The effect of English job titles on the Dutch population

An experiment on the evaluation of language choice in job titles with a segmentation of the Dutch population on region and age.

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The undersigned hereby declares that the assessed thesis is entirely original and was written exclusively by herself. The undersigned has indicated explicitly and in detail where all the information and ideas derived from other sources can be found. The research data presented in this thesis were collected by the undersigned herself using the methods described in this thesis.

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Abstract

The purpose of this study was to explore the language choice in job titles on the Dutch population, specifically the English and Dutch language in job titles on two categories of the Dutch population; age and region. Previous research has suggested differences in attitude and intention to apply within different segments of the Netherlands. In two between-subject designs, 700 native Dutch citizens evaluated five equivalent Dutch and English job titles with regard to the attitude towards the job titles and the intention to apply. Additionally, four variables were evaluated as possible predictors of the attitude towards the job titles and the intention to apply. Results demonstrated that region did not show differences, but language and age did. The participants assessed the Dutch job titles as more positive in the attitude towards the job titles and in the intention to apply. Moreover, 50+ showed to evaluate the Dutch job titles as more positive in the attitude towards the job titles and the intention to apply than the other age groups. Both 50+ and 34-49 were more negative towards the English job titles in the intention to apply than the other age groups. A higher general attitude towards English predicted a positive attitude towards the Dutch and English job titles, and a positive intention to apply to the English job titles. The daily use of English predicted a higher attitude towards the English job titles, but a lower intention to apply to the Dutch job titles. Self-assessed and actual English language proficiency were not predicting any variance, except when the self-assessed English language proficiency increased, the attitude towards English increased as well. It can therefore be concluded that within-country-region does not seem to influence language choice attitude and the intention to apply, but there does seem to be a relationship of these factors with age.

Keywords: Dutch and English job titles, attitude towards job titles, intention to apply, variation in age groups, regional differences

1. Introduction

The English language is widely used throughout the world. Non-native speakers of English largely outnumber the native speakers of English. The English language consists of several 'World Englishes' (Svartvik & Leech, 2006). Kachru (1990) categorized the different 'World Englishes' in the Three Circle model, where each circle has its own set of characteristics. First, the Inner Circle consists of countries where the English language is the primary (and frequently the official) language. The Outer Circle represents the countries that have a history of British colonization, and where English is one of the official languages and recognized as a Second Language (SL). The Expanding Circle encloses all other countries where the language is not an official language. Therefore, it is usually perceived as a Foreign Language (FL) (Kachru, 1990; Gerritsen, Van Meurs, Planken, & Korzilius, 2016). The Netherlands is positioned in the Expanding Circle, since English is not an official language and the country does not have a history of British colonization (Van Meurs, Hendriks & Sanders, 2017). Despite the fact that the English language is not an official language, the Dutch people are highly proficient in English. The EF English Proficiency Index (EF EPI) has ranked the Netherlands in the top three for the past decade and has ranked #2 out of 88 assessed countries (2018). Due to this high proficiency, there has been debate whether the English language should be considered a SL instead of a FL (Berns, 1995; McArthur, 1996; Graddol, 1999; Gerritsen et al., 2016). Generally speaking, the English proficiency of the Dutch people is categorized as B2 level of proficiency, which means that they manage an upper-intermediate level of speaking, writing, reading and listening (Lemhöfer & Broersma, 2012; EF EPI, 2018).

The Dutch are not only highly proficient in the English language, they are also highly exposed to the language. By law, children are exposed to a FL (English, French, or German) starting from primary school. The exposure of the English language is dependent on the education the child gets; a child starts learning English in primary school between the age of 4 and 10. In the last few years of primary school, the children are exposed to a FL (primarily English) for at least three to four hours a week (Nuffic, 2017). With each grade the child passes, the number of hours goes up. In high school, children are exposed to a FL (primarily English) between fifteen and thirty per cent of an academic year. This percentage is higher in bilingual schools; up to fifty per cent (Eshuis, 2013; Rijksoverheid, 2018). In addition, more than fifty per cent of the offered university programs are entirely taught in English (Bouma, 2016). This means that Dutch children and young adults are highly exposed in the education

system to the English language from an early age on, which in turn leads to the familiarization of the English language among the Dutch people.

The Dutch population is not only exposed to the English language in the education system; the language is widely used in the media and in business communication, such as product advertisement, corporate advertisement, and job advertisement (Myers, 1994; Gerritsen, 1995; Gerritsen, Korzilius, Van Meurs & Gijbers, 2000; Van Meurs et al., 2017; Van Meurs, Korzilius, & Bergevoet, 2015), which occurs online as well as offline. This exposure has sparked a shift in language choice of the Dutch people on a daily basis. Rys et al. (2017) illustrated that media outlets, such as social media, online news websites, and Wikipedia, are often performed in English. Internal and external communication in businesses is, to a greater extent, communicated in English, and the number of English books and music sold to Dutch citizens increased annually (Rys et al., 2017; EF EPI, 2018).

The growing exposure of the English language combined with the growing attention towards the language emphasizes the significance of extensive research on what effect English has on the Dutch society. The English language plays an increasing part in the corporate environment, including in recruiting. Multiple studies have shown the high frequency of English in job advertisements in the Netherlands (Korzilius, Van Meurs & Hermans, 2006; Van Meurs et al., 2015; Van Meurs, Korzilius & Den Hollander, 2006; Zenner, Speelman & Geeraerts, 2013). The purpose of this study is to examine the effect of language in job titles on the Dutch population. Specifically, this study aims to investigate what effect language choice has on the attitude towards the job titles and the intention to apply to the job titles on the Dutch society, and it might offer directions on language choice approaches in recruitment in the corporate environment.

2. Theoretical Framework

2.1. The English language in (job) advertisements

Companies use the familiarity of the English language to their advantage. They use an all-English or mixed approach in their product advertisements, print advertisements, and job advertisements. Gerritsen et al. (2007a) described that there has been an increase in the use of English in print advertising in multiple countries in the European Union between 1994 and 2006. Gerritsen et al. (2007a) disclosed the results of two studies by Gerritsen (1995) and Van Beurden (2004) where there was a large increase measured in the use of English in glossy magazines in the Netherlands, Germany, Spain, and Italy. For instance, there was an increase from 33 to 81 per cent in the Netherlands between 1994 and 2003. Gerritsen et al. (2007a)

showed results that were in line with this increase. Gerritsen et al. (2007b) investigated the number of occurrences of English in product advertisements and the role of the English language in the glossy magazine *Elle* in the Netherlands, Germany, Belgium, France, and Spain. A corpus analysis demonstrated that in the researched countries there are high percentages (all higher than 57 per cent) in the number of instances in which the English language is used in the ads. For instance, 67 per cent of the advertisements in the Dutch edition of *Elle* magazine contained the English language. Zenner et al. (2013) researched over 13,000 job advertisements that were obtained from the Flemish job ad magazine *Vacature* and the Dutch job ad magazine *Intermediar*. They researched the English language on the macro-level, the language in the body of the ad, and the micro-level, English in the job title. It was identified that the English language was used four times more often in the job titles than in the body texts. A total of 36 per cent of all the job titles contained the English language. Van Meurs et al. (2006) analyzed job advertisements that were selected from Monsterboard.nl on 17 February 2004. The corpus analysis contained 120 chosen job advertisements (out of 5000), of which 100 incorporated at least one word in English. This meant that 88.5 per cent of the analyzed job advertisements contained the English language, which is more frequent than compared to earlier studies, such as Korzilius et al. (2006) where 38 per cent of the job advertisements in the Dutch newspaper *De Volkskrant* contained the English language, or the aforementioned research on *Elle* magazine in Gerritsen et al. (2007b).

Research has also been conducted that investigated why job advertisements are presented with the English language. Van Meurs et al. (2015) attempted to answer the question why job advertisements writers use an all-Dutch, all-English or mixed language approach in job titles and/or advertisement body texts. They investigated what the job ad makers' reasons were for a particular language approach, and whether these reasons were already mentioned in previous literature. They interviewed twenty-five job advertisement makers; ten who made all-English ads, eight who made all-Dutch ads, and seven who developed ads with a mixed-language. The job ad makers were interviewed face-to-face and they were asked to answer several open-ended questions. The answers to these questions were labelled and categorized, and finally patterns were identified. For the all-English approach, two reasons were given relating to the corporate language and internationality of the organization, which were mentioned in earlier research. However, twelve reasons were not yet mentioned, relating to the difficulty to translate the English words, the internationality of the target group and the sector, and the absence of a Dutch-speaking supervisor. The reasons given by the all-Dutch language approach job advertisement makers were similar to the all-English reasons, such as

the Dutch corporate language and the prevalent position of Dutch in the sector/organization/department. In total, eight reasons were given that were not yet published, but two were; the Dutch language is clearer than the English language and that English is seen as a threat. The latter relates to the effect of the language choice. Reasons for the partly-English job advertisements related to the fact that English was the corporate language, the headquarters were located in English-speaking countries, and the terminology was clearer in English. This research shows that there can be several reasons for the use of a particular language approach. It did not, however, investigate the possible effects these language choices have on the person being recruited (Van Meurs et al., 2015).

Numerous studies have researched the effect of language choice in job titles and the attitude towards these job titles and the intention to apply, specifically the effect of the English and the Dutch language (Van Meurs, Korzilius, Planken & Fairley, 2007; Van Meurs et al., 2017). Van Meurs et al. (2007) researched whether English job titles evoked differences in associations, differences in evaluation of the job titles, and in evaluation of the jobs compared to their Dutch equivalent. A sample of 392 jobs advertisements was analyzed that contained the English language and were located on the Dutch job ad website; Monsterboard.nl, of which five ('personnel officer', 'sales manager', 'maintenance engineer', 'financial analyst', and 'sales engineer') job titles and their Dutch equivalent were chosen. Results showed, for instance, that three English job titles were evaluated as more negative than the Dutch counterparts, while two English job titles were considered to be more attractive and more prestigious. However, it was also remarked that the high frequency of the English language in the job titles in the Netherlands could imply that the respondents have been highly exposed to these job titles, which could make the job titles appear as 'normal' (Van Meurs et al., 2007).

Van Meurs et al. (2017) also analyzed the attitude towards the language choice in job titles. They conducted their research in the Dutch-speaking Flanders and the Netherlands to assess whether both nations differed in their attitude towards English job titles, since Flanders and the Netherlands have dissimilar language situations and history that could imply variations in attitude towards loan words. The study examined this both directly (by asking about the attitude towards English loanwords directly) and indirectly (by asking about the attitude towards the job titles). 155 Dutch and Flemish communication students were asked to fill out an online questionnaire and evaluate the job titles "Head of Communications/Hoofd communicatie", "Editor-in-Chief/Hoofdredacteur", and "Senior Communications Advisor/Senior communicatie adviseur". The results showed that there were no differences in

their general attitude towards loan words, nor in their evaluation of the English versus Dutch job titles. Their general attitude towards English loanwords was positive. The Dutch job title 'Hoofdredacteur' received more positive attitudes towards the job title than its English counterpart ('Editor-in-Chief). The Flemish participants were less likely to apply for all three English job titles, but among the Dutch participants, there was no difference in the intention to apply for either the English job titles or the Dutch job titles (Van Meurs et al. 2017). This research was conducted on a national level, while other studies implied that attitude towards English can vary across regions within a country (Dörnyei & Clément, 2001). Moreover, regionally, the difference in language exposure can show distinctive variations in attitude towards that language (Van Meurs et al., 2017).

Therefore, in order to understand the discrepancy in attitude towards the English language in job titles on different clusters of the Dutch population, we could investigate different age groups (as suggested in Van Meurs et al., 2007) and differences across regions (as suggested in Van Meurs et al., 2017). The present study aims to contribute to the existing research and provides more empirical evidence to support these findings and suggestions by testing the attitude towards the English and Dutch language in job titles on two division of the Dutch population; region and age.

2.2.   Variation in region and age in the Netherlands
Region

Dörnyei & Clément (2001) discovered that there are significant effects in the societal and sociocultural relations, and differences between foreign language learning and the L2 acquisition contexts, suggesting significant differences among regions within the assessed nation; Hungary. This could suggest differences in region in the Netherlands as well. The English language proficiency was assessed by EF in the twelve Dutch provinces (EF EPI, 2018). Table 1 shows the regional scores in English language proficiency in 2018. Moreover, Van Meurs et al. (2017) suggested that attitude towards the English language can vary among regions within a country, for instance due to language exposure. Regarding job advertisements per province, also shown in Table 1, the frequency of job ads could alter one's perception towards the English job titles (CBS, 2018).

The Netherlands can be divided into roughly three categories, combining three groups of each four provinces. First, the provinces that include the Randstad – the megalopolis of the Netherlands – are, excluding one, in the top three of English language proficiency (EF EPI, 2018). Most vacancies are also available in this area. These provinces are North Holland,

South Holland, Utrecht, and Flevoland, and they will form the first region, referred to as 'the West'. The remaining provinces are divided in their English language proficiency and number of vacancies offered, therefore a geographical distinction is made. The second region consists of the provinces that are in the southern part ('under the rivers') of the Netherlands; Gelderland, Zealand, North Brabant, and Limburg, referred to as 'the South'. The other three provinces – Groningen, Friesland, Overijssel, and Drenthe – are in the northern, northeastern part of the Netherlands. This region will be called 'the North'.

Table 1: English language proficiency by province (EF EPI, 2018) and number of vacancies in fourth quarter in 2017 (CBS, 2018)

Province	Score	Number of vacancies	Score
North Holland	71.65	30,000 or more	North Holland, South Holland, North Brabant
Utrecht	71.65	20,000 – 30,000	Utrecht, Gelderland
South Holland, Zealand	70.82	10,000 – 20,000	Limburg, Overijssel
North Brabant, Limburg	70.06	5,000 – 10,000	Friesland, Groningen
Groningen, Drenthe, Friesland, Flevoland	69.72	5,000 or less	Zealand, Flevoland, Drenthe
Gelderland, Overijssel	69.33		

Age

Van Meurs et al. (2007) researched a sample size that consisted of students, with the mean score of twenty-three. Van Meurs et al. (2017) conducted their research with a sample of communication students only. Therefore, the results could not be generalized to an older population. There have been studies that showed differences among age groups. For instance, Gerritsen et al. (2000) showed that a younger age group (15-18) showed more positive attitudes towards the English language in Dutch television commercials than an older age group (50-57). Gerritsen (1996) showed that the respondents of 45+, overall, showed a more negative attitude towards the English language in product advertisements. Williams & Page (2011) argue that there are different marketing techniques that should be applied to different generation in terms of segmentation, products and services, and communication. They use the terms (with birthyear between brackets) 'Baby Boomers (1946-1964)', 'Generation X (1965-1977)', 'Generation Y (1978-1994)', and 'Generation Z (1995+)'. This study will use four

age groups that are roughly derived from these indications; the age group 18-24, the age group 25-34, the age group 35-49, and the age group 50+. The age groups will be referred to as '18-24', '25-34', '35-49', and '50+'

2.3. Present study

Previous studies have researched language choice in (job) advertisements, such as the frequency of cases of English language use, and the possible effects of language choice on the attitude towards the ad and the intention to apply/purchase. Multiple studies were conducted on a national level or on a particular type of advertising. Moreover, multiple studies have been conducted with a homogeneous sample, such as a sample with only (communication) students of a certain age (Van Meurs et al., 2007; Van Meurs et al., 2017). To my knowledge, there is a lack of research on a more heterogeneous sample within the Netherlands relating to the research on job titles. The present study aims to add knowledge to the existing research on language choice in job titles by testing the attitude towards the English and Dutch language in job titles in two different divisions of the Dutch population. Specifically, the present study aims to answer whether there are different perceptions of the English and Dutch languages across three different regions and four different age groups in the Netherlands. I pose three questions:

1. What is the effect of the use of English and Dutch job titles on the West, the South, and the North on Dutch speakers' 1) attitude towards the job titles, and 2) the intention to apply?
2. What is the effect of the use of English and Dutch job titles on the age groups 18-24, 25-34, 35-49 and 50+ in the Netherlands on their 1) attitude towards the job titles, and 2) the intention to apply?
3. To what extent do 1) general attitude towards the English language, 2) self-assessed English proficiency, 3) actual English language proficiency, and 4) the daily use of the English language predict the attitude towards the job titles and the intention to apply?

3. Method

This experiment aimed to test what effect language choice in job titles has on the Dutch population. Specifically, what the effect of the use of Dutch and English job titles was on three different regions in the Netherlands and four different age groups. This study categorized three regions – the West (North Holland, South Holland, Utrecht, and Flevoland),

the South (North Brabant, Gelderland, Limburg, Zealand), and the North (Groningen, Friesland, Drenthe, Overijssel) – and four age groups – 18-24, 25-34, 35-49, 50+. This research was designed to analyze a wide range of the native Dutch population. Therefore, no specific criteria on gender and education were necessary. In what follows is a description of the method used in this experiment.

3.1.   Materials

The job titles that were used for this study are portrayed in Table 2; the Dutch titles on the left side and their English equivalent on the right. These job titles were selected to create a variety of jobs since this experiment aimed to appeal to a diverse population. The job titles were chosen to attract participants among different age-, gender-, and education groups. The chosen titles needed to be as neutral as possible, e.g. not gender specific.

The job titles were selected based on four criteria. First, it was required that both the Dutch and the English job titles appeared regularly on one of the largest job advertisements websites in the Netherlands; Monsterboard.nl (Waasdorp, 2017). The titles had to be believable, as well as currently and frequently appear in the search engine. Second, the English counterpart needed to appear on the English variant of Monsterboard.nl; Monster.co.uk and Monster.com. This requirement improved the credibility of the manipulated job titles. Third, the translation- back translation method was applied to establish whether the English and Dutch job titles were truly each other's equal (Brislin, 1980). Last, next to the first and second requirement of the titles frequent appearance on both websites, the job titles had to be used by different companies, establishing more credibility and validity of the titles used in this experiment.

This resulted in the selection of five job titles of which two were directly obtained from previous studies, one was based on a previous study, and two were created and selected by the researcher. The job titles 'Financial analyst' and 'Sales manager' were obtained from Van Meurs et al. (2007). The job title used by Van Meurs et al. (2017) 'editor-in-chief' did not appear on the website Monsterboard.nl anymore, instead 'Content editor' is used. Therefore, this job title was used in this experiment. The titles 'Sales representative' and 'Front office manager' were obtained from Monsterboard.nl and conformed to the other criteria, resulting in five job titles for this experiment.

Several previously used job titles that did not meet the criteria were excluded from this study. For instance, the titles 'Personnel Officer – Personeelsfunctionaris' and 'Head of Communication – Hoofd communicatie' used by Van Meurs et al. (2007) appeared to be

outdated. On both websites, they were used infrequently or not at all. Moreover, the English loanwords 'Senior,' 'Junior,' and 'Manager' were intentionally not selected in the Dutch equivalent for two reasons. First, these words are English loanwords that are included in Dutch dictionaries, which suggests that these words have been accepted in the Dutch language (Van Dale, 2018). Second, the words 'Senior' and 'Junior' could create an ambiguity in pronunciation. Phonetically speaking, the letter 'e' in the word 'Senior' can be read with the 'i:' sound (as read in 'b<u>ea</u>n') or with the 'eɪ' sound (as read in 'r<u>ai</u>n'), in which the former is the English pronunciation and the latter the Dutch pronunciation. The word 'junior' can be read with the 'dʒ u:' sound (as read in 'j<u>ui</u>ce') or the 'j u:' sound (as read in '<u>u</u>sual'), of which the former is the English pronunciation and the latter the Dutch pronunciation. These symbols were retrieved from the International Phonetic Alphabet (Wells, 2008; IPA, 2015). This could have created bias, and therefore they were not included in this experiment.

This resulted in the selection of the following job titles: *Financieel analist – Financial analyst; Verkoop vertegenwoordiger – Sales representative; Verkoopleider – Sales Manager; Secretaresse – Front office manager; Redacteur – Content editor.* Participants evaluated either five Dutch job titles or five English job titles.

Table 2. Overview of Dutch job titles and their equivalent English job title

Dutch job titles	English job titles
Financieel analist	Financial analyst
Verkoop vertegenwoordiger	Sales representative
Verkoopleider	Sales manager
Secretaresse	Front office manager
Redacteur	Content editor

3.2. Subjects

A total of 727 participants finished the online questionnaire. It was required that the participants mastered the Dutch tongue as their L1. In order to meet this requirement, the participants were asked to rate their Dutch proficiency with four five-point semantic differentials based on Luna et al. (2008) and Van Meurs et al. (2017). They had to rate their listening, writing, reading, and speaking skills from 1 "very poor" to 5 "like a native speaker/excellent" (α = .85, qualification = good). Those whose mean score was 3.5 or higher could participate in this experiment. Seventeen participants rated their Dutch proficiency lower than 3.5 and were therefore excluded from this study. In addition to this requirement, participants were asked where they lived in their childhood (age 0 to 18). This study

examined possible predictors that could possibly influence the participants' opinions. Therefore, only participants who had lived in the Netherlands for the better part of their childhood could participate. Six participants who stated a place outside of the Netherlands were excluded from this study. Among them were three people who stated the Netherlands Antilles. They were excluded as well, since the surroundings of these participants' childhood were not comparable to the participants who grew up in the Netherlands. Four participants did not consent to participate.

This resulted in a total sample of 700 participants (79.6% female; age $M = 30.84$, $SD = 12.27$, *range* 18-81). The participants' educational level ranged from basic education (*basisonderwijs*) to university master's degree (*WO Master*), of which the largest group, 34.9%, finished higher professional education (*hbo*). The participants were from all provinces in the Netherlands (50.7% Gelderland) and they were categorized into three regions; the West, the South, and the North. The West consisted of North Holland, South Holland, Utrecht, and Flevoland (21.7%); the South of North Brabant, Zealand, Gelderland, and Limburg (70.6%); and the North of Groningen, Friesland, Drenthe, and Overijssel (7.7%). 52.6% of the participants were located in a city with over 100,000 inhabitants the past three years. The subjects were also categorized by age. There were four age groups; 18-24, 25-34, 35-49, 50+. Mean scores, distribution scores and range scores can be found in Table 3.

Table 3. Means, standard deviations (between brackets), and range for age, distribution of gender, distribution and age of educational level, distribution of province and city/town ($N = 700$).

	Age M (SD), range	Gender Female %	Education Hbo %, range	Province %	City/Town %	n
West	27.87 (10.79), 18-68	88.1	32.5, *lbo/vmbo – wo Master*	43.0 South Holland	City: 60.9	151
South	31.77 (12.45), 18-81	78.6	34.9, *Basis – wo Master*	71.7 Gelderland	City: 51.1	495
North	30.61 (13.88), 18-64	64.8	40.7, *Havo – wo Master*	51.9 Overijssel	Town: 57.4	54

18-24	22.23 (1.62), 18-24	84.5	33.2, *lbo/vmbo – wo Master*	46.9 Gelderland	City: 63.2	277
25-34	27.42 (2.51), 25-34	76.7	36.2, *Basis – wo Master*	53.3 Gelderland	City: 60.3	257
35-49	41.07 (4.66), 35-49	80.0	35.7, *lbo/vmbo – wo Master*	57.1 Gelderland	Town: 68.6	70
50+	57.36 (5.65), 50-81	72.9	35.4, *lbo/vmbo – wo Master*	50.0 Gelderland	Town: 83.3	96

3.3. Design

This experiment tested the total sample in two designs: a 3 (Region: West, South, North) x 2 (Language: Dutch, English) between-subjects design, and a 4 (Age: 18-24, 25-34, 35-49, 50+) x 2 (Language: Dutch, English) between-subjects design.

The subjects were asked to answer specific questions, that were all in Dutch, on age and location ("In what age category are you in?" and "For the last three years, in what province did you live the longest?"). The subjects were then randomly assigned to either the Dutch job titles or the English job titles. Table 4 gives an overview of the number of participants per condition.

Table 4. Number of participants assigned to each condition (Region and Age) ($N = 700$).

		Dutch job titles	English job titles	Total n ($N = 700$)
Region	West	84	67	151
	South	246	249	495
	North	31	23	54
	Total	361	339	700
Age group	18-24	147	130	277
	25-34	136	121	257
	35-49	34	36	70
	50 +	44	52	96
	Total	361	339	700

3.4. Instruments

The respondents were asked to fill out an online questionnaire. The survey contained questions relating to (1) the respondents' attitude towards the job titles, (2) the respondents' intention to apply to the job titles, (3) the respondents' general attitude towards the English language, (4) the respondents' English language proficiency, and (5) the respondents' daily use of the English language.

3.4.1. Attitude towards the job titles

The respondents' attitude towards the job titles was measured with a seven-point semantic differential scale with six pairs of bipolar adjectives relating to the comprehensibility, attractiveness, and naturalness of the job titles. The bipolar adjectives were obtained from Van Meurs et al. (2017). The respondents were asked to evaluate the following adjectives (based on Maes et al., 1996; Van Meurs et al., 2007; Van Meurs et al., 2017): "I think the job title […] is *comprehensible – incomprehensible; simple – complex; attractive – unattractive; interesting – not interesting; natural – unnatural; and strange – normal.*" The reliability of the scale for attitude towards the job titles was good ($\alpha = .88$).

3.4.2. Intention to apply

The respondents' intention to apply to the job titles was measured with a seven-point semantic differential scale with four pairs of bipolar adjectives; "Working in a company as a […] seems *monotonous – varied, interesting – uninteresting, challenging – not challenging, exciting – boring"* (based on Maes et al., 1996; Van Meurs et al., 2006; Van Meurs et al., 2007). Moreover, the intention to apply was also measured with two seven-point Likert scales (completely disagree – completely agree): "I would recommend the position of […] to family and/or friends" and "I would recommend family and/or friends to write an application letter to the company that offers a vacancy as […]". These statements were based from Van Meurs et al. (2017). They were altered from a personal view of the intention to apply to a recommendation in that the respondents could still think the job title was good, even when it was not in their particular field of work. The reliability of this scale was good ($\alpha = .87$).

3.4.3. Regression analyses
3.4.3.1. General attitude towards the English language

The respondents were asked to fill out five pairs of bipolar adjectives that were measured on a semantic differential scale; "I think the English language is *beautiful – ugly; unnecessary –*

necessary; innovative – old-fashioned; unpleasant – pleasant; and *elegant – inelegant*".
Moreover, they were asked to evaluate four seven-point Likert-scale items (completely disagree – completely agree), based on Van Meurs et al. (2017): "We must avoid the use of English words when a Dutch equivalent is available"; "The English language pollutes the Dutch language"; "The English language enriches the Dutch language"; and "The English language sounds attractive". The reliability of this scale was acceptable (α = .78).

3.4.3.2. Self-assessed English language proficiency

The respondents' self-assessed English language proficiency was measured with four five-point semantic differentials based on Luna et al. (2008) and Van Meurs et al. (2017). The respondents were asked to rate their English proficiency in listening, speaking, reading, and writing skills from 1 "Very poor" to 5 "Like a native speaker/excellent". The reliability was considered excellent (α = .90).

A one sample t-test for self-assessed English language proficiency showed that the participants significantly rated themselves higher than the midpoint of the scale (M = 3.88, SD = .76; t (699) = 13.34, p < .001).

3.4.3.3. Actual English language proficiency (LexTALE)

The respondents' actual English language proficiency was measured by the LexTALE test. This test is "a quick and practically feasible test of vocabulary knowledge for medium to highly proficient speakers of English as a second language" (Lemhöfer & Broersma, 2012). The respondents had to decide whether 63 strings of letters were existing English words or not. They saw one string of letter a time and they were asked to answer "yes" or "no".

The mean score of the LexTALE test was M = 74.93, SD = 14.35, *range* 41.25 – 100.00, which meant that participants scored, on average, 75 percent correct answers. This score matched with the B2 Upper intermediate level (scoring between 60% and 80%) (Lemhöfer and Broersma, 2012).

3.4.3.4. Daily use of the English language

The respondents were asked whether they use the English language on a daily basis. This could be in speaking, listening, writing, and reading. The respondents would answer with 'no' or 'yes'. If a respondent did use the language on a daily basis, a follow-up question was asked to see when or where the respondent did so.

3.5. Procedure

This experiment was conducted using the program Qualtrics to create an online questionnaire. The participants were recruited by the researcher through social media platforms, specifically through Facebook, WhatsApp, and LinkedIn, or personally asked through word-of-mouth communication. Initially, the participants were primarily friends, family, and acquaintances. Every subject participated voluntarily and there was no incentive. The researcher encouraged the participants to 'share' this study on their social media platforms. After two weeks, one post on Facebook went viral resulting in a massive peak in respondents and in a diverse population sample.

Through a website link, subjects could participate in this experiment. Upon clicking the link, the participants were shown an introductory page that stated that this experiment was conducted for a master thesis in International Business Communication, however nothing was enclosed about the nature of the research. The introductory page also showed a consent form and requirements for this study; when a participant did not consent or did not meet the standards, they were shown a page that thanked their willingness to participate in this study, but that they were not qualified for this research.

When participants did consent, they would begin the questionnaire and they would be evenly and randomly assigned to either the English or Dutch job titles. All the questions were the same for all participants, only the job title would be different. First, the attitude towards the job titles and the intention to apply to the job titles were asked per title, followed by questions about the general attitude towards the English language, and about the English language proficiency. Lastly, demographic questions on gender, education, residency, and English language exposure were asked. The participants were thanked at the end of the questionnaire. The questionnaire can be found in Appendix A.

It took approximately 17 minutes to finish the questionnaire. The participants were not debriefed after the questionnaire, they could request it by e-mail, which quite a few did. In these emails were also some complaints that Qualtrics did not work properly; for instance, in some cases Qualtrics shut down automatically while the participant was filling in the questionnaire.

3.6. Statistical treatment

All statistical analyses were conducted in IBM SPSS 25. Variables were recoded when necessary and the Cronbach's alpha stated whether composite means could be calculated. Variables were only made when the Cronbach's alpha was higher than .70. Chi-square tests

were conducted to see whether gender, education, region, provinces, and the daily use of the English language were equally distributed over the language of the job titles, as well as one-way ANOVA's for age, self-assessed English language proficiency, and actual English language proficiency.

To investigate possible effects for the language of the job titles, region, and age groups on the attitude towards the job titles and the intention to apply, four two-way analyses of variance were conducted. Four additional one-way analyses of variance were carried out for the interaction effects in the two-way analyses of variance. To understand whether the general attitude towards the English language, the self-assessed- and actual English language proficiency, and the daily use of the English language predict the attitude towards the job titles and the intention to apply, sixteen multiple regression analyses were produced.

Chi-square tests showed that gender was equally distributed across the language of the job titles (χ^2 (2) = 1.40, p = .495), as well as education (χ^2 (7) = 6.12, p = .525), region (χ^2 (2) = 2.43, p = .297), city/town (χ^2 (1) = 1.39, p = .238), province (χ^2 (11) = 16.98, p = .108), and daily use of the English language (χ^2 (1) = .59, p = .443).

Three separate one-way ANOVA tests showed that age was equally distributed across the language of the job titles (F (52, 647) < 1), as well as LexTALE scores (F (48, 651) < 1), and self-assessed English language proficiency (F (14, 685) < 1).

4. Results

The main purpose of this experiment was to examine whether there is an effect of the use of the English and Dutch language in job titles on the Dutch population's 1) attitude towards the job titles and 2) the intention to apply, as well as investigate to what extent 1) the general attitude towards the English language, 2) the self-assessed English language proficiency, 3) the actual English language proficiency, and 4) the daily use of the English language predict the attitude towards the job titles and the intention to apply. The Dutch population was categorized into three regions and four age groups, in which the former and the latter were investigated independently.

4.1. Attitude towards the job titles

The attitude towards the job titles was measured with a seven-point semantic differential scale with six pairs of bipolar adjectives relating to comprehensibility, attractiveness, and

naturalness of the job titles with as between-subject factors region and age, where the sample was randomly and evenly assigned to either Dutch job titles or English job titles.

4.1.1. Region

A two-way analysis of variance for attitude towards job titles with as between-subject factors Language (Dutch, English) and Region (West, South, North) showed a main effect of Language (F (1, 694) = 29.07, $p < .001$), but there was no significant effect for Region (F (2, 694) < 1). There was also no significant interaction between Language and Region (F (2, 694) = 2.67, $p = .070$). Means and standard deviations can be found in Table 5 and Figure 1. The attitude towards Dutch job titles ($M = 4.70$, $SD = .69$) was evaluated higher than the attitude towards English job titles ($M = 4.15$, $SD = .79$).

Table 5. Means and standard deviations (between brackets) for attitude towards the job titles in terms of Language and Region (1 = low evaluation, 7 = high evaluation).

Language of job titles	Region	Mean (*SD*)	*n*
Dutch	West	4.59 (.70)	84
	South	4.74 (.70)	246
	North	4.66 (.60)	31
	Total	4.70 (.69)	361
English	West	4.26 (.71)	67
	South	4.11 (.81)	249
	North	4.29 (.72)	23
	Total	4.15 (.79)	339
Total	West	4.45 (.72)	151
	South	4.42 (.82)	495
	North	4.50 (.67)	54
	Total	4.43 (.79)	700

Figure 1. Bar chart for means for the attitude towards the job titles in terms of Language and the Region (1 = low evaluation, 7 = high evaluation).
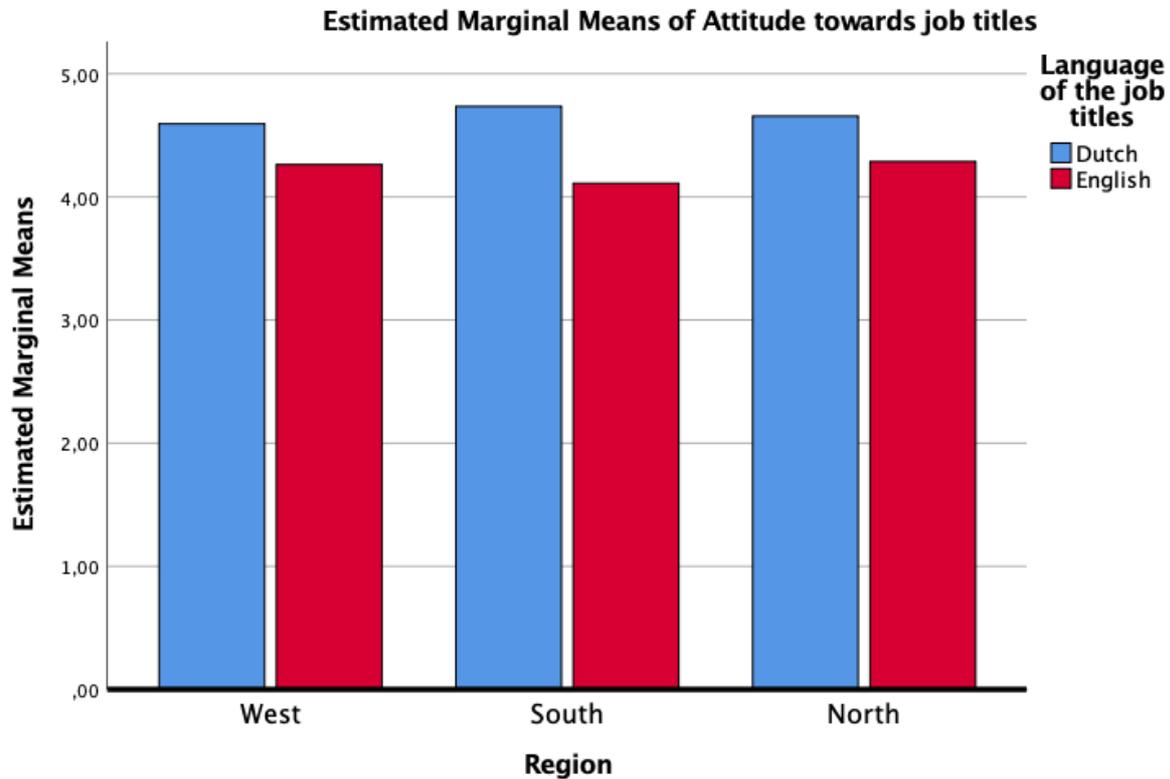
4.1.2. Age

A two-way analysis of variance for attitude towards the job titles with as between-subject factors Language (Dutch, English) and Age (18-24, 25-34, 35-49, 50+) showed a main effect for Language (F (1, 692) = 116.03, $p < .001$), but not for Age (F (3, 692) = 2.48, $p = .060$). The attitude towards Dutch job titles ($M = 4.70$, $SD = .69$) was evaluated higher than the attitude towards English job titles ($M = 4.15$, $SD = .79$). Means and standard deviations for the attitude towards the job titles can be found in Table 6 and Figure 2.

There was also a significant interaction effect between Language and Age (F (3, 692) = 10.02, $p < .001$). The data file was split on the variable Language (Dutch, English) and subsequently two separate one-way analyses of variance were conducted. A one-way ANOVA for attitude towards the Dutch job titles with as between-subject factor Age (18-24, 25-34, 35-49, 50+) showed a main effect (F (3, 357) = 5.98, $p = .001$). The Dutch job titles were evaluated more positively by the 50+ ($M = 5.10$, $SD = .71$) than the 18-24 ($M = 4.62$, $SD = .62$) (Bonferroni; $p < .001$), 25-34 ($M = 4.67$, $SD = .68$) (Bonferroni; $p = .002$), and 35-49 ($M = 4.62$, $SD = .84$) (Bonferroni; $p = .014$). There was no significant difference in the evaluation of the Dutch job titles between the 18-24, 25-34, and 35-49 (Bonferroni; $p = 1.000$).

A one-way analysis of variance for attitude towards the English job titles with as between-subject factor Age (18-24, 25-34, 35-49, 50+) showed a main effect (F (3, 335) = 6.29, $p <$ .001). The English job titles were evaluated more negatively by the 50+ (*M* = 3.88, *SD* = .96) than the 25-34 (*M* = 4.24, *SD* = .74) (Bonferroni; p = .034) and the 18-24 (*M* = 4.28, *SD* = .72) (Bonferroni; p = .011). The English job titles were also evaluated more negatively by the 35-49 (*M* = 3.80, *SD* = .96) than the 25-34 (Bonferroni; p = .019) and the 18-24 (Bonferroni; p = .007). There was no significant difference in the evaluation of the job titles between 18-24 and 25-34 (Bonferroni; p = 1.000), nor between the 35-49 and 50+ (Bonferroni; p = 1.000).

Table 6. Means and standard deviations (between brackets) for attitude towards the job titles in terms of Language of the job titles and the Age groups (1 = low evaluation, 7 = high evaluation)

Language of job titles	Age groups	Mean (*SD*)	*n*
Dutch	18-24	4.62 (.62)	147
	25-34	4.67 (.68)	136
	35-49	4.62 (.84)	34
	50 +	5.10 (.71)	44
	Total	4.70 (.69)	361
English	18-24	4.28 (.72)	130
	25-34	4.24 (.74)	121
	35-49	3.80 (.76)	36
	50 +	3.88 (.96)	52
	Total	4.15 (.79)	339
Total	18-24	4.46 (.69)	277
	25-34	4.47 (.74)	257
	35-49	4.20 (.89)	70
	50 +	4.44 (1.04)	96
	Total	4.43 (.79)	700

Figure 2. Bar chart for means for the attitude towards the job titles in terms of Language of the job titles and the Age groups (1 = low evaluation, 7 = high evaluation).
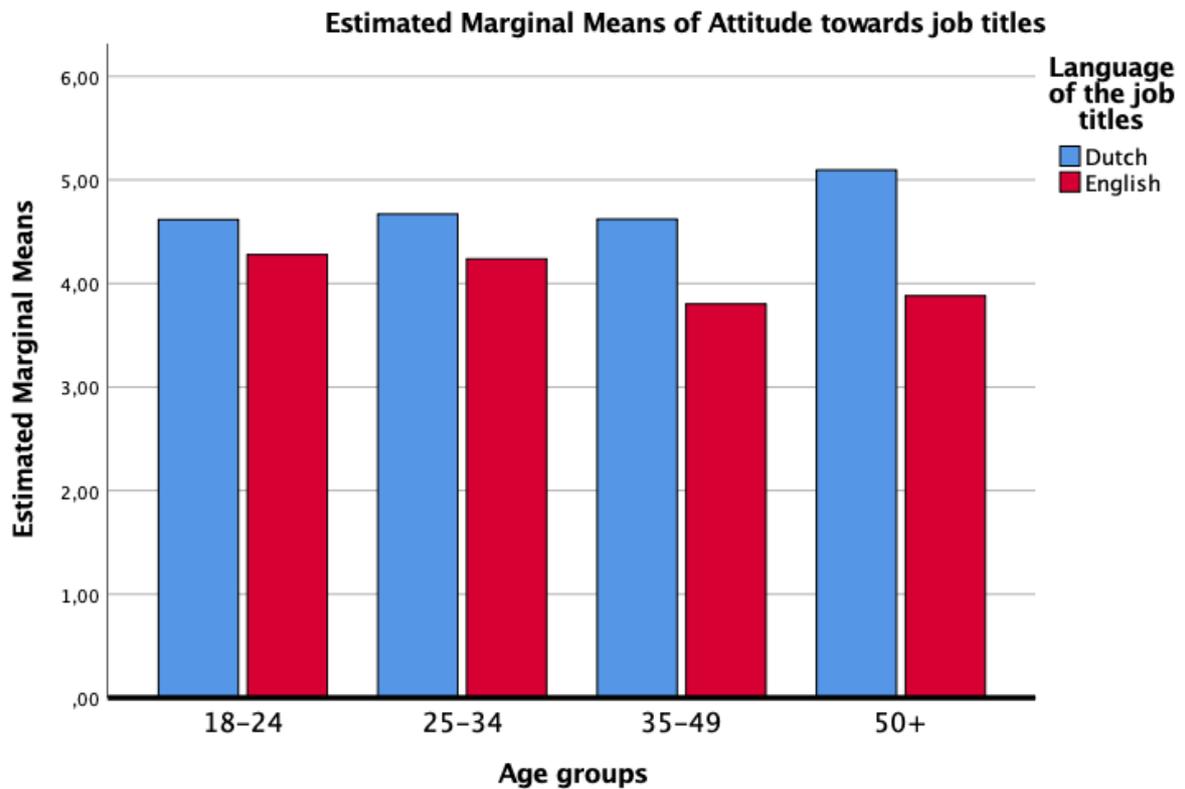
4.2. Intention to apply

The intention to apply was measured with a seven-point semantic differential scale with four pairs of bipolar adjectives, as well as with two seven-point Likert scales (completely disagree – completely agree) with as between-subject factors region and age, where the sample was randomly and evenly assigned to either Dutch job titles or English job titles.

4.2.1. Region

A two-way analysis of variance for intention to apply with as between-subject factors Language (Dutch, English) and Region (West, South, North) showed no significant effect for Language ($F (1,694) < 1$), nor for Region ($F (2, 694) < 1$). There was also no interaction effect between Language and Region ($F (2, 694) < 1$).

Means and standard deviations for the intention to apply can be found in Table 7 and Figure 3.

Table 7. Means and standard deviations (between brackets) for intention to apply in terms of Language and the Region (1 = low evaluation, 7 = high evaluation)

Language of job titles	Region	Mean (*SD*)	*n*
Dutch	West	3.97 (.79)	84
	South	4.03 (.68)	246
	North	4.04 (.83)	31
	Total	4.02 (.72)	361
English	West	3.96 (.67)	67
	South	3.96 (.75)	249
	North	4.09 (.63)	23
	Total	3.97 (.72)	339
Total	West	3.97 (.74)	151
	South	4.00 (.71)	495
	North	4.06 (.74)	54
	Total	3.99 (.72)	700

Figure 3. Bar chart for means for the intention to apply to the job titles in terms of Language of the job titles and the region (1 = low evaluation, 7 = high evaluation).
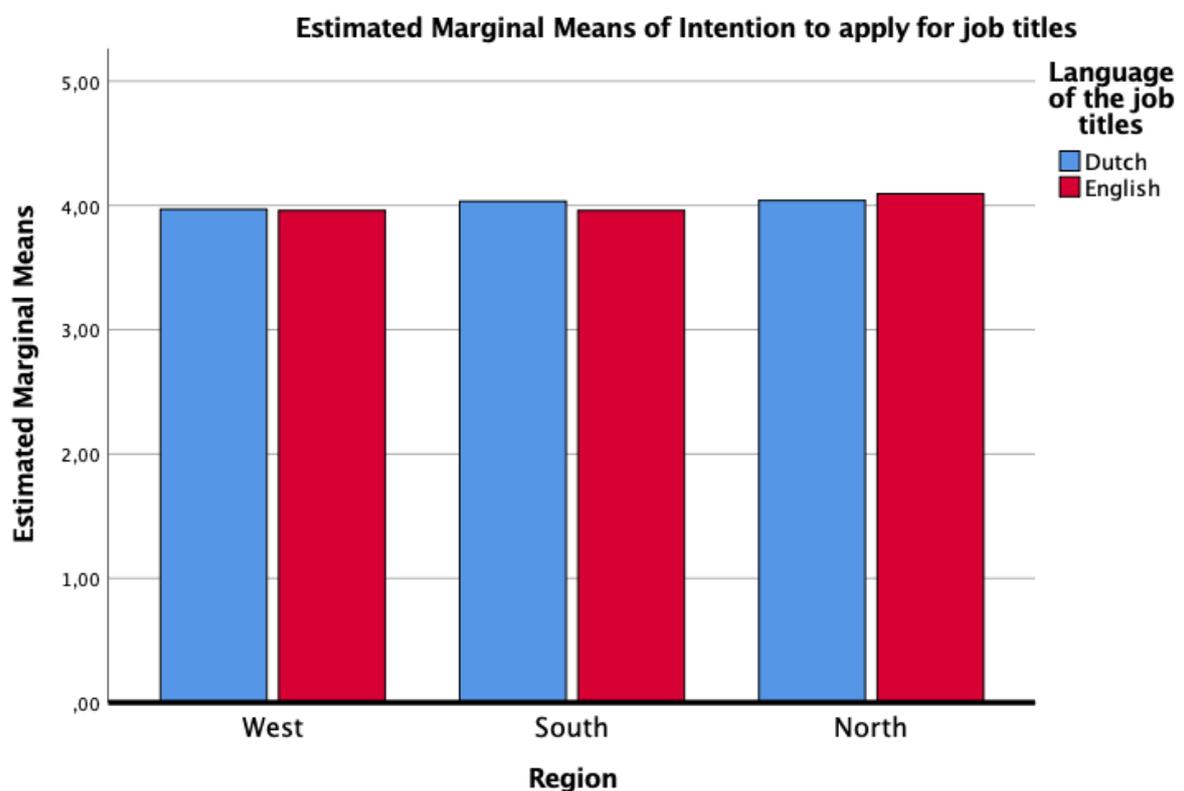
4.2.2. Age

A two-way analysis of variance for the intention to apply with as between-subject factors Language (Dutch, English) and Age (18-24, 25-34, 35-49, 50+) showed a significant effect for Language (F (1,962) = 4.47, p = .035). Irrespective of Age, Dutch job titles (M = 4.02, SD = .72) were evaluated more positively than English job titles (M = 3.97, SD = .72) by the participants in the intention to apply. Age showed a significant main effect as well (F (3, 692) = 5.63, p = .001). Irrespective of a Language, 50+ (M = 4.22, SD = .87) have a higher intention to apply than 35-49 (M = 3.84, SD = .72) (Bonferroni; p = .003) and 25-34 (M = 3.94, SD = .70) (Bonferroni; p = .005). There was no significant difference in the intention to apply between 50+ and 18-24 (M = 4.01, SD = .66) (Bonferroni; p = .058), nor between 18-24 and 25-34 (Bonferroni; p = 1.000), and 18-24 and 35-49 (Bonferroni; p = .444), and 25-34 and 35-49 (Bonferroni; p = 1.000). Means and standard deviations for the Intention to apply can be found in Table 8 and Figure 4.

There was also a significant interaction between Language and Age for the intention to apply (F (3, 692) = 3.67, p = .012). The data file was split on the variable Language (Dutch, English) and subsequently two separate one-way analyses of variance were conducted. A one-way analysis of variance of intention to apply to the Dutch jobs with as between-subject factor Age (18-24, 25-34, 35-49, 50+) showed that the Levene's test of equality of error variances was significant (p = .047). Therefore, "a more stringent level of significance was set, i.e. $p < .010$" (Pallant, 2007, pp.261-2). The analysis showed a main effect of Age (F (3, 357) = 7.89, $p < .001$). 50+ (M = 4.49, SD = .89) had a significant higher intention to apply to the Dutch jobs than 35-49 (M = 3.89, SD = .78) (Bonferroni; p = .001), and 25-34 (M = 3.94, SD = .65) (Bonferroni; $p < .001$), and 18-24 (M = 3.98, SD = .65) (Bonferroni; $p < .001$). There was no significant difference between the other age groups (all Bonferroni tests; p = 1.000).

A one-way analysis of variance for the intention to apply to English jobs with as between-subject variable Age (18-24, 25-34, 35-49, 50+) showed no significant effect (F (3, 335) = 1.16, p = .324).

Thus, the interaction effect is due to the effect that the Dutch jobs only had an effect on the intention to apply, and not the English jobs

Table 8. Means and standard deviations (between brackets) for intention to apply in terms of Language of the job titles and the Age groups (1 = low evaluation, 7 = high evaluation)

Language of job titles	Age groups	Mean (*SD*)	*n*
Dutch	18-24	3.98 (.65)	147
	25-34	3.94 (.65)	136
	35-49	3.89 (.78)	34
	50 +	4.49 (.89)	44
	Total	4.02 (.72)	361
English	18-24	4.03 (.67)	130
	25-34	3.94 (.75)	121
	35-49	3.79 (.68)	36
	50 +	4.00 (.81)	52
	Total	3.97 (.72)	339
Total	18-24	4.01 (.66)	277
	25-34	3.94 (.70)	257
	35-49	3.84 (.72)	70
	50 +	4.22 (.87)	96
	Total	3.99 (.72)	700

Figure 4. Bar chart for means for the intention to apply to the job titles in terms of Language of the job titles and the Age groups (1 = low evaluation, 7 = high evaluation).
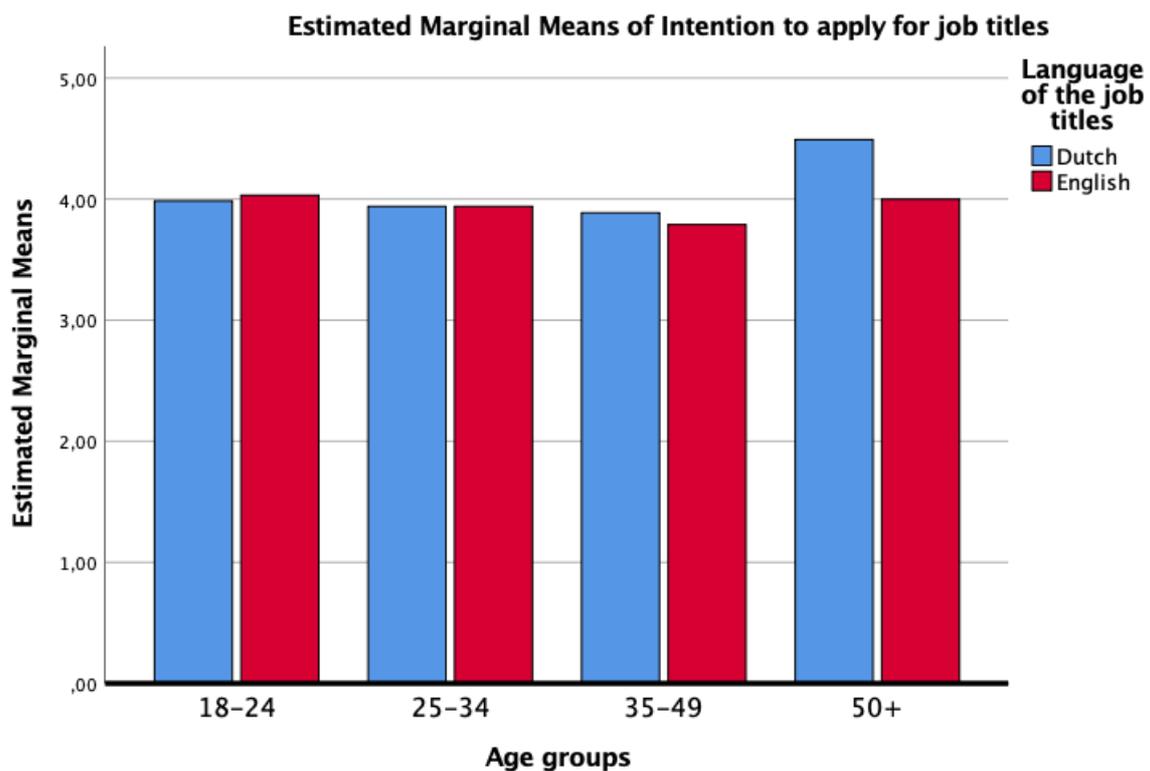
4.3. Regression analyses

To determine whether Age, Region, General attitude towards the English language, Self-assessed English language proficiency, Actual English language proficiency, and the Daily use of the English language are possible predictors for the attitude towards the job titles and the intention to apply, multiple regressions analyses were conducted. The regression analyses were conducted for both Dutch and English job titles, to see whether there is a difference in the Language of the job titles.

The variable Region showed no significant effect in all analyses ($p's > .505$), and therefore they were excluded from the analyses and the reporting below.

4.3.1. General attitude towards the English language

4.3.1.1. Attitude towards the job titles

A multiple regression analyses, for only Dutch job titles, showed that the variables, 'Age groups' and 'General attitude towards the English language', entered in the model explained 5.9% of the variance in attitude towards the Dutch job titles ($F (2, 358) = 11.16, p < .001$). Age groups ($\beta = .22, p < .001$) showed to be a significant predictor of attitude towards Dutch job titles. If the 'Age group' goes up from 18-24 to 50+, the attitude towards the Dutch job titles increases with .22 SD, given that all other variables are kept constant. Therefore, an older age group predicts a higher attitude towards the job titles, when evaluating Dutch job titles.

The 'General attitude towards the English language' ($\beta = .17, p = .002$) also showed to be a significant predictor of attitude towards Dutch job titles. If the 'General attitude towards the English language' goes up from low (1) to high (7), the attitude towards the Dutch job titles increases with .17 SD, given that all other variables are kept constant. Therefore, a higher general attitude towards the English language predicts a higher attitude towards job titles, when evaluating Dutch job titles. The results of this analysis can be found in Table 9.

A multiple regression analysis, for only English job titles, showed that the variables, 'Age groups' and 'General attitude towards the English language', entered in the model explained 13.5% of the variance in attitude towards English job titles ($F (2, 336) = 26.28, p < .001$). 'Age groups' ($\beta = -.13, p = .017$) showed to be a significant predictor of attitude towards English job titles. If the 'Age group' goes up from 18-24 to 50+, the attitude towards the English job titles decreases with .13 SD, given that all other variables are kept constant.

Therefore, an older age group predicts a lower attitude towards the job titles, when evaluating English job titles.

The 'General attitude towards the English language' ($\beta = .32$, $p < .001$) also showed to be a significant predictor of attitude towards English job titles. If the 'General attitude towards the English language' goes up from low (1) to high (7), the attitude towards the English job titles increases with .32 SD, given that all other variables are kept constant. Therefore, a higher general attitude towards the English language predicts a higher attitude towards the job titles, when evaluating English job titles. See Table 10 for the results of this analysis.

Table 9. Regression analysis for 'Age groups' and 'General attitude towards the English' language as predictors of attitude towards Dutch job titles ($n = 361$).

Variable	B	SE B	β
Intercept	3.67	.26	
Age groups	.15	.04	.22**
General attitude towards the English language	.14	.04	.17*
R^2	.059		
F	11.16**		

* $p < .010$, ** $p < .001$

Table 10. Regression analysis for 'Age groups' and the 'General attitude towards the English language' as predictors of attitude towards English job titles ($n = 339$).

Variable	B	SE B	β
Intercept	2.89	.28	
Age groups	-.09	.04	-.13*
General attitude towards the English language	.29	.05	.32**
R^2	.135		
F	26.28**		

* $p < .010$, ** $p < .001$

4.3.1.2. Intention to apply

A multiple regression analysis, for Dutch job titles, showed that the variables, 'Age groups' and 'General attitude towards the English language', entered in the model explained 3.1% of

the variance in intention to apply to Dutch job titles (F (2, 358) = 5.82, p = .003). 'Age groups' (β = .18, p = .001) showed to be a significant predictor of intention to apply to Dutch jobs. If the 'Age group' goes up from 18-24 to 50+, the intention to apply to Dutch job titles increases with .18 SD, given that all other variables are kept constant. Therefore, an older age group predicts a higher intention to apply, when evaluating Dutch job titles.

The analysis showed that the 'General attitude towards the English language' was not a significant predictor of intention to apply to Dutch job titles (β = .07, p = .215). Table 11 shows the results of this analysis.

A multiple regression analysis, for English job titles, showed that the variables, 'Age groups' and 'General attitude towards the English language', entered in the model explained 3.5% of the variance in intention to apply to English job titles (F (2, 336) = 6.13, p = .002). The analysis showed that 'Age groups' (β = .00, p = .971) was not a significant predictor of intention to apply to English job titles, but it did show that 'General attitude towards the English language' (β = .19, p = .001) was a significant predictor of the intention to apply to English job titles. If the 'General attitude towards the English language' goes up from low (1) to high (7), the intention to apply to English job titles increases with .19 SD, given that all other variables are kept constant. Therefore, a higher general attitude towards the English language predicts a higher intention to apply, when evaluating English job titles. The results of this analysis can be found in Table 12.

Table 11. Regression analysis for 'Age groups' and 'General attitude towards the English language' as predictors of intention to apply to Dutch job titles (n = 361).

Variable	B	$SE\ B$	β
Intercept	3.47	.27	
Age groups	.13	.04	.18*
General attitude towards the English language	.06	.05	.07
R^2	.031		
F	5.82*		

* p < .010

Table 12. Regression analysis for 'Age groups' and 'General attitude towards the English language' as predictors of intention to apply to English job titles ($n = 339$).

Variable	B	SE B	β
Intercept	3.17	.27	
Age groups	.00	.04	.00
General attitude towards the English language	.16	.05	.19*
R^2	.035		
F	6.13*		

* $p < .010$

4.3.2. Self-assessed English language proficiency

4.3.2.1. Attitude towards job titles

A multiple regression analysis, for Dutch job titles, showed that the variables, 'Age groups' and 'Self-assessed English language proficiency', entered in the model explained 4.1% of the variance in attitude towards Dutch job titles ($F (2, 358) = 7.58$, $p = .001$). The 'Age groups' (β = .21, $p < .001$) showed to be a significant predictor of attitude towards Dutch job titles. If the 'Age group' goes up from 18-24 to 50+, the attitude towards the Dutch job titles increases with .21 SD, given that all other variables are kept constant. Therefore, an older age group predicts a higher attitude towards job titles, when evaluating Dutch job titles.

The analysis showed that 'Self-assessed English language proficiency' (β = .10, $p = .073$) was not a significant predictor of attitude towards Dutch job titles. The results of this analysis can be found in Table 13.

A multiple regression analysis, for English job titles, showed that the variables, 'Age groups' and 'Self-assessed English language proficiency', entered in the model explained 5.6% of the variance in attitude towards English job titles ($F (2, 336) = 9.91$, $p < .001$). The 'Age groups' (β = -.18, $p = .001$) showed to be a significant predictor of attitude towards English job titles. If the 'Age group' goes up from 18-24 to 50+, the attitude towards the English job titles decreases with .18 SD, given that all other variables are kept constant. Therefore, an older age group predicts a lower attitude towards job titles, when evaluating English job titles.

The 'Self-assessed English language proficiency' (β = .12, $p = .027$) also showed to be a significant predictor of attitude towards English job titles. If the 'Self-assessed English

language proficiency' goes up from low (1) to high (5), the attitude towards English job titles increases with .12 SD, given that all other variables are kept constant. Therefore, a higher self-assessed English language proficiency predicts a higher attitude towards job titles, when evaluating English job titles. The results of this analysis can be found in Table 14.

Table 13. Regression analysis for 'Age groups' and 'Self-assessed English language proficiency' as predictors of attitude towards Dutch job titles ($n = 361$).

Variable	*B*	*SE B*	β
Intercept	4.08	.22	
Age groups	.14	.04	.21**
Self-assessed English language proficiency	.09	.05	.10
R²	.041		
F	7.58*		

* *p* < .010, ** *p* < .001

Table 14. Regression analysis for 'Age groups' and 'Self-assessed English language proficiency' as predictors of attitude towards English job titles ($n = 339$).

Variable	*B*	*SE B*	β
Intercept	3.94	.25	
Age groups	-.14	.04	-.18**
Self-assessed English language proficiency	.13	.06	.12*
R²	.056		
F	9.91***		

* *p* < .050, ** *p* < .010, *** *p* < .001

4.3.2.2.   Intention to apply

A multiple regression analysis, for Dutch job titles, showed that the variables, 'Age groups' and 'Self-assessed English language proficiency', entered in the model explained 3.7% of the variance in intention to apply to Dutch job titles ($F (2, 358) = 6.83$, $p = .001$). The 'Age groups' ($β = .14$, $p = .013$) showed to be a significant predictor of intention to apply to Dutch job titles. If the 'Age group' goes up from 18-24 to 50+, the intention to apply to Dutch job

titles increases with .14 SD, given that all other variables are kept constant. Therefore, an older age groups predicts a higher intention to apply, when evaluating Dutch job titles.

The analysis showed that the 'Self-assessed English language proficiency' was not a significant predictor of intention to apply for Dutch job titles (β = -.10, p = .065). The results of this analysis can be found in Table 15.

A multiple regression analysis, for English job titles, showed that the variables, 'Age groups' and 'Self-assessed English language proficiency', entered in the model did not explain any of the variance in intention to apply to English job titles (F (2, 336) <1). Thus, the variables entered were not significant predictors for the intention to apply to English job titles.

Table 15. Regression analysis for 'Age groups' and 'Self-assessed English language proficiency' as predictors of intention to apply to Dutch job titles (n = 361).

Variable	B	$SE\ B$	β
Intercept	4.20	.23	
Age groups	.10	.04	.14*
Self-assessed English language proficiency	-.09	.05	-.10
R^2	.037		
F	6.83**		

* p < .050, ** p < .010

4.3.3. Actual English language proficiency (LexTALE)

4.3.3.1. Attitude towards job titles

A multiple regression analysis, for Dutch job titles, showed that the variables, 'Age groups' and 'Actual English language proficiency', entered in the model explained 3.9% of the variance in attitude towards Dutch job titles (F (2, 358) = 7.30, p = .001). The 'Age groups' (β = .19, p < .001) showed to be a significant predictor of attitude towards Dutch job titles. If the 'Age group' goes up from 18-24 to 50+, the attitude towards the Dutch job titles increases with .19 SD, given that all other variables are kept constant. Therefore, an older age group predicts a higher attitude towards job titles, when evaluating Dutch job titles.

The analysis showed that 'Actual English language proficiency' (β = .09, p = .102) was not a significant predictor of attitude towards Dutch job titles. The results of this analysis can be found in Table 16.

A multiple regression analysis, for English job titles, showed that the variables, 'Age groups' and 'Actual English language proficiency' entered in the model explained 4.4% of the variance in attitude towards English job titles ($F (2, 336) = 7.79$, $p < .001$). The 'Age groups' ($\beta = -.20$, $p < .001$) showed to be a significant predictor of attitude towards English job titles. If the 'Age group' goes up from 18-24 to 50+, the attitude towards the English job titles decreases with .20 SD, given that all other variables are kept constant. Therefore, an older age group predicts a lower attitude towards job titles, when evaluating English job titles.

The analysis showed that the 'Actual English language proficiency' ($\beta = .05$, $p = .353$) was not a significant predictor of attitude towards English job titles. The results of this analysis can be found in Table 17.

Table 16. Regression analysis for 'Age groups' and 'Actual English language proficiency (LexTALE)' as predictors of attitude towards Dutch job titles ($n = 361$).

Variable	B	SE B	β
Intercept	4.13	.22	
Age groups	.14	.04	.19**
Actual English language proficiency (LexTALE)	.00	.00	.09
R^2	.039		
F	7.30*		

* $p < .010$, ** $p < .001$

Table 17. Regression analysis for 'Age groups' and 'Actual English language proficiency (LexTALE)' as predictors of attitude towards English job titles ($n = 339$).

Variable	B	SE B	β
Intercept	4.25	.22	
Age groups	-.15	.04	-.20*
Actual English language proficiency (LexTALE)	.00	.00	.05
R^2	.044		
F	7.79*		

* $p < .001$

4.3.3.2. Intention to apply

A multiple regression analysis, for Dutch job titles, showed that the variables, 'Age groups' and 'Actual English language proficiency' entered in the model explained 2.9% of the variance in intention to apply to Dutch job titles (F (2, 358) = 5.38, p = .005). The 'Age groups' (β = .16, p = .003) showed to be a significant predictor of intention to apply to Dutch job titles. If the 'Age group' goes up from 18-24 to 50+, the intention to apply to Dutch job titles increases with .16 SD, given that all other variables are kept constant. Therefore, an older age group predicts a higher Intention to apply, when evaluating Dutch job titles.

The analysis showed that the 'Actual English language proficiency' (β = -.04, p = .408) was not a significant predictor of intention to apply to Dutch job titles. The results of this analysis can be found in Table 18.

A multiple regression analysis, for English job titles, showed that the variables, 'Age groups' and 'Actual English language proficiency', entered in the model did not explain any variance in intention to apply to English job titles (F (2, 336) < 1). Thus, the variables entered were not significant predictor for the intention to apply to English job titles.

Table 18. Regression analysis for 'Age groups' and 'Actual English language proficiency (LexTALE)' as predictors of intention to apply to Dutch job titles (n = 361).

Variable	*B*	*SE B*	β
Intercept	3.96	.22	
Age groups	.11	.04	.16*
Actual English language proficiency	-.00	.00	-.04
R^2	.029		
F	5.38*		

* p < .010

4.3.4. Daily use of the English language

4.3.4.1. Attitude towards job titles

A multiple regression analysis, for Dutch job titles, showed that the variables, 'Age groups' and 'Daily use of the English language' explained 3.2% of the variance in attitude towards Dutch job titles (F (2, 358) = 5.97, p = .003). The 'Age groups' (β = .18, p = .001) showed to be a significant predictor of attitude towards Dutch job titles. If the 'Age group' goes up from 18-24 to 50+, the attitude towards the Dutch job titles increases with .18 SD, given that all

other variables are kept constant. Therefore, an older age group predicts a higher attitude towards job titles, when evaluating Dutch job titles.

The analysis showed that the 'Daily use of the English language' ($\beta = .02$, $p = .747$) was not a significant predictor of attitude towards Dutch job titles. Table 19 shows the results of this analysis.

A multiple regression analysis, for English job titles, showed that the variables, 'Age groups' and 'Daily use of the English language' explained 5.5% of the variance in attitude towards English job titles ($F (2, 336) = 9.76$, $p < .001$). The 'Age groups' ($\beta = -.17$, $p = .002$) showed to be a significant predictor of attitude towards English job titles. If the 'Age group' goes up from 18-24 to 50+, the attitude towards the English job titles decreases with .17 SD, given that all other variables are kept constant. Therefore, an older age group predicts a lower attitude towards job titles, when evaluating English job titles.

The 'Daily use of the English language' ($\beta = .12$, $p = .032$) also showed to be a significant predictor of attitude towards English job titles. If the 'Daily use of the English language' goes from no daily use (0) to daily use (1), the attitude towards the English job titles increases with .12 SD, given that all other variables are kept constant. Therefore, a daily use of the English language predicts a higher attitude towards job titles, when evaluating English job titles. The results from this analysis can be found in Table 20.

Table 19. Regression analysis for 'Age groups' and the 'Daily use of the English language' as predictors of attitude towards Dutch job titles ($n = 361$).

Variable	B	SE B	β
Intercept	4.43	.11	
Age groups	.13	.04	.18*
Daily yse of the English language	.03	.08	.02
R^2	.032		
F	5.97*		

* $p < .010$

Table 20. Regression analysis for 'Age groups' and 'Daily use of the English language' as predictors of attitude towards English job titles ($n = 339$).

Variable	B	$SE\ B$	β
Intercept	4.27	.13	
Age groups	-.13	.04	-.17**
Daily use of the English language	.21	.10	.12*
R^2	.055		
F	9.76***		

$* p < .050, ** p < .010, *** p < .010$

4.3.4.2. Intention to apply

A multiple regression analysis, for Dutch job titles, showed that the variables, 'Age groups' and 'Daily use of the English language' explained 4.4% of the variance in the intention to apply to Dutch job titles ($F (2, 358) = 8.32, p < .001$). The 'Age groups' ($\beta = .13, p = .015$) showed to be a significant predictor of intention to apply to Dutch job titles. If the 'Age group' goes up from 18-24 to 50+, the intention to apply to Dutch job titles increases with .13 SD, given that all other variables are kept constant. Therefore, an older age group predicts a higher intention to apply for Dutch job titles.

The 'Daily use of the English language' ($\beta = -.14, p = .012$) showed to be a significant predictor of the intention to apply for Dutch job titles. If the 'Daily use of the English language' goes up from no daily use (0) to daily use (1), the intention to apply to Dutch job titles decreases with .14 SD, given that all other variables are kept constant. Therefore, a daily use of the English language predicts a lower intention to apply to Dutch job titles. The results of this analysis can be found in Table 21.

A multiple regression analysis, for English job titles, showed that the variables, 'Age groups' and 'Daily use of the English language', entered in the model did not explain any variance in intention to apply to English job titles ($F (2, 336) < 1$). Thus, the variables entered in the model were not significant predictors for the intention to apply to English job titles.

Table 21. Regression analysis for 'Age groups' and the 'Daily use of the English language' as predictors of intention to apply to Dutch job titles ($n = 361$).

Variable	B	SE B	β
Intercept	4.00	.12	
Age groups	.09	.04	.13*
Daily use of the English language	-.22	.09	-.14*
R^2	.044		
F	8.32**		

* $p < .050$, ** $p < .001$

5. Conclusion and discussion

The aim of this study was to examine what effect language choice in job titles has on the Dutch population. Specifically, the purpose was to investigate the effect of English and Dutch job titles on two categories of the Dutch population (region and age) and the attitude towards the job titles and the application intention. Three research questions were presented of which one focused on regional variation, one on variation in age, and one on variables that possibly predicted the attitude towards the job titles and the intention to apply.

Overall, the results of this study presented that the total sample evaluated the Dutch job titles as more positive than their English counterparts, both in attitude towards the job titles and the intention to apply. The results also showed that there were significant differences between the age groups. Regarding the interaction effect for attitude towards the job titles, 50+ assessed the Dutch job titles as more positive than all other age groups, and the English job titles as more negative than 18-24 and 25-34. 35-49 also assessed the English job titles as more negative than 18-24 and 25-34. Regarding the interaction effect for intention to apply, 50+ showed to be more likely to apply to the Dutch job titles. In general, 50+ had a higher intention to apply to the job titles than 25-34 and 35-49. The results showed that there were no differences between the regions and the attitude towards the job titles and the intention to apply.

The regression analysis showed that the actual English language proficiency was not a predictor for the attitude towards the job titles and the intention to apply, since no effects were found. Self-assessed English language proficiency showed similar findings, except for when the self-assessed English language proficiency becomes higher, the attitude towards the English job titles is assessed as more positive. The general attitude towards the English

language showed to be a predictor for attitude towards the job titles in both languages; the more positive the general attitude towards the English language, the more positive the attitude towards the job titles becomes in both languages. Moreover, the general attitude towards the English language showed to be a positive predictor for the intention to apply to English job titles, but not a positive or negative predictor for the intention to apply for Dutch job titles. Lastly, the daily use of English showed to be a negative predictor for the intention to apply for Dutch job titles, but not necessarily for the English intention to apply. Moreover, it showed to be a positive predictor for the attitude towards the English language.

The findings showed that there are no regional differences in attitude towards the job titles and the intention to apply. These findings are not in line with the study by Dörnyei & Clément (2001) who discovered that there are differences among regions. Their study was conducted in Hungary; a country that differs from the Netherlands in for instance history, GNI per capita (Hungary $25,360 vs. the Netherlands $49,930), English language proficiency (Hungary 59.51 vs. the Netherlands 70.31), and internet usage (Hungary 79.3% vs. the Netherlands 90.4%) (EF EPI, 2018). Perhaps the differences between these two countries are too vast, that the regional differences in Hungary would not necessarily mean that there would be differences in region in the Netherlands. Van Meurs et al. (2017) suggested that the attitude towards the English language can vary among regions within a country due to for instance language exposure. The Netherlands is number one in the access to internet with 98 per cent and 87% has access to internet on a mobile devise between the age of 16 and 75 (CBS, 2018). Furthermore, previous studies pointed out that the English language is increasingly used in print, product, and job advertisements (Gerritsen et al., 2007a; Gerritsen et al., 2007b; Korzilius et al., 2006; Van Meurs et al., 2006; Van Meurs et al., 2015, Zenner et al., 2013). This rise in English language exposure could explain that there were no differences among the regions, since every subject have had a similar rate of exposure.

The findings showed that overall the Dutch job titles were evaluated as more positive than the English job titles in the Netherlands, which is in line with previous research. Van Meurs et al. (2007) found that in three out of five job titles, the English equivalent were evaluated more negatively than the Dutch job titles. However, it is not in line with Van Meurs et al. (2017), where the Dutch participants did not show differences between the English and Dutch job titles. It should be noted, however, that in both aforementioned studies, the job titles were assessed separately. Van Meurs et al. (2007) and Van Meurs et al. (2017) found that the assessment of Dutch and English job titles depends highly on the individual job title. However, the sample size of both studies was vastly homogeneous (communication students

between 20 and 25 years old). In the current study, an attempt was made to assess a heterogenous sample size as possible. Therefore, the job titles were analyzed as one composite variable to reduce bias in, for instance, job preference relating to educational level, personal preference, and age, since previous studies have suggested that age and educational level could affect variation in attitude (Gerritsen et al., 2000; Smakman et al., 2009; William & Page, 2011).

Age showed to disentangle multiple significant effects that are in line with previous research. Gerritsen et al. (2000) found that an older age group (50-57) assessed English language use in Dutch television commercials as more negative than a younger age group (15-18). Gerritsen (1996) found that the respondents of 45+, overall, showed a more negative attitude towards the English language in product advertisement. The current study discovered that 50+ assessed the English language as more negative in the intention to apply to the job titles than 18-24 and 25-34. Moreover, 35-49 showed the same results as 50+. This suggests that the two older age groups evaluate the use of English as more negative than Dutch when used in product, print, and job advertisements. This is also in line with the suggestions Williams & Page (2011). They argue that there are different marketing techniques for each age group or generation in terms of segmentation, products and services, and communication.

Interestingly, the general attitude towards the English language showed a positive relation with the attitude towards the Dutch and English job titles; when the attitude towards the English language went up, the attitude of the job titles for both languages went up as well. This suggests that a positive attitude towards the English language does not necessarily mean that it affects the attitude towards the Dutch job titles in a negative manner, which is in line with Van Meurs et al. (2017) where the attitude towards the English loan words was positive, but the attitude towards "Editor-in-Chief" was not more positive than its Dutch counterpart. A possible explanation could be that the directly measured variable (the general attitude towards the English language) does not necessarily affect the indirectly measured variable (the attitude towards the English job titles), as suggested in previous studies (Hassall et al., 2008; Van Meurs et al., 2017).

5.1 Limitation and suggestions for future research

The current study has a number of limitations that should be considered. First, it should be noted that there were some limitations in the questionnaire and in the analyses. The study aimed to use job titles that were as gender-neutral job titles as possible. The job title 'Secretaresse' could be seen as more feminine, since the consensus is that this job is

positioned by more women than men. However, the job is not the necessarily for female employees only, this title is used for all genders (Onze taal, 2011). Nonetheless, it could have created a different response among the male participants. The questionnaire was conducted by using Qualtrics, which sometimes shut down automatically. When a participant took the test again, this could create bias since the participant already saw the questions. Moreover, the Levene's test showed to be significant in the analysis for Age in the intention to apply to Dutch job titles. Even though a more stringent level of significance was set (Pallant, 2007, pp. 261-2), the significance level of the two-way analysis of variance of intention to apply to Dutch job titles can be seen as less reliable. It would be interesting to research what the interaction effect would have been with a different test.

Second, the current study did not analyze the job titles separately. Therefore, this study could not make suggestions solely based on the separate job titles. Previous studies have suggested that certain English job titles evoke a sense of internationality (Zenner et al, 2013), and a sense of modernism (Gerritsen et al., 2007a). The different reasons for using English in job advertisements was also researched (Van Meurs et al., 2015). Zenner et al. (2013) suggested that English is used more frequently in branches where there have been technological innovations led by English-speaking countries, where English is the lingua franca, and where the company is internationally oriented. Van Meurs et al. (2015) researched different reasons given by job advertisement makers on why they used an all-English or partly-English approach and suggested similar reasons to Zenner et al. (2013). This study showed that age is in important factor in the evaluation of English and Dutch job titles. In future research, it would be interesting to research what effect the English language has on different age groups in certain branches, in that it could be suggested what language approach would be the best fit for what age group in that particular branch.

Third, there were no regional difference found in this study. Perhaps the regional variation was not large enough in this study. Therefore, a more in-depth analysis would be wise. This study focused on three large areas consisting of four provinces each, while these provinces might have socio-economic and historical differences. Moreover, it could be interesting to see what differences rural and urban areas evoke.

Lastly, this study incorporated the exposure of the English language. However, it should be noted that this was based on a question whether the participant used the English language on a daily basis. This question was answered with either a yes or a no. The English language exposure can be analyzed and researched to a far greater extent by examining the different places and instances participants use the English language. Speaking English on a daily basis

could have a different effect on attitude towards the English language when compared to, for example, only reading a few sentences on a daily basis. There could be variation in the use of English on a daily basis, thus in future research, this could be examined more since there seems to be a relation with the attitude towards the English job titles and the intention to apply to Dutch job titles.

The results of the current study are interesting for the corporate environment, specifically within the area of recruiting and job advertisement makers. This study shows that the Dutch people assess the Dutch language, in general, as more positive, and that especially certain age groups evaluate the language choice in job titles differently. Overall, the older the age groups, the more positive towards the Dutch job titles and more negative towards the English job titles. More studies should investigate these differences more extensively, in that the results could be applied and serve as an advice in the corporate environment relating to their strategies regarding, for instance, recruitment.

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7. Appendix A

1. <u>Introduction/consent form</u>

Beste deelnemer,

U wordt uitgenodigd om mee te doen aan een onderzoek. Dit onderzoek wordt uitgevoerd door Maylon Ariëns als onderdeel van haar master International Business Communication aan de Radboud Universiteit Nijmegen. Meedoen aan het onderzoek houdt in dat u een online vragenlijst gaat invullen. Het invullen van de vragenlijst kost ongeveer 10 minuten.

De gegevens van dit onderzoek zullen door wetenschappers gebruikt worden voor artikelen en presentaties. De gegevens worden volledig anoniem gemaakt en we bewaren de gegevens volgens de aan de Radboud Universiteit geldende regels. De anoniem gemaakte data zullen tenminste 10 jaar opvraagbaar zijn ten behoeve van de wetenschappelijke gemeenschap.

U doet vrijwillig mee aan dit onderzoek. Daarom kunt u op elk moment tijdens het invullen van de vragenlijst uw deelname stopzetten. Alle gegevens die u heeft ingevuld, worden dan definitief verwijderd.

Als u graag verdere informatie over het onderzoek wilt hebben, nu of in de toekomst, dan kunt u contact opnemen met Maylon Ariëns via maylon.ariens@student.ru.nl.

Voor deze vragenlijst is het van belang dat u bent opgegroeid in Nederland en dat uw moedertaal Nederlands is. Tevens dient u minimaal 18 jaar oud te zijn.

Bij voorbaat dank voor uw deelname.

Geef hieronder uw keuze aan.

Door te klikken op de knop 'Ik ga akkoord' geeft u aan dat u:

- Bovenstaande informatie hebt gelezen

- Vrijwillig meedoet aan het onderzoek

- U minimaal 18 jaar oud bent

- U bent opgegroeid in Nederland en uw moedertaal Nederlands is

 Als u niet mee wilt doen aan het onderzoek, dan kunt u op de knop 'Ik wil niet meedoen' klikken.

0 Ik ga akkoord

0 Ik wil niet meedoen

> → Als "ik wil niet meedoen" wordt geselecteerd, dan wordt het volgende bericht laten zien en vervolgens naar het einde van de vragenlijst sturen: "Helaas voldoet u niet aan de eisen voor dit onderzoek. Dank u voor uw interesse en tijd die u in dit onderzoek wilde steken."

2. <u>Self-assessed Dutch Language proficiency</u>

Beoordeel de volgende uitspraken op een schaal van 1 "erg slecht" tot 5 "uitstekend/als een moedertaalspreker"

	Erg slecht			Uitstekend/als een Moedertaalspreker	
	1	2	3	4	5
Mijn luistervaardigheid in het Nederlands is …	0	0	0	0	0
Mijn spreekvaardigheid in het Nederlands is …	0	0	0	0	0
Mijn leesvaardigheid in het Nederlands is …	0	0	0	0	0

Mijn schrijfvaardigheid in het Nederlands is …   0   0   0   0   0

3. <u>Questions on variations in region and age</u>

Tot welke leeftijdscategorie behoort u?

0 18 - 24

0 25 - 39

0 40 - 54

0 55 en ouder

Wat is uw leeftijd?

…

Hieronder ziet u drie opties met meerdere provincies per optie. Klik één van de drie opties aan waarin de provincie staat waar u de afgelopen 3 jaar het langst heeft gewoond.

0 Noord-Holland; Zuid-Holland; Utrecht; Flevoland

0 Noord-Brabant; Zeeland; Limburg; Gelderland

0 Groningen; Friesland; Overijssel; Drenthe

Hoe heet de woonplaats waar u de afgelopen 3 jaar het langst heeft gewoond?

…

In welke provincie ligt deze woonplaats?

0 Noord-Holland	0 Gelderland
0 Zuid-Holland	0 Zeeland
0 Utrecht	0 Groningen
0 Flevoland	0 Friesland
0 Noord-Brabant	0 Overijssel
0 Limburg	0 Drenthe

4. <u>Instruction</u>

U krijg een aantal vragen en stellingen te zien. Probeer bij het beantwoorden van iedere vraag en stelling uit te gaan van uw eerste ingeving. Er zijn geen foute antwoorden.

Mocht u de vragenlijst op uw mobiele telefoon invullen, dan kunt u het beste uw telefoon kantelen voor het beste gemak. Wanneer u uw telefoon kantelt, kunt u de antwoorden volledig zien in één oogopslag.

5. <u>Attitude towards job titles</u>

Comprehensibility

Ik vind de functietitel …

Onbegrijpelijk	0	0	0	0	0	0	0	Begrijpelijk
Eenvoudig	0	0	0	0	0	0	0	Ingewikkeld

Attractiveness

Ik vind de functietitel …

Onaantrekkelijk	0	0	0	0	0	0	0	Aantrekkelijk
Niet interessant	0	0	0	0	0	0	0	Interessant

Naturalness

Ik vind de functietitel …

Onnatuurlijk	0	0	0	0	0	0	0	Natuurlijk
Normaal	0	0	0	0	0	0	0	Vreemd

6. <u>The intention to apply</u>

In een bedrijf werken als …, lijkt mij …

Afwisselend	0	0	0	0	0	0	0	Eentonig
Niet interessant	0	0	0	0	0	0	0	Interessant
Niet uitdagend	0	0	0	0	0	0	0	Uitdagend
Saai	0	0	0	0	0	0	0	Boeiend

Beoordeel de volgende uitspraken op een schaal van 1 "zeer mee oneens" tot 7 "zeer mee eens".

	1	2	3	4	5	6	7
Ik zou de positie als … aanraden aan familie en/of vrienden.	0	0	0	0	0	0	0

Ik zou familie en/of vrienden aanraden
een sollicitatiebrief te sturen voor de
positie als ….   0   0   0   0   0   0   0

7. Attitude towards the English Language

De volgende vragen gaan over de Engelse taal en uw mening over deze taal.

Ik vind de Engelse taal …

Lelijk	0	0	0	0	0	0	0	Mooi
Noodzakelijk	0	0	0	0	0	0	0	Overbodig
Ouderwets	0	0	0	0	0	0	0	Vernieuwend
Aangenaam	0	0	0	0	0	0	0	Onaangenaam
Niet elegant	0	0	0	0	0	0	0	Elegant

Beoordeel de volgende uitspraken op een schaal van 1 "zeer mee oneens" tot 7 "zeer mee eens".

	1	2	3	4	5	6	7
We moeten Engelse woorden vermijden als er een gelijkwaardig Nederlands woord voor is.	0	0	0	0	0	0	0
De Engelse taal vervuilt de Nederlandse taal.	0	0	0	0	0	0	0
De Engelse taal verrijkt de Nederlandse taal.	0	0	0	0	0	0	0
De Engelse taal klinkt aantrekkelijk.	0	0	0	0	0	0	0

8. Self-assessed English language proficiency

Beoordeel de volgende uitspraken op een schaal van 1 "erg slecht" tot 5 "uitstekend/als een moedertaalspreker"

	Erg slecht			Uitstekend/als een Moedertaalspreker	
	1	2	3	4	5
Mijn luistervaardigheid in het Engels is …	0	0	0	0	0
Mijn spreekvaardigheid in het Engels is …	0	0	0	0	0
Mijn leesvaardigheid in het Engels is …	0	0	0	0	0

Mijn schrijfvaardigheid in het Engels is …   0   0   0   0   0

9. Actual English language proficiency (LexTALE)

Deze test bestaat uit ongeveer 60 trials. U krijgt steeds een letterreeks te zien. 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', als u denkt dat het geen bestaand Engels woord is klikt u op 'Nee'.

Als u er zeker van bent dat het woord bestaat, ook als u niet precies weet wat het betekent, dan mag u toch met 'Ja' antwoorden. Maar als u twijfelt of het wel een bestaand woord is, kies dan 'Nee'. We gebruiken de Brits Engelse spelling in plaats van de Amerikaans Engelse spelling in dit experiment. Bijvoorbeeld: 'realise' in plaats van 'realize'; 'colour' in plaats van 'color', enzovoorts. Laat dit u niet verwarren. Dit experiment is niet bedoeld om dit soort spellingsverschillen te achterhalen.

U hebt zoveel tijd als u wilt voor elke beslising. Dit deel duurt ongeveer 3 tot 5 minuten. Als alles duidelijk is kunt u het experiment nu starten.

Platery	Spaunch	Magrity
Denial	Allied	Nourishment
Generic	Slain	Abergy
Mensible	Recipient	Proom
Scornful	Exprate	Turmoil
Stoutly	Eloquence	Carbohydrate
Ablaze	Cleanliness	Scholar
Kermshaw	Dispatch	Turtle
Moonlit	Rebondicate	Fellick
Lofty	Ingenious	Destription
Hurricane	Bewitch	Cylinder
Flaw	Skave	Censorship
Alberation	Plaintively	Celestial
Unkempt	Kilp	Rascal
Breeding	Interfate	Purrage

Festivity	Hasty	Pulsh
Screech	Lengthy	Muddy
Savoury	Fray	Quirty
Plaudate	Crumper	Pudour
Shin	Upkeep	Listless
Fluid	Majestic	Wrought

10. Demographic questions

Wat is uw geslacht?

0 Man

0 Vrouw

0 Anders

Wat is uw hoogst genoten opleiding?

0 Basisonderwijs

0 Lager / voorbereidend beroepsonderwijs (lbo / vmbo)

0 Hoger algemeen voortgezet onderwijs (havo)

0 Voorbereidend wetenschappelijk onderwijs (vwo)

0 Middelbaar beroepsonderwijs (mbo)

0 Hoger beroepsonderwijs (hbo)

0 Bachelor Wetenschappelijk onderwijs (wo)

0 Master Wetenschappelijk onderwijs (wo)

In het begin van deze vragenlijst werd u gevraagd om aan te geven in welke woonplaats u de afgelopen 3 jaar heeft gewoond. Let op, deze vraag gaat over uw woonplaats in uw jeugd. Hoe heet de woonplaats waar u bent opgegroeid (0 tot 18 jaar)? Als u meerdere keren bent verhuisd in uw jeugd, dan mag u de plaats invullen waar u het langst heeft gewoond.

…

In welke provincie ligt de woonplaats waar u bent opgegroeid?

Als u bij de vorige vraag een plaats buiten Nederland heeft aangegeven, dan mag u de naam van de provincie en van het land aangeven bij "Anders, namelijk…"

0 Noord-Holland

0 Zuid-Holland

0 Utrecht

0 Flevoland

0 Zeeland

0 Noord-Brabant

0 Limburg

0 Gelderland

0 Overijssel

0 Drenthe

0 Groningen

0 Friesland

0 Anders, namelijk …

11. <u>English language exposure</u>

Vanaf welke leeftijd (in jaren) bent u begonnen met het leren van de Engelse taal?

…

Maakt u dagelijks gebruik van de Engelse taal? Dit kan zowel luisteren, als spreken, als schrijven, als lezen zijn.

0 Nee

0 Ja

→ Als het antwoord 'Ja' wordt ingevuld, dan de volgende vraag:

Wanneer/waar maakt u dan gebruik van de Engelse taal? Meerdere antwoorden zijn mogelijk

0 Op het werk

0 Op school / tijdens mijn studie

0 Met mijn familie

0 Met mijn vrienden

0 Op (Online) nieuwsmedia

0 (Social) media

0 Anders, namelijk

Wanneer gebruikte u regelmatig de Engelse taal in uw leven? Meerdere antwoorden zijn mogelijk.

0 Tussen 0 en 9 jaar

0 Tussen 0 en 19 jaar

0 Tussen 20 en 29 jaar

0 Tussen 30 en 39 jaar

0 Tussen 40 en 49 jaar

0 Tussen 50 en 59 jaar

0 Tussen 60 en 69 jaar

0 Tussen 70 en 79 jaar

0 Tussen 80 en 89 jaar

12. <u>End of survey</u>

Dit is het einde van de vragenlijst. Heel erg bedankt voor het invullen van en deelnemen aan dit onderzoek. Uw antwoorden zijn naar de server verzonden en geregistreerd. Heeft u vragen over deze vragenlijst? Dan kunt u terecht bij maylon.ariens@student.ru.nl. Dank u wel!