

The influence of the use of English in a Dutch host job advertisement

The effects on attitudes towards the text, the organization and the job, and on comprehension

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Abstract

The exposure to English has increased in the Netherlands in the digital age, with some scholars even suggesting that we have become a bilingual society. English loan words now dominate science, certain technical domains on the web, and corporate life. Research on the perception of English language use alongside the Dutch language in different domains, much of which focuses on advertising, has found ambiguous results. This study focused on the effects of the use of English in Dutch job advertisements on respondents' attitudes towards the text, the company and the job, as well as the estimated and actual comprehension of the English items used in the text. In a between-subjects experimental design, three manipulated versions of the same job ad were presented to a total of 43 respondents. Using a seven-point Likert scale, the applicants were asked to rate their attitudes on the different domains. Results show that there was no overall effect found of the use of English items in the Dutch job ad on attitudes towards the text, the company or the job. Results also show that the estimated comprehension of the English items presented in the text is higher than the actual comprehension of these items. According to this research, claims of the English language having a cool, trendy status or the use of English having a status-increasing effect cannot be confirmed at least for the job advertisement domain. Though the use of English seems ever increasing in Dutch society, comprehension of the language still falls behind, refuting claims of the country being a bilingual society.

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1. Introduction and theoretical framework

The English language is spreading all over the world due to globalization, occurring in different forms and varieties. In Western Europe, where contact with the English language is usually indirect, the language has started to diffuse at a seemingly fast rate over the last decades (Zenner, Speelman & Geeraerts, 2013, p. 1010). The spread not only occurs at a macro-level, with English used as a lingua franca, but also on a micro-level, which includes the “intrusion of English elements” in a language (Zenner, Speelman & Geeraerts, 2013, p. 1020). In the Netherlands, for instance, English is increasingly being used alongside the Dutch language. From a macro-perspective it is used as a lingua franca in large and international companies (Odiijk, 2012, p. 14), while on a micro-level, English loan words dominate science, certain technical domains on the web, and corporate life (Odiijk, p.12). Research at the micro-level focuses on lexical borrowing, which includes the use of loanwords as well as codeswitching and borrowed phraseology (Zenner, Speelman & Geeraerts, p. 1021).

In the Netherlands, the exposure to English has increased in the digital age (Odiijk, 2012). Some even suggest that English serves as a second language (ESL) as opposed to a foreign language (EFL), because a large part of the population is bilingual (Edwards, 2016, p. 77). This assumption is supported by the fact that English elements are widely used in various sectors such as the business sector or new digital platforms (Edwards, p. 78-80). The English language is considered to have a “cool, hip status”, as regarded by the Dutch (Odiijk, 2012, p. 12). Odiijk therefore stresses the importance of creating awareness around the development of English language use in Dutch. The phenomenon may lead to the exclusion of parts of the population from our information society, because they are not familiar enough with the English language (p.12). Proficient speakers of English with higher education may experience no language barrier in their daily lives, but people with relatively low English proficiency are

also facing this increase of the use of English elements in society and may have more trouble with comprehension. For this reason, this paper will focus on the perception of the use of English language within the Dutch language on a micro-level, using a low-level job ad text containing English language elements.

Research on the perception of English language use alongside the Dutch language in different domains, much of which focuses on advertising, has found ambiguous results. English in Dutch commercials was found not to be perfectly understood and not appreciated by the Dutch (Gerritsen, Korzilius, van Meurs & Gijsbers, 2000). According to Edwards (2016, p. 53), however, the comprehension of English used in Dutch advertising has grown over the years. She also mentions Westerburgen's findings (as cited in Edwards, 2016) that readers have more negative attitudes towards an ad when it is hard to understand. A growing understanding may therefore lead to more positive attitudes in general towards the use of English in Dutch ads. Furthermore, results from Zenner, Speelman & Geeraerts (2012, p. 781) show that the use of English person reference nouns instead of the Dutch counterpart can be more successful if certain criteria are met. This means, for instance, that certain English loanwords are more popular in use than their Dutch counterparts because they are shorter or because the Dutch alternative to a necessary loan was only introduced later in time. Hilberink-Schulpen, Nederstigt, van Meurs, & van Alem (2016) tested earlier claims that the use of a foreign language in advertising causes the reader to pay more attention to a text. They focused on job advertisements and found no evidence for an attention increasing ability of English language use in Dutch job ads. These results may suggest that English as a language is so embedded in our language that English elements do not even draw extra attention anymore, which may cause an attitudinal effect of the use of English words to be absent as well.

All these different findings make it hard to predict what the effect of the use of English will be in any advertising field. To measure the attitudinal effect of the use of English, Van Meurs, Korzilius & Hermans (2004) conducted a study into respondents' attitudes towards various aspects of a job advertisement, the job itself, and the organization placing the ad. One of the reasons for focusing on job ads was that, according to Larson (1990), organizations use English to convey a certain image: "[A] less attractive and maybe more mundane job can be made to sound more appealing and challenging using an English-sounding job title" (1990, p. 368). Van Meurs et al. (2004) then manipulated three different versions of a job ad and measured the attractiveness and intelligibility of the ad as a whole and respondents' attitudes towards the organization and the job offered. They found no overall effect of the use of English on respondents' attitudes. According to Van Meurs, Planken, Korzilius & Gerritsen (2015), however, research suggests that English words do attract more attention than equivalents in the local language and English job titles sound more modern and have more status than equivalent job titles in the local language. In their discussion they suggest that more research into the actual effects of language choices in job ads is needed to see whether desired recruitment effects defined by researchers and professionals can be achieved.

The suggestion of Van Meurs et al. (2015), combined with the potential changes that have taken place since the previous research experiment by Van Meurs (2004), call for important research questions to be asked again. The current study will therefore examine the effects of the use of English in Dutch job advertisements on respondents' attitudes towards 1) the job ad itself 2) the organization offering the job and the job offered 3) applying for the job/ working for the organization. Similar to Van Meurs et al. (2004), the study also measures the estimated and actual comprehension of the English words used in the text.

2. Method

2.1. Design and respondents

A between-subjects experimental design was used, with three manipulated versions of a job ad text. One version was completely in Dutch, a second version (henceforth called the “Mixed version”) contained 10 English elements, which will be presented in the materials section. The third version was completely in English. A link to the text with the attitudinal survey attached was provided on social media for potential participants. A total of 43 people filled out the survey completely and there were 26 people who started the survey but quit after answering only a few questions. Only the completely filled in questionnaires were used for analysis. There were 13 respondents for the Dutch version, 15 for the Mixed version and 15 for the English version. Most of the respondents were University students or had finished a degree at University (33). Other respondents were students at HBO (literally "higher professional education"; the Dutch universities of applied sciences) or had finished this degree (8) or had only completed high school (2). The mean age of the respondents was 24.3 with ages ranging from 18 years old to 37 years old, of which 12 were male and 31 were female. The native language of all respondents was Dutch, which was posed as a requirement before clicking on the link to the questionnaire.

2.2. Materials

The job advertisement was for a host/ hostess position at a fictitious new restaurant in Amsterdam, a concept that was picked for two reasons. Firstly, the ad was based on multiple online host job ads and the idea for the ad was based foremost on the concept of the restaurant and ‘special’ experience at the new A’DAM tower in Amsterdam. This restaurant opened a few years ago and is known to be a modern, innovative experience thanks to its swing on top of the building, where visitors can swing with their feet high above the ground. This idea of

an exciting, trendy experience is in line with the “cool, hip status” as mentioned by Odijk (2012). Secondly, many students work at this place as a host/ hostess and therefore the concept is expected to be a suitable potential position for the target group of respondents. The length of the ad and the (number of) English words used were based on the research of Van Meurs et al. (2004) for maximal comparability. Van Meurs et al. used a total of around 328 words and included 11 English words in their partly English version. They chose to use words that were among the most frequent English words used in the corpus that they studied, combined with less frequently used words. Similarly, for this study some of these frequently used words were chosen for the job ad (*professional, service, and team player*), along with a less frequently used word in the corpus (*hands-on*). Six new items that were used for this text were not found in the Dutch online dictionary Van Dale (2018) (*host, skyline, hospitality, food lovers, shifts and open-minded*). This mix was similar to the mix of words of Van Meurs et al., who argued that in the job ads from their corpus a mix of words that were and were not included in the Van Dale were used. The criteria in Van Meurs’ (2010, p. XX) were used to determine which words are considered English words and which are considered Dutch words. To determine the definition of the words, the English-Dutch online Van Dale dictionary (2018) was used as leading translating tool. See Table 1 for the English items used in the ad, along with their Dutch equivalent.

The ad was first written in Dutch with the 10 English items included in it. The ad was then checked by two English professors at Utrecht University for their content as well as structure and grammar/ spelling. The ad was amended according to their comments and then translated into English. The English version of the ad was then checked by one of the English professors and amended accordingly. Subsequently, the ad was read and evaluated by two native speakers of English, who provided additional feedback for the text. The English text was then adjusted one final time based on the comments of the native speakers. Finally, the Mixed

version and the Dutch version were changed one more time as well to maintain the highest possible equivalence to their English counterpart. See Appendix 1 for the three different versions of the job ad.

Table 1. English terms used in the job ad with their Dutch equivalent

English term	Dutch equivalent
Host/ Hostess	<i>Gastheer/ gastvrouw</i>
Skyline	<i>Horizon</i>
Hospitality	<i>Gastvrijheid</i>
Food lovers	<i>Fijnproevers</i>
Shifts	<i>Diensten</i>
Professional	<i>Beroeps</i>
Open-minded	<i>Ruimdenkend</i>
Hands-on	<i>Praktijkgericht</i>
Team player	<i>Functioneert goed binnen een groep</i>
Service	<i>Dienstverlening</i>

2.3. Instrumentation

To determine a possible effect of the use of English in a job ad on text evaluation, the intelligibility, attractiveness and smoothness of the text were measured via a survey. To see if

there were different attitudes held towards the organization and the job offered, the importance of the job, the innovativeness of the company and the coolness of the job were measured. Finally, attitudes towards working for the company and taking the job were measured to determine an effect in wanting to work for the company/ take the job.

Comprehension of the English items was measured in two different forms: estimated comprehension and actual comprehension. Participants were asked to read the text and were then asked several questions with answers scored on a seven-point Likert scale, with values ranging from “strongly agree” to “strongly disagree”. To ensure validity, some questions were coded reversely and of part of the scales the strongly agree/ strongly disagree sides were switched. For an example of a filled out survey with all questions included, see Appendix 2.

2.3.1. Text evaluation

Intelligibility was measured by using questions based on Maes, Ummelen & Hoeken (1996, pp. 208-209). Respondents were asked to point out on a seven-point Likert scale ranging from “strongly agree” to “strongly disagree” whether they found the text (1) difficult, (2) simple or (3) clear and whether they found the text (4) logically constructed, (5) unclear in terms of structure and (6) having a clear structure. Internal consistency in terms of Cronbach’s alpha (α) was measured and gave $\alpha = .98$ for *Intelligibility*. *Attractiveness* was also measured based on questions from Maes, Ummelen & Hoeken (1996, pp. 208-209) in combination with Hoeken, Horninx & Hustinx (2009, pp. 214-224). Respondents were asked whether they found the text (1) interesting, (2) enthralling and (3) monotonous ($\alpha = .94$). *Smoothness* was measured by asking respondents how (1) stiff, (2) smooth and (3) nicely readable they thought the text was ($\alpha = .96$).

2.3.2. Attitudes towards the organization and the job offered

The perceived *importance of the job offered* was measured by asking questions based on Hoeken, Horninx & Hustinx's instructions (2009, pp. 214-224). Respondents were asked if (1) the job brings responsibility, (2) this is not an important job and (3) the job requires a certain level of skills ($\alpha = .94$). The *coolness of the job* was measured by asking how (1) cool, (2) refreshing and (3) not hip the respondents thought the job was ($\alpha = .95$). Respondents were then asked how *innovative* they found the company by indicating if they found the company in question (1) a modern company, (2) an innovative restaurant and a (3) hip concept ($\alpha = .96$).

Subsequently, to measure attitudes towards *working for the company*, respondents were asked if they would want to (1) work for the company and if they (2) did not see themselves working for the company ($\alpha = .98$). To test the attitudes towards *taking the job*, they were asked if they (1) would like to have this position and if (2) this position is not appealing ($\alpha = .96$). Respondents were then asked how strongly they intended to apply for the job. Lastly, all participants were asked how they thought the job would pay per hour by choosing between 10, 12, 14, 16, 18 or 20 euros.

2.3.3. Comprehension

Based on the procedures in Van Meurs et al. (2004) and Gerritsen et al. (2000), this study looked at the respondents' self-estimated comprehension as well as the actual comprehension of the English items. Firstly, the respondents of the Mixed and English group were asked to indicate on a seven-point Likert scale to which degree they understood the meaning of all the English items that were presented in the text. These questions measured the estimated comprehension. Secondly, they were asked to paraphrase the Dutch meaning of eight of these ten English items in their own words. The definitions as found by the *Van Dale* as well as the

context in the job ad were used to check the correctness of their answer. In accordance with Van Meurs et al. (2004), answers were also considered to be correct if they contained a number of alternative paraphrases, of which at least one was the correct definition as given by the Van Dale online dictionary (2018).

3. Results

A One-way Analysis of Variance (ANOVA) was used to determine whether attitudinal differences could be found across the three groups of respondents that all read a different text. It should be noted that using means and performing an ANOVA on them is controversial for Likert-scale designs, because they do not measure not true numerical values and the distances are not interval. However, Van Meurs et al. (2004) used an ANOVA to find out if there was a significant effect between the groups and therefore this study will follow that line of statistics. To compare the means of all questions per attitude measured, the means of the total scores per variable per group were analyzed; the separate questions of the survey were grouped per attitude they measured and the total scores per attitude were compared between groups. Table 2 shows the means and standard deviations of the variables on text evaluation, attitudes towards the organization and the job as well as the estimated hourly wage between the Dutch, Mixed and English group. The results of the ANOVA test are displayed in Table 3, in which p-values of $< .05$ would be considered as significant. As for the evaluation of the text, there were no significant differences found between the three groups for either *Intelligibility*, *Attractiveness*, or *Smoothness*. There was also no statistically significant difference found in attitudes towards the organization and the job offered. This means that the perceived *importance* and *coolness* of the job as well as the perceived *innovativeness* of the company were the same among the three groups of respondents. Attitudes towards *working for the company* and attitudes towards *taking the job* did also show no significant difference between the three versions. Additionally, no significant differences were found with regards to respondents' intentions towards applying for the job, which is portrayed in Table 4. Table 5 then shows that there was also no significant difference in estimated hourly wage between the three groups; all groups equally rated the job to pay between 10 and 16 euros an hour.

As for comprehension, no statistically significant differences were found between the English and Mixed group for their estimated comprehension. Estimated comprehension in both groups was fairly high, with a mean of 68.57 for the Mixed group and 67.27 for the English group (ten items on a seven-point Likert scale results in a maximum total score of 70). This suggests that on average respondents feel that they understand the English items that were used. Results of the actual comprehension of the items are presented in Table 6. These results suggest that the actual comprehension is definitely lower than the estimated comprehension of the English terms. This is especially true for the terms *service*, *professional* and *skyline*. For the Mixed version group, 59% of the items were paraphrased correctly. For the English version group, 58% of the items were given the right definition. A statistical analysis between results on estimated and actual comprehension is not expected to give valid results, since the estimated comprehension is measured through a 7-point Likert scale survey, while actual comprehension is measured by counting correct answers given by participants. However, with actual comprehension being less than 60 percent and estimated comprehension scoring above 67 out of 70, these results show that the Dutch do still overestimate their comprehension of English, a finding that is in accordance with Van Meurs et al.'s research of 2004.

Table 2. Means and standard deviations of the variables on text evaluation, attitudes towards the organization and the job between the Dutch, Mixed and English group

Variable	Version	Possible scores between	Mean	SD
Intelligibility of the text	Dutch	6-42	28.00	9.46
	Mixed		29.36	9.59
	English		28.07	9.68
Attractiveness of the text	Dutch	3-21	14.07	3.73
	Mixed		13.93	4.60
	English		14.73	4.22
Smoothness of the text	Dutch	3-21	14.33	3.58
	Mixed		15.21	4.39
	English		14.67	4.56
Willingness to work for the company	Dutch	2-14	9.53	2.95
	Mixed		8.64	4.07
	English		9.33	3.44
Willingness to take the job	Dutch	2-14	7.67	3.52
	Mixed		8.21	3.77
	English		7.67	3.79
Importance of the job	Dutch	3-21	13.27	3.47
	Mixed		14.29	3.00
	English		14.07	4.83
Coolness of the job	Dutch	3-21	15.13	3.18
	Mixed		14.43	4.52
	English		13.67	4.79

Innovativeness of the company	Dutch	3-21	17.47	2.36
	Mixed		15.07	4.43
	English		16.13	4.63
Applying for the job	Dutch	1-7	3.67	1.68
	Mixed		3.21	1.97
	English		3.47	1.96
Hourly wage	Dutch	10-20	13.07	2.12
	Mixed		12.86	2.18
	English		12.53	1.41

*The total possible scores vary per variable due to the total amount of questions used to measure the particular variable. E.g. if a score lies between 3-21, three questions on a 7-point Likert scale were asked on that variable.

Table 3. ANOVA results for the effect of the use of English on text evaluation and on attitudes towards the organization and the job between the Dutch, Mixed and English group

		Sum of Squares	df	Mean Square	F	Sig.
Intelligibility	Between Groups	16,761	2	8,381	,091	,913
	Within Groups	3760,148	41	91,711		
	Total	3776,909	43			
Attractiveness	Between Groups	5,455	2	2,727	,156	,856
	Within Groups	718,795	41	17,532		
	Total	724,250	43			
Smoothness	Between Groups	5,703	2	2,852	,162	,851
	Within Groups	721,024	41	17,586		
	Total	726,727	43			
Company	Between Groups	6,265	2	3,132	,256	,776
	Within Groups	502,281	41	12,251		
	Total	508,545	43			
Job	Between Groups	2,863	2	1,431	,105	,901
	Within Groups	559,024	41	13,635		
	Total	561,886	43			
Importance	Between Groups	8,458	2	4,229	,283	,755
	Within Groups	612,724	41	14,944		
	Total	621,182	43			
Coolness	Between Groups	16,141	2	8,071	,454	,638
	Within Groups	728,495	41	17,768		
	Total	744,636	43			
Innovative	Between Groups	41,855	2	20,927	1,357	,269
	Within Groups	632,395	41	15,424		
	Total	674,250	43			

* The item *Company* stands for the measured attitudes towards working for the company.

** The item *Job* stands for the measured attitudes towards taking the job.

Table 4. ANOVA results for the effect of the use of English on applying for the job between the Dutch, Mixed and English group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,485	2	,743	,212	,810
Within Groups	143,424	41	3,498		
Total	144,909	43			

Table 5. ANOVA results for the effect of the use of English on estimated hourly wage for the job between the Dutch, Mixed and English group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,165	2	1,082	,291	,749
Within Groups	152,381	41	3,717		
Total	154,545	43			

Table 6. Actual comprehension of English items used in English and Mixed version

<i>Item</i>	<i>Correct items Mixed version (total: 15)</i>	<i>Correct items English version (total: 15)</i>	<i>Comments</i>
Hospitality	12	10	The term 'horeca' was sometimes used here, which is considered incorrect

			but does refer to the <i>hospitality industry</i>
Service	6	5	Most used answer: <i>klantgerichtheid,</i> <i>vriendelijkheid</i>
Hands-on	10	9	Most used answer: <i>proactief</i>
Team player	11	13	
Shifts	12	15	
Professional	2	1	Most used (incorrect) answer: <i>iemand met ervaring</i>
Open-minded	12	12	
Skyline	6	5	Commonly used answer: <i>uitzicht</i>

Discussion

As the results show, there was no overall effect found of the use of English items in the Dutch job ad on attitudes towards the text, the company or the job. Respondents did not find one of the texts more intelligible, attractive or smooth. They were also not more inclined to work for the company or take the job after reading either of the texts. The importance and coolness of the job was rated the same over three groups and respondents of all groups had similar attitudes towards how innovative the company was. The hourly wage also received the same ratings over all three groups. Though there was no significant difference found in estimated comprehension of the English items between the English version group and the Mixed version group, estimated comprehension of the respondents was rated higher than actual comprehension of the items in both groups. When the respondents were asked to paraphrase eight of the ten items presented in the text, just over half of the items were defined correctly. This does not match the estimated comprehension stated by respondents, which suggests that they know the meaning of all English items presented in the text.

Fourteen years after Van Meurs et al. (2004) found no attitudinal effect of the use of English in job ads, this study shows that the use of English does still not lead to attitudinal changes towards the text or the company providing the text. One possible reason that no attitudinal effects were found, as suggested in the introduction, are the findings by Hilberink-Schulpen, Nederstigt, van Meurs, & van Alem (2016) that there is no attention increasing ability of English language use in Dutch job ads. This study found no difference in attractiveness between the three texts, which, along with the absence of an attention increasing ability, may suggest that the Dutch are so used to the use of English language elements within their language that English is losing its status as a language that sounds special in any way. Perhaps the dominating presence of English within Dutch society has given the language a more ordinary status.

This study was also inspired by Van Meurs' (2015) suggestion that more research into the actual effects of language choices in job ads is needed to see whether desired recruitment effects defined by researchers and professionals can be achieved. Van Meurs, Planken, Korzilius & Gerritsen (2015) presented research claiming English job titles sound more modern and have more status than equivalent job titles in the local language. Though this claim was not supported for the Netherlands yet, the current research sought to find out whether the use of English words in a job ad would give the job more status and make the company look more modern. Contrary to the claim regarding job titles, the effect of the job ad text itself found no support, which suggests that further research into the properties and effects that would make the use of English increase the status of a company is required.

Some scholars say English serves as a second language (ESL) to the Dutch as opposed to a foreign language (EFL), because a large part of the population is bilingual (Edwards, 2016, p. 77). Edwards stated the following requirement for a society to function as a bilingual society: "Within a bilingual society, individuals can communicate in English as required by domain and context (Mollin, 2006: 47), although individual proficiency may vary from the basilectal to acrolectal ends of the spectrum (Buschfeld, 2011: 88–9)" (Edwards, p. 77). Though this research does not discuss the characteristics and forms of *basilectal* and *acrolectal*, it should be noted that, after seeing the results on actual comprehension, the use of a small amount of loanwords in certain domains does not require or suggest that people also understand the meaning of these words. Estimated comprehension is still much higher than the actual comprehension of English by the Dutch, bringing into question if the Netherlands can be seen as a bilingual society at this point. The findings in this study on estimated and actual comprehension of Dutch English are in accordance with earlier research by Gerritsen, Korzilius, van Meurs & Gijssbers (2000) and Van Meurs, Korzilius & Hermans (2004), who

found that native English is not always perfectly understood by the Dutch, even though their estimated comprehension argues otherwise.

As for the “cool, hip status” that the English language is supposed to have as regarded by the Dutch according to Odijk (2012), this study at least finds no difference in “coolness” in job ads that differed in the amount of English used. Perhaps English receives its cool, en vogue status only within certain domains such as the music and film industry, but is less salient in fields such as job advertisements. Further research into the status of English in different domains could elucidate this question.

Though this experimental study was conducted based on an earlier valid research experiment, the current experiment only tested the effects on young participants, mostly highly educated university students. The results can therefore not be generalized to the entire Dutch population. The job ad used in this study was also for a different type of position than that was tested by Van Meurs et al. (2004), which was a consultancy job. A direct comparison between the two is therefore not possible. However, a focus on a more modern, low-level job did cohere with the suggested vibrant status the English language supposedly achieved in our society. A final shortcoming of this study may be the interpretation of the results on estimated and actual comprehension by the respondents. Perhaps some respondents understood what was meant by the English items provided, but they were just not able to paraphrase the meaning correctly. There is a difference between being able to define every single word used in a text and the actual reading comprehension, which refers to a broader concept of understanding. More qualitative research into our comprehension of native or Dutch English could clarify the way EFL countries interpret and use the English language.

Conclusion

We have seen that in the Netherlands, English is increasingly being used alongside the Dutch language with English loan words dominating science, certain technical domains on the web, and corporate life (Odiijk, 2012). This phenomenon, along with the ambiguous results found in research on the perception of English language use alongside the Dutch language, led to the current study. Through an experimental survey, this study sought to answer the question what the effects are of the use of English in Dutch job advertisements on respondents' attitudes towards the job ad text, the job itself and the organization offering the job. Besides measuring these effects, the study also took into account the estimated and actual comprehension of the English items used. Fourteen years after Van Meurs et al.'s (2004) study, there seems to be no change in the attitudinal effects of English use in job ads in the Netherlands; any attitudinal effect remains absent. Another conclusion that is drawn here is that the Dutch do still overestimate their comprehension of English, a finding that is in accordance with Van Meurs et al.'s research of 2004. Though the use of English seems ever increasing in our society, comprehension of the language still falls behind, refuting claims of the Netherlands being a bilingual society. This study opens doors for further research into the status of the English language in the Netherlands and other EFL countries.

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7. Appendix 1

7.1. Dutch job ad

Gastheer/ gastvrouw Restaurant Javatoren

Als jij een fijnproever of ontdekker van nieuwe culturen bent, dan is de nieuwste toevoeging aan de Amsterdamse horizon, Restaurant Javatoren, de perfecte plaats om te werken! Het restaurant bevindt zich op de bovenste verdieping van de nieuwe Javatoren op Java-Eiland, met een prachtig uitzicht over 't IJ. Solliciteer nu om je aan te sluiten bij ons gepassioneerde team en ontwikkel je ervaring in gastvrijheid bij dit unieke concept in Amsterdam!

In Restaurant Javatoren staat elke maand een nieuwe keuken centraal. In de keuken werken naast de vaste chefs ook elke maand nieuwe koks: zij leren ons de kunst van het koken die bij hun cultuur hoort. Het restaurant verkent een hele wereld aan gerechten, wat nieuwe ervaringen biedt aan fijnproevers die onbekende smaken willen ervaren – hoe vaak ze ook bij ons komen eten. Om deze steeds veranderende omgeving bij te houden, moet je je snel kunnen aanpassen.

Daarnaast biedt ons restaurant een uitdagend toetje: abseilen boven 't IJ aan de westkant van de toren. Als host zul je ook verantwoordelijk zijn voor het draaien van diensten hier, wat betekent dat je boven bij het restaurant of beneden bij de landingsplek de gasten begeleidt. Uiteraard is er ook altijd een echte beroepsklimmer aanwezig om te zorgen voor de veiligheid.

Ben jij een enthousiast en ruimdenkend persoon die ervan houdt om nieuwe dingen te proberen?

Ben jij bovenal gastvrij en sta je altijd met een glimlach klaar om mensen te ontvangen?

Dan is deze baan voor jou!

Neem bij interesse contact op via werken@dejavatoren.nl en meld je aan voor een selectiegesprek.

Je kunt vanaf 25 juni bij ons aan de slag.

- Diensten zijn van 12.00 uur tot 18.00 uur en van 17.00 uur tot 23.00 uur.
- We zijn op zoek naar iemand die goed functioneert in een groep en die bereid is om praktijkgericht te werken in meerdere delen van het restaurant. Een goede dienstverlening is even belangrijk voor ons als ons unieke, vernieuwende eten.

7.2. Mixed job ad

Host/ Hostess Restaurant Javatoren

Als jij een fijnproever of ontdekker van nieuwe culturen bent, dan is de nieuwste toevoeging aan de Amsterdamse skyline, Restaurant Javatoren, de perfecte plaats om te werken! Het restaurant bevindt zich op de bovenste verdieping van de nieuwe Javatoren op Java-Eiland, met een prachtig uitzicht over 't IJ. Solliciteer nu om je aan te sluiten bij ons gepassioneerde team en ontwikkel je ervaring in hospitality bij dit unieke concept in Amsterdam!

In Restaurant Javatoren staat elke maand een nieuwe keuken centraal. In de keuken werken naast de vaste chefs ook elke maand nieuwe koks: zij leren ons de kunst van het koken die bij

hun cultuur hoort. Het restaurant verkent een hele wereld aan gerechten, wat nieuwe ervaringen biedt aan food lovers die onbekende smaken willen ervaren – hoe vaak ze ook bij ons komen eten. Om deze steeds veranderende omgeving bij te houden, moet je je snel kunnen aanpassen.

Daarnaast biedt ons restaurant een uitdagend toetje: abseilen boven 't IJ aan de westkant van de toren. Als host zul je ook verantwoordelijk zijn voor het draaien van shifts hier, wat betekent dat je boven bij het restaurant of beneden bij de landingsplek de gasten begeleidt. Uiteraard is er ook altijd een echte professional in klimmen aanwezig om te zorgen voor de veiligheid.

Ben jij een enthousiast en open-minded persoon die ervan houdt om nieuwe dingen te proberen?

Ben jij bovenal gastvrij en sta je altijd met een glimlach klaar om mensen te ontvangen?

Dan is deze baan voor jou!

Neem bij interesse contact op via werken@dejavatoren.nl en meld je aan voor een selectiegesprek.

Je kunt vanaf 25 juni bij ons aan de slag.

- Shifts zijn van 12.00 uur tot 18.00 uur en van 17.00 uur tot 23.00 uur.

- We zijn op zoek naar een team player die bereid is om hands-on te werken in meerdere delen van het restaurant. Een goede service is even belangrijk voor ons als ons unieke, vernieuwende eten.

7.3. English job ad

Host/ Hostess Restaurant Javatoren

If you're a foodie or explorer of new cultures, Restaurant Javatoren, the latest addition to the Amsterdam skyline, is the perfect place to work! The restaurant is located on the top floor of the new Java Tower on Java Island with an incredible view of the IJ. Apply now to join our passionate team and develop your hospitality expertise at this unique new concept in Amsterdam!

At Restaurant Javatoren, a new kitchen takes center stage every month. In addition to our regular chefs, new chefs join our kitchen every month: they teach us the art of cooking that belongs to their culture. The restaurant explores a whole world of dishes, offering new experiences to food lovers who want to experience unknown tastes – no matter how many times they dine with us. In order to keep up with our ever changing environment, we need you to be able to adapt quickly.

In addition, our restaurant offers a challenging dessert: abseiling above the IJ on the west side of the tower. As a host, you will be responsible for running shifts here, meaning you will

accompany guests at the top of the restaurant or down at the landing spot. Of course, a real professional climber is always present to ensure safety.

Are you an enthusiastic and open-minded person who likes to try new things?

Above all, are you hospitable and always ready to greet people with a smile?

Then this is the position for you!

If you're interested, contact us through werken@dejavatoren.nl and apply for an interview.

You can start working with us from June 25th.

- Shifts are from 12 p.m. to 6 p.m. and from 5 p.m. to 11 p.m.
- We are looking for a team player who is ready to work hands-on in multiple areas of the restaurant. Good service is just as important to us as our unique, innovative food.

8. Appendix 2

Survey

Q4.

Beste participant,

Welkom bij dit survey en bedankt voor je participatie! Dit survey is onderdeel van mijn onderzoek voor mijn Bachelor thesis aan de Universiteit Utrecht.

Je krijgt allereerst een vacature te lezen waarin gezocht wordt naar een gastvrouw/ gastheer in een nieuw restaurant in Amsterdam. Na het lezen van de tekst worden je enkele vragen gesteld. Je antwoorden en gegevens zijn anoniem en worden vertrouwelijk behandeld. Weet dat er geen juiste of onjuiste antwoorden zijn. Beantwoord de vragen volgens jouw mening en gevoel. Het survey duurt ongeveer 5 minuten.

Als je vragen hebt omtrent het survey, neem dan vooral contact met mij op.

Vriendelijke groet,
Castor Brouwer
c.p.m.brouwer@students.uu.nl

Q6.

Ik doe vrijwillig mee aan dit onderzoek en ben vrij om op elk moment te stoppen, zonder hiervoor een reden te geven. Al mijn gegevens worden anoniem behandeld. Mijn persoonlijke gegevens worden niet aan derden verstrekt zonder mijn expliciete toestemming. Als ik hier meer info over wil, neem ik contact op met Castor Brouwer (c.p.m.brouwer@students.uu.nl).

Ik ga akkoord

Q3.

Host/ Hostess Restaurant Java Toren

Als jij een fijnproever of ontdekker van nieuwe culturen bent, dan is de nieuwste toevoeging aan de Amsterdamse skyline, Restaurant Javatoren, de perfecte plaats om te werken! Het restaurant bevindt zich op de bovenste verdieping van de nieuwe Javatoren op Java-Eiland, met een prachtig uitzicht over 't IJ. Solliciteer nu om je aan te sluiten bij ons gepassioneerde team en ontwikkel je ervaring in hospitality bij dit unieke concept in Amsterdam!

In Restaurant Javatoren staat elke maand een nieuwe keuken centraal. In de keuken werken naast de vaste chefs ook elke maand nieuwe koks: zij leren ons de kunst van het koken die bij hun cultuur hoort. Het restaurant verkent een hele wereld aan gerechten, wat nieuwe ervaringen biedt aan food lovers die onbekende smaken willen ervaren – hoe vaak ze ook bij ons komen eten. Om deze steeds veranderende omgeving bij te houden, moet je je snel kunnen aanpassen.

Daarnaast biedt ons restaurant een uitdagend toetje: abseilen boven 't IJ aan de westkant van de toren. Als host zul je ook verantwoordelijk zijn voor het draaien van shifts hier, wat betekent dat je boven bij het restaurant of beneden bij de landingsplek de gasten begeleidt. Uiteraard is er ook altijd een echte professional in klimmen aanwezig om te zorgen voor de veiligheid.

Ben jij een enthousiast en open-minded persoon die ervan houdt om nieuwe dingen te proberen?

Ben jij bovenal gastvrij en sta je altijd met een glimlach klaar om mensen te ontvangen?

Dan is deze baan voor jou!

Neem bij interesse contact op via werken@dejavatoren.nl en meld je aan voor een selectiegesprek.

Je kunt vanaf 25 juni bij ons aan de slag.

- Shifts zijn van 12.00 uur tot 18.00 uur en van 17.00 uur tot 23.00 uur.
- We zijn op zoek naar een team player die bereid is om hands-on te werken in meerdere delen van het restaurant. Een goede service is even belangrijk voor ons als ons unieke, vernieuwende eten.

Q7. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Ik vind de tekst moeilijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q8. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Ik vind de tekst eenvoudig	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Ik vind de tekst duidelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q12. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Ik vind de tekst logisch opgebouwd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Ik vind de tekst onoverzichtelijk qua structuur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q46. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Ik vind de structuur van de tekst duidelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q10. Beantwoord de volgende vraag:

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
Ik vind de tekst interessant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Ik vind de tekst boeiend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q15. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Ik vind de tekst eentonig	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16. Beantwoord de volgende vraag:

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
Ik vind de tekst stijfjes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Ik vind de tekst vlot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
De tekst leest lekker weg	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q19. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Ik zou graag voor dit bedrijf willen werken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q20. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Werken bij Restaurant Javatoren lijkt mij niks	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21. Beantwoord de volgende vraag:

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
Een host zijn voor Restaurant Javatoren is niks voor mij	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Ik zou graag deze functie willen hebben	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q23. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Deze baan brengt verantwoordelijkheid met zich mee	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Dit is geen belangrijke functie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q25. Beantwoord de volgende vraag:

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
Deze functie vereist een zeker niveau van ervaring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Dit werk lijkt me cool om te doen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q27. Beantwoord de volgende vraag:

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
Het baantje lijkt me verfrissend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q28. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Dit is geen hippe baan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q29. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Het lijkt mij een modern bedrijf	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q30. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Restaurant Javatoren is vernieuwend	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q31. Beantwoord de volgende vraag:

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
Dit is een hip concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q32. Beantwoord de volgende vraag:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Ik zou solliciteren voor deze baan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q33. Ik verwacht het uurloon van deze baan te zijn:

- 10 euro
- 12 euro
- 14 euro
- 16 euro
- 18 euro
- 20 euro

Q34. Ik begrijp wat met de volgende termen bedoeld wordt

	Definitely yes	Probably yes	Might or might not	Probably not	Definitely not

Host	<input type="radio"/>				
Skyline	<input type="radio"/>				
Hospitality	<input type="radio"/>				
Food lovers	<input type="radio"/>				
Shifts	<input type="radio"/>				
Professional	<input type="radio"/>				
Open-minded	<input type="radio"/>				
Hands-on	<input type="radio"/>				
Team player	<input type="radio"/>				
Service	<input type="radio"/>				

Q35. Wat is volgens jou de definitie van *hospitality*?

gastvrijheid

Q36. Wat is volgens jou de definitie van *service*?

klantgerichtheid

Q37. Wat is volgens jou de definitie van *hands-on*?

aanpakken

Q38. Wat is volgens jou de definitie van *team player*?

Goed functionerend in een team

Q39. Wat is volgens jou de definitie van *shifts*?

werkdagen

Q40. Wat is volgens jou de definitie van *open-minded*?

open staan voor nieuwe ervaringen

Q41. Wat is volgens jou de definitie van *skyline*?

het stedelijke uitzicht

Q42. Wat is volgens jou de definitie van *professional*?

iemand die professioneel en gestructureerd te werk gaat

Q43. Wat is je leeftijd?

28

Q44. Wat is je hoogst genoten opleiding?

Middelbare school

- MBO
 HBO
 Universiteit

Q45. Ik definieer mezelf als:

- Man
 Vrouw
 Anders

