

Lima, E. F. (2011). Language and nonlanguage factors affecting nonnative undergraduate students' reactions to ITAs. In J. Levis & K. LeVelle (Eds.). *Proceedings of the 2nd Pronunciation in Second Language Learning and Teaching Conference*, Sept. 2010. (pp. 43-55), Ames, IA: Iowa State University.

LANGUAGE AND NONLANGUAGE FACTORS AFFECTING NONNATIVE UNDERGRADUATE STUDENTS' REACTION TO ITAS

[Edna F. Lima](#), Iowa State University

This study investigates whether language and nonlanguage factors affect international undergraduates' perceptions of international teaching assistants (ITAs). Fifty-five students enrolled in first-year composition classes watched a short video-taped lecture under one of three guises related to nationality of the speaker and rated the lecture and the speaker based on eight response variables. Results indicate that the information provided to participants about the nationality of the speaker did not influence their perception of both lecture and speaker. However, when participants' variables were analyzed, statistically significant results were found for two response variables: accent and speaker likeability. The results for accent indicate that the actual degree of accentedness that participants perceived in the speaker's speech, not nationality, influenced their ratings. As for likeability of the speaker, raters favored the supposed Brazilian TA. This finding may be related to stereotypes of Brazilian people and culture worldwide or to previous socio-cultural experiences that participants may have had with Brazilian individuals.

INTRODUCTION

As the number of international teaching assistants (ITAs) in the U.S has increased throughout the years, there has been a growing concern about communication between undergraduate students and their ITAs both in classrooms and in office hours (Damron, 2003). Davis (1991) argues that lack of oral proficiency and cultural differences are generally judged to be two major problems that ITAs face when teaching at American universities. He asserts that ITAs cannot communicate effectively with students in the classroom due to their limited oral proficiency. Davis also claims that the interaction between instructors and students is not effective because of different expectations regarding the role of both instructors and students and the goals and processes of higher education.

Native undergraduate students' reaction to ITAs

Research has shown that several are the factors influencing American undergraduates' perceptions of ITAs. Most complaints from native undergraduates about ITAs concern poor English language proficiency and/or communicative competence (Lindemann, 2002; Orth, 1982; Rubin & Smith, 1990; Rubin, Ainsworth, Cho, Turk, & Winn, 1999); however, studies have revealed that factors other than linguistic reality play a bigger role in this perception. Among such factors we may find age, gender, country of origin, teaching style, cultural background, personality, first language, accent, topical knowledge, and so on (Brown, 1992; Gill, 1994; Rubin, 1992).

Accentedness is often regarded by native speakers as the biggest constraint in their communication with nonnative speakers; nonetheless, research findings have shown that listeners will rate some speakers' utterances as heavily accented even though these utterances are perfectly intelligible and totally comprehensible (Munro & Derwing, 1995). For instance, Rubin (1992) investigated 62 North American students' perception of instructors using a picture guise; a group of participants listened to a lecture in conjunction with the picture of an Asian TA; another group listened to the lecture in conjunction with the picture of a Caucasian/European TA; and another group listened to the lecture without any photographs. The results indicated that lower teacher effectiveness ratings were assigned for speakers receiving more negative accent ratings. The accent was perceived as more foreign and less standard for the Asian instructor's photograph. Therefore, perceived accentedness, not actual accent, was negatively connected to instructor ratings. Impatience, inexperience with L2 speakers, and prejudice are some of the factors leading listeners to react negatively to accented speech (Lippi-Green, 1997; Munro, 2003; Munro, Derwing, & Morton, 2006).

Nonnative speakers' perception of nonnative speech

If native speakers tend to react negatively to foreign-accented speech, how do nonnative speakers react to the speech of other nonnative speakers? Munro, Derwing, and Morton (2006) argue that NNSs' responses to NNSs' utterances may vary depending on the degree of familiarity with or exposure to accents or on the listener's first language. Bent and Bradlow (2003) claim that nonnative listeners may regard foreign-accented speech more intelligible than native speech, and that the opposite may be true for native listeners.

Research on nonnative listeners' perception of native and nonnative speech is divergent. Some studies suggest that listeners from different L1 backgrounds show moderate to moderately high correlation in their responses. L1 background and experience with a given accent appear to be minor factors in the ability to understand L2 speech (Munro et al., 2006). Other studies suggest that for nonnative listeners, the intelligibility of high proficiency speakers from the same L1 background is similar to the intelligibility of native speakers and that the speech intelligibility of nonnative speakers from different L1 backgrounds is equal to or greater than the intelligibility of native speakers (Bent & Bradlow, 2003). On the other hand, research suggests that when it comes to nonnative students' preferences for native speaker teachers (NST) versus nonnative speaker teachers (NNST), 60.6% of the participants prefer NST, 35% show no preference, and only 3.9% prefer NNST. It is noteworthy, however, that when offered the option of a team-teaching approach (NST and NNST), 71.6% of the participants think it is a good idea (Lasagabaster & Sierra, 2005).

Given the lack of substantial research dedicated specifically to explore nonnative undergraduate students' perceptions of ITAs, this study investigates how nonnative undergraduate students react to ITAs with emphasis on both language and nonlanguage factors.

The 55 participants involved in the study were divided into three treatment groups and asked to watch and rate a lecture and its speaker. The eight response variables were *accent*, *speed*, *comprehensibility* (language factors), *level of interest in the lecture*, *usefulness of the lecture*, *likeability of the speaker*, *teaching ability of the speaker*, and *teaching style of the speaker* (nonlanguage factors). The predictor variables were *attributed nationality of the speaker*, *raters'*

gender, raters' first language (L1), and number of previous ITAs. Although the lecture was exactly the same for all three groups, each group was given different information about the speaker. Group I was told that the speaker is an Egyptian teaching assistant, Group II received the information that the speaker is a Brazilian teaching assistant, and Group III was given the information that the speaker is an American teaching assistant. The research questions for the study are as follows:

1. Do the three groups rate the lecture differently depending on what they are told about the speaker? If so, in what specific areas do the groups rate the lecture differently?
2. How do the ratings differ across groups depending on raters' gender, first language (L1), and number of international teaching assistants they had class with before the study?

METHOD

Participants

Speaker

The speaker was a Serbian Ph.D. student enrolled in the Applied Linguistics and Technology (ALT) program at Iowa State University at the time the study was conducted. She was also a teaching and research assistant in the English Department. In addition to her near native-like pronunciation, this specific speaker was chosen because of her physical appearance, a key aspect in this study; it was crucial that the participants in each of the three treatment groups found the information about the speaker to be at least plausible.

Raters

The 55 raters taking part in this study were international students enrolled in two cross-cultural sections (roughly 50% of Americans and 50% of international students) of English 150, a writing foundation course for first-year undergraduate students, and in three cross-cultural sections of English 250, a writing course for second-year undergraduate students. The 55 participants were from 12 different countries: China (11), Ecuador (2), India (4), Indonesia (4), Japan (1), Korea (5), Libya (1), Malawi (1), Malaysia (20), Mexico (2), Saudi Arabia (1), and the United Arab Emirates (3). Thirty six of these participants were males and nineteen were females with ages ranging from 18 to 24, with 20.3 being the average age (SD 1.5). Their length of residence in the United States ranged from three months to nine years with an average of 10 months.

Given that the data collection process took place during regular class periods, it was impractical to deliberately assign participants to each of the three treatment groups. Thus, the number of participants was defined by the section of English 150 or 250 in which they were enrolled. Table 1 summarizes the demographic data of each group.

Table 1: Demographic data of the treatment groups

Treatment Group	N**	Gender	Age Average	Country of Origin	L1
<i>Group I (Egyptian TA)*</i>	20	5 females, 15 males	20.4	China (2), Ecuador (2), Indonesia (2), Libya (1), Malawi (1), Malaysia (9), Mexico (1), Korea (1), Saudi Arabia (1)	Chinese (China), Spanish (Ecuador and Mexico), Indonesian (Indonesia), Arabic (Libya and Saudi Arabia), Chichewa (Malawi), Malay and Chinese (Malaysia), Korean (Korea)
<i>Group II (Brazilian TA)*</i>	23	10 females, 13 males	19.8	China (9), India (4), Indonesia (2), Korea (2), Malaysia (2), UAE (2), Japan (1), Mexico (1)	Chinese, Hindi and Urdu, Indonesian, Korean, Malay and Chinese, Arabic, Japanese, Spanish
<i>Group III (American TA)*</i>	12	4 females, 8 males	21.2	Korea (2), Malaysia (9), UAE (1)	Korean, Chinese and Malay, Arabic

* Information provided to each treatment group though the lecture and the speaker were exactly the same for all groups
** Number of participants per group

Materials

Personal Information Questionnaire

The first questionnaire designed for this study contained 11 questions and asked participants to provide their assigned ID number, age, gender, country of origin, native language, English proficiency level, educational background, foreign languages (other than English), major, length of residence in the United States, and the number of international assistants they had had class with prior to the study.

Video-taped Lecture

The stimulus was a four-minute video-taped lecture (Figure 1) recorded in a real classroom to keep authenticity of environment. Although the speaker was provided with a lecture script, it was essential that she applied her personal teaching style to the lecture and maintained her normal teaching speed. The topic chosen for the lecture was “thesis statement” because it is a topic pertaining to the courses that the participants were taking at the time of the study.

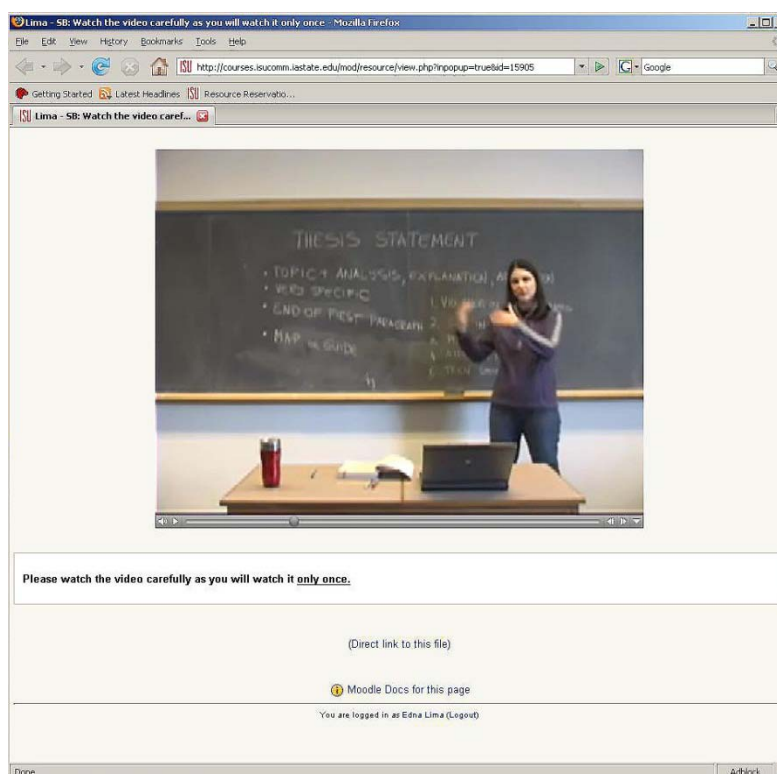


Figure 1. Screen shot of the video-taped lecture

Post-video Questionnaire

The last part of the study involved a questionnaire (Appendix A) in which participants rated the lecture and the speaker based on language and nonlanguage factors. The scale (Munro & Derwing, 1995; 1998) for each dimension ranged from 1 to 9, lowest numbers representing positive ratings and highest numbers representing negative ratings (e.g. very strong accent, very fast).

Procedures

This study was conducted during regular class periods of five sections of English 150 and 250. The data collection took place online over three different days, when the sections met in a computer lab, for about 35 minutes in each section.

Raters received step-by-step instructions on how to access the materials online. First, they filled out the personal information questionnaire. They were then directed to read the information about the speaker, watch the lecture carefully as they were supposed to watch it only once, and fill out the post-video questionnaire right after watching the lecture. Raters watched the lecture on individual computers, and headphones were used to eliminate noise interference.

Since there were five sections, the speaker to be rated in each section was alternated. Two different sections rated the Egyptian speaker, two different sections rated the Brazilian speaker, and only one section rated the American speaker. For data analysis, the two sections were combined into one to compose three treatment groups.

Analysis

In order to answer the two research questions, the eight response variables (accent, comprehensibility, speed, level of interest in the lecture, usefulness of the lecture, likeability of the speaker, teaching ability of the speaker, and teaching style of the speaker) and four predictor variables (attributed nationality of the TA, raters' gender, raters' L1, and number of ITAs) were used.

Research question one, which examines if the three groups rate the lecture differently depending on what they are told about the speaker, was answered through an ANOVA type III test with fixed effects for treatment. Given the unequal size of the samples, the least square means for each response variable were calculated. All responses were log transformed in order to stabilize the variances across treatments. The probability value (p-value) was set at .05 for all the response variables.

Question two (How do the ratings differ across groups depending on raters' gender, first language (L1), and number of international teaching assistants they had class with before the study?) was addressed by an analysis of variance type III sum of squares (ANOVA) calculations. The model designed for analysis was a generalized linear model with fixed effects for gender, first language (L1), number of teaching assistants, and TAs' attributed country of origin. The probability value (p-value) was set at $p < .05$. Since the analysis involved multiple comparisons with unbalanced design, the Tukey-Kramer method was used. In this analysis, the responses were also log transformed.

RESULTS AND DISCUSSION

RQ1: Do the three groups rate the lecture differently depending on what they are told about the speaker? If so, in what specific areas do the groups rate the lecture differently?

In order to interpret the results, it is important to take into account the rating scale used. The scale for each dimension ranged from 1 to 9, lower numbers representing positive ratings, and higher numbers representing negative ratings (e.g. very strong accent, very fast, very difficult to understand). Therefore, low means represent more positive evaluations, and high means represent more negative evaluations of the speaker. Table 2 displays the least square means found for each of the eight response variables across treatment groups and the p value (set at .05) for treatment group.

Table 2. ANOVA Results across Treatment Groups

	Response variable	Group I (Egyptian speaker)	Group II (Brazilian speaker)	Group III (American speaker)	p value
Language factors	<i>Accent</i>	1.33	1.33	1.59	.19
	<i>Speed</i>	.62	.69	.71	.91
	<i>Comprehensibility</i>	.68	.66	.41	.44
Nonlanguage factors	<i>Level of interest in the lecture</i>	1.66	1.38	1.42	.13
	<i>Usefulness of the lecture</i>	1.32	1.01	1.11	.15
	<i>Likeability of the speaker</i>	1.33	1.02	1.17	.09
	<i>Teaching ability of the speaker</i>	1.27	1.10	1.19	.52
	<i>Teaching style of the speaker</i>	1.54	1.34	1.29	.15

As seen in Table 2, although there is variation among the p values for each response variable, no statistically significant differences were found for any of the response variables. The statistics indicate that the attributed nationality of the speaker had no influence on nonnative undergraduates' perception of ITAs for both language and nonlanguage factors.

Language wise, this finding is surprising because, based on previous empirical research findings that nonnative students tend to prefer native teachers (Lasagabaster & Sierra, 2005), we would expect participants to assign more negative ratings to the Egyptian and Brazilian TAs and more positive ratings to the American TA for *accent*, *speed*, and *comprehensibility*. However, this was not the case. Bent and Bradlow (2003) found that for nonnative listeners, the intelligibility of high proficiency speakers from the same L1 background is equal to the intelligibility of native speakers (matched interlanguage speech intelligibility benefit) and that the intelligibility of high proficiency speakers from different L1 backgrounds is equal to or greater than the intelligibility of native speakers (mismatched interlanguage speech intelligibility benefit). In this study, only two listeners who were native speakers of Arabic (one from Libya and one from Saudi Arabia) rated the speaker with the ascribed Egyptian nationality. There were no native speakers of Portuguese involved in the study. Thus, the majority of the listeners (53 out of 55) rated a TA that had a different attributed L1 background. We would then assume that Bent and Bradlow's results of mismatched interlanguage speech intelligibility benefit would be more in line with the findings in this study. It is noteworthy, however, that Bent and Bradlow's first language sample was not as diverse as the one in this study. Their study included participants from four different L1 backgrounds while this study involved participants from 10 different native languages.

When it comes to nonlanguage factors, research has shown that American undergraduates tend to react to and rate ITAs more negatively depending on the country of origin of the ITAs (Brown, 1992) or their ethnicity (Rubin, 1992; Rubin et al., 1999). The ANOVA results in this study indicate that nonnative undergraduates seem not to take those factors into account when rating TAs' *likeability*, *teaching ability*, and *teaching style*. The values of the least squares means are very close for those three dimensions for the international TAs (Egyptian and Brazilian) and the American TA.

As for *level of interest in the lecture* and *usefulness of the lecture*, the results also showed no statistical significance across groups. Therefore, raters' level of interest in the lecture and their perception of how useful the lecture was were not influenced by the TA's attributed country of origin.

RQ2: How do the ratings differ across groups depending on raters' gender, first language (L1), and number of international teaching assistants they had class with before the study?

Given that first language was an important predictor variable in this analysis, three of the languages which had only one observation (Chichewa, Japanese, and Urdu) were removed from the analysis in order to yield more consistent results. The seven languages analyzed were Arabic (5), Chinese (16), Hindi (3), Indonesian (4), Korean (5), Malay (15), and Spanish (4).

Regarding *TA's attributed nationality*, Table 3 shows that statistically significant results were found for the response variables "accent" ($p .04$) and "likeability of the speaker" ($p .04$) only. As for accent, the least square means show that participants assigned more negative ratings to the supposed American TA (1.67) than they did to the alleged Brazilian (1.22) and Egyptian (1.24) TAs. This finding is surprising because previous research findings on American undergraduates' reactions to ITAs have shown that even ITAs with high proficiency in English are negatively evaluated by those students in regards to language competence (Orth, 1982; Rubin et al., 1999). Similar results would be expected from nonnative undergraduate students, but it was not the case. The alleged ITAs received very positive ratings for accent whereas the alleged American TA received slightly more negative evaluations. One possible explanation for the positive ratings for accent assigned to the Egyptian and Brazilian TAs may be the fairly high level of English of the participants and the fluent language proficiency of the speaker. Another plausible explanation may be the fact that that nonnative listeners share knowledge of the construction of the target language and they develop common strategies when learning to produce and perceive a foreign language (Bent & Bradlow, 2003). Although there is no concrete evidence as to why the raters rated the American TA's accent more negatively, the most reasonable explanation is that, taking into account that they believed they were evaluating a native speaker of English though they were actually evaluating a nonnative speaker, they found the accent to be unfamiliar to them or different from the standard norms they have been exposed and accustomed to.

Table 3. Results of ANOVA with Fixed Effects for Attributed Nationality of TAs

Variables	TA's attributed nationality		p value
		lsmeans	
<i>Accent</i>	Egyptian	1.24	.04*
	Brazilian	1.22	
	American	1.67	
<i>Speed</i>	Egyptian	.77	.87
	Brazilian	.72	
	American	.63	
<i>Comprehensibility</i>	Egyptian	.64	.64
	Brazilian	.68	
	American	.39	
<i>Level of interest in the lecture</i>	Egyptian	1.56	.15
	Brazilian	1.29	
	American	1.24	
<i>Usefulness of the lecture</i>	Egyptian	1.45	.11
	Brazilian	1.12	
	American	1.17	
<i>Likeability of the speaker</i>	Egyptian	1.25	.04*
	Brazilian	.85	
	American	1.01	
<i>Teaching ability of the speaker</i>	Egyptian	1.21	.24
	Brazilian	1.11	
	American	.88	
<i>Teaching style of the speaker</i>	Egyptian	1.43	.20
	Brazilian	1.33	
	American	1.10	

(lsmeans = least square means, p = p value (set at $p < .05$), * = significant value)

As for speaker likeability, the ANOVA tests showed that the predictor variable “attributed nationality” did influence participants’ rating of speaker likeability. The least square means (Table 3) show that participants assigned more positive ratings to the supposed Brazilian TA (.85) than they did to the alleged American (1.01) and Egyptian (1.21) TAs. This finding may be explained by how the Brazilian people and culture are stereotyped around the world. Additionally, social experiences that the raters are likely to have had with Brazilian individuals in different social and cultural contexts may have influenced this finding. Unfortunately, this study did not ask participants to explain the likeability rating that they assigned to the speaker. Hence, in order to find out exactly why the raters showed a preference for the alleged Brazilian TA, a follow-up study would have to be conducted.

When it comes to participants' gender and the number of ITAs with whom they had classes prior to this study, no statistical significances were found for any of the response variables (language and nonlanguage factors). Thus, these two predictor variables did not influence their perception of ITAs regardless of the ITA's attributed country of origin. In fact, the low values of the least square means found for "gender" and "number of ITAs" indicate that raters assigned very positive ratings to the speaker for both language response variables and nonlanguage response variables. This finding also contradicts Lasagabaster and Sierra's (2005) finding that nonnative students show a high preference for native speaker teachers, especially at the university level. If they preferred native teaching assistants over international teaching assistants, we would expect to see their preference reflected on the scores assigned to the supposed American TA.

As for first language (L1), the only statistically significant result was found for the response variable *likeability of the speaker* ($p .00$). The least square means show that Arabic speakers (.67), Hindi speakers (.88), and Spanish speakers (.53) were the ones to assign more positive ratings to the alleged Brazilian TA. Since the design of this study did not include a follow-up instrument to explain raters' choices and ratings, I can only speculate the reasons for this finding. All of the three groups of speakers who assessed the alleged Brazilian TA more positively for speaker likeability are non-Asian, and two of the three groups (Hindi and Spanish speakers) are from Indo-European languages. The language familiarity may have played a role on how these two groups rated the Brazilian TA for likeability. As for the Arabic speakers, a possible explanation would be the fact that some native listeners have a hard time understanding the accent of speakers with the same language background. A more simple explanation, however, would be the stereotyping of Brazilians around the world and possible socio-cultural experiences that participants may have had with Brazilian individuals.

CONCLUSION

Research findings on American undergraduates' perceptions of ITAs' language competence have indicated that those students tend to react negatively to ITAs even when the ITAs are highly proficient in English. The findings in this study revealed that when treatment groups (grouped according to what they were told about the speaker's nationality) were analyzed separately, the attributed nationality of the teaching assistant did not influence nonnative undergraduate' ratings of language factors (accent, speed, and comprehensibility) and nonlanguage factors (level of interest in the lecture, usefulness of the lecture, likeability of the speaker, teaching ability of the speaker, and teaching style of the speaker). However, when the predictor variables were analyzed (the whole population of participants together), the findings showed that when it comes to language response variables, "accent" was the only dimension with statistically significant results when "TA's attributed nationality" was the predictor variable. Raters assessed the supposed American TA as having a slightly stronger accent than the alleged international TAs (Brazilian and Egyptian). The most plausible explanation is that, by believing that they were rating a native speaker of English, the raters found the accent to be unfamiliar or different from the standard norms that they have been exposed to.

As for nonlanguage factors, the only response variable that showed any statistically significant results was speaker likeability. The raters favored the alleged Brazilian TA when "TA's attributed nationality" and "first language" were the predictor variables. These findings may be explained through the stereotyping of the Brazilian people and culture worldwide. Moreover,

experiences that the raters are likely to have had with Brazilian individuals in different social and cultural contexts may have influenced this finding. For all the other response variables analyzed in this study, no statistically significant results were found.

The findings in the study, discussed in light of past research findings on American undergraduates' perceptions of international teaching assistants, provide valuable insights on how both groups of students react to ITAs. The results yielded by the present study indicate that American undergraduates and nonnative undergraduates have very different perceptions of nonnative teaching assistants. Based on the findings in this study, it seems that nonnative undergraduate students feel comfortable having teaching assistants who are nonnative speakers of English provided their spoken English is very good. A possible explanation may be the exposure these students have had to foreign-accented speech. Moreover, while learning a foreign or second language, learners develop common strategies to produce and perceive a foreign language.

The number of international teaching assistants in American universities is large, and it is and will continue to increase. Given that classrooms in American higher education institutions are composed of a majority of native undergraduates, it is essential that the communication process between ITAs and students be effective. Research has revealed that American undergraduates are generally dissatisfied with their ITAs' teaching and language competence. The findings in this study indicate that the opposite is true when it comes to nonnative undergraduates. Since much research has shown that the root of the problem is the negative reaction to nonnative teaching assistants by native undergraduates, higher education institutions in America need to figure out and adopt measures that will at least minimize American undergraduate students' negative perceptions of ITAs.

ABOUT THE AUTHOR

Edna Lima is a Ph.D student in Applied Linguistics and Technology and a Teaching Assistant at Iowa State University. She teaches First-Year Composition and ESL courses. Edna has taught English as a Foreign Language for over 14 years at different language institutes, programs, and at the Federal University of Viçosa, Brazil. She has also taught ESL at the Alabama Language Institute in Gadsden, Alabama. As for research, she is interested in CALL, language testing, material design, and technology applied to language learning and teaching, especially to pronunciation instruction. Email: ednalima@iastate.edu

REFERENCES

- Bent, T. & Bradlow, A. (2003). The interlanguage speech intelligibility benefit. *Journal of the Acoustical Society of America*, 114, 1600-1610.
- Brown, K. (1992). American college student attitudes toward non-native instructors. *Multilingua*, 11, 249-265.
- Damron, J. (2003). What's the problem? A new perspective on ITA communication. *The Journal of Graduate Teaching Assistant Development*, 9 (2), 81-86.

- Davis, W.E. (1991). International teaching assistants and cultural differences: student evaluations of rapport, approachability, enthusiasm and fairness. *Preparing the Professoriate of Tomorrow*. Chapter 56, p.p. 446-451.
- Gill, M. (1994). Accent and stereotypes: their effect on perceptions of teachers and lecture comprehension. *Journal of Applied Communication Research*, 22, 348-361.
- Lasagabaster, D. & Sierra, J. M. (2005). The nativeness factor: An analysis of students' preferences. *Internationaler Technischer Literaturanzeiger*, 147-148, 21-43.
- Lindemann, S. (2002). Listening with an attitude: A model of native-speaker comprehension of non-native speakers in the United States. *Language in Society*, 31, 419-441.
- Lippi-Green, R. (1997). *English with an accent: Language, ideology, and discrimination in the United States*. London: Routledge.
- Munro, M. (2003). A primer on accent discrimination in the Canadian context. *TESL Canada Journal*, 20, 38-51.
- Munro, M. & Derwing, T. (1995). Processing time, accent, and comprehensibility in the perception of native and foreign-accented speech. *Language and Speech*, 38 (3), 289-306.
- Munro, M. & Derwing, T. (1998). The effects of speaking rate on listener evaluations of native and foreign-accented speech. *Language Learning*, 48 (2), 159-182.
- Munro, M., Derwing, T. & Morton, S. (2006). The mutual intelligibility of L2 speech. *Studies in Second Language Acquisition*, 28, 111-131.
- Orth, J. L. (1982). University undergraduates' evaluational reactions to the speech of international teaching assistants. Unpublished doctoral dissertation, University of Texas.
- Rubin, D. (1992). Nonlanguage factors affecting undergraduates' judgments of nonnative
- Rubin, D. & Smith, K. (1990). Effects of accent, ethnicity, and lecture topic on undergraduates' perceptions of nonnative English-speaking teaching assistants. *International Journal of Intercultural Relations*, 14, 337-353.
- Rubin, D., Ainsworth, S., Cho, E., Turk, D., & Winn, L. (1999). Are Greek letter social organizations a factor in undergraduates' perceptions of international instructors? *The International Journal of Intercultural Relations*, 23 (1), 1-12.

Appendix A. Post-Video Questionnaire

Rating the lecture and the speaker

Now that you have carefully watched and listened to the lecture, please rate the lecture and the speaker according to the aspects below. Note that the scale ranges from 1 to 9, being 1 positive rating and 9 negative rating.

1. Do you know the speaker from before? Yes or no? If yes, please explain.

2. Accent

No accent	1	2	3	4	5	6	7	8	9	Very strong accent
-----------	---	---	---	---	---	---	---	---	---	--------------------

3. Speed

Appropriate speed	1	2	3	4	5	6	7	8	9	Very fast
-------------------	---	---	---	---	---	---	---	---	---	-----------

4. Comprehensibility

Easy to understand	1	2	3	4	5	6	7	8	9	Very difficult to understand
--------------------	---	---	---	---	---	---	---	---	---	------------------------------

5. Level of interest in the lecture

Very interesting	1	2	3	4	5	6	7	8	9	Not interesting at all
------------------	---	---	---	---	---	---	---	---	---	------------------------

6. Usefulness of the lecture

Very useful	1	2	3	4	5	6	7	8	9	Not useful at all
-------------	---	---	---	---	---	---	---	---	---	-------------------

7. Likeability of the speaker

Very likeable	1	2	3	4	5	6	7	8	9	Not likeable
---------------	---	---	---	---	---	---	---	---	---	--------------

8. Teaching ability of the speaker

Very good teacher	1	2	3	4	5	6	7	8	9	Not a good teacher
-------------------	---	---	---	---	---	---	---	---	---	--------------------

9. Teaching style of the speaker

Very engaging	1	2	3	4	5	6	7	8	9	Not engaging
---------------	---	---	---	---	---	---	---	---	---	--------------