participants read the job description for the HR or the IT job. Thereafter, they listened to one of the recorded audio files in either native British-accented, slightly Dutch-accented, or moderately Dutch-accented English. Finally, the participants filled out a questionnaire in which they evaluated the speaker based on the dependent variables: perceived comprehensibility, attitude and hiring recommendation. This questionnaire was administered in Dutch and also contained a consent form and questions based on background variables, manipulation checks and participants' English proficiency. The mean length of the experiment was 9.62 minutes ($SD = 3.47$).

Statistical treatment

A two-way analysis of variance was conducted to compare the means of the different degrees of accent strength with regards to listeners' attitudes, perceived comprehensibility of the speakers and hiring recommendations. Moreover, the two-way analysis of variance allowed testing for a potential interaction effect amongst the independent variables.

Table 2. Analytical model



Results

Manipulation checks

Several t-tests were performed to see whether the two speakers for each accent strength were evaluated similarly by the participants. The independent t-tests did not show significant differences between the speakers for comprehensibility ($t(182.77) = 1.59, p = .404$), superiority ($t(186.99) = 1.43, p = .969$), warmth ($t(185.90) = 1.10, p = .395$), dynamism ($t(184.19) = 1.66, p = .071$), hiring recommendation ($t(186.74) = .01, p = .928$) and accent strength ($t(186.12) = .01, p = .141$).

A one-way analysis of variance was conducted to assess whether the different degrees of accentedness in the recordings were also evaluated differently on perceived degree of accentedness. The one-way analysis of variance showed a significant effect of the recordings on participants' perceptions of the degree of accentedness ($F(2,186) = 100.43, p < .001$). Dutch listeners evaluated the recordings of the moderate ($p < .001$, Bonferroni-correction; $M = 5.19, SD = 0.96$) and slight Dutch ($p < .001$, Bonferroni-correction; $M = 5.27, SD = 0.83$) accents in English to sound significantly more foreign than the recording of the native British ($M = 2.88, SD = 1.37$) accent. No differences were found in the perceived degree of accentedness between the recordings of the moderate and slight Dutch ($p = 1$) accents in English.

A Chi-square test was performed to see whether the participants correctly identified the speakers' country of origin. The results of this test can be found in Table 3. Nederland(s), NL and Dutch were counted as correct answers for the Dutch speakers and England, London, Great-Britain and UK were counted as correct answers for the British English speakers. The Chi-square test showed a significant relationship between accent strength and identification of the speaker's country of origin ($\chi^2(2) = 15.82, p < .001$). Participants who listened to the slight Dutch accent in English (97%) relatively more frequently correctly identified the speakers' country of origin than participants who listened to the moderate Dutch (80%) and native British accent (71%) in English. Vice versa, participants who listened to the slight Dutch accent in English (3%) relatively less frequently incorrectly identified the speaker's country of origin compared to participants who listened to the moderate Dutch (20%) and native British (29%) accent in English. Overall, the majority of non-native listeners were able to correctly identify the country of origin of the slightly (97%) and moderately-Dutch (80%) accented speakers in English and the British English (71%) speaker.

Table 3. Absolute and relative figures for the identification of the speaker in each degree of accentedness

	Moderate	Slight	Native
Identification COO	Count (%)	Count (%)	Count (%)
Correct	47 _a (80)	65 _b (97)	45 _a (71)
Incorrect	12 _a (20)	2 _b (3)	18 _a (29)

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

Attitude

Several two-way analyses of variance were conducted to measure the effects of accent strength and type of job on participants' evaluations of the speakers' superiority, warmth and dynamism. The results of these analyses can be found in Table 4. The first two-way analysis of variance with accent strength and type of job as factors showed a significant main effect of accent strength on superiority ($F(2,183) = 25.30, p < .001$). Type of job was not found to have a significant main effect on superiority ($F(1,183) < 1$). The interaction effect between accent strength and type of job was not statistically significant ($F(2,183) = 2.75, p = .066$). Participants who listened to a moderate ($p < .001$, Bonferroni-correction; $M = 4.32, SD = 0.92$) and slight Dutch ($p < .001$, Bonferroni-correction; $M = 4.06, SD = 0.98$) accent in English evaluated the speaker more negatively with regards to superiority than participants who listened to a British English ($M = 5.15, SD = 0.81$) accent. There was no difference in the evaluation of slight Dutch-accented speakers in English compared to moderate Dutch-accented speakers in English with regards to superiority ($p = .340$, Bonferroni-correction)

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

A third two-way analysis of variance with accent strength and type of job as factors did not show a significant main effect of accent strength ($F(2,183) = 1.86, p = .157$) and type of job ($F(1,183) = 1.10, p = .295$) on dynamism. The interaction effect between accent strength and type of job was not statistically significant ($F(2,183) = 2.00, p = .138$).

Perceived comprehensibility

To assess participants' perceived comprehensibility of the speakers, a two-way analysis of variance with accent strength and type of job as factors was conducted. The results of this analysis can be found in Table 3. A two-way analysis of variance did not show a significant main effect of accent strength ($F(2,183) = 1.29, p = .277$) on perceived comprehensibility. Type of job did have a significant main effect on perceived comprehensibility ($F(1,183) = 4.79, p = .030$). The interaction effect between accent strength and type of job was not statistically significant ($F(2,183) < 1$). Participants who read the IT job description ($M = 6.26, SD = 0.67$) evaluated the speakers lower on perceived comprehensibility than participants who read the HR job description ($M = 6.46, SD = 0.62$), regardless of accent strength of the speaker.

Hiring recommendation

To assess participants' hiring recommendations, a two-way analysis of variance with accent strength and type of job as factors was conducted. The results of this analysis can be found in Table 3. A two-way analysis of variance did not show a significant main effect of accent strength ($F(2,183) = 2.11, p = .124$) and type of job ($F(1,183) < 1$) on hiring recommendation. The interaction effect between accent strength and type of job was statistically significant ($F(2,183) = 3.29, p = .039$). The difference between the different degrees of accentedness with regards to hiring recommendation was only found among participants who evaluated participants on hiring recommendation for an HR job ($F(2,94) = 3.11, p = .049$): speakers with a slight ($p = .105$, Bonferroni-correction; $M = 4.64, SD = 0.83$) and moderate ($p = .002$, Bonferroni-correction; $M = 4.31, SD = 0.71$) Dutch accent in English received lower hiring recommendation scores than speakers with a British English accent ($M = 4.81, SD = 0.88$). No differences were found in the evaluation of speakers with a slight Dutch accent in English compared to speakers with a moderate Dutch accent in English with regards to hiring recommendation for an HR job ($p = .537$, Bonferroni-correction). There was no difference between the different degrees of accentedness with regards to participants' hiring recommendation for an IT job ($F(2,89) = 2.52, p = .086$).

Table 4. Means, standard deviations and *n* for attitude (superiority, warmth, dynamism), perceived comprehensibility and hiring recommendation in function of accent strength and type of job (1 = low; 7 = high)

		Moderate			Slight			Native			Total		
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
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	0.87	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	1.00	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
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
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	4.80	0.79	63	4.62	0.79	189

Conclusion and discussion

The purpose of this study was to assess the effects of different degrees of non-native accentedness in English on the evaluations and hiring recommendations of non-native listeners with the same L1 as the speaker. More specifically, this study examined the effects of different degrees of Dutch (slight and moderate) accentedness in English on Dutch listeners' attitudes, perceived comprehensibility and hiring recommendations. The results showed that moderately and slightly Dutch-accented speakers in English were more negatively evaluated than native accented speakers in English on the attitudinal construct superiority and on hiring recommendation for a job with high communicative demands (HR). With regards to comprehensibility, accent strength did not seem to influence Dutch listeners' perceived comprehensibility of the speaker.

Attitude

The hypothesis with regards to listeners' attitudes towards the speakers was (H1): Moderately Dutch-accented English speakers are more negatively evaluated than native English and Slightly Dutch-accented English speakers by Dutch listeners in the evaluation of attitude. The results showed that significant differences were only found for the attitudinal construct 'superiority'. Slightly and moderately Dutch-accented speakers in English were more negatively evaluated on superiority than native accented speakers in English. Therefore, it can be concluded that our study partially supports hypothesis 1. This finding seems in line with previous studies, albeit only for superiority, which showed that strong non-native accented English speakers are more negatively evaluated on attitude than native speakers by non-native listeners with a shared L1 of the speaker (Hendriks et al., 2016; Hendriks et al., 2018; Roessel et al., 2019).

Perceived comprehensibility

Regarding listeners' perceived comprehensibility of the speaker, the following hypothesis was established (H2): Moderately Dutch-accented English speakers are more negatively evaluated than native English and Slightly Dutch-accented English speakers by Dutch listeners in the evaluation of comprehensibility. The analyses showed that accent strength did not appear to have influenced listeners' perceived comprehensibility of the speaker. Thus, it can be concluded that our study does not support hypothesis 2. This finding is in contrast with the study by Hendriks et al. (2016) which also focused on non-native listeners with a shared L1 of the speaker. Hendriks et al. (2016) showed that strong non-native accented

English speakers are more negatively evaluated on perceived comprehensibility than native accented and slightly non-native accented speakers in English. Another study that found no differences in the evaluation of comprehensibility of Dutch-accented speakers in English is the study by Hendriks et al. (2017). In Hendriks et al. (2017), non-native listeners without a shared L1 of the speaker evaluated the slight and moderate Dutch accents in English to be as comprehensible as the native English accent.

Another noteworthy finding of our study was that the communicative demands of the job (HR/IT) did seem to influence listeners' perceived comprehensibility. When participants were instructed to evaluate the speaker for a job with high communicative demands (HR), listeners' perceived comprehensibility of the speaker was lower than for the listeners who evaluated the speakers for a job with low communicative demands (IT), regardless of accent strength. A possible explanation for this finding may be that accentedness did not play a role and that listeners were stricter in their evaluations of perceived comprehensibility due to the high communicative demands of the HR job.

Hiring recommendation

The first hypothesis with regards to hiring recommendation was (H3): 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. The findings partially provide support for this hypothesis. Non-native listeners evaluated moderately and slightly Dutch-accented speakers in English more negatively on hiring recommendation for a job with high communicative demands (HR) than native accented speakers in English.

However, no significant differences were observed between the hiring recommendations of slightly and moderately Dutch-accented speakers. This finding is in line with previous studies which showed that non-native accented speakers are more negatively evaluated on hirability than native accented speakers (Carlson & Mc Henry, 2006; Deprez-Sims & Morris, 2010, 2013; Timming, 2017). Moreover, our finding seems in line with the study by Roessel et al. (2019) in which strong non-native accented speakers received lower hirability ratings than slightly non-native accented and native accented speakers in English.

The second hypothesis with regards to hiring recommendation was (H4): Moderately Dutch-accented speakers are not perceived as less suitable for jobs with low communicative demands compared to slightly Dutch-accented and British English-accented speakers. The analyses did not show significant differences between the different degrees of accentedness in the evaluation of hiring recommendation for jobs with low communicative demands (IT).

Therefore, it can be concluded that our study provides support for hypothesis 4. A study that found similar findings is the study by Timming (2017) which showed that non-native accented speakers in English are more positively evaluated for non-customer engaging jobs than for customer engaging jobs. Customer engaging jobs usually have more communicative demands than non-customer engaging jobs. However, this does not necessarily have to be the case.

Slight Dutch versus British English

Regarding the overall evaluation of slightly Dutch-accented speakers in English, the following was expected (H5): Slightly Dutch-accented speakers are evaluated similarly as native English speakers by Dutch listeners in the evaluation of attitude, comprehensibility and hiring recommendation. This study's findings partially provide support for this hypothesis. In most cases, non-native listeners evaluated slightly Dutch-accented speakers in English similarly as native accented speakers in English. However, for superiority and hiring recommendation for a job with high communicative demands (HR), non-native listeners evaluated slightly Dutch-accented speakers in English more negatively than native accented speakers in English.

Possible explanations of results

The presence of significant differences between slightly Dutch-accented speakers in English and native English speakers is probably due to the unsuccessful manipulation of the slight Dutch accent in English. Generally, non-native listeners with a shared L1 of the speaker do not evaluate slightly non-native accented speakers in English more negatively on attitude (Hendriks et al., 2016; Hendriks et al., 2018; Roessel et al., 2019; Van Meurs & Hendriks, 2017), perceived comprehensibility (Hendriks et al., 2016) and hiring recommendation (Roessel et al., 2019) than native speakers. The manipulation check for accent strength revealed that participants did not perceive the moderately Dutch-accented speakers to have a significantly stronger foreign accent than the slightly Dutch-accented speakers. In fact, on a scale of 1 (low) to 7 (high), participants in our study perceived the slightly Dutch-accented speakers ($M = 5.27$) to have a stronger foreign accent than the moderately Dutch-accented speakers ($M = 5.19$). This provides further support for the argument that the failed manipulation of the slight Dutch accent in English is probably the reason for the presence of significant differences between the slight Dutch and native accent in English. At the same time, this is probably also the reason why no significant differences were found between the

slight and moderate Dutch accents in English.

With regards to attitude, the finding that moderately and slightly Dutch-accented speakers in English were similarly evaluated may be due to the fact that the listeners had the same L1 as the speakers. A study by Hendriks et al. (2018) showed that when non-native listeners are familiar with a non-native accent in English, they may find the speakers to be more likable and competent. A similar effect may have occurred in our study, leading to a more positive evaluation of non-native accented speakers with regards to attitude, regardless of the accent strength of the non-native accented speakers.

The observation that accent strength did not appear to influence listeners' comprehensibility of the speaker may be due to the fact that the listeners had a fairly high English proficiency and, thus, experienced few problems in comprehending the speakers. In fact, a study by Hendriks et al. (2018) showed that listeners with a higher English proficiency have a positive attitude towards and a higher comprehension of non-native accented English speakers.

Limitations and future research

The present study had several limitations. Firstly, participants did not perceive the moderate and slight Dutch accents in English to be significantly different from each other. This is probably the reason why no significant differences were found between slightly and moderately Dutch-accented speakers in English with regards to listeners' evaluation of attitude, comprehensibility and hiring recommendation. A reason for the failure of the manipulation of the moderate Dutch accent in English may be due to reliability problems in our pre-test. Few participants (16) were willing to participate in the pre-test that aimed at measuring the degree of accentedness of our speech samples. Therefore, the speech samples for each degree of accentedness (native, slight Dutch and moderate Dutch) were chosen by a combination of the researchers' opinions and the responses of the respondents. Consequently, future research should aim to include more participants in the pre-test to increase the reliability of the manipulation of accent strength. A solid pre-test is essential for an effective experiment.

Secondly, the scales developed by Hendriks et al. (2018) that were used for the manipulation check of perceived degree of accentedness yielded a low Cronbach's alpha score $\alpha = .61$. Therefore, the manipulation check of perceived degree of accentedness might not be as reliable. Future research should aim to use a different scale for the manipulation

check of accent strength.

Thirdly, a limitation of our study is that 66.1% of the participants were students and 83.6% of all participants were highly educated. To improve the generalizability, future studies should aim to use a more representative sample.

The current study used the standard British accent as the control condition. However, in reality, a vast number of native speakers have a regional or ethnic accent. Generally, non-standard native accents are significantly less positively evaluated than standard native accents (Giles, 1970). Therefore, it would be interesting to compare the effects of different degrees of regional or ethnic accentedness in native English to different degrees of non-native accentedness in English.

Another interesting direction for future research would be to focus on non-native speakers and listeners from a country where people generally have a lower English proficiency than in the Netherlands. Since the participants in our study had a fairly high English proficiency, the moderate and slight Dutch accents in English might not have sounded that ‘strong’ or ‘foreign’ at all.

Contributions of our study

The present study contributes to the literature on the effects of non-native accentedness in various ways. Firstly, the results show that non-native listeners may more negatively evaluate non-native speakers on attitude compared to native speakers. Secondly, this study shows that non-native listeners with a shared L1 of the speaker may not more negatively evaluate non-native accented speakers than native accented speakers of English with regards to perceived comprehensibility. Thirdly, this study shows that non-native listeners with a shared L1 of the speaker may more negatively evaluate non-native accented speakers than native accented speakers of English on hiring recommendation for a job with high communicative demands. However, for jobs with low communicative demands, non-native accented speakers were not more negatively evaluated than native accented speakers of English on hiring recommendation.

Given our findings, it seems unnecessary for non-native speakers to try to acquire a native-like accent. Our study showed that non-native accented speakers were perceived to be as comprehensible as native speakers. However, compared to native speakers, they did receive lower attitudinal evaluations and hiring recommendations for a job with high communicative demands. In conclusion, our study indicates that having a non-native accent in English can form a basis for stigmatization. Therefore, multinationals and their employees

need to be aware of the potential misperceptions regarding speakers with non-native accents in English.

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Appendix A

Experiment Bachelor thesis

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

Wat wordt er van u verwacht?

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

Vrijwilligheid

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

Wat gebeurt er met mijn gegevens?

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

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

Heeft u vragen over het onderzoek?

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

Toestemming

Door te klikken op de knop 'Ik ga akkoord om deel te nemen aan dit onderzoek' geeft u aan

- dat u:
- Bovenstaande informatie heeft gelezen
 - Vrijwillig meedoet aan het onderzoek
 - 18 jaar of ouder bent

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

- Ik ga akkoord om deel te nemen aan dit onderzoek
- Ik wil niet deelnemen aan dit onderzoek

Vacature 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.

Vacature 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.

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

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
- Mee oneens
- Beetje mee oneens
- Neutraal
- Beetje mee eens
- Mee eens
- Zeer mee eens

Deze spreker klinkt als een moedertaalspreker van het Engels

- Zeer mee oneens
- Mee oneens
- Beetje mee oneens
- Neutraal
- Beetje mee eens
- Mee eens
- Zeer mee eens

	Zeer mee oneens	Mee oneens	Een beetje mee oneens	Neutraal	Een beetje mee eens	Mee eens	Zeer mee eens
Ik moet heel goed luisteren om de spreker te kunnen begrijpen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De spreker spreekt duidelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De spreker is nauwelijks verstaanbaar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De spreker was moeilijk te begrijpen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb moeite om te begrijpen waar de spreker het over heeft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb geen moeite om de spreker te begrijpen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik begrijp niet wat de spreker bedoelt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Zeer mee oneens	Mee oneens	Een beetje mee oneens	Neutraal	Een beetje mee eens	Mee eens	Zeer mee eens
Deze spreker klinkt chique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze spreker klinkt hoogopgeleid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze spreker klinkt serieus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Zeer mee oneens	Mee oneens	Een beetje mee oneens	Neutraal	Een beetje mee eens	Mee eens	Zeer mee eens
Deze spreker klinkt aardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze persoon klinkt warm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze spreker klinkt behulpzaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

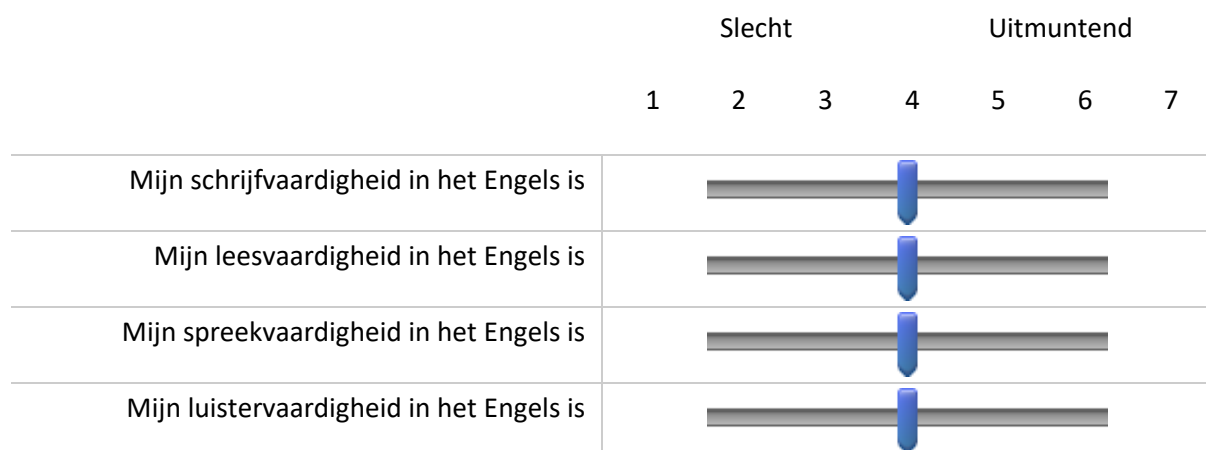
	Zeer mee oneens	Mee oneens	Een beetje mee oneens	Neutraal	Een beetje mee eens	Mee eens	Zeer mee eens
Deze spreker klinkt modern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze spreker klinkt hip	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze spreker klinkt trendy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Zeer mee oneens
- Mee oneens
- Een beetje mee oneens
- Neutraal
- Een beetje mee eens
- Mee eens
- Zeer mee eens

	Zeer mee oneens	Mee oneens	Een beetje mee oneens	Neutraal	Een beetje mee eens	Mee eens	Zeer mee eens
Ik zou tevreden zijn als deze persoon wordt aangenomen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel me positief over deze sollicitant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik wil met deze sollicitant werken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze sollicitant zou een aanwinst zijn voor het bedrijf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze sollicitant zou ik aannemen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Zeer mee oneens	Mee oneens	Een beetje mee oneens	Neutraal	Een beetje mee eens	Mee eens	Zeer mee eens
Deze sollicitant zou een goede relatie hebben met haar ondergeschikten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze sollicitant heeft bestuursvaardigheid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Lextale

Deze taalttest 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 als duidelijk is, kunt u nu beginnen met het experiment.

	Ja (1)	Nee (2)
platory (1)	<input type="radio"/>	<input type="radio"/>
denial (2)	<input type="radio"/>	<input type="radio"/>
generic (3)	<input type="radio"/>	<input type="radio"/>
mensible (4)	<input type="radio"/>	<input type="radio"/>
scornful (5)	<input type="radio"/>	<input type="radio"/>
stoutly (6)	<input type="radio"/>	<input type="radio"/>
ablaze (7)	<input type="radio"/>	<input type="radio"/>
kermshaw (8)	<input type="radio"/>	<input type="radio"/>
moonlit (9)	<input type="radio"/>	<input type="radio"/>
lofty (10)	<input type="radio"/>	<input type="radio"/>
hurricane (11)	<input type="radio"/>	<input type="radio"/>
flaw (12)	<input type="radio"/>	<input type="radio"/>
alberation (13)	<input type="radio"/>	<input type="radio"/>
unkempt (14)	<input type="radio"/>	<input type="radio"/>
breeding (15)	<input type="radio"/>	<input type="radio"/>
festivity (16)	<input type="radio"/>	<input type="radio"/>

screech (17)	<input type="radio"/>	<input type="radio"/>
savoury (18)	<input type="radio"/>	<input type="radio"/>
plaudate (19)	<input type="radio"/>	<input type="radio"/>
shin (20)	<input type="radio"/>	<input type="radio"/>
fluid (21)	<input type="radio"/>	<input type="radio"/>
spaunch (22)	<input type="radio"/>	<input type="radio"/>
allied (23)	<input type="radio"/>	<input type="radio"/>
slain (24)	<input type="radio"/>	<input type="radio"/>
recipient (25)	<input type="radio"/>	<input type="radio"/>
exprate (26)	<input type="radio"/>	<input type="radio"/>
eloquence (27)	<input type="radio"/>	<input type="radio"/>
cleanliness (28)	<input type="radio"/>	<input type="radio"/>
dispatch (29)	<input type="radio"/>	<input type="radio"/>
rebondicate (30)	<input type="radio"/>	<input type="radio"/>
ingenious (31)	<input type="radio"/>	<input type="radio"/>
bewitch (32)	<input type="radio"/>	<input type="radio"/>

skave (33)	<input type="radio"/>	<input type="radio"/>
plaintively (34)	<input type="radio"/>	<input type="radio"/>
kilp (35)	<input type="radio"/>	<input type="radio"/>
interfate (36)	<input type="radio"/>	<input type="radio"/>
hasty (37)	<input type="radio"/>	<input type="radio"/>
lengthy (38)	<input type="radio"/>	<input type="radio"/>
fray (39)	<input type="radio"/>	<input type="radio"/>
crumper (40)	<input type="radio"/>	<input type="radio"/>
upkeep (41)	<input type="radio"/>	<input type="radio"/>
majestic (42)	<input type="radio"/>	<input type="radio"/>
magrity (43)	<input type="radio"/>	<input type="radio"/>
nourishment (44)	<input type="radio"/>	<input type="radio"/>
abergy (45)	<input type="radio"/>	<input type="radio"/>
proom (46)	<input type="radio"/>	<input type="radio"/>
turmoil (47)	<input type="radio"/>	<input type="radio"/>
carbohydrate (48)	<input type="radio"/>	<input type="radio"/>

scholar (49)	<input type="radio"/>	<input type="radio"/>
turtle (50)	<input type="radio"/>	<input type="radio"/>
fellick (51)	<input type="radio"/>	<input type="radio"/>
destription (52)	<input type="radio"/>	<input type="radio"/>
cylinder (53)	<input type="radio"/>	<input type="radio"/>
ensorship (54)	<input type="radio"/>	<input type="radio"/>
celestial (55)	<input type="radio"/>	<input type="radio"/>
rascal (56)	<input type="radio"/>	<input type="radio"/>
purrage (57)	<input type="radio"/>	<input type="radio"/>
pulsh (58)	<input type="radio"/>	<input type="radio"/>
muddy (59)	<input type="radio"/>	<input type="radio"/>
quirty (60)	<input type="radio"/>	<input type="radio"/>
pudour (61)	<input type="radio"/>	<input type="radio"/>
listless (62)	<input type="radio"/>	<input type="radio"/>
wrought (63)	<input type="radio"/>	<input type="radio"/>

Ik heb veel ervaring met geïnterviewd worden als sollicitant

- Zeer mee oneens
- Mee oneens
- Beetje mee oneens
- Neutraal
- Beetje mee eens
- Mee eens
- Zeer mee eens

Ik heb veel ervaring met het interviewen van sollicitanten

- Zeer mee oneens
- Mee oneens
- Beetje mee oneens
- Neutraal
- Beetje mee eens
- Mee eens
- Zeer mee eens

Wat is uw land van herkomst?

- Nederland
- Anders _____

Wat is uw moedertaal?

- Nederlands
- Anders _____

Wat is uw hoogst afgeronde of huidige opleiding?

- Middelbare school
- MBO
- HBO
- WO
- Post doctoraal

Bent u een student?

- Ja
- Nee

Welk studieprogramma volgt u?

Wat is uw geslacht?

- Man
- Vrouw
- x

Wat is uw leeftijd?

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

Appendix B

For all variables in the experiment with acceptable alphas, the composite means were calculated. With regards to the Likert scales, all scales were anchored by ‘totally agree – totally disagree’.

Items perceived comprehensibility ($\alpha = .76$):

- ‘I have to listen very carefully to be able to understand the speaker’ (r); ‘The speaker speaks clearly’;
- ‘The speaker is barely intelligible’ (r);
- ‘The speaker was difficult to comprehend’ (r);
- ‘I have problems understanding what the speaker is talking about’ (r);
- ‘I have no problems comprehending the speaker’;
- ‘I don’t understand what the speaker means’ (r).

Items superiority ($\alpha = .65$):

- ‘According to you this person is chic’;
- ‘According to you this person is educated’;
- ‘According to you this person is serious’.

Items warmth ($\alpha = .82$):

- ‘According to you this person is nice’;
- ‘According to you this person has a warm personality’;
- ‘According to you this person is helpful’.

Items dynamism ($\alpha = .85$):

- ‘According to you this person is modern’;
- ‘According to you this person is hip’;
- ‘According to you this person is trendy’.

Items Hiring recommendation ($\alpha = .90$)

- ‘suitable for the job’;
- ‘job satisfaction if hired’;
- ‘feel favorable toward applicant’;

‘desire to work with the applicant’;
‘applicant would be an asset to the company’;
‘relationship with subordinates’;
‘ability to manage’.

Items perceived degree of accentedness ($\alpha = .61$):

‘This speaker has a strong foreign accent in English’ anchored by ‘no foreign accent – a strong foreign accent’;
‘This speaker sounds like a native speaker of English’ (r) anchored by ‘totally agree – totally disagree’.

Appendix C

Job description for Human Resource manager (adapted from Deprez-Sims & Morris, 2010)

- Plans and carries out policies relating to all phases of personnel activity such as training and development
- Recruits, interviews, and selects employees to fill vacant positions
- Plans and conducts employee orientation to foster positive attitude toward company goals
- Keeps record of insurance coverage, pension plan, and personnel transactions, such as hires, promotions, transfers, and terminations
- Investigates on-the-job accidents and prepares reports for insurance carriers
- Conducts internet survey within labor market to determine competitive salaries
- Prepares budget of personnel operations
- Prepares reports and recommends procedure to reduce absenteeism and turnover

Dutch translation

- 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
- Bijhouden van verzekeringsdekking, pensioenplan en personeelstransacties, zoals aanwervingen, promoties, overdrachten en opzeggingen
- Arbeidsongevallen onderzoeken en rapporten voor verzekeringsmaatschappijen opstellen
- Uitvoeren van internetonderzoek op de arbeidsmarkt om competitieve salarissen te bepalen
- Budget voorbereiden voor personeelsoperaties
- Rapporten voorbereiden en procedure aanbevelen om ziekteverzuim en absentie te verminderen

Job description for IT technician (adapted from Workable, 2020)

- Sets up workstations with computers and necessary peripheral devices (routers, printers etc.)
- Checks computer hardware (HDD, mice, keyboards etc.) to ensure functionality
- Installs and configures appropriate software and functions according to specifications
- Develops and maintains local networks in ways that optimize performance
- Ensures security and privacy of networks and computer systems
- Provides orientation and guidance to users on how to operate new software and computer equipment
- Organizes and schedule upgrades and maintenance without deterring others from completing their work
- Performs troubleshooting to diagnose and resolve problems (repair or replace parts, debugging etc.)
- Maintains records/logs of repairs and fixes and maintenance schedule
- Identifies computer or network equipment shortages and places orders

Dutch translation

- 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
- Gebruikers oriëntatie en begeleiding bieden bij het gebruik van nieuwe software en computerapparatuur
- Upgrades en onderhoud organiseren en plannen zonder anderen ervan te weerhouden hun werk te voltooien
- Probleemoplossingen uitvoeren om problemen te diagnosticeren en op te lossen (reparatie of vervanging van onderdelen, foutopsporing enz.)
- Bijhouden van gegevens/logboeken van reparaties en onderhoudsschema
- Identificeren van tekorten aan computer- of netwerkapparatuur en plaatsen van bestellingen.

Appendix D

Statement of own work

Student name: Mathis Barten

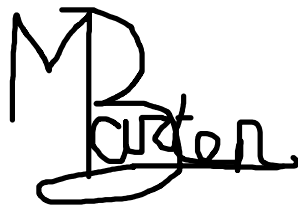
Student number: S1012363

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DECLARATION:

- a. I hereby declare that I am familiar with the faculty manual (<http://www.ru.nl/stip/english/rules-regulations/fraud-plagiarism/>) and with Article 16 "Fraud and plagiarism" in the Education and Examination Regulations for the Bachelor's programme of Communication and Information Studies.
- b. I also declare that I have only submitted text written in my own words
- c. I certify that this thesis is my own work and that I have acknowledged all material and sources used in its preparation, whether they be books, articles, reports, lecture notes, and any other kind of document, electronic or personal communication.

Signature:

A handwritten signature in black ink. The first part consists of a large, stylized 'M' and 'B' stacked vertically. Below this, the name 'Barten' is written in a cursive script. A horizontal line underlines the entire signature.

Place and date: 02-07-2020