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THE EFFECTS OF COMMUNICATION OVERACCOMMODATION ON NON-NATIVE ENGLISH-SPEAKING EMPLOYEES IN THE U.S. WORKPLACE

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THE EFFECTS OF COMMUNICATION OVERACCOMMODATION ON NON-NATIVE
ENGLISH-SPEAKING EMPLOYEES IN THE U.S. WORKPLACE

A Thesis submitted in partial fulfillment
of the requirements for the degree
Master of Science

Department of Psychological Sciences
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Bowling Green, Kentucky

By
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May 2024

The Effects of Communication Overaccommodation on Non-Native English-Speaking Employees in the U.S. Workplace

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ABSTRACT

Communication overaccommodation (CO) takes the form of baby talk, speech mimicry, and overcommunication, and its effects on recipients have been studied in physician/patient relationships, civilian/police officer relationships, manager/employee relationships, and native and non-native speaker communications. This study focused on CO in non-hierarchical relationships between native English-speaking and non-native English-speaking employees in the U.S. workplace. I investigated the effects of CO on non-native English-speaking co-workers, regarding their feelings of exclusion and satisfaction with their job. I also investigated the potential moderation effect of English proficiency on non-native English-speaking employees' feelings of being excluded. It was found that the level of English fluency did have an influence on the relationship between CO and feelings of exclusion, such that those with both average and high levels of proficiency felt more offended when they were receivers of CO. This negative reaction to CO led to low job satisfaction. Feelings of exclusion partially mediate the relationship between the reaction to CO and job satisfaction.

Keywords: Communication overaccommodation, Feelings of exclusion, Language proficiency

I first want to dedicate this thesis to the two people who were with me through every step of the way. Tamia Eugene, thank you for being my support system over the past two years, I am so thankful for our friendship and for all the nights spent ranting, crying, and laughing. Your friendship has meant the most to me, and I can't wait to see the amazing things you will accomplish. To Hayden Nelson, through all our little fights and tough conversations, it has been so rewarding to learn and grow both in and out of the academic context through this experience with you. Next, I want to thank Maddy Fabbro and Ellie Neckel for always being there for me. I know I can always come to you at the end of the day, and you will brighten my mood no matter what. Finally, thank you to my family for their endless love and support throughout my college career. Thank you for getting me here, and for cheering me on no matter what direction I go. I would not be here without you, and I hope to be as amazing and supportive as you one day.

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The Effects of Communication Overaccommodation on Non-Native English-Speaking Employees in the U.S. Workplace

“You-cook-steak-good?”, an American bartender spoke to the Hispanic line cook in the kitchen at a restaurant. The cook later complained that although English was his second language, he easily understood what his native English speaker coworker said. He would have understood it just as well if she had talked in her regular tone of voice and had pronounced her words like she normally would. The way that his coworker spoke to him, however, made him frustrated and annoyed.

It is not unusual that people intentionally overpronounce words, slow down speech, exaggerate their tone, or raise their voice when they talk to someone who, they believe, needs accommodation in verbal communication. This phenomenon is called Communication Overaccommodation (CO), an occurrence where the speaker adjusts their manner of communicating when talking to a particular individual. For example, in a nursing home, a nurse talks particularly slowly and loudly to a patient as if they are a child; a manager overexplains and repeats their requirements when talking to a non-native English-speaking employee.

CO can manifest itself in a variety of forms and situations. In the existing literature, researchers have studied CO occurring in interactions between police officers and citizens (Lowrey-Kinberg, 2018; Lowrey et al., 2016), physicians and patients (Duggan et al., 2011), and supervisors and subordinates (Charoensap-Kelly, 2021). Each of these interactions are in a certain hierarchical relationship, that is, the individual conducting the CO behavior has authority over the recipient.

CO has yet to be studied in non-hierarchical relationships in the workplace between native and non-native English-speaking coworkers. This research focuses on studying CO within

equal relationships and understanding the effect of CO on non-native English-speaking coworkers.

Some researchers found that CO negatively affects recipients (Duggan et al., 2011; Lowrey-Kinberg, 2018) while others found positive effects on recipients (Bobb et al., 2019; Charoensap-Kelly, 2021; Lowrey et al., 2016). These inconclusive findings indicate the possibility of the existence of other factors that may moderate the CO effects. This study investigated the potential moderation effect of the non-native speakers' English proficiency on the relationship between CO and the recipient's reaction. My research contributes to CO literature by exploring its effects on non-hierarchical relationships in work contexts and by introducing the consideration of a moderator in the CO effect research.

Communication Overaccommodation

This section addresses the conceptualization of CO, its typical forms, the contexts in which it occurs, and the intentions of the CO actors.

Conceptualization

CO has been characterized by a variety of actions in multiple contexts. Lowrey-Kinberg (2018) conceptualized CO using the Communication Accommodation Theory (CAT, Giles & Ojay, 2007). The CAT is a framework explaining different ways in which people accommodate their communication styles with different people, along with motivations and consequences for doing so. It suggests that people change their manner of communicating based on a variety of factors related to the person that they are communicating with, and highlights their motivations or intentions for communicating. The CO consequences vary with the actor's motivations and intentions as well as the recipient's characteristics. Based on this theory, Lowrey-Kinberg (2018) defined CO as an instance where the communication strategy of the speaker does not align with

that of their conversational partner, leading to a violation of social norms due to too extensive of accommodation or accommodating to a stereotypical idea of the recipients.

Researchers further explain ‘too extensive of accommodation’ as extending past the point of appropriate accommodation (Charoensap-Kelly, 2021; Lowrey et al., 2016). Once the communication goes past this boundary, it becomes socially inappropriate and may be taken offensively. Lowrey et al. (2016) also noted that although some level of accommodation in these interpersonal scenarios can have benefits such as improved trust and confidence, too much accommodation creates a non-linear relationship between the accommodation and such benefits.

Given that my study focused on CO in non-hierarchical relationships between native English-speaking coworkers and non-native English-speaking coworkers, I define CO as an occurrence where the speaker alters their manner of speech, emanating a demeaning and patronizing tone, when they talk to an individual whose native language is not the same as theirs.

CO Forms, Contexts, and Intentions

CO can be seen in the use of baby talk (Duggan et al., 2011; Bobb et al., 2019), speech mimicry (Lowrey-Kinberg et al., 2018), and overcommunication (Charoensap-Kelly, 2021; Duggan et al., 2011). These three forms can be seen in Table 1 and are further detailed in this section.

Table 1*Forms, Contexts, and Intentions of Communication Overaccommodation*

Form	Context	Relationship	Intention	Effect	Author + year
Baby talk	-Medical -Conversational	-Physician/patient -Native/non-native speaker	-Decrease ambiguity -Promote effective communication	(-) (+)	Duggan et al. (2011) Bobb et al. (2019)
Speech Mimicry	Traffic stop	Police/civilian	Strengthen trust & community relationships	(+) (=)	Lowrey et al. (2016) Lowrey-Kinberg (2018)
Overcommunication	Workplace	Manager/employee	Reach mutual agreement	(+)	Charoensap-Kelly (2021)

Baby talk. Baby talk occurs in a variety of instances (Bobb et al., 2019; Duggan et al., 2011). When a CO actor uses baby talk, they speak to the other person as if they are a child, talking loudly and slowly, and generally talking down to them. Other characteristics of baby talk include using “we” to indicate “you”, simple vocabulary, or pet names (Duggan et al., 2011). Baby talk may be seen as insulting to the CO recipient’s intelligence since the actor talks to the recipient as if they are young or immature.

Baby talk frequently occurs in the context of a physician talking to a patient. In this context, baby talk was found to have a negative effect as the patients insinuated that it was crossing the boundaries of rapport (Duggan et al., 2011). Crossing boundaries of rapport was described as communicating past an acceptable level, to the point that behavior may be patronizing to the CO receiver. The CO actors may have good intentions, such as to enhance

clear communication and to decrease ambiguity, however, baby talk has been shown to have negative effects such as indications of decreased mental capacity with the recipient (Duggan et al., 2011).

To be noted, Bobb et al. (2019) conducted an experiment testing four different forms of communication with non-native speakers. Non-native English-speaking raters listened to recorded excerpts of different forms of communication. In contradiction to the physician context, baby talk was found to have a positive effect on the recipients in the higher education context. Non-native English-speaking students perceived the CO actor as friendly and respectful.

Speech Mimicry. Speech mimicry occurs when the CO actor mimics the recipient's style of speech (Lowry et al., 2016). In this case, the actor attempts to adopt the tone in which they believe the recipient would normally talk. For example, a native English-speaking worker takes on a pseudo accent trying to sound the way that their non-native English-speaking coworker sounds. The CO actor may think that speech mimicry would help their coworker to better understand them, but it could come off as very offensive.

Speech mimicry was examined in situations with police officers and citizens at a traffic stop (Lowrey et al., 2016). In this context, police officers talked to the driver that was pulled over in an unprofessional manner by using phrases such as "hey man". The officers deliberately adjusted their communication style in order to appear laid-back and to show neutrality in decision-making. Their intention of using speech mimicry was to strengthen their relationship with the citizens by appearing trustworthy and less authoritarian than they might normally.

The effect of speech mimicry has been inconclusive in the literature. Lowrey et al. (2016) found no significant differences when they compared when police officers used the speech mimicry strategy and the regular manner of speech; however, in another study, the police

officer was perceived as lacking authority and professionalism when they mimicked the civilian's speech style (Lowrey-Kinberg, 2018).

Overcommunication. Overcommunication refers to the phenomenon of a CO actor using words such as “really” and “totally”, or overexplaining themselves. The use of this form may be unnecessary although the actor may think it is helpful, and the message may be confused through use of the unnecessary language.

Overcommunication has been studied in the context of manager-employee interactions, specifically in conflict negotiations (Charoensap-Kelly, 2021). In this context, the managers intended to exaggerate communication in order to integrate groups with different characteristics. The use of this overcommunication strategy was found to improve the employee's happiness and supervisors were perceived as credible and trustworthy.

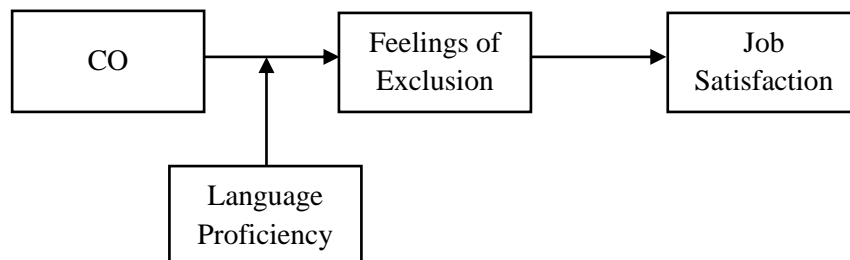
Overcommunication was also studied in the communication between physicians and patients, but the effects were opposite of the previous study (Duggan et al., 2011). When physicians used overcommunication, they were perceived as crossing boundaries of rapport despite that the physician's intention was to develop the relationship.

Hypotheses

The hypotheses are modeled below in Figure 1 and explained in the following section.

Figure 1

Hypothetical Model



CAT posits that CO behavior is the result of the process involving communication style adjustment, recipient's characteristics, actor motivation, and outcomes. A CO actor appraises the recipient characteristics and adjusts their style of communication in accordance with their appraisal and motivation.

CAT highlights the way in which people alter their manner of communicating, suggesting that problematic communication stems from the way that information is composed and transmitted, and is influenced by a variety of factors (Zhang & Giles, 2018). Some of these factors may include personality, social sensitivity, cultural norms, and values. They also explain that interactions are bound to have barriers when those communicating do not share a language.

When an ingroup member attempts to show tolerance to or endorse an outgroup member, the attempt may indirectly lead to exclusion (Van Laer & Janssens, 2011). English is the official language in the U.S. workplace. Native English speakers are the ingroup members while those whose native language is not English are often treated as outgroup members. Non-native English speakers are likely to feel excluded when the majority of their co-workers use fluent English while their English does not sound like the native speakers. This feeling of exclusion may be amplified when native speakers overaccommodate their communication styles or tones when talking to the non-native English-speaking coworkers. Therefore, the first hypothesis is as follows:

H₁: Native English-speaking coworker's CO affects non-native English-speakers' feelings of exclusion in the workplace.

It is worthwhile to note that a positive CO effect has also been found in the literature. Bobb et al. (2019) found that the native English-speaking students and university staff using baby talk were perceived as the friendliest and most respectful by non-native English-speaking

listeners. Feelings of exclusion were not observed in the studies of Lowrey et al. (2016) and Charoensap-Kelly (2021). This suggests that the CO recipient's language proficiency may moderate the relationship between CO and the recipient's feeling of exclusion.

English proficiency has been found to influence perceived discrimination (Karuppana & Barari, 2011). When a recipient has a low level of English fluency, slow speech, an exaggerated tone, and repetitiveness may help them to understand. They might miss out on social cues that could flag a discriminatory situation. However, when a recipient has a higher level of fluency, they may not need an accommodation, and the unnecessary CO would be interpreted as offensive or belittling their capability. A highly proficient recipient may have more experience with and be more sensitive to social norms and expect to be treated in the same way as native speakers in communication. Therefore, I hypothesized as below:

H₂: English fluency moderates the relationship between reaction to CO and feelings of exclusion, as such, (a) for those who have high English fluency, the negative reaction to CO is positively related to feelings of exclusion while (b) for those who have low English fluency, the reaction to CO is negatively related to feelings of exclusion.

Discrimination has consistently been found to be negatively related to job satisfaction (Tesfaye, 2010; Arshad, 2020; Ensher et al., 2001). Feelings of exclusion and perceived discrimination have often been treated as the same construct and used interchangeably (Oxman-Martinez et al., 2012). Discriminatory workplace environments negatively influence worker job satisfaction (Tesfaye, 2010), and low job satisfaction has a negative impact on an organization and on an individual. When an employee feels excluded at work, they tend to feel a lack of support from the organization and become dissatisfied with their job. Therefore, I hypothesized the following:

H₃: Feelings of exclusion are negatively related to job satisfaction.

Russo et al. (2017) suggest that feelings of exclusion mediate manager reactions and employee career outcomes such as satisfaction. If CO is related to feelings of exclusion, and feelings of exclusion affect job satisfaction, the level of job satisfaction will vary based on the degree of feelings of exclusion affected by CO. It is possible that if CO does not lead the recipient to feel excluded, job satisfaction will be higher than if the CO does make the recipient have feelings of exclusion. Therefore, I also hypothesized:

H₄: Feelings of exclusion mediate the relationship between the native English-speaking coworker's reaction to CO and the CO recipient's job satisfaction.

Method

Participants

Participants were recruited via the snowball sampling method from various workplaces throughout the United States. Participants were required to be currently employed and speak English as a second language at work. Participants were awarded an \$8 Amazon gift card for valid participation.

The survey initially received 244 total responses. Thirty-four responses were removed, as participants indicated that English was their first language. Next, twenty-eight responses were removed where the participants did not pass the attention check question. Finally, thirteen responses were removed as the participants did not live in the United States. The final analysis included a total of 169 participants ranging from 18-60 years old (Table 1). Each participant's first language was one other than English. 50.3% of participants identified as female. One participant did not report their gender. The majority of participants' highest level of education was college/university ($N=104$, 61.54%), with the next highest being graduate school ($N=53$,

31.36%), followed by high school ($N = 9$, 5.33%), and finally elementary school ($N = 1$, .59%).

The participants were born in forty-three different countries (Appendix A). The participants spoke twenty-five different languages as their native language (Appendix B).

Table 2

Demographic Statistics

<i>Characteristic</i>	<i>N</i>	<i>%</i>
<i>Gender</i>		
Female	85	50.3
Male	83	49
<i>Age</i>		
18-26	41	24.26
27-35	83	47.93
36-44	29	17.16
45-53	9	5.33
54-60	7	4.14
<i>Education</i>		
Elementary school	1	.59
High school	9	5.33
Undergraduate	104	61.54
Graduate	53	31.36

Measures

Demographic information was collected, that is, age, gender, native language, and origin of nationality. The participants were instructed to complete a survey consisting of an English Proficiency scale, the Communication Overaccommodation scale, the Inclusion-Exclusion Questionnaire, and the Generic Job Satisfaction Scale. The survey was conducted via Qualtrics. The Inclusion-Exclusion and Job Satisfaction scales were presented first in a random order, followed by the Communication Overaccommodation scale, followed by the demographic and language proficiency questions.

English Proficiency Scale. The participant's English fluency was evaluated with a 4-question scale assessing the participants' perceptions of their reading, writing, listening, and speaking skills in English. The response options range from 0-10, with 10 being perfect and 0 being none. The item was set up in a matrix and appears as "*Please rate your level of proficiency in reading*" ($\alpha = .94$) (Appendix C).

CO Scale. CO was assessed through a seven-question scale that I created using the three CO forms in the previous sections. The scale includes three items about baby talk, two about speech mimicry, and two about overcommunication. The scale describes each CO form and relevant situations, asking the participants how they would feel after experiencing each situation. The responses were recorded on a 5-point Likert scale ranging from "*I feel grateful for this*" to "*I feel very offended*". The higher response option for this scale indicates that the participant feels more offended by the CO situation. An example question is, "*At work, a native English-speaking coworker uses simpler words when talking to you than when talking to native English-speaking coworkers*" ($\alpha = .81$) (Appendix D).

Feelings of Exclusion Scale. The Inclusion-Exclusion Questionnaire (Mor-Barak & Cherin, 1998) was used to evaluate feelings of exclusion. This questionnaire contains 36 items assessing perceived work-group involvement, access to information and resources, and influence in decision-making. An example item is as follows: "*I feel part of informal discussions in my work group*". The responses were recorded on a 6-point Likert scale, ranging from "*strongly agree*" to "*strongly disagree*". The higher response option in this scale indicates that the feeling of being excluded is stronger ($\alpha = .86$).

Job Satisfaction Scale. Job satisfaction was assessed by the Generic Job Satisfaction scale (Macdonald & MacIntyre, 1997). This scale consists of 10 items using a five-point Likert

scale. An example item from this scale is, “*I feel good about my job*”. This scale has shown high validity and has been cited by a wide variety of articles (Russo et al., 2023; Nemteanu & Dabija, 2021). The higher score indicates lower job satisfaction ($\alpha = .88$).

Analysis Strategy

As the hypothesized model includes moderation and mediation effects, a moderated mediation analysis was conducted. Hayes’ PROCESS macro (Hayes, 2012) model 59 was used for the data analysis on SPSS v29. First, the conditional direct effects were examined to determine at what levels of the moderator, CO influenced job satisfaction. Next, the conditional indirect effects were used to determine the mediation effect of feelings of exclusion.

Results

A correlational analysis showed that reaction to CO was significantly related to language proficiency ($r = .24, p < .01$), and feelings of exclusion was positively related to low job satisfaction ($r = .62, p < .01$) (Table 3). Thus, hypothesis 3 was supported. A moderated mediation analysis was conducted, seen in Figure 2. This analysis found that the overall model was significant ($R^2 = .41, F = 22.82, df1 = 5, df2 = 163, p < .001$).

Table 3

Means, Standard Deviations, and Correlations

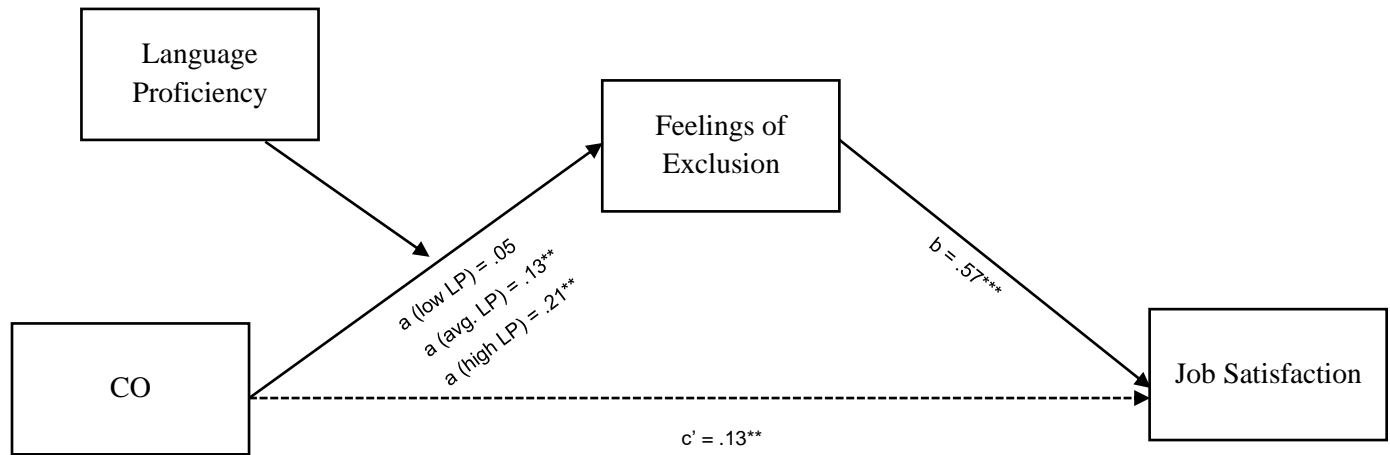
Variable	Mean	SD	α	2	3	4
1. CO	2.92	4.97	.81	.24**	.08	.23**
2. LP	8.45	7.3	.94		-.14	-.04
3. IE	2.54	9.71	.86			.62**
4. JS	2.04	6.45	.88			

Note. CO = Communication Overaccommodation, LP = Language Proficiency, IE = Feelings of exclusion, JS = Job Satisfaction

** Correlation is significant at the .01 level (2-tailed).

Figure 2

Overall Moderated Mediation Model



Note. CO = Communication Overaccommodation, LP = Language Proficiency

** Correlation is significant at the .05 level (2-tailed)

*** Correlation is significant at the .01 level (2-tailed)

Language proficiency had a significant moderation effect on the relationship between CO and feelings of exclusion. For participants with average or high English proficiency (1 SD above the mean), CO significantly predicted feelings of exclusion (for the average group, $\beta = .13$, $SE = .06$, $p < .05$; for the high proficiency group, $\beta = .21$, $SE = .08$, $p < .05$). With this finding, hypothesis 1 was supported and hypothesis 2a was supported. However, for participants with low English proficiency (1 SD below the mean), CO did not predict feelings of exclusion ($\beta = .05$, $SE = .08$, $n.s$). Therefore, hypothesis 2b was not supported.

The mediation effect of feelings of exclusion was only found among those with average English proficiency ($\beta = .1$, $SE = .05$, CI [.01, .21]). The effect was not significant for the high level of English proficiency ($\beta = .15$, $SE = .09$, CI [-.01, .35]), or for the low level of English proficiency ($\beta = .05$, $SE = .07$, CI [-.07, .19]). This finding partially supports hypothesis 4.

Discussion

The moderated mediation analysis showed that language proficiency can influence non-native English speakers' reaction to CO, which consequently leads to feelings of being excluded in the workplace and job dissatisfaction. For the non-native English speakers with high and average levels of English proficiency, their negative reaction to CO may tend to be strong. If they encounter CO at work, they are likely to feel that they are treated differently or are excluded by their co-workers. This may be due to the ability of those with higher proficiency to better recognize social cues and pick up on the demeaning context of CO.

The correlational analysis found that more feelings of exclusion in the workplace can affect job satisfaction. Those who felt more excluded were more dissatisfied with their jobs. This could be because they were not included in workplace activities and decisions, making them feel less like a part of the organizational culture. Feeling left out from this affects the way that they view their job and leads them to feel unsatisfied.

The partial mediation effect of feelings of exclusion showed that the degree of these feelings has an influence on how CO affects workers' job satisfaction. Experiences of CO may make employees less satisfied at work, but this may be different depending on how excluded they feel in the workplace. If employees don't feel excluded by CO, then they will be more satisfied with their jobs than if they do feel excluded by CO. This may be because when employees experience CO that does not make them feel excluded, they feel more valued and respected in their organization. However, if the instance of CO does make them feel excluded, they may feel disrespected and offended, making them less satisfied with their job.

Implications

One of the most important implications of this research is the importance of workplaces recognizing non-native English-speaking employees' English proficiency levels. Organizations may consider placing more emphasis on fostering inclusive work environments and providing resources for those who do not speak English as their first language. Similarly, managers and trainers should be trained to recognize the individual needs of non-native English speakers in communication to ensure that such employees feel valued, understood, and included in the workplace. Considering this would be valuable to organizations and would increase job satisfaction and possibly other factors such as productivity and commitment. This research also can bring awareness to native English-speaking employees about the way that they communicate with non-native English speakers, encouraging them to adjust their strategies when they communicate with their non-native English-speaking co-workers. It is beneficial to remember that in some instances, CO may not be favored. Finally, if organizations were to actively address employees' feelings of exclusion, they may have more satisfied employees, even in instances of CO.

Limitations

One limitation of this study is the use of self-reported measures. Although steps were taken to ensure that the survey was understood by all participants, it is possible that those with lower levels of English proficiency may have not fully understood what some of the questions were asking. Future research could attempt to make it easier for non-native English speakers to understand by providing versions in other languages. Another limitation was found in the mediation analysis, given that feelings of exclusion was only a partial mediator. Other factors may have been at play, which could be examined more in the future. Finally, other variables that

were not hypothesized to have an effect could have made a difference in the way that participants answered. Some of these could be organizational climate, size of company, and other similar factors.

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Appendix A

Country Demographics

Country of Origin	Sample Size (n)
Argentina	1
Bahamas	2
Brazil	2
Bulgaria	1
Burma	1
Chile	1
China	24
Colombia	4
Costa Rica	1
Cuba	1
Dominican Republic	8
Egypt	1
El Salvador	4
France	15
Germany	13
Haiti	2
India	2
Italy	2
Jamaica	2
Japan	1
Kenya	3
Korea	1
Mexico	19
Morocco	1
Myanmar	2
Netherlands	1

Paraguay	1
Portugal	1
Puerto Rico	6
Russia	4
South Korea	2
Spain	8
Switzerland	1
Taiwan	1
Tanzania	2
Thailand	3
Turkey	3
Ukraine	1
United Arab Emirates	1
United States	12
Uruguay	1
Venezuela	1
Vietnam	1

Appendix B

Native Language Demographics

Native Language	Sample Size (n)
Arabic	4
Bahamian Creole	2
Bengali	1
Bulgarian	1
Burmese	2
Chinese	27
Dutch	1
Falam Chin	1
French	21
German	15
Haitian Creole	1
Jamaican Patois	2
Japanese	1
Karenni	3
Kikuyu	1
Korean	3
Na Savi	1
Portuguese	1
Russian	6
Spanish	63
Swahili	5
Tamil	2
Turkish	4
Vietnamese	1

Note. One participant listed two languages as their native language- Burmese and Karen.

Appendix C

Language Proficiency Scale		
Stem: On a scale from zero to ten, please rate your level of proficiency in...		
Var. Name	Item	Response Scale
LP1	Speaking English	0 = None 1 = Very low 2 = Low
LP2	Understanding spoken English	3 = Fair 4 = Slightly less than adequate 5 = Adequate
LP3	Reading English	6 = Slightly more than adequate 7 = Good
LP4	Writing English	8 = Very good 9 = Excellent 10 = Perfect

Appendix D

Communication Overaccommodation Scale		
Stem: Please read each of the following scenarios and indicate how they make you feel.		
Var. Name	Item	Response Scale
CO1	At work, a native English-speaking coworker speaks slower to you than to native English-speaking coworkers.	1 = I feel grateful for this 2 = I feel fine with this 3 = I do not have any special feelings about this 4 = I feel somewhat offended 5 = I feel very offended
CO2	At work, a native English-speaking coworker speaks louder to you than to native English-speaking coworkers.	
CO3	At work, a native English-speaking coworker uses simpler words when talking to you than when talking to native English-speaking coworkers.	
CO4	At work, a native English-speaking coworker mimics your tone of voice when speaking to you more than they do with native English-speaking coworkers.	
CO5	At work, a native English-speaking coworker uses simpler phrases and more broken sentences when speaking to you than to native English-speaking coworkers.	
CO6	At work, a native English-speaking coworker repeats themselves more frequently when speaking to you than with native English-speaking coworkers.	
CO8	At work, a native English-speaking coworker uses more hand gestures when speaking to you than with native English-speaking coworkers.	

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