Non-nativeness in communication

The influence of high/low-context culture on perceived ad complexity and liking, by Jos Hornikx & Rob le Pair

According to Hall’s context theory, people from different cultures may react differently to complex messages. The current study is the first empirical examination of context theory's role on message comprehension and appreciation. In a comparative survey-based study (N = 289), Belgian and Dutch participants judged 12 complex product advertisements with visual metaphors. As expected by context theory, perceived complexity was lower for Belgian (a higher-context culture) than for Dutch participants (a lower-context culture), and participants’ personal context culture score fully accounted for this difference. Similarly, ad liking was higher for Belgian than for Dutch participants, and again this difference was explained by context score.

Dutch and German Students’ Evaluations of Different Degrees of Dutch-accented and German-accented English of Lecturers in Higher Education, by Berna Hendriks, Frank van Meurs & Ann-Katrin Reimer

The increase in non-native English (NNE) instructors involved in English-medium instruction (EMI) in higher education has led to growing concerns about the evaluation of lecturers’ NNE accents. Potentially important considerations that have largely been unexplored thus far are the impact of lecturers’ accent strength and of shared L1 background between lecturers and students. The purpose of the present study was to investigate how Dutch and German students evaluate Dutch and German lecturers with moderate and slight non-native English accents in terms of speaker competence and likeability, teaching quality and intelligibility. In an experiment, 293 Dutch students and 274 German students evaluated fragments recorded by moderately-accented, slightly-accented Dutch and German speakers and native English speakers. Findings showed that, generally, lecturers with moderate non-native English accents were evaluated less positively whereas lecturers with slight non-native English accents were evaluated similarly to lecturers with native English accents. The Dutch moderately-accented speakers were evaluated more positively than the German moderately-accented speakers. The findings indicate that it is advisable for non-native English lecturers involved in EMI to engage in English pronunciation training to minimize features of a strong non-native accent.

When: Tuesday 21 March, 2017
12:45-13:30

Lunch is provided! To register, please send an email to:
clscolloquium@let.ru.nl

Where: E2.50 (Erasmus Building)

For more information, see www.ru.nl/cls