

# **Master thesis: The signaling function of English**

**The role of comprehension in the effect of English in job advertisements on possible Dutch and Spanish applicants' attitude towards the company's identity (in terms of internationality and English language use), the required language proficiency and the intention to continue the application process**

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## **Abstract**

Claims have been made about the signaling effect of the use of English in job advertisements, such as the idea that it signals the international nature of the company and the importance of being fluent in that language. In addition, comprehension of foreign slogans was found to be an important factor of motivation, attitude, and appreciation of product ads. Nevertheless, comprehension has not yet been investigated in the context of job ads. Applicants with higher English proficiency are expected to have a better comprehension of the ad. Therefore, this study compared Dutch and Spanish subjects based on the EF English proficiency index, which ranks the Netherlands among the highest proficient and Spain among the lowest proficient speakers. Based on the above-mentioned claims, this study aimed to empirically investigate the role of comprehension in the effect of English in job ads on possible Dutch and Spanish applicants' attitude towards the company's identity (in terms of internationality and English language use), the required language proficiency and the intention to continue the application process. Spanish (78) and Dutch (80) participants evaluated a fictional job ad in either their mother tongue or in English. Attitude was measured in terms of text, job and company evaluation, expectations were measured by asking participants about their expectations regarding the corporate language and identity. Comprehension was measured by one question regarding the responsibilities of the job. Language proficiency was measured with the LEXtale test and self-assessment. Results showed that language proficiency predicted overall comprehension, which positively affected participant's attitude towards the position, attitude towards the company and the application intention. No main effect was found of comprehension on expectations regarding the corporate language or identity. However, the use of English was found to signal that the company had an international identity and that English was the corporate language. Hence, this study empirically investigated and confirmed claims that were made about comprehension and the signaling effect of English. These findings indicate that it is advisable for job ad makers of international organisations with English as the corporate language, to use an all-English ad when they wish to attract high proficient applicants.

**Keywords:** Language in job advertising, International business communication, Language proficiency, attitude, application intention, Dutch, Spanish.

## **1. Introduction**

Signaling Theory suggests that an applicant's interest in a certain position may be influenced by specific signals from a job ad, which reflect characteristics of the company and additional activities and demands involved in the position (Ulrich & Krewerth, 2004). The language of an ad is an example of such a signal. The use of English in job ads in non-English speaking countries has been claimed to signal prestige, internationality, English language use and expected proficiency (van Meurs, 2010). However, no previous studies have looked at whether these signals actually influence the receiver of the message. Therefore, this study will aim to find out how language choice in job ads affects possible applicants' expectations and attitudes towards the company's identity (in terms of internationality and English language use), the required language proficiency and the intention to continue the application process.

The main aim of a job ad is to persuade possible suitable applicants to apply for the job that is represented in the ad (Hilgendorf & Martin, 2001). It is argued that job ads do not merely contain a message about the job but also about the organization (Rafaeli & Oliver, 1998). Hence, the ad is also used to present the organization to the outside world so that the public (i.e. customers, possible applicants, etc.) can use this information to form an image of the company (van Meurs, 2010). By creating a general advertisement, which includes limited specific information about the job and more contextual information, employers can create the opportunity to appeal to a wider group of applicants. The issue with a wide group of applicants is that it will most likely also be a diverse group, including many unqualified applicants. Besides, applicants that look for specific jobs and only look at advertisements that focus on job-specific attributes might skip such a general ad, even though they may be qualified for the position (Feldman, Bearden & Hardesty, 2013). This is an issue for recruiting organizations. Recruitment has become more difficult in recent years due to demographic changes such as a smaller pool of young workers that are available (Walker, Feild, Giles & Bernerth, 2008) and economic changes that may result in "a war for talent" (Chapman, Krista, Uggerslev, Carroll, Paisentin & Jones., 2005, p. 928). Therefore, it has become even more important for companies to focus on creating effective job ads to reach relevant applicants. Incorporating effective signals that reflect important information about the company and the position they offer, could be a way to attract suitable applicants.

### **1.1 Signaling Theory**

Feldman, Bearden and Hardesty (2013) found that, in job ads, a focus on information regarding the company, the job, and the work context are the three key focus areas that lead to more successful recruitment. This is confirmed by Chapman et al. (2005), who state that for instance job and organizational characteristics in job ads are seen as two main predictors of applicant attraction.

Applicants will evaluate attributes of the job, the ad and/or the organization to determine whether there is a fit with the organization. The fit, based on job-organization characteristics, is crucial in deciding whether they will continue the application process (Chapman et al., 2005). Spence (1973) argues that the recruitment process is still a risk for organizations. In most cases, employers cannot be sure of an applicant's professional capabilities during the interview and even in the period after the applicant is hired. Hiring the 'wrong' or unfit applicant for a job is expensive for companies. To rule out at least some of this risk, organizations can 'manipulate' a job advertisement in such a way that it sends signals that will, hopefully, attract more suited applicants for the position. This strategy is explained by Signaling Theory (Spence, 1973), in which it is argued that an applicant's attraction to a certain position within an organization may be influenced by the information, or specific signals, that reflect characteristics of the company (Celani & Singh, 2011). A study by Feldman and Arnold (1978) confirms this idea by showing that specific information regarding job responsibilities and abilities was important in predicting the applicant's attitude towards the company and the job itself. In this study, participants were shown position descriptions which included six characteristics of a job or organization, such as type of services and products, use of valued skills and abilities, independence, etc. Participants were asked to indicate how willing they would be to accept the position and to rank the six characteristics from most preferred to least preferred. The study found that applicants valued information that would tell them if they had the right qualifications and reflected the expectations and values of the company. Hence, it can be concluded that applicants look for information that signals what qualifications they need and what values characterize the organization, which is useful information for recruiters because they could use this to attract suitable applicants (Feldman & Arnold, 1978).

One of the attributes an organization can manipulate to influence the perceived image of both the job and the company or to signal certain associations or expectations, is the language of the job ad (van Meurs, 2010; van Meurs et al., 2015). In Signaling Theory, the focus is on two areas: 1) the intentions of the sender and 2) the interpretation of the receiver (Connelly, Certo, Ireland & Reutzel, 2011). The interpretation of the receiver can be deliberately influenced by the sender but does not necessarily have to agree with the intentions of the sender. The sender, in this case the recruiting company, may choose to use a certain language to signal that English is an important language in the company or that the applicant is expected to be proficient in this language (van Meurs et al., 2010; Watts, 2002). When organizations choose a certain language for external communication, it shows the importance of that language for the organization (Koslow, Shamdasani & Touchstone, 1994; Watts, 2002). It has not yet been studied whether possible applicants indeed interpret the intended meanings that the sender tries to signal with the use of a certain language. This study will focus on the use of English in job advertisements and how this might influence

possible Dutch and Spanish applicants' attitude towards 1) the company's identity (in terms of internationality and English use), 2) the required language proficiency and 3) the intention to continue the application process.

## **1.2 Language choice in job ads**

There are multiple reasons for organizations to choose a certain language for a job ad, which can all be linked to Signaling theory. The English language is often incorporated into external communication to build a global image (Moore & Varantola, 2005). For instance, the use of English words in German job ads has been claimed to indicate that the company is international (Müller-Thurau, 1999; as cited in Seitz, 2008). Van Meurs (2010) interviewed 27 job ad makers to investigate reasons for language choice in job ads. The job ad makers stated several symbolic reasons for the use of English such as signaling the international nature of the organization and signaling the language of communication (van Meurs, 2010, p. 180). They also mentioned that the use of an all-English ad signals the importance of an applicant's good communication skills in English. This is in line with other observations in the literature, stating that the use of English in ads signals the required language skills of a suitable applicant (Hilgendorf, 1996; Hilgendorf & Martin, 2001; Watts, 2002). Watts (2002) claims that applicants are expected to infer the importance of the language when the ad is in English, even if there are no explicit references to specific language requirements. This motivation for organizations to use English to signal the importance of being fluent in this language is unique to job advertising, Watts (2002) claims. However, no studies have tested whether possible applicants indeed interpret these signals the way the sending organization intends them to. Therefore, this study will investigate how these signals affect possible applicants and the expectations and attitudes they may have regarding the company and the position advertised.

## **1.3 Proficiency and comprehension**

A factor which may also affect the applicants' attitude, expectations and application intention is the language proficiency in the language that is used in the job ad. Yashima et al. (2004) argue that someone's willingness to communicate in a foreign language depends on self-confidence. Self-confidence is determined by the self-perceived communication competence in a language and degree of anxiety. In relation to foreign language proficiency, someone who has a higher level of self-confidence will be more likely to engage in a conversation in that foreign language (Yashima et al., 2004). Hence, a possible applicant may be influenced not only by the language choice of the advertising company but also (or predominantly) by their own fluency in that language. Someone who believes their English language proficiency is low, may have a more negative attitude towards

a position advertised in an all-English job ad if they expect the corporate language to be English. They may not feel confident in their language skills and therefore not regard themselves as a suitable applicant for the position.

In the context of this study, a possible applicant who is confident about his/her language proficiency may have a more positive attitude about a job advertised in an all-English job ad. Subsequently, higher self-confidence in language proficiency in the language of the ad may also result in a higher intention to continue the application process. An all-English ad is more difficult to comprehend for someone with low English language proficiency, which might have negative consequences for their attitude and application intention. A possible applicant with a low comprehension of the ad may have a more negative attitude towards the position or the company and a lower motivation to apply for the job because they may feel they are not qualified due to the difficulty of the ad. The relationship between comprehension and appreciation of a text has been previously researched in the context of product advertising (Hendriks et al., 2017; Hornikx & Starren, 2006; Hornikx, Van Meurs, & De Boer, 2010). For instance, Hendriks et al. (2017) investigated the effectiveness of easy and difficult English slogans in product advertising for Dutch consumers. The authors found that the easy slogans were more effective than the difficult slogans as they resulted in a higher appreciation of the slogan, a better attitude towards the product, a better attitude towards the ad, and a higher purchase intention.

In a study into reading attitude and motivation, Yopp and Deher (1994) hypothesized that comprehension may be an important factor of attitude and motivation. When comprehension is high, attitudes and motivation are expected to be positively influenced by this. In the study by Yopp and Deher (1994), 33 sixth grade students were exposed to a small number of novels, daily a 20-minute sustained silent reading session, and either a teacher-posed question group or an active comprehension group. In the teacher-posed question group, the teacher asked the questions and students had to formulate answers based on the excerpts they read. In the active comprehension group, students were taught to generate questions for the excerpts they read. Next, all students were asked to answer the same questions. These questions examined the student's 1) attitude and 2) comprehension regarding the novels they read. It was found that students who joined the active comprehension group, gave lengthier and more positive comments than students who were exposed to the teacher-posed question group. This shows that comprehension may positively affect attitudes. However, the treatment of participants in this study was not lengthy enough to analyse behavioural outcomes and therefore the idea that comprehension affects behaviour could not be supported. In addition, the effect of comprehension on attitudes, appreciation, and motivation has not yet been researched in the context of job ads. Therefore, additional research into the effect of comprehension on behaviour in the context of job ads is needed.

Based on the above-mentioned literature on willingness to communicate in a foreign language, it can be expected that applicants who are not proficient, or think they are not proficient, in English are less willing to communicate in this language in the office. Therefore, this could affect their attitude on the job and the company, but it could also affect their application behaviour. Holmes (1960) refers to attitudes as “mobilizers” since they determine actual behaviour. A positive attitude is more likely to make someone persevere with a certain task (Yopp & Deher, 1994). Applicants who do not feel comfortable communicating in English are less likely to continue the application process if they suspect they need to be proficient in this language. Therefore, this study will focus on comprehension as a possible mediator in the effect of language proficiency on possible applicants’ attitudes, expectations, and application behaviour.

#### **1.4 Language proficiency: The Netherlands vs. Spain**

It can be argued, however, that not all nationalities have a similar English language proficiency. The EF English Proficiency Index shows differences in English language proficiency between countries and regions by ranking them based on English language skills. Since this study intends to determine the extent to which language proficiency affects attitudes and application intention, two nationalities were compared who have been claimed to differ significantly in English proficiency. This study will compare the results of Dutch and Spanish participants. The choice for Dutch and Spanish subjects is based on the EF English proficiency index, which ranks the Netherlands as a country with the second highest English proficiency (70.31 EPI) and Spain among the countries with the lowest English proficiency (55.85) scoring lower than the European average of 56.64 (EF Language Proficiency Index, 2018). This large difference in English language proficiency is the reason that Spain, in this study, is used as a low proficient country and the Netherlands as a highly proficient country.

#### **1.5 Application behaviour**

The Person-Organization Fit Theory states that an individual will most likely show a preference for a job that is similar to or that fits with that person's self-concept (O'Reilly, Chatman & Caldwell, 1991). Therefore, it is important for an organization to clearly represent its identity in job advertisements. Organizations typically have an organizational culture. Within this organizational culture, people use shared semiotics, rituals, ceremonies, stories, and language (O'Reilly, Chatman & Caldwell, 1991). The idea of organizational culture is often linked to identity (O'Reilly et al. 1991) and the Social Identity Theory (Tajfel & Turner, 1979). The Social Identity Theory by Henri Tajfel was first introduced in the early 1970s to get a better understanding of intergroup behaviour. The theory defines identity as something that characterises who we are based on similarities and

differences with others. A social identity is an identity that is shared with others and which makes shared social interaction possible (Reicher, Spears & Haslam, 2005). When the values and organizational culture fit with those of the applicant, this may result in a preference for that company. If a company focuses on reflecting the organizational culture and identity in a job ad, the ad will likely attract applicants that fit this culture and identity. The language of the advert is a potentially important attribute in this. As mentioned before, the choice for English in job ads may reflect that the company is international (Müller-Thurau, 1999; as cited in Seitz, 2008). Based on Person-Organization Fit Theory, we can argue that an all-English ad that sends an internationality signal, will only be effective if the possible applicant is also internationally-oriented (O'Reilly, Chatman & Caldwell, 1991; Yashima, Zenk-Nishide & Shimizu, 2004). Yashima, Zenk-Nishide and Shimizu (2004) investigated the factors that predict someone's willingness to communicate in a foreign language. The authors claim that one of the predicting factors of willingness is the degree in which someone is interested in "international affairs and a desire to be involved in international vocation/activities" (p. 135). Hence, if for example a Dutch person is looking for a job at a Dutch national company that is proud of its Dutch roots and identity, an all-English ad might show the applicant that this is not the right company for him/her because of his/her low degree of interest in international affairs. As a result, the applicant might decide to not apply for the job for this reason. For this reason, this study will investigate whether factors such as attitude towards the company, the ad or the position and someone's degree of internationality may affect their intention to continue the application process.

If, as previous studies state, the use of English in job advertisements signals the importance of being proficient in this language (Watts, 2002), it can be expected that this affects the applicant's intention to continue the application process. If possible applicants think they are not proficient enough in the English language, they might be inclined to not take any further steps regarding the position. Hence, the language choice of a job ad could affect the attitude of a possible applicant towards the ad, the job or the company because of the associations the language evokes and the degree to which it reflects an identity that fits with that of the applicant. Consequently, the receiver of the message might not continue the application process because they think they do not have the right skills if they are not proficient in the language that is used in the job ad.

## **1.6 Internationality**

Finally, as argued before, the use of English in corporate communication could reflect the international identity of a company (Müller-Thurau, 1999; as cited in Seitz, 2008). In turn, a possible applicant's degree of internationality could affect their willingness to work abroad or within an international company. If they recognize the internationality that the use of English in the ad signals, this could either motivate or demotivate them. Buela-Casal, Perakakis, Taylor and Checa (2006) define internationality as the "globalization of ideas" within a person or institution (p. 45). Hence, the degree of internationality represents how internationally oriented someone is. No previous studies have focused on the effect of someone's degree of internationality on their behaviour. Therefore, this study will investigate the applicants' degree of internationality and analyse whether it affects the attitude towards the company and the position, and finally, whether it affects their intention to apply for the position.

## **1.7 Current study**

Previous literature has focused on the use and effect of language choice in job ads (Heynderickx & Dieltjens, 2002; Larson, 1990; Müller-Thurau, 1999; as cited in Seitz, 2008; van Meurs, 2004; van Meurs et al., 2006; van Meurs et al., 2015; Renkema et al., 2001). A number of studies have claimed that the use of English in job ads signals the internationality of the organization (Larson, 1990; Watts, 2002). Van Meurs et al. (2015) interviewed job ad makers and proved that organizations intentionally use English to signal the international nature of the organization and to signal the language of communication within the organization. In addition, the use of English has been claimed to potentially affect the applicant's motivation to apply for the job which is advertised (Heynderickx & Dieltjens, 2002). Nevertheless, it has not yet been empirically tested whether possible applicants indeed recognize the signaling effect of the use of English and expect the organization to be international and the corporate language to be English. Finally, no previous studies have included participant groups with a different mother tongue who also differ significantly in English language proficiency. Previous studies did include comprehension as a dependent variable, but no studies included comprehension as a possible mediator between language proficiency and the effect on the response of applicants. Response of applicants includes both expectations and attitude towards the ad, the job, the organization, and application intention. This study will investigate the possible difference in results between Dutch and Spanish participants, because of the before mentioned reasons. Due to the difference in English language proficiency, these nationalities seem interesting to compare in this study, since their differences in proficiency might affect their overall comprehension of the ad and their willingness to continue the application process.

To recapitulate, claims have been made about the signaling effect of the use of English in job ads, but no empirical studies have yet investigated whether possible applicants indeed recognize these signals and whether their attitudes, expectations and application intention is affected by these signals. In addition, the role of comprehension in the effect of English use has also not been previously researched. For this reason, this study will investigate the role of comprehension in the effect of the use of English in job ads on possible Dutch and Spanish applicants' attitude towards the company's identity (in terms of internationality and English use), the required language proficiency and the intention to continue the application process.

This results in the following research questions:

RQ 1: How does language choice in job advertisements influence Dutch and Spanish applicants' expectations about and attitude towards 1) the company's identity (in terms of internationality and English language use), 2) the required language proficiency and 3) the intention to continue the application process?

Based on claims made in previous studies (Larson, 1990; van Meurs, 2015; Watts, 2002), the following hypotheses have been formulated:

1. The use of English in a job ad results in higher expectations about the corporate language being English.
2. The use of English in a job ad results in higher expectations about the company being international.
3. Participants with a high degree of internationality, have a higher intention to continue the application process when they expect the company to have a high degree of nationality as well.

RQ 2: Does the applicant's language proficiency affect the overall comprehension of an English job ad and the willingness to continue the application process?

Based on the EF Proficiency Index 2018 and previous findings regarding the effect of comprehension of product advertisements on appreciation and motivation (Hornikx & Starren, 2006; Hornikx, Van Meurs, & De Boer, 2010), the following hypotheses were formulated:

4. Dutch participants have a higher English proficiency than Spanish participants.

5. There is a relationship between English proficiency and overall comprehension of the English ad: Dutch participants have a higher overall comprehension due to their higher English language proficiency.
6. A higher comprehension positively affects the dependent variables expectations regarding the company's identity, attitude towards the company, expectations regarding the use of English, expectations regarding the use of the mother tongue, attitude towards the position and application intention.

## 2. Methodology

### 2.1 Materials

The independent variables that were measured in this study are the language of the advertisement and the mother tongue of the participant. Different versions of the job ads were used; an English version, a Spanish and a Dutch version (See Appendix 5.1 and 5.2). The versions of the job ads only differed in language, not in content. The message of the three versions (Dutch, English, and Spanish) was identical. The job ad was based on an English job ad retrieved from Indeed.co.uk. The company represented in this original version was an England based international recruitment company called Venn Group. To prevent any effect of knowledge about this company, the job ad was manipulated. In the manipulation, the name was replaced by the non-existing name “Bodo” and any remarks that indicated whether it was a national or international company or what the corporate language and needed language proficiency were, were removed from the text. The job represented in the ad was a recruitment consultant traineeship directed at students and graduates with little experience in the field. Traineeships were thought to be more relevant and appealing to participants than regular job positions since the participants were students who have not yet entered the job market. A traineeship was expected to be appealing since it would provide participants with professional experience.

Before manipulation of the content of the ad, the original version was sent to a professional in the field of recruitment and job ad creating and translation. The reason for this was to check whether the ad was a realistic example of a job ad, whether it represented a professional content and, finally, whether the ad was suitable for translation into other languages. Since this professional was both an English and Spanish native speaker, she was able to both judge the ad on all these aspects and to translate it from English to Spanish. The translation was then back-translated by another English/Spanish native. Subsequently, the two translators compared their versions and, together, decided what changes had to be made. The same procedure was followed for the Dutch translation. Two Dutch native speakers who both studied English at university level either translated or back-translated the ad and compared the two versions. When all translations were finished, the three versions were compared to see if the content was compatible.

Since the English version was the original job ad, it served as the basis for translation to a Spanish and Dutch version. However, it appeared that some words, expressions or idioms that were used in the English version, could not easily be translated into Spanish and/or Dutch. If this was the case, this item was left out in all versions. For instance, in the original version the ad promoted the company’s ‘monthly Fizzy Fridays’. Since there was no literal translation for this expression in either Dutch or Spanish, this was deleted from all versions of the ad. Another example of a change that had to be made to the ad was the deletion of the word ‘rewarding’. The original ad stated “[a]re

you looking for a lucrative and rewarding career?“. During the translation process, it appeared that translation of this sentence into Dutch would result in alliteration (lucratieve en lonende) when this was not the case for the English and Spanish version. To prevent a possible effect of this occurrence, the word “rewarding” was deleted from all versions of the ad so that all translations would mention “a lucrative career”.

## 2.2 Subjects

This study aimed to recruit 120 participants, 60 Dutch native speakers born and raised in the Netherlands and 60 Spanish native speakers born and raised in Spain. After data collection, 158 responses were found suitable to use for analysis. The Spanish questionnaire was filled out 91 times and the Dutch questionnaire received 80 responses. Of the Spanish responses, 13 appeared to be from Spanish native speakers who did not have the Spanish nationality, and they were therefore excluded from this study. For this reason, the actual number of participants suitable for analysis was 78. Participant groups were divided into two conditions. Random assignment resulted in 37 Spanish participants for the ad in English and 41 participants for the ad in the mother tongue. Of the Dutch participants, 38 were randomly assigned to the English ad and 42 to the Dutch ad.

Of the 158 participants, 53.2% was female. The average age was 24.8 with a minimum of 19 and a maximum of 30 and a standard deviation of 2.99. All participants were university students or (recent) graduates. In terms of language proficiency, the average LEXtale score was 75.04 with a standard deviation of 12.77.

A Chi-square test showed a significant difference in gender distribution between the Dutch and Spanish participant group ( $X^2(1) = 24.33, p < .001$ ). The Dutch participant group had relatively more female participants (72.5%) and relatively fewer male participants (27.5%) than the Spanish participant group. The Spanish participant group had relatively fewer 33.3% female participants and relatively more male participants (66.7%). Additionally, an Independent Samples Test showed a significant difference in mean age between the Dutch and Spanish participant groups ( $t(156) = 6.05, p < .001$ ). The average age of the Dutch participants was 23.53 ( $SD = 2.43$ ) and the average age for the Spanish participants was 26.13 ( $SD = 2.97$ ) years.

To investigate the distribution within participant groups, additional tests were conducted. First, the distribution was investigated for the Dutch participant group. A Chi-square test showed an equal distribution of gender over the two conditions ( $X^2(1) = 15.38, p = .119$ ). Additionally, an Independent Samples Test showed an equal distribution of age over the two conditions ( $t(78) = 1.20, p = .889$ ). See Table 1 for an overview of the distribution of gender and age across the two versions of the job advertisement.

Table 1 Distribution of gender and age over the two conditions within the Dutch participant group

	Gender			Age
	Male	Female	<i>n</i>	<i>M (SD)</i>
Dutch condition	31.0%	69.0%	42	23.83 (2.42)
English condition	23.7%	76.3%	38	23.18 (2.43)

Next, the same analyses have been run to check the distribution across the two conditions within the Spanish participant group. A Chi-square test showed an equal distribution of gender over the two conditions ( $X^2(1) = 2.08, p = .150$ ). Additionally, an Independent Samples Test was conducted to check whether participants were equally distributed over the two conditions in terms of age. The analysis shows that the difference in average age between the two conditions was not significant ( $t(76) = 1.94, p = .056$ ). See Table 2 for an overview of the distribution of gender and age across the two versions of the job advertisement.

Table 2 Distribution of gender and age over the two conditions within the Spanish participant group

	Gender			Age
	Male	Female	<i>n</i>	<i>M (SD)</i>
Spanish condition	41.0%	59.0%	39	25.49 (2.95)
English condition	25.6%	74.7%	39	26.77 (2.88)

Participants had to meet the following criteria to be able to take part in this study: 1) the participants' mother tongue should be either Dutch or Spanish and 2) the participant should be of an educational level similar to university and eligible for a traineeship at the type of company represented in the ad, and 3) subjects should either be in their final year of their studies or have recently graduated so that it was more likely that they were interested in a traineeship position. To make sure applicants met these criteria, the recruitment message stated that only 18-30 years old recently graduated or students who are interested in a traineeship were eligible to take part in this study.

To check whether the English language proficiency differed between the Dutch and Spanish participant groups, both a LEXtale test and a self-assessment test were included. A one-way univariate analysis was executed to check whether, according to the LEXtale test, there were any

differences in language proficiency between the two participant groups. The one-way univariate analysis showed that there was a significant difference in English language proficiency based on the LEXtale scores ( $F(1, 157) = 26.90, p < .001$ ). Dutch participants appeared to have higher English language proficiency than the Spanish participants. In addition, a one-way univariate analysis showed no difference in LEXtale scores between the different versions (mother tongue or English) of the ad ( $F(1, 157) = 0.42, p = .52$ ). See Table 3 for the means and standard deviations.

Table 3 Means and standard deviations (between brackets) of the Dutch and Spanish participants' LEXtale and self-assessment scores

	Dutch participants <i>M (SD)</i>	Spanish participants <i>M (SD)</i>	Mother tongue ad (Spanish and Dutch) <i>M (SD)</i>	English version of ad <i>M (SD)</i>
LEXtale scores	79.86 (12.33)	70.10 (11.29)	74.40 (13.13)	75.71 (12.42)
Self-assessment	5.47 (1.06)	5.49 (1.24)	5.3 (1.26)	5.66 (0.99)

A one-way univariate analysis was conducted to check possible differences in self-assessed English language proficiency. The test showed no significant difference between Spanish and Dutch participants with regard to self-assessed English language proficiency ( $F(1, 157) < 1$ ). Again, an additional one-way Anova was conducted to check possible differences in self-assessed language proficiency between the different versions (mother tongue and English) of the ad (see Table 3 for the means and standard deviations). The analysis showed no significant difference between the versions of the ad ( $F(1, 157) = 3.81, p = .053$ ).

### 2.3 Design

The design for this study was a 2 (English vs. mother tongue job ad) x 2 (Spanish vs. Dutch participants) between-subject design. The independent variables were nominal, each containing two levels. All subjects were exposed to one condition only. Half of each participant group saw a job ad in the mother tongue and the other half saw an English job ad.

## 2.4 Instruments

The research question was operationalized in questionnaire questions. Several 7-point Semantic differential scale questions were used to measure the variables.

The dependent variables in this study were: ‘expectations regarding the company’s identity’, ‘attitude towards the company’, ‘application intention’, ‘expectations regarding the use of English’, ‘expectations regarding the use of the mother tongue’ and ‘attitude towards the position’.

Expectations regarding the company’s identity were measured with the 7-point Semantic differential scale question: “The company advertising this position operates”, followed by the adjective pairs: nationally/internationally, local/global, in the Netherlands (or Spain in Spanish questionnaire)/abroad. The reliability of the scale expectations regarding the company’s identity, consisting of three items, was good:  $\alpha = .91$ .

The attitude towards the company was measured with six semantic differentials, following: “The company in this job advertisement seems to me...” efficient/inefficient, reliable/unreliable, careful/careless, professional/unprofessional, innovative/old-fashioned, honest/dishonest (Maes, Ummelen & Hoeken, 1996, pp. 208-209). The reliability of this scale was good:  $\alpha = .91$ .

Subsequently, application intention was measured by the statement “Applying for this job seems to me” nice/not nice, positive/not positive, wise/unwise, uninteresting/interesting, exciting/boring, gratifying/ungratifying (Hoeken, 1998; Maes et al., 1996, pp. 208-209). A reliability test showed that the reliability of this scale item was good:  $\alpha = .87$ .

Next, expectations regarding the use of English were measured with the scale question “To what degree do you think you will have to use English in this position? This question was followed by speaking, writing, reading and listening and for each of these skills 7-point semantic differentials ranging from very rarely to extremely often. The reliability of the scale of the expectations regarding the use of English was good:  $\alpha = .97$ .

In addition, participants were also asked to indicate their expectations regarding the use of their mother tongue. Participants were asked to rate the degree to which they thought their mother tongue would be used by the following question: “To what degree do you think you will have to use Spanish (or Dutch in the Dutch questionnaire) in this position? Again, this question was followed by speaking, writing, reading and listening and for each of these skills 7-point semantic differentials ranging from very rarely to extremely often. Here, the reliability of the item was also good:  $\alpha = .95$ .

The attitude towards the position itself was measured by the statement “The traineeship and the responsibilities the position involves seem to me” followed by six semantic differentials: nice/not nice, positive/not positive, wise/unwise, uninteresting/interesting, exciting/boring, gratifying/ungratifying (Hoeken, 1998; Maes et al., 1996, pp. 208-209).

Finally, English language proficiency was measured with the LexTALE test (Lemhöfer & Broersma, 2012). LexTALE stands for Lexical Test for Advanced Learners of English. LexTALE tests participants' vocabulary knowledge. The test is meant for medium to highly proficient speakers of English as a second language (LexTALE). The participants saw several existing and non-existing words. For each word they had to decide whether it was an existing or non-existing word.

Subsequently, based on the method used by Hendriks, van Meurs and Reimer (2018), participants were also asked to self-assess their language proficiency in both English and the mother tongue. Participants were asked to rate their writing/reading/speaking/listening skills on a 7-point Semantic differential scale with the semantic oppositions poor/excellent (Hendriks et al., 2018). The reliability of the self-assessment scale for English ( $\alpha = .91$ ), Dutch ( $\alpha = .89$ ) and Spanish ( $\alpha = .95$ ) were good. The LexTALE test and a self-assessment test were included at the end of the questionnaire. The reason for this was to make sure participants would be able to answer the questionnaire questions measuring attitude, expectation and application intention without being aware of the focus on language proficiency in this study.

## **2.5 Mediating and control variables**

Following the questions testing the dependent variables in this study, several questions were included to test the mediator variable overall comprehension. This variable was included since comprehension of the ad might affect answers to questions regarding the dependent variables. Hence, comprehension might affect the degree to which the independent variables influence the dependent variables. Comprehension was measured with the statements "It is clear what my responsibilities will be in this position", followed by a 7-point semantic differential scale ranging from completely disagree to completely agree and, "The ad I just read is...", followed by the adjective pairs: difficult/easy, unclear/clear, hard to understand/easy to understand. The reliability of the scale overall comprehension consisting of four items was good:  $\alpha = .81$ .

In addition, participants' degree of internationalization was added as a control variable. To measure the participant's degree of internationalization, two scale questions were included to find out whether participants were interested in working for an international company. Participants were asked to indicate to what degree they agreed with the following two statements: "I aim for an international career", followed by a 7-point Likert scale ranging from completely disagree to completely agree, and "In the future, I would like to have an international career", followed by the same 7-point Likert scale ranging from completely disagree to completely agree. The reliability of the scale of internationalization was good:  $\alpha = .87$ .

In the final part of the questionnaire, participants were asked to answer a number of background questions. They were asked to fill out their nationality, age and sex.

## **2.6 Procedure**

Spanish and Dutch participants were recruited in a similar way. To reach Spanish participants, a message, including a link to the Spanish questionnaire and a statement of privacy, was posted in over forty Facebook groups. To make sure only suitable participants filled out the questionnaire, the message stated that participants had to be born and raised in Spain, were in the age of 18-30 years, and needed to be recently graduated or be about to graduate. The aim of the study was not communicated to participants. The message only stated that participants would first be exposed to a job ad, followed by questions regarding the ad and at the end of the questionnaire several background questions. The given estimation of time it would take to fill out the questionnaire was 10 minutes. The average response time according to Qualtrics was 10.5 minutes.

The groups were either questionnaire recruitment groups (groups created to recruit participants for thesis surveys) or groups created for people who were born and raised in Spain and were currently living either in Spain or in another European country. Since there were two versions of the ad, the English and the Spanish advertisement, the questionnaire was constructed in such a way that participants were randomly assigned to either the English ad or the Spanish ad when clicking on the link. The procedure was the same for Dutch participants. The message was similar to the Spanish message but stated that participants had to be born and raised in the Netherlands.

Dutch participants were students at Radboud University, researcher's friends and participants recruited in five Facebook groups that were created to share Dutch thesis questionnaires. Since at the beginning of the participant recruitment procedure not many respondents had taken part in the study, the decision was made to give away an Amazon Gift card to two Dutch and two Spanish participants. This was a valuable addition to the message since it appeared to motivate the target audience to take part in the study and more than the needed number of participants was soon met. After taking the questionnaire offline, it appeared that the randomization function in Qualtrics did not always work successfully. As a result, the two conditions in each questionnaire did not receive a similar number of responses. Since both mother tongue conditions received more responses than the English version of the ad, the latter was re-published so that more participants could be collected.

After data collection, first all responses were analysed individually to check whether all participants were really Dutch or Spanish, 18-30 years old and to check whether all responses were complete.

## **2.7 Statistical treatment**

To statistically test if there was a relationship between the independent (language of the ad and mother tongue of the participant) variables and the dependent variables (attitude towards the position, application intention, attitude towards the company, expectations regarding English use, expectations regarding mother tongue use and expectations regarding the company's identity) and to determine whether comprehension served as a mediator between the factor variables and the dependent variables, multiple regression analyses were conducted. Subsequently, to investigate the possible difference in English language proficiency between the two participant groups, a one-way univariate analysis was conducted.

### 3. Results

To examine the effect of the two factors “language of the job ad” and “mother tongue of the participant” and the expected mediator variable “comprehension” on the six dependent variables, several multiple regression analyses for attitude towards the position, attitude towards the company, expectations regarding the use of English, expectations regarding the use of the mother tongue, expectations regarding the company identity and the application intention were executed.

#### 3.1 Testing the effects of the control and mediator variables

Two control variables were included in this study to check whether a possible difference in the degree of internationality and language proficiency between participants could affect the results. To investigate possible differences in internationality and language proficiency between the participant groups, a multivariate analysis of variance was conducted. Additionally, to test whether there is indeed a difference in comprehension between the nationalities and the versions of the ad, a two-way univariate analysis was conducted.

##### 3.1.1 Internationality

A Multivariate analysis of variance with as independent variable nationality and dependent variable internationality ( $F(1,154) = 55.58, p < .001$ ) revealed that Spanish participants ( $M = 6.40, SD = .89$ ) showed a significantly higher degree of nationality than Dutch participants ( $M = 4.78, SD = 1.71$ ).

To find out whether a higher degree of internationality also meant a participant was more inclined to work at an international company, a Pearson correlation was calculated. First the conditions were separated so that results could be shown for responses to the English ad and the mother tongue version separately. The Pearson correlation test did not show a correlation ( $r(77) = .05, p = .656$ ) for the application intention regarding the ad in English. For the application intention regarding the ad in the mother tongue ( $r(81) = .23, p = .039$ ) however, positive correlation was found. Hence, a higher degree of internationality did not mean a participant showed a higher intention to continue the application process when the language of the ad was English.

##### 3.1.2 Language proficiency

A multivariate analysis with as independent variable language of the advertisement (Dutch, Spanish or English) and dependent variables LEXtale scores and self-assessment scores was conducted to find out if there was a difference in language proficiency between the versions of the ad. A

difference in language proficiency between the versions of the ad may be a predictor of the comprehension of the different ad versions.

The analysis showed a significant difference in LEXtale scores between the three versions of the ad ( $F(1, 155) = 8.89, p < .001$ ). In both the condition with mother tongue version of the ad ( $M = 79.82, SD = 12.11$ ) and the English version ( $M = 79.90, SD = 12.74$ ), Dutch participants scored higher in the LEXtale test than the Spanish participants ( $M = 68.56, SD = 11.72$ ;  $M = 71.63, SD = 10.78$  respectively).

With respect to the results for the self-assessment scores, the multivariate analysis showed a significant difference between the three versions of the ad ( $F(1, 155) = 3.34, p = .038$ ). Self-assessment scores in the condition with the mother tongue version of the ad were higher for Dutch participants ( $M = 5.51, SD = 1.05$ ) than for Spanish participants ( $M = 5.09, SD = 1.44$ ). The results also showed a significant difference in self-assessment scores in the condition with the English version of the ad between Dutch and Spanish participants. Spanish participants showed higher self-assessment scores ( $M = 5.90, SD = 0.84$ ) than Dutch participants ( $M = 5.42, SD = 1.09$ ). Hence, Dutch participants show a higher self-assessment when evaluating the condition in the mother tongue but Spanish participants show a higher self-assessment when evaluating the condition with the English version.

### **3.1.3 Mediator comprehension**

To investigate whether language proficiency could be a predictor of comprehension of the ad, an additional two-way univariate analysis was executed. The two-way univariate analysis with as independent variables nationality and language of the ad and with as dependent variable comprehension, showed a main effect of nationality ( $F(1, 154) = 4.06, p = .046$ ). Dutch participants ( $M = 5.14, SD = 1.20$ ) were shown to have a better comprehension of the English advertisement than Spanish participants ( $M = 4.66, SD = 1.71$ ). The two-way univariate analysis showed no main effect of language of the advertisement ( $F(1, 154) = 1.25, p = .266$ ). Moreover, no interaction effect was found between nationality and language of the advertisement ( $F(1, 154) < 1$ ). All means and standard deviations for comprehension of the ad can be found in Table 4.

Table 4 Means and standard deviations (between brackets) of the Dutch and Spanish participants' comprehension of the (different versions of the) advertisement (1= difficult/ 7= easy, 1 = unclear/7 = clear, 1 = hard to understand/ 2 = easy to understand)

	Ad in mother tongue		Ad in English	
	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>
Dutch participants	5.36 (.98)	42	5.14 (1.20)	38
Spanish participants	4.94 (1.62)	39	4.66 (1.71)	39

### 3.2 Testing the effects of the independent variables

#### 3.2.1 Attitude towards the position

A multiple regression analysis with as factors language of the advertisement, nationality and comprehension explained 11% of the variance in attitude towards the position ( $F(3, 154) = 7.51, p = < .001$ ). Comprehension was shown to be a strong predictor ( $\beta = .36, p < .001$ ) of the attitude towards the position. The two independent variables language of the advertisement ( $\beta = .00, p = .995$ ) and nationality ( $\beta = .12, p = .118$ ) did not directly predict the attitude towards the position (See Figure 1). Moreover, no interaction effect was found ( $\beta = - .002, p = .980$ ). The independent variables did not increase the effect of comprehension on the attitude towards the position. See Table 5 for the means and standard deviations for the attitude towards the position.

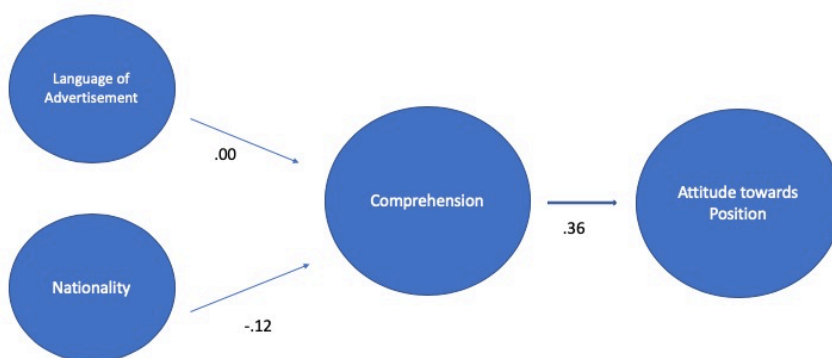


Figure 1 Mediation of comprehension between independent variables and the attitude towards the position

Table 5 Means and standard deviations (between brackets) of the Dutch and Spanish participants' attitude towards the position

	Ad in mother tongue		Ad in English	
	<i>M (SD)</i>	N	<i>M (SD)</i>	N
Dutch participants	4.52 (1.21)	42	4.71 (1.37)	38
Spanish participants	4.70 (1.34)	39	4.44 (1.42)	39

### 3.2.2 Application intention

A multiple regression analysis with as factors language of the advertisement, nationality and comprehension and as dependent variable application intention, showed that comprehension also served as a strong predictor ( $\beta = .37, p < .001$ ) of the application intention (See Figure 2). No significant main effect was found of language of the advertisement ( $\beta = .04, p = .564$ ) or nationality ( $\beta = .02, p = .783$ ).

Additionally, a simple regression analysis was conducted to investigate whether the company identity affected participants' application intention. The analysis showed that the expected company identity was not a significant predictor of the application intention ( $\beta = .15, p = .058$ ). See Table 6 for the means and standard deviations of the two participant groups per version of the ad.

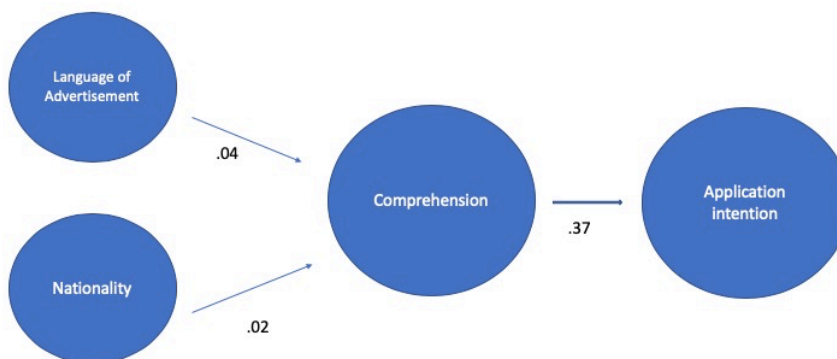


Figure 2 Mediation of comprehension between independent variables and the application intention

Table 6 Means and standard deviations (between brackets) of the Dutch and Spanish participants' application intention

	Ad in mother tongue		Ad in English	
	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>
Dutch participants	4.52 (1.21)	42	4.71 (1.37)	38
Spanish participants	4.70 (1.34)	39	4.44 (1.42)	39

### 3.2.3 Attitude towards the company

A multiple regression analysis with as factors language of the advertisement, nationality and comprehension and as dependent variable attitude towards the company, again showed that comprehension was a strong predictor ( $\beta = .40, p < .001$ ) for the dependent variable. The analysis also shows that nationality was a strong negative predictor ( $\beta = -.22, p = .003$ ) of the attitude towards the company. This means that when the participant group goes from Dutch to Spanish, the attitude towards the company falls with .22 standard deviation. The other independent variable language of the advertisement was not a significant predictor of the attitude towards the company ( $\beta = .03, p = .718$ ). The relationship between the factor variables, the mediator and the dependent variables can be found in Figure 3 and the means and standard deviations of the Dutch and Spanish participants for attitude towards the company can be found in Table 7.

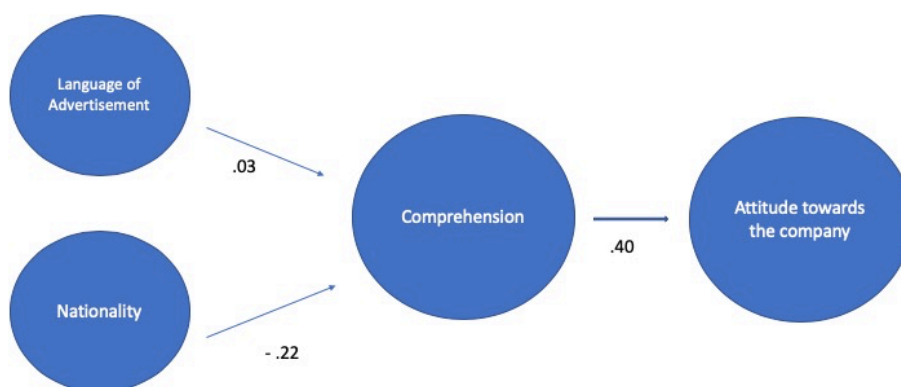


Figure 3 Mediation of comprehension between independent variables and attitude towards the company

Table 7 Means and standard deviations (between brackets) of the Dutch and Spanish participants' attitude towards the company (1 = efficient/7 = inefficient, 1 = reliable/7 = unreliable, 1 = careful/7 = careless, 1 = professional/7 = unprofessional, 1 = innovative/7 = old-fashioned, 1 = honest/7 = dishonest)

	Ad in mother tongue		Ad in English	
	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>
Dutch participants	5.15 (0.76)	42	5.18 (0.88)	38
Spanish participants	4.54 (1.37)	39	4.68 (1.47)	39

### 3.2.4 Expectations regarding English use

A multiple regression analysis with as factors language of the advertisement, nationality and comprehension and as dependent variable expectations regarding the use of English in the position, showed that comprehension was not a significant predictor ( $\beta = .05, p = .495$ ). However, language of the advertisement ( $\beta = .19, p = .011$ ). and nationality ( $\beta = .35, p < .001$ ). both appeared to be significant predictors of the expectations of the use of English (See Figure 4). When the language of the advertisement goes from mother tongue to English, the expectation regarding the use if English in the position goes up with .35 standard deviation. When the nationality goes from Dutch to Spanish, the expectation goes up with .19 standard deviation. Means and standard deviations of Dutch and Spanish participants for the expectations regarding the use of English can be found in Table 8.

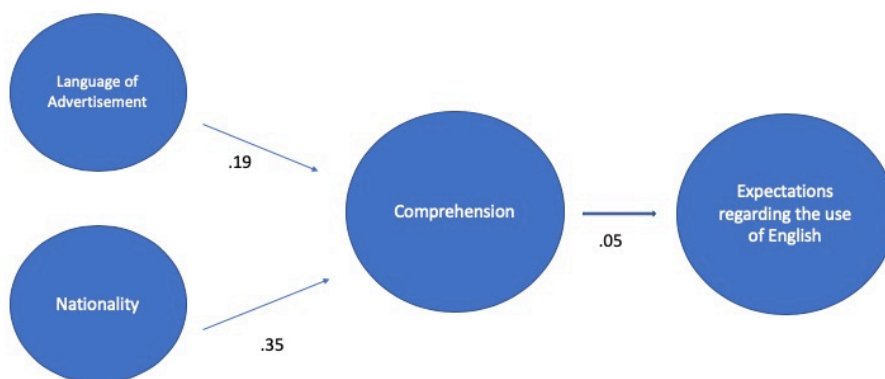


Figure 4 Main effect of independent variables on the expectation regarding the use of English

Table 8 Means and standard deviations (between brackets) of the Dutch and Spanish participants' expectations regarding the use of English (1 = very rarely ; 7 = extremely often)

	Ad in mother tongue		Ad in English	
	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>
Dutch participants	4.46 (1.25)	42	5.41 (0.89)	38
Spanish participants	4.96 (1.87)	39	5.96 (1.02)	39

### 3.2.5 Expectations regarding mother tongue use

A multiple regression analysis with as factors language of the advertisement, nationality and comprehension and as dependent variable expectations regarding the use of mother tongue in the position, shows that comprehension again was not a significant predictor ( $\beta = .13, p = .060$ ). The language of the advertisement was shown to be a strong negative predictor of the expectations regarding the use of the mother tongue ( $\beta = -.26, p < .001$ ) as was nationality ( $\beta = -.45, p < .001$ ). When the language of the advertisement goes from the mother tongue to English, the expectations regarding the use of the mother tongue within the position that is advertised goes down with .26 standard deviation. When the nationality of the participant goes from Spanish to Dutch, the expectations regarding the use of the mother tongue goes down with .45 standard deviation (See Figure 5). See Table 9 for the means and standard deviations.

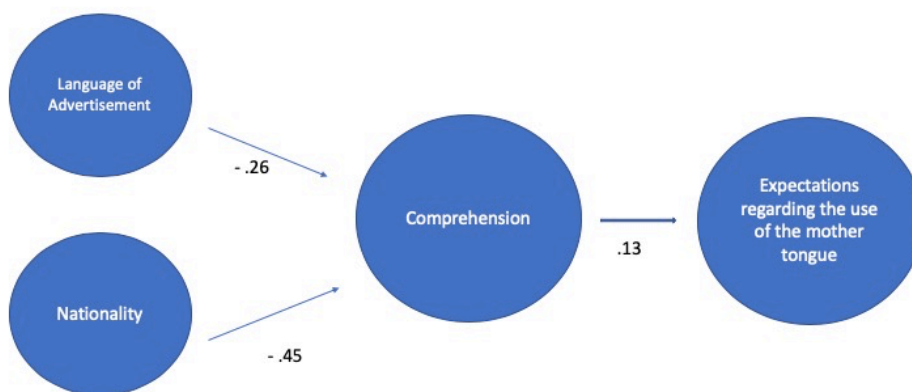


Figure 5 Main effect of independent variables on expectations regarding use of the mother tongue

Table 9 Means and standard deviations (between brackets) of the Dutch and Spanish participants' expectations regarding the use of the mother tongue (1 = very rarely ; 7 = extremely often)

	Ad in mother tongue		Ad in English	
	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>
Dutch participants	6.13 (1.07)	42	4.82 (1.22)	38
Spanish participants	5.43 (1.70)	39	3.64 (1.63)	39

### 3.2.6 Expectations regarding the company's identity

A multiple regression analysis with as factors language of the advertisement, nationality and comprehension and as dependent variable expectations regarding the company's identity, shows that comprehension was not a significant predictor ( $\beta = .09, p = .279$ ). The nationality of the participant was not a significant predictor either ( $\beta = .03, p = .666$ ), but the language of the advertisement was a strong predictor of the expectations regarding the company identity ( $\beta = .28, p < .001$ ). As was previously shown, participants who saw the English version of the job ad expected the company to have a higher degree of internationality than participants who were exposed to the mother tongue version of the ad. See Figure 6 for the main effects and Table 10 for the means and standard deviations.

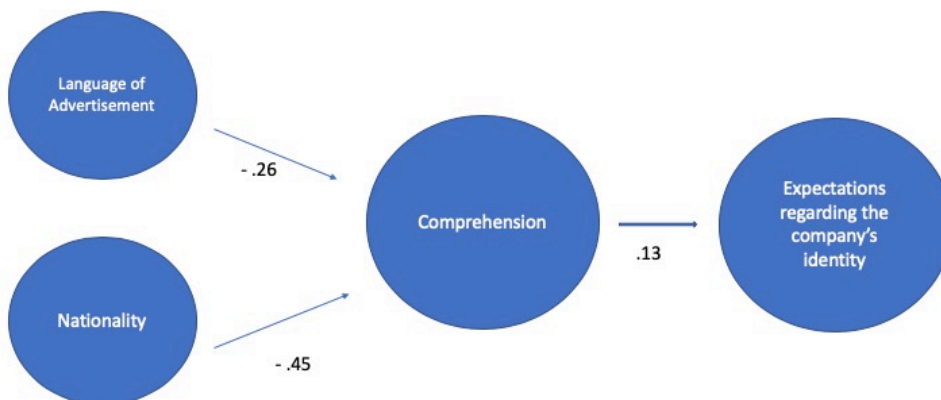


Figure 6 Main effect of language of advertisement on expectations company identity

Table 10 Means and standard deviations (between brackets) of the Dutch and Spanish participants' expectations regarding the company's identity (1 = nationally/7 = internationally, 1 =local/7 = global)

	Ad in mother tongue		Ad in English	
	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>
Dutch participants	3.96 (1.24)	42	4.91 (1.38)	38
Spanish participants	4.13 (1.45)	39	4.86 (1.45)	39

## 4. Conclusion and discussion

In recent years, English has taken on a dominant role in business communication. The language is used often in a number of domains of non-native English-speaking societies (Berns, 2007; Claus & Taeldeman, 1989; Gerritsen & Nickerson, 2004). English is also often used in job ads in non-English speaking countries (Larson, 1990; van Meurs, 2010). Previous literature has focused on possible reasons for language choice in job ads (Heynderickx & Dieltjens, 2002; Larson, 1990; Müller-Thurau, 1999; as cited in Seitz, 2008; van Meurs, 2004; van Meurs et al., 2006; van Meurs et al., 2015; Renkema et al., 2001). The use of English in job ads in countries where English is not the mother tongue has been claimed to signal the international identity of the company (Larson, 1990; Watts, 2002). Through interviews with job ad makers, van Meurs et al. (2015) showed that companies often intentionally choose English to signal the internationality of the organization, the corporate language and the required language proficiency of applicants. Furthermore, English job titles have been claimed to make a job sound more appealing (Larson, 1990) and evoke more status for people than an equivalent job title in the mother tongue (Peereboom, 1991). Heynderickx and Dieltjens (2002) claim that the use of English in job ads may affect the applicant's application intention for the job which is advertised.

However, no previous studies have empirically tested whether possible applicants indeed recognize these signals that are sent by the language of the ad. The above-mentioned studies have claimed that the use of English arouses certain associations and expectations within possible applicants, but this has not yet been empirically tested. For instance, the effect of the language of the ad on a possible applicant's application intention has not been previously investigated.

A number of studies have focused on comprehension in relation to appreciation and attitude. Comprehension has been found to affect appreciation of product advertisements (Hornikx & Starren, 2006; Hornikx, Van Meurs, & De Boer, 2010). Additionally, Hendriks et al. (2017) found that easy English slogans in product ads were judged as being more effective than difficult slogans. Easy slogans received a higher appreciation which resulted in better attitudes towards the product and the ad and a higher purchase intention. Yopp and Deher (1994) also hypothesized that comprehension may be an important factor in determining attitude and motivation. However, comprehension has never been studied as a possible mediator between language proficiency or language of the ad and the effect on responses of applicants. As there is increasing difficulty in recruiting suitable applicants due to the low number of available young workers, research into the signaling effects of language choice in job ads on possible applicants is needed (Walker et al., 2008).

The current study aimed to contribute to research on job advertising by investigating the effect of choosing English over the mother tongue as the main language in a job ad on possible applicants. The study included two cultures, the Dutch and Spanish, which differ significantly in English language proficiency to examine whether this could be an influencing factor on the attitudes, expectations and application behaviour via the overall comprehension of the advertisement. Therefore, comprehension was included as a possible mediator between language proficiency and the language of the ad and the applicant responses. The central questions in this study were: how does language choice in Dutch and Spanish job advertisements influence the applicants' expectations about and attitude towards 1) the company's identity (in terms of internationality), 2) the corporate language and 3) the intention to continue the application process? In addition, English language proficiency was assessed to find out whether English proficiency affects the overall comprehension of an English job ad and the willingness to continue the application process. Finally, comprehension was analysed as a possible mediator in the effects on applicant responses.

#### **4.1 The effect of English on expectations about the corporate language**

The choice of the language of the job ad was expected to affect the participants' expectations regarding the company's identity. Hypothesis 1 stated that the use of English in a job ad would result in higher expectations about the corporate language being English. This idea was supported since the results show that participants who evaluated the English ad, expected the used language within this position to be English. When participants evaluated the ad in their mother tongue, they expected their native language to be the corporate language rather than English. These findings are in line with claims in previous studies (Hilgendorf, 1996; Hilgendorf & Martin, 2001; van Meurs, 2010; Watts, 2002). Hilgendorf (1996) claims that the use of English in job ads signals the required language proficiency of a suitable applicant. Watts (2002) adds to this that signaling the importance of being fluent in a language, might affect the possible applicant's attitude towards the company and application intention. The assumption that the use of English may signal the importance of fluency in that language, was confirmed by job ad makers who were interviewed by van Meurs (2010) to investigate the reasons for using English in job ads. Job ad makers in this study remarked that organizations intentionally use English to signal the language of communication within the company (van Meurs, 2010, p. 180).

The current study confirms that the language of the advertisement can indeed influence the ideas possible applicants have about a company. This study used the fictional company 'Bodo' in the advertisements. Participants could not have any prior knowledge of the company or its identity. Since participants also expected the corporate language to be English when the advertisement was

in English, it seems plausible to assume that the language was the most important factor in signaling corporate identity and language.

#### **4.2 The effect of English on expectations about the company's identity**

Hypothesis 2 stated that the use of English in a job ad results in higher expectations about the company being international. This hypothesis was supported as participants who evaluated the English version of the job ad indeed expected the company to be international rather than national. When evaluating the job ad in the mother tongue, participants expected the company to be more national than international. Previous studies have claimed that English is often used to reflect a global image (Moore & Varantola, 2005; Müller-Thurau, 1999; as cited in Seitz, 2008; Watts, 2002). The job ad makers who were interviewed by van Meurs (2010) confirmed that the use of English indeed signals the international nature of the company. The idea that it was an international company when the language of the ad was English could not have been influenced by many other external factors. The advertisement did not mention whether Bodo conducted business world-wide or nationally. In line with the claims in the literature and the remarks by job ad makers, the present study indeed found that the use of the national language (mother tongue) aroused expectations about the company being national rather than international. If the use of English signals an international identity, it seems plausible to associate the use of the mother tongue with a national identity.

#### **4.3 The relationship between internationality and application intention**

The third hypothesis stated that applicants with a high degree of internationality would have a higher intention to continue the application process when they assumed the company to also have a high degree of internationality. No empirical evidence was found to support this hypothesis. Even though Spanish participants were found to have a higher degree of internationality than Dutch participants, no differences in application intention were found. Based on Person-Organization Fit Theory (O'Reilly, Chatman & Caldwell, 1991) it was expected that if the international identity appealed to the applicant, this would positively influence the applicant's application intention. Nevertheless, this idea could not be supported in the current study.

There are several possible explanations for the result that a higher degree of internationality does not automatically lead to a higher application intention. First, the method of participant recruitment may have affected the distribution within the participant groups. Dutch participants were collected via Dutch Facebook groups for questionnaire exchange and through family and friends. A limitation of this study is the method for recruitment of Spanish participants. Spanish participants were solely collected via Facebook groups. The majority of these groups were

dedicated to people who were born and raised in Spain but currently lived/worked abroad. Hence, most of the Spanish people already worked internationally which may have affected the degree of internationality and resulted in the significant difference between Dutch and Spanish participants. To make the results more generalizable, future research should focus on recruiting a more diverse group of participants, living both in Spain and abroad.

Secondly, in the past years the youth unemployment rate in Spain has been increasingly high. When comparing this to the youth unemployment in the Netherlands it appears that this differs greatly. While in Spain the youth unemployment rate in January 2019 was 32.6% (Statista, 2019), in the Netherlands this was 7.4%. In Spain, the youth unemployment rate has been higher than ever this century while in the Netherlands it has been lower than at any moment in this century (Trading Economics; CBS). According to *El País*, a Spanish newspaper, people who were “born in the 1990s have lower wages and more temporary jobs despite being better trained” (Doncel, 2018). Doncel (2018) argues that a significant number of young people who were interviewed stated that they would have to look for a job abroad. In most cases abroad meant elsewhere in Europe. Therefore, it may not be surprising that the Spanish participants in this study showed a higher degree of internationality. For most Spanish graduates, their best chance at finding a job will most likely be when looking abroad since there is a lack of job prospects for graduates.

Finally, a limitation of this study is that there were significant differences in the distribution of participants in terms of age and gender. The Dutch participant group included significantly more female participants than male participants and for the Spanish group it was the other way around. Spanish participants also appeared to be approximately 2.6 years older than the Dutch participants. These differences in distribution within the participant groups could account for the difference in application intention between the groups. The HR field experiences a great gender imbalance in the workplace. In general, significantly more female employees work in HR than male employees (Sands, 2017). In the present study this could be problematic. If female participants had a higher application intention than male participants, this would mean that Dutch participants would have a higher application intention than Spanish participants due to the number of female participants. Nevertheless, no significant main effect of gender or nationality was found on the application intention. Therefore, we can reject the idea that the number of females in the Dutch participant group could have affected this variable. However, future research should have a more equal gender distribution among participant groups to rule out the possibility that gender determines the application intention. Additionally, to prevent such an effect of interest in the type of job, future research should either include different types (fields) of positions or only recruit participants that are interested in the sector that is advertised.

#### **4.4 Difference in language proficiency between Dutch and Spanish respondents**

Since in this study two participant groups were compared because of their assumed language difference, it was investigated whether Dutch and Spanish participants indeed significantly differed in English language proficiency. Hypothesis 4 stated that Dutch participants are expected to have a higher English proficiency than Spanish participants. This study confirms that, even though Spanish participants were strongly internationally oriented, Dutch participants had a significantly higher English language proficiency than the Spanish participants. Dutch participants were found to have a higher LEXtale score in both the condition with the English ad and the condition with the mother tongue. These findings are in line with scores in the 2018 EF Language Proficiency Index (EF EPI 2018). In the EF proficiency index, Spain was ranked among the countries with the lowest English proficiency and the Netherlands among the countries with the highest English proficiency. The self-assessment results showed that Dutch participants self-assessed their proficiency higher than Spanish participants when evaluating the ad in their mother tongue but not when evaluating the ad in English. Spanish respondents showed a higher self-assessment score when they evaluated the English version of the ad. On the basis of previous studies, no explanation for this difference in self-assessment has been found.

The support for this hypothesis (H4) was especially important for this study. The choice for Dutch and Spanish participants was based on the 2018 EF Language Proficiency Index, which ranked the Netherlands among the highest proficient English speakers and Spain among the lowest proficient English speakers. The findings in the current study confirmed this. Nevertheless, in spite of a significant difference between the groups, proficiency scores of the Spanish participants in the current study were relatively high when comparing this score to the EF results and ranking. This could be due to the average age and the high degree of internationality within the group of Spanish participants in this study. EF looks at the average language proficiency of the whole population of a country and this study solely focused on participants between 18-30. Due to globalisation, there could be a difference in the proficiency scores of young people and those of the older generation. Nowadays, English is taking up a far more important position in the world and young people are able to interact with this language due to, for instance, the internet. Additionally, as mentioned before, the Spanish participants in the current study were mainly collected from Facebook groups dedicated to Spanish people living/working abroad and this was reflected in the high degree of internationality among the Spanish participants. Overall, the Spanish group that was used in this study most likely has to interact with the English language on a regular basis, which could account for the high proficiency score.

#### **4.5 The relationship between English proficiency and comprehension**

Hypothesis 5 stated that there would be a relationship between English proficiency and overall comprehension of the English ad. Dutch participants were expected to have a higher overall comprehension of the ad, due to their higher English language proficiency. As found in the results for hypothesis 4, Dutch participants were found to have a higher English proficiency than Spanish participants. The findings show that hypothesis 5 was also supported. The Dutch participant group, who scored significantly higher on the LEXtale test in both the condition with the English version and the condition with the mother tongue version of the ad, also showed a higher overall comprehension of the English ad. The comprehension of the ad in the mother tongue did not differ significantly between the two nationalities, meaning that the Dutch participants did not have an overall better comprehension of the ad but only of the English version of the ad. Hence, these findings show that language proficiency can be considered a predictor of comprehension. Participants who scored higher on language proficiency also showed better comprehension of the ad.

Since a job ad signals important information about the job position and the company, it seems plausible that someone with a lower comprehension of the ad had a less positive attitude and was not as willing to continue the application process as someone who does have a high comprehension. Not fully understanding the ad makes it harder for possible applicants to contemplate whether they would fit in the company or qualify for the job. Previous studies argue that companies may deliberately make a language choice to signal the importance of English language skills in the position (Hilgendorf & Martin, 2001). Therefore, the significant effect of comprehension on the attitude and application behaviour of the applicant was expected.

#### **4.6 Comprehension positively affects the dependent variables**

As was previously stated, participants with a higher English proficiency were expected to have a better comprehension of the English ad. This idea was supported. Hypothesis 6 stated that comprehension was predicted to affect the dependent variables expectations regarding the company's identity, attitude towards the company, expectations regarding the use of English, expectations regarding the use of the mother tongue, attitude towards the position and application intention. Therefore, better comprehension was believed to positively affect the dependent variables. This prediction was supported for three of the six dependent variables.

Comprehension was found to significantly affect the participants' attitude towards the position, the attitude towards the company and the application intention. A higher overall comprehension was found to lead to a better attitude towards the position, attitude towards the company and a higher application intention. This is in line with previous studies. Yopp and Deher

(1994) stated that comprehension may be an important factor in determining attitude and motivation. Better comprehension may positively affect attitudes and motivation. A number of studies investigated the appreciation of difficult and easy to understand foreign slogans in product advertising and found that better comprehension led to higher appreciation (Hendriks et al., 2017; Hornikx & Starren, 2006; Hornikx, Van Meurs, & De Boer, 2010). Hornikx, Van Meurs, and De Boer (2010) investigated the appreciation of English slogans in Dutch product ads and found that the appreciation was higher for easy English slogans than for difficult English slogans. Hendriks et al. (2017) conducted a similar study and investigated the effectiveness of easy and difficult English slogans in Dutch ads. The authors found that easy slogans were more effective than difficult slogans. The easy slogans positively affected appreciation of the ad and the product but also the purchase intention. No previous studies have investigated the effectiveness of comprehension in job ads. The current study proves that a higher comprehension of a job ad indeed positively affects possible applicants' attitude towards the position, the attitude towards the company and the application intention.

However, comprehension had no significant effect on the expectations regarding the use of English and the use of the mother tongue within the company. Hence, participants who better understood the advertisement did not have higher expectations regarding the corporate language than those who had a lower comprehension of the advertisements. Additionally, there was no main effect of comprehension on the expectations regarding the company identity, which indicates that a higher comprehension of the advertisement did not change the participants' expectations regarding whether the company is national or international. This seems plausible since an applicant does not have to be proficient in a language to have certain associations of internationally with it. Previous studies did not look into the effect of comprehension on expectations. The present study found no relationship between comprehension and expectations regarding the corporate language and identity.

#### **4.6 Limitations and recommendations for future research**

A limitation of this study is that there were significant differences in the distribution of participants in terms of age and gender. The Dutch participant group included significantly more female participants than male participants and for the Spanish group it was the other way around. Spanish participants also appeared to be approximately 2.6 years older than the Dutch participants. These differences in distribution within the participant groups could account for the differences in results between the two nationalities. For instance, the HR field experiences a great gender imbalance in the workplace. In general, significantly more female employees work in HR than male employees (Sands, 2017). However, since there was no significant effect of nationality on the attitude towards

the position, we can reject the idea that the number of females in the Dutch participant group could have affected this variable. Nevertheless, future research should have a more equal distribution among participant groups to rule out the possibility that gender determines the application intention.

Another limitation of the current study is the participant recruitment method. As previously mentioned, most of the Spanish participants were recruited in Facebook groups for Spanish people working and/or living abroad. To make the results more generalizable, future research should focus on recruiting a more diverse group of participants, living both in Spain and abroad. Finally, as previously mentioned, low intention to continue the application process may have been due to the type of position which was advertised. To control for such an effect of interest in the type of job, future research should either include different types of positions or only recruit participants that are interested in the sector that is advertised.

#### **4.8 Implications of the study**

Taken together, the results in this study provide important insights into the effects of English language use in job ads on possible applicants. This study makes a contribution to the theory by empirically investigating claims that have been made in previous studies, but which have never been empirically tested. For instance, the use of English in job ads has been claimed to signal the international nature of the organization and the language of communication within the organization (Hilgendorf, 1996; Hilgendorf & Martin, 2001; Larson, 1990; Watts, 2002). The current study confirmed these claims as participants who evaluated the English ad, expected the corporate language to be English and the company to be international. Heynderickx and Dieltjens (2002) claimed that the use of English potentially affects the applicant's motivation to apply for a job. The present study did not confirm this. Participants who showed a higher degree of internationality did not have a higher application intention than participants with a lower degree of internationality when the ad was English.

The point of departure of the present study was that language proficiency affects the applicant's comprehension of the ad. In turn, the degree of comprehension was expected to affect attitudes and motivation to apply for the position which is advertised. Since this study confirms that applicants with a lower English language proficiency also have a lower comprehension of the ad which negatively affected their attitude and intention to apply, these findings may be important for job ad makers. As mentioned in the theoretical framework, in recent years it has become more difficult for recruitment to reach relevant applicants (Chapman, Krista, Uggerslev, Carroll, Paisentin & Jones., 2005; Walker, Feild, Giles & Bernerth, 2008). The present study shows that the language of the ad can signal important characteristics of both the company and the position, but also of the suitable applicant. This may be useful information for recruiters because they can use the

language of the ad to attract suitable applicants but also to deter unqualified applicants. More specifically, job ad makers of international organisations with English as the corporate language should use English job ads to attract applicants who are proficient in English. On the basis of the findings in the current study, creating an all-English ad will most likely attract applicants who understand English and are motivated by the internationality that the use of this language signals. Additionally, national companies who wish to attract applicants who do not have any international aspiration should use the national language rather than English.

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## 5. Appendices

### 5.1 Original job advertisement

#### **Trainee Recruitment Consultant**

Have you recently left university or are you about to graduate? Have you just got back from travelling? Are you looking for a lucrative and rewarding career?

Bodo is looking for ambitious and driven individuals to join our Recruitment Consultant Graduate Training Programme. The ideal candidate will be of Graduate calibre and looking for the first step into the recruitment industry. We are looking for individuals with a confident/outgoing personality and strong work ethic.

Bodo is a company dedicated to the provision of contract staff to organisations in both the private and public sectors, we have built a reputation of quality and professionalism amongst the clients we work with and the candidates we place. Having been established for over 15 years we have grown from 5 to 400+ employees. We pride ourselves on taking care of our staff and rewarding them with some great incentives and fast career progression for all their hard work as well as a competitive basic salary.

#### **Trainee Recruitment Consultant - Incentives:**

- Performance based pay rises and progression
- Opportunity to earn 25% commission on your billing
- Fast track career progression - get to Executive Consultant in 18 months, Manager in 3 years
- 22 days holiday rising each year to 30!
- Monthly Friday drinks
- Top performer lunches for high billers
- Entry onto our Vennture Points reward scheme - tech, luxury fashion, holidays

#### **The role of a Trainee Recruitment Consultant involves:**

- Conducting business development calls to understand your clients' specific requirements
- Identifying, approaching and building strong working relationships with candidates to maintain and develop your candidate network
- Meeting with clients to understand current and future requirements
- Advertising roles on job websites and through social media channels
- Negotiating pay and salary rates between clients and candidates

If you feel you are suitable for the role of a Trainee Recruitment Consultant then click apply!

## 5.2 Manipulated job advertisements

### 5.2.1 English version

Have you recently left university or are you about to graduate? Have you just got back from traveling? Are you looking for a lucrative career?

Bodo is looking for ambitious and driven individuals to join our Recruitment Consultant Graduate Training Programme. The ideal candidate wants to take the first step into the recruitment industry. We are looking for individuals with a confident personality and good work ethic.

Bodo is a company dedicated to the provision of contract staff to organisations in both the private and public sectors. We have built a reputation of quality amongst the clients and the candidates we place. In 15 years, we have grown from 5 to 400+ employees. We pride ourselves on taking care of our staff and rewarding them for their hard work.

#### **Trainee Recruitment Consultant - What we have to offer:**

- Performance-based pay rises
- Opportunity to earn 25% commission
- Fast track career progression - get to Executive Consultant in 18 months, Manager in 3 years.
- 22 days holiday
- Entry onto our reward scheme - technology, luxury fashion, holidays

#### **The role of a Trainee Recruitment Consultant involves:**

- Conducting business calls to understand your clients' specific requirements
- Identifying, approaching and building strong working relationships with candidates to maintain and develop your candidate network
- Meeting with clients to understand current and future requirements
- Advertising roles on recruiting websites and through social media channels
- Negotiating salary between clients and candidates

If you feel you are suitable for the role of a Trainee Recruitment Consultant then click apply!

## 5.2.2 Dutch version

Ben je recent afgestudeerd of ga jij binnenkort afstuderen? Ben je net terug van het reizen? Ben je op zoek naar een lucratieve carrière?

Bodo is op zoek naar ambitieuze en gedreven personen voor ons Recruitment Consultant Graduate Training programma. De ideale kandidaat wil de eerste stap in de recruitment industrie zetten. We zijn op zoek naar mensen met een zelfverzekerde persoonlijkheid en een goede werkhethiek.

Bodo is een bedrijf dat zich toelegt op het leveren van contractwerknemers aan organisaties in de private en publieke sector. We hebben een reputatie van kwaliteit opgebouwd bij onze klanten en de kandidaten die wij plaatsen. In 15 jaar is Bodo gegroeid van 5 tot 400+ werknemers. We zijn trots op de manier waarop we zorg dragen voor onze werknemers en hen belonen voor hun harde werk.

### **Trainee Recruitment Consultant – Wat bieden wij:**

- Op prestatie gebaseerde salarisverhogingen
- De mogelijkheid om 25% commissie te verdienen
- Snelle doorgroeimogelijkheden – binnen 18 maanden Executive Consultant, Manager binnen 3 jaar
- 22 vakantiedagen
- Toegang tot ons beloningsschema – technologie, luxe mode en vakanties.

### **De rol van Trainee Recruitment Consultant houdt in:**

- Voeren van zakelijke telefoongesprekken met klanten om de specifieke behoeften te begrijpen
- Identificeren, benaderen en bouwen van sterke werkrelaties met kandidaten om je kandidatennetwerk te onderhouden en uit te breiden.
- Afspreken met klanten om de huidige en toekomstige behoeften te begrijpen.
- Adverteren van functies op vacature websites en via sociale mediakanalen
- Onderhandel je salaris tussen klanten en kandidaten.

Denk jij geschikt te zijn voor de rol van Trainee Recruitment Consultant? Klik dan op solliciteer!

## 5.2.3 Spanish version

¿Ha acabado recientemente la Universidad o está a punto de graduarse? ¿Acaba de volver de viajar? ¿Está buscando una carrera lucrativa y gratificante?

Bodo está buscando personas ambiciosas y motivadas para unirse a nuestro programa de Consultor para el Reclutamiento de Aprendices. El candidato ideal deberá estar graduado y con ganas de dar sus primeros pasos en la industria. Estamos buscando candidatos seguros de sí mismos y extrovertidos a la vez que con una fuerte ética de trabajo.

Bodo es una compañía dedicada a la selección de personal a organizaciones tanto públicas como privadas, hemos construido una reputación de calidad y profesionalismo entre nuestros clientes y los candidatos asignados. En 15 años de hemos crecido de 5 a más de 400 empleados. Estamos orgullosos de cuidar a nuestro personal y gratificarles con algunos grandes incentivos.

### **Consultor para el Reclutamiento de Aprendices – Incentivos:**

- Aumentos salariales basados en el rendimiento.
- Oportunidad de una comisión del 25%.
- Rápida progresión en el empleo – llegue a Consultor Ejecutivo en 18 meses, Gerente en 3 años.
- 22 días de vacaciones.
- Ingreso a nuestro programa de recompensa: tecnología, moda de lujo, vacaciones.

### **El trabajo de Consultor de Reclutamiento de Aprendices requiere:**

- Llevar a cabo llamadas de desarrollo empresarial para comprender las necesidades específicas de sus clientes.
- Identificar, abordar y construir relaciones de trabajo sólidas con los candidatos para mantener y desarrollar su red de candidatos.
- Quedar con los clientes para entender sus requerimientos actuales y futuros.
- Adoptar roles publicitarios en las bolsas de trabajo y a través de medios sociales.
- Negociar el salario entre nuestros clientes y los candidatos.

¡Si crees que encajas en el perfil para desarrollar el trabajo de Consultor de Reclutamiento de Aprendices clica en aplicar!

## 5.3 Questionnaire

### 5.3.1 Dutch questionnaire

# Dutch Questionnaire

U bent uitgenodigd om deel te nemen aan een onderzoeksproject dat wordt uitgevoerd door een student aan de Radboud Universiteit. De procedure bestaat uit het invullen van een online vragenlijst. Dit duurt ongeveer 10 minuten. Uw deelname aan dit onderzoek is vrijwillig en kan op ieder gewenst moment worden afgebroken. De gegevens zullen anoniem worden verwerkt.

**INSTRUCTIES** U krijgt eerst een vacature te zien van het bedrijf Bodo. Na de vacature volgen enkele vragen die betrekking hebben op de vacature. Aan het einde van de vragenlijst wordt u gevraagd enkele achtergrondvragen te beantwoorden. U bepaalt zelf hoe lang u over iedere vraag doet; er is geen tijdlimiet verbonden aan deze vragenlijst.

Voor vragen en verdere informatie kunt u contact opnemen met: [yasmin.broere@student.ru.nl](mailto:yasmin.broere@student.ru.nl).

**CONSENT:** Door te klikken op de pijl rechts onder geeft u aan dat u:• Bovenstaande informatie heeft gelezen• Vrijwillig deelneemt aan dit onderzoek• 18 jaar of ouder bent Als u deel wilt nemen aan dit onderzoek, klikt u dan op de pijl rechtsonder om door te gaan naar de vragenlijst. Als u niet deel wilt nemen aan dit onderzoek, sluit dan uw browser.

---

Have you recently left university or are you about to graduate? Have you just got back from traveling? Are you looking for a lucrative career?  
Bodo is looking for ambitious and driven individuals to join our Recruitment Consultant Graduate Training Programme. The ideal candidate wants to take the first step into the recruitment industry. We are looking for individuals with a confident personality and good work ethic.

Bodo is a company dedicated to the provision of contract staff to organisations in both the private and public sectors. We have built a reputation of quality amongst the clients and the candidates we place. In 15 years, we have grown from 5 to 400+ employees. We pride ourselves on taking care of our staff and rewarding them for their hard work.

**Trainee Recruitment Consultant - What we have to offer:**

- Performance-based pay rises
- Opportunity to earn 25% commission
- Fast track career progression - get to Executive Consultant in 18 months, Manager in 3 years.
- 22 days holiday
- Entry onto our reward scheme - technology, luxury fashion, holidays

**The role of a Trainee Recruitment Consultant involves:**

- Conducting business calls to understand your clients' specific requirements
- Identifying, approaching and building strong working relationships with candidates to maintain and develop your candidate network
- Meeting with clients to understand current and future requirements
- Advertising roles on recruiting websites and through social media channels
- Negotiating salary between clients and candidates

If you feel you are suitable for the role of a Trainee Recruitment Consultant then click apply!

---

Text De volgende vragen hebben betrekking op deze advertentie.

Attitude position Q1 Ik zou meer willen weten over werken als Trainee Recruitment Consultant bij Bodo...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Helemaal mee oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal mee eens

Attitude position Q2 Ik zou overwegen als Trainee Recruitment Consultant bij Bodo te werken...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Helemaal mee oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal mee eens

Attitude company Q1 Om voor deze organisatie te werken lijkt mij...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Niet leuk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Leuk
Niet positief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Positief
Niet interessant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Interessant
Saai	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Uitdagend

Attitude position Q3 Het traineeship en de daarbij behorende verantwoordelijkheden lijken me...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Niet leuk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Leuk
Niet positief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Positief
Niet interessant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Interessant
Saai	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Uitdagend

Attitude company Q2 Dit bedrijf lijkt mij...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Inefficiënt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Efficiënt
Onbetrouwbaar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Betrouwbaar
Onprofessioneel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Professioneel
Ouderwets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Innovatief

Geloofwaardigheid ad Ik vind deze advertentie een goed voorbeeld van een personeelsadvertentie

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Helemaal mee oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal mee eens

Company Identity Q1 Het bedrijf in de vacature opereert...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Nationaal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Internationaal
Locaal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Globaal
Alleen in Nederland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	In meerdere landen

Expec Dutch Q1 In welke mate denk je in deze baan Nederlands te gebruiken?

	Ze er we inig (2)	. (9)	. (10)	. (11)	. (13)	. (14)	Ze er veel (15)
Spreken (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comprehensibility Q1 De advertentie die ik net gelezen heb is...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Moeilijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Makkelijk
Onduidelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk
Lastig te begrijpen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Goed te begrijpen

Expec English Q1 In welke mate denk je in deze baan Engels te gebruiken?

	Zeer weinig (1)	. (8)	. (9)	. (10)	. (11)	. (13)	Zeer veel (14)
Spreken (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Deze test bestaat uit ongeveer 60 trials. Je krijgt steeds een letterreeks te zien. Jouw taak is om te beslissen of dit een bestaand Engels woord is of niet. Als je denkt dat het een bestaand Engels woord is, klik je op "ja". Als je denkt dat het geen bestaand Engels woord is, klik je op "nee". Als je er zeker van bent dat het woord bestaat, ook als je niet precies weet wat het betekent, mag je toch met "ja" antwoorden. Maar als je twijfelt of het wel een bestaand woord is, kies dan "nee". In dit experiment gebruiken we de Brits-Engelse in plaats van de Amerikaans-Engelse spelling. Bijvoorbeeld: "realise" in plaats van "realize", "colour" in plaats van "color", enzovoort. Laat dit je niet in verwarring brengen. Bij dit experiment gaat het hoe dan ook niet om het onderscheiden van dergelijke subtiele spellingsverschillen. Je hebt zoveel tijd als je wilt voor elke beslissing. Dit deel van het experiment duurt ongeveer 5 minuten. Als alles duidelijk is kun je het experiment nu starten.

Q128 Platerly

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

Q130 Denial

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

Q132 Generic

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q134 Mensible

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q136 Scornful

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q138 Stoutly

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q140 Ablaze

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q142 Kermshaw

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q144 Moonlit

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q146 Lofty

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q148 Hurricane

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q150 Flaw

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q152 Alberation

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q154 Unkempt

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q156 Breeding

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q158 Festivity

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q160 Screech

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q162 Savoury

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q164 Plaudate

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q166 Shin

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q168 Fluid

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q170 Spaunch

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q172 Allied

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q174 Slain

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q176 Recipient

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q178 Exprate

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q180 Eloquence

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q182 Cleanliness

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q184 Dispatch

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q186 Rebondicate

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q188 Ingenious

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q190 Bewitch

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q192 Skave

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q194 Plaintively

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q196 Kilp

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q198 Interfate

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q200 Hasty

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q202 Lengthy

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q204 Fray

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q206 Crumper

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q208 Upkeep

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q210 Majestic

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q212 Magrity

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q214 Nourishment

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q216 Abergry

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q218 Proom

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q220 Turmoil

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q222 Carbohydate

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q224 Scholar

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q226 Turtle

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q228 Fellick

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q230 Destription

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q232 Cylinder

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q234 Censorship

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q236 Celestial

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q238 Rascal

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q240 Purrage

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q242 Pulsh

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q244 Muddy

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q246 Quirky

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q248 Pudour

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q250 Listless

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Q252 Wrought

	Nee (1)	Ja (2)
Bestaand woord (1)	<input type="radio"/>	<input type="radio"/>

---

Text final part Dit is het laatste deel van het onderzoek. In dit deel worden een aantal achtergrondvragen gesteld.

---

Self-assess EN Q1 Ik heb een goede beheersing van het Engels

	Ze er slecht (1)	. (11)	. (12)	. (13)	. (14)	. (15)	Ze er goed (16)
Spreken (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Self-assess NE Q1 Ik heb een goede beheersing van het Nederlands

	Zeer slecht (1)	. (11)	. (12)	. (13)	. (14)	. (15)	Zeer goed (16)
Spreeken (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Internationality Q1 Ik ambieer een internationale carrière

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Helemaal mee oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal mee eens

Self-assess EN Q2 Ik spreek regelmatig Engels met vrienden of familie

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Helemaal mee oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal mee eens

Self-assess EN Q3 Ik voel mij zeker als ik Engels spreek

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Helemaal mee oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal mee eens

Internationality Q2 In de toekomst zou ik een internationale carrière willen

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Helemaal mee oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal mee eens

-----

BG Q1 Nationaliteit:

\_\_\_\_\_

-----

BG Q2 Leeftijd:

\_\_\_\_\_

-----

BG Q3 Geslacht:

- Vrouw (1)
  - Man (2)
  - Anders (3)
- 

Version check Wat was de taal van de advertentie hierboven?

- Nederlands (1)
  - Engels (2)
- 

Thank you Dit is het einde van de vragenlijst. Bedankt voor de deelname!

End of Block: Questions

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### 5.3.2 Spanish questionnaire

# Spanish questionnaire

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Q95 Se le invita a participar en un proyecto de investigación cual es realizado por un estudiante de la Universidad Radboud. El procedimiento consiste en rellenar un cuestionario en línea por el cual necesitaría aproximadamente 10 minutos. Su participación es voluntaria y puede retirar en cualquier momento. El procesamiento de los datos es anónimo.

**INSTRUCCIONES** Se le proporcionará un anuncio de trabajo por la empresa Bodo. Después de ver el anuncio de trabajo, se le pedirá que conteste algunas preguntas sobre el vacante. El cuestionario terminará con algunas preguntas de fondo. Podrá utilizar todo el tiempo que necesite; no hay un tiempo límite. En caso de que desee hacer más preguntas, no dude en ponerse en contacto con el estudiante a través de la dirección [yasmin.broere@student.ru.nl](mailto:yasmin.broere@student.ru.nl).

**CONSENTIMIENTO:** por favor, realice su selección abajo

Aceptar los términos indica que:- Ha leído la información anterior- Acepta participar voluntariamente- Tiene al menos 18 años

Si quiere participar al estudio, por favor acepta y continua. Si desea no participar puede cerrar su navegador.

---

Have you recently left university or are you about to graduate? Have you just got back from traveling? Are you looking for a lucrative career? Bodo is looking for ambitious and driven individuals to join our Recruitment Consultant Graduate Training Programme. The ideal candidate wants to take the first step into the recruitment industry. We are looking for individuals with a confident personality and good work ethic.

Bodo is a company dedicated to the provision of contract staff to organisations in both the private and public sectors. We have built a reputation of quality amongst the clients and the candidates we place. In 15 years, we have grown from 5 to 400+ employees. We pride ourselves on taking care of our staff and rewarding them for their hard work.

**Trainee Recruitment Consultant - What we have to offer:**

- Performance-based pay rises
- Opportunity to earn 25% commission
- Fast track career progression - get to Executive Consultant in 18 months, Manager in 3 years.
- 22 days holiday
- Entry onto our reward scheme - technology, luxury fashion, holidays

**The role of a Trainee Recruitment Consultant involves:**

- Conducting business calls to understand your clients' specific requirements
- Identifying, approaching and building strong working relationships with candidates to maintain and develop your candidate network
- Meeting with clients to understand current and future requirements
- Advertising roles on recruiting websites and through social media channels
- Negotiating salary between clients and candidates

If you feel you are suitable for the role of a Trainee Recruitment Consultant then click apply!

---

Q97 Las siguientes preguntas se refieren a este anuncio

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Attitude position Q1 Me gustaría saber más sobre la posibilidad de trabajar como aprendiz de Bodo...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

Attitude position Q2 Consideraría trabajar como aprendiz de consultor de Bodo...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

Attitude company Q1 Trabajar para esta empresa me parece...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
No divertido	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Divertido
No positivo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Positivo
No interesante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Interesante
No desafiante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Desafiante

Attitude position Q3 El puesto y las responsabilidades correspondientes a él me parecen...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
No divertido	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Divertido
No positivo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Positivo
No interesante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Interesante
No desafiante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Desafiante

Attitude company Q2 Esta empresa me parece...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Ineficiente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eficiente
No fiable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fiable
No profesional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Profesional
Anticuada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Innovadora

Geloofwaardigheid ad Este anuncio me parece un anuncio de empleo ejemplar...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

Company Identity Q1 La empresa anunciante opera a nivel...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Nacional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Internacional
Local	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Global
Solamente en España	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	En varios países

Expec Spanish Q1 ¿En qué medida esperas usar el español en este trabajo?

	Poco (1)	. (2)	. (3)	. (4)	. (5)	. (6)	Mucho (7)
Hablar (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escribir (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leer (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escuchar (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comprehensibility Q1 El anuncio que acabo de leer es ...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Difícil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fácil
Confuso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Claro
Difícil de entender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fácil de entender

Expec English Q1 ¿En qué medida esperas usar el inglés en este trabajo?

	Poco (1)	. (2)	. (3)	. (4)	. (5)	. (6)	Mucho (7)
Hablar (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escribir (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leer (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escuchar (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intro LEXtale En la siguiente sección verás una serie de palabras que deberás identificar como palabras existentes o no existentes en inglés. Si piensas que se trata de una palabra existente, elige “sí”. Si dudas o piensas que no es una palabra en inglés, elige “no”. En esta sección no hace falta que entiendas el significado exacto de cada palabra. Tu respuesta debería estar basada en si piensas que es una palabra existente en inglés o no.

Q121 Platory

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q123 Denial

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q125 Generic

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q127 Mensible

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q129 Scornful

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q131 Stoutly

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q133 Ablaze

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q135 Kermshaw

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q137 Moonlit

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q139 Lofty

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q141 Hurricane

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q143 Alberation

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q145 Unkempt

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q147 Breeding

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q149 Festivity

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q151 Screech

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q153 Savoury

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q155 Plaudate

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q157 Shin

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q159 Fluid

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q161 Spaunch

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q163 Allied

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q165 Slain

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q167 Recipient

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q169 Exprate

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q171 Eloquence

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q173 Cleanliness

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q175 Dispatch

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q177 Rebondicate

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q179 Ingenious

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q181 Bewitch

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q183 Skave

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q185 Plaintively

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q187 Kilp

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q189 Interfate

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q191 Hasty

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q193 Lengthy

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q195 Fray

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q197 Crumper

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q199 Upkeep

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q201 Majestic

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q203 Magrity

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q205 Nourishment

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q207 Abergý

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q209 Proom

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q211 Turmoil

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q213 Carbohydrate

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

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Q215 Scholar

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q217 Turtle

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q219 Fellick

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q221 Destription

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q223 Cylinder

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q225 Censorship

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q227 Celestial

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q229 Celestial

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q231 Rascal

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q233 Purrage

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q235 Pulsh

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

---

Q237 Muddy

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q239 Quirky

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q241 Pudour

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q243 Listless

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Q245 Wrought

	No (1)	Sí (2)
Palabra existente (1)	<input type="radio"/>	<input type="radio"/>

Text final part Esta es la última sección de la encuesta, donde se harán preguntas de carácter personal.

Self-assess EN Q1 Indica tu nivel de inglés:

	Muy malo (1)	. (2)	. (3)	. (4)	. (5)	. (6)	Muy bueno (7)
Hablado (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escrito (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leído (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compresión (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Self-assess SP Q1 Indica tu nivel de Español:

	Muy malo (1)	. (2)	. (3)	. (4)	. (5)	. (6)	Muy bueno (7)
Hablado (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escrito (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leído (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compresión (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Internationality Q1 Aspiro a tener una carrera internacional...

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente en acuerdo

Self-assess EN Q2 Hablo inglés a menudo con amigos o familiares

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente en acuerdo

Self-assess EN Q3 Me siento cómodo/a cuando hablo inglés

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente en acuerdo

Internationality Q2 En el futuro me gustaría tener una carrera internacional

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente en acuerdo

BG Q1 Nacionalidad

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BG Q2 Edad

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BG Q3 Sexo

- Hombre (1)
- Mujer (2)
- Otro (3)

Version check ¿En cual lengua está escrito el anuncio de arriba?

Español (1)

Inglés (2)

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Thank you Se acabó la encuesta. ¡Muchas gracias por tu colaboración!

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