

## **VERKLARING KENNISNEMING REGELS M.B.T. PLAGIAAT**

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Naam: Stan Hendriks

Studentnummer: 5530016 / F131013

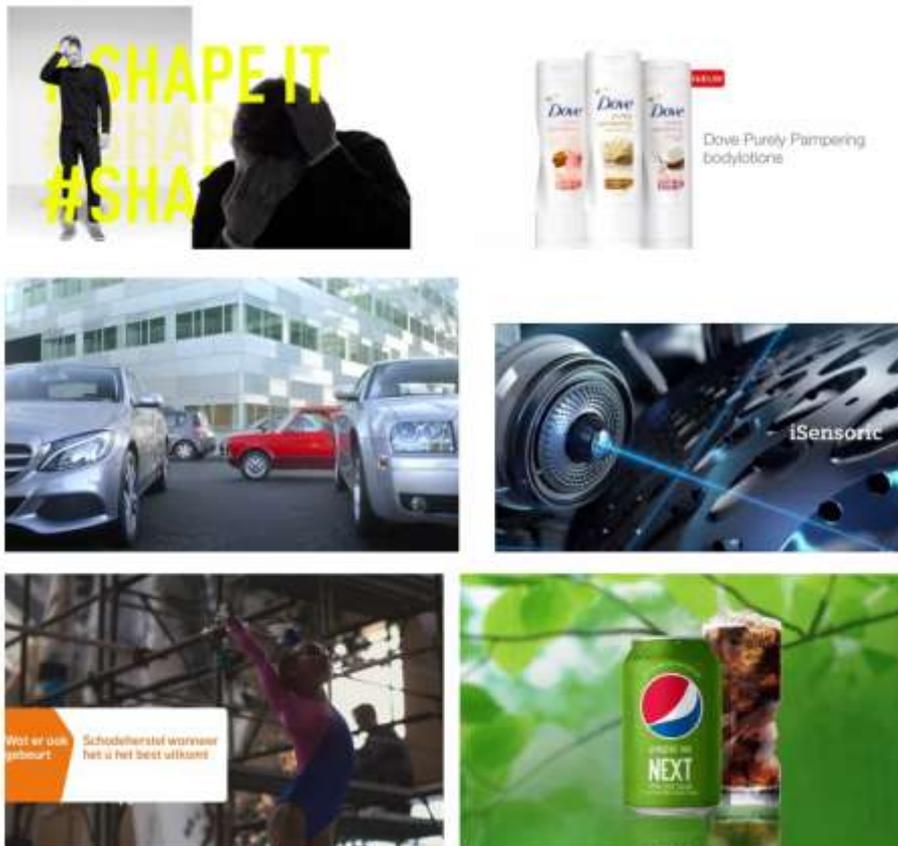
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A study into the attitudes towards and comprehension of the English used in Dutch TV commercials

Stan Hendriks – 5530016

4/25/2015

Supervisors: R. Supheert – K. Sebregts

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## 1. Abstract

The present study conducts a follow-up of the research executed by Gerritsen *et al.* in 2000, which tested attitudes and comprehension of the English used in 6 Dutch TV commercials from the mid 1990s. It aims to discover to what extent attitudes towards and comprehension of the English used in Dutch TV commercials have changed since the 1990s. The present study provides the reader with a literature review which describes strategies of adaptation and standardization in international marketing research and the rise of English as a world language globally and in the Netherlands. An online survey was created which tested attitudes, comprehension, and translation skills of 75 respondents for 6 commercials.

### *Results*

The present study found similar results to Gerritsen *et al.*'s (2000). However, no significant differences for education were found. In addition, frequent Internet use did not lead to more positive attitudes towards the English used. The same was true for self-reported competence in English. As was expected, a better comprehension of the English paired with a more positive attitude. Lastly, comprehension and actual translation did not correlate: when someone reported a high comprehension of the English used in the Dutch TV commercials, this did not mean that their translation was correct as well. In conclusion, additional research with an inclusion of the Internet as a medium should be conducted.

## 2. Introduction

One of the greatest challenges for multinational firms today is choosing between an approach of standardization or adaptation in international marketing strategy. When a multinational firm like Coca Cola introduces a new product such as “Coca Cola Life,” decisions regarding product advertising have to be made. It might be beneficial for sales to market the product differently per country, adapted to countries cultures. However, Coca Cola could also opt to standardize its marketing efforts and cut costs. Moreover, culture and costs are not the only influencing variables here: there are many more which may influence the choice for standardizing or adapting. Whichever is more successful is a major question for any firm dealing with these issues.

The second half of the twentieth century saw a dramatic increase in academic research into the topic of standardization and adaptation, especially with regard to language use. Nevertheless, a consistent and rigorous groundwork had been lacking in that period. The topic has become such an important issue for marketers and academics that today popular (scientific) articles are published next to a plethora of academic articles. In the Netherlands, with English, arguably, having become a second language, many writers, journalists, and academics, for example, wonder why the Dutch do not feel proud about their own language anymore (Mollin, 2007). They more often criticize the increased use of the English language. Articles written by writers and journalists like Appel (2003), de Jong (2010), Huijboom (2014), and Poels (2014) all show a critical stance towards the rise of English in the Netherlands.

A notable example of a popular scientific article on standardization in international marketing strategy can be found in the January 2000 issue of *Onze Taal*. It is called “Engels in Nederlandse TV-Reclame [2]: Hoe Denken Consumenten Erover en wat Begrijpen ze Ervan?” by Gerritsen *et al.* The article discusses the increased use of English in Dutch TV commercials in the two decades preceding its publication and sets out to find an explanation for this. It states that in one third of all Dutch TV commercials, the English language is used in some way. Simultaneously, it poses the question whether and to what extent Dutch consumers appreciate the English used and whether they understand it correctly (Gerritsen, 2000). The basis for this article is an empirical study conducted by Gerritsen, Korzilius, Van Meurs, and Gijssbers from 2000 called “English in Dutch Commercials: Not Understood and not Appreciated.”

The paper by Gerritsen *et al.* (2000) is a quantitative study into the frequency of English words and phrases in commercials on Dutch television. Next to that, of 60 Dutch

respondents English language attitudes and comprehension were measured. The research showed that English in Dutch TV commercials is often not understood and not appreciated by its viewers. Since 2000, no follow-up study on the use of English in Dutch television commercials has been conducted.

However, Gerritsen *et al.* are not the only ones to have researched localized and standardized approaches in advertizing. Hornikx, Van Meurs, and De Boer (2010) have shown that English is increasingly used in Dutch print product advertizing. They show that the type of English used (easy- or difficult-to-understand) in texts largely influences attitudes and comprehension of the commercial and product image.

An even more recent study researched the increased use of English in print product advertizing. This study was conducted by Gerritsen *et al.* in 2010 and tried to find out whether using English in print advertizing added value to a product's image and increased comprehension. Gerritsen *et al.* (2010) found that English in print advertizing was not valued well and was comprehended less well than expected. English used in television commercials has received less attention. While its use has been criticized by Gerritsen *et al.* (2000), a quick look at some TV commercials on Dutch television shows English in Dutch TV commercials is still present: Toni&Guy is promoting their new "SeaSalt Texturizing Spray," Smint uses the catch phrase "This is the moment," and Just for Men is trying to sell their "Oxygen Activated Haarverf." Pepsi is introducing their new product called 'PepsiNext' with a TV commercial in English, and without subtitles.

Much has changed in the world of commercials since the 1990s: with the emergence of the Internet and TV "on demand" commercials can be skipped or ignored. However, 43.3% of Dutch households do not have the option to skip commercials yet ("ANP", 2013). The purpose of the present study is to provide a follow-up of "English in Dutch Commercials: Not Understood and not Appreciated" and analyze to what extent attitudes and comprehension have changed. It will not count the amount of English used in the commercials. In addition, when Gerritsen *et al.* conducted their study, Internet and digital television did not play a substantial role yet. To conduct a follow-up these will not be included in the present study to secure the validity and generalization of the results.

In the next chapter, an overview of the academic discussion will be given. Hypotheses will be formulated at the end of that chapter. Then the method will follow, in which the research method will be explained. The results section is next, after which the discussion and conclusion are dealt with. References and the appendix can be found at the very end of this paper.

### 3. Literature Review

This section will discuss the articles relevant to the core of international marketing research with regards to localization and standardization and the rise and increase of English in the Dutch society and language and in commercials. Various terms and notions will be defined and explained to gain a deeper understanding of past and current research regarding the topic. This analysis will create a firm theoretical basis which will allow hypotheses to be formulated.

#### 3.1 Standardization and Adaptation in International Marketing Research

International marketing research, as explained in Porter *et al.* (1995), becomes a necessity when a firm is operating and exchanging goods internationally. In this case, a need for an adapted marketing strategy arises. The marketing strategy should be directed at determining and fulfilling the needs of customers more effectively than local and international competitors.

To gain a better understanding of the English language in Dutch product advertizing, two other important terms have to be dealt with first. These terms are standardization and adaptation (or, as some prefer, localization). Standardization is, according to best known proponent Theodore Levitt, the globalization of markets. Levitt says that technology has driven the world to a state in which it requires standardized consumer products. He argues that, whatever cultural differences may appear, standardization can compensate for those differences by offering “better quality at a lower price” (Porter et al., 1995, p.1). The largest benefits for companies would be decreased production costs because production and marketing efforts are standardized.

Adaptation, on the other hand, is the exact opposite: markets are seen as (culturally) localized and therefore marketing efforts should be adapted to them. Some argue that extending and emphasizing (cultural) diversity in markets is much more effective (Gerritsen et al., 2000; Gerritsen et al., 2010; Hornikx et al., 2009). They state that evidence for decreased production costs is lacking and that, since nationalistic sentiments in the world are increasing, standardized products are not thought of as more inviting than culturally adapted products (Porter et al., 1995). Therefore, they argue that adaptation is preferable.

Even though Porter *et al.*'s research is twenty years old (1995), the benefits and drawbacks of standardization and localization they mention are still applicable. Among the benefits of standardization they range cost reductions, an increase in efficiency, and a

reduction of complexity. Among the drawbacks they mention are losing customer focus, risk of currency fluctuations, loss of coordination of costs, and a loss of motivation and morale for local employees (1995). The benefits and drawbacks of standardization are the opposite for proponents of adaptation.

According to research, in general four schools of thought can be identified regarding standardization and cultural adaptation. The first school of thought holds the idea that a firm should choose between either standardization or adaptation. A choice for one excludes the other. The second school of thought seeks for compromise: they agree that the world is becoming more globalized, but to them this does not mean that a convincing choice for standardization should be made (Porter et al., 1995). The third school proposes a rethinking of the marketing mix (or 4 P's), breaking it down into 6 P's: product, price, place, promotion, power, and public relations. Each component can have a certain level of standardization (Porter et al., 1995). The fourth school of thought proposes to split up marketing strategy into program and process standardization. Program standardization unifies the core elements of the marketing mix. Process standardization unifies and standardizes the process that precedes marketing strategy: it homogenizes the sequence and the involved activities and tools 'used for the different marketing planning, implementation, control, and support processes (Porter et al., 1995). Gerritsen *et al.* (2000) are most likely somewhere in between the second and third school of thought.

Standardization and adaptation are explained further by White *et al.* (2003). Their study forms an important theoretical foundation in international marketing research and works twofold. First, they address the necessity to establish a strong theoretical position in the field of international marketing research with regard to standardization. Second, they state much empirical research conducted into the subject has been replicative and added nothing new to a field characterized by stagnation.

From the plethora of research that has been done on standardization and adaptation, White *et al.* draw the conclusion that researchers have so far been unable to "substantiate some of the key underlying assumptions regarding the value of standardization" (2003). No progress has been made towards a unifying theory. As a reason for this White *et al.* state that the arguments for and against standardization and adaptation in global marketing revolve around two components driven by the homogeneity of markets. The first component is saving on expenses by standardizing. The second component consists of the notion of enhanced value delivery through cultural adaptation. This is an issue that Porter *et al.* (1995) omit equally. Marketers that see their markets as homogenous will choose for standardization,

whereas marketers that see them as heterogeneous will opt for adaptation (White et al., 2003). An example of the lacking framework is the fact that academics use various frameworks to measure the effectiveness of standardization and adaptation. The consequence is that the conceptual domain, as White *et al.* call it, stays in conflict and is not comparable.

White *et al.* assert it is often stated that adaptation simply is more costly than standardization. Some academics seem to have the tendency to stick with a description of the financial image. In some way, Porter *et al.* (1995) focused very much on the financial image as well. Not much further research has been done into the topic, according to White *et al.* What is important to gather from this is the need for careful consideration of underlying motivations in international marketing research. From the research that has been done in the past, no solid generalizations can be drawn. Since a consistent theoretical framework is lacking, careless judgments and decision-making should be avoided.

### 3.2 English in the Netherlands

Today, one important element of a firm's international marketing strategy is advertizing. Richard Taflinger defines advertizing as: "the non-personal communication of information usually paid for and usually persuasive in nature about products, services, or ideas by identified sponsors through the various media" (1996).

Taflinger explains some concepts in this quote. He states that "non-personal" translates to the seller and buyer not having to meet to conduct a transaction. Advertizing replaces the disadvantages that personal selling has: it has "all the time of the world": it can be created, modified, and tested, and modified again. Second, advertizing can include research about large groups of customers. Third, advertizing is often much cheaper per individual than personal selling because it can target thousands, if not millions (Taflinger, 1996). He adds that communication includes all of the senses a human being uses. However, he states that sound and sight are most important to advertizing. Information is defined as knowledge, facts, or news. For advertizing to be successful, it should be incomplete, leaving room for curiosity with the consumer (1996). Whether this notion can be applied to TV commercials today remains unresolved.

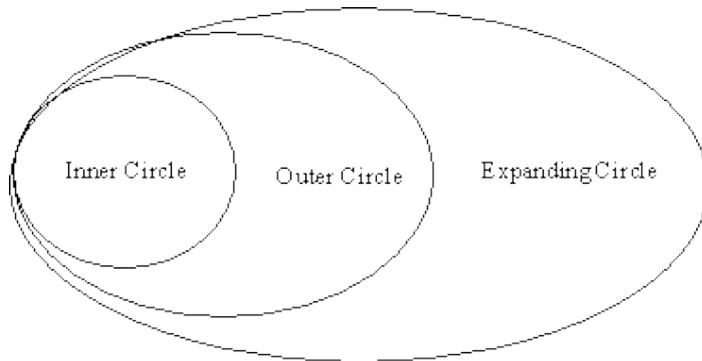
"Whether they target Asian, European, or Latin-American consumers, advertisers seem to regard the use of English words, sentences, and even entire texts as an efficient strategy to sell brands and products to consumers", Kuppens (2009, p.115) says. The high incidence of the English language in advertizing, as Kuppens states, is often seen as the result

of a form of language imperialism. The dominant position that the United States had throughout the second half of the twentieth century has forced its language, ideology, and culture onto nations that were defenseless and could not resist: American capitalism can thus be seen as the driving engine behind language. Worldwide, English has reached the status of a global language, present in many aspects of life on the planet due to cultural and language imperialism by the United States (Pells, 1998).

With the rise of English in Belgium and in the Netherlands, the notion of English as a second language has been developed. As Kuppens states in her expansive study from 2009 (p. 116): “the worldwide spread of English not only occurs through the export of North-American, British, and Australian-English language media products, but also in multilingual (mass) media idioms”. English in the Netherlands today is everywhere: it can be seen on the Internet, television, and it can be heard on the radio. It is used on bill boards, posters, in universities, colleges, and high schools. Some elementary schools in the Netherlands start teaching English in first grade. It has become an aspect of Dutch life. However, with this development the question rises how developed the English language genuinely is as a non-native variety in the Netherlands. And what are implications for Dutch advertising agencies?

Sandra Mollin, from the University of Heidelberg, proposes a set of criteria to test whether the English language has reached the status of second language in nations where it is foreign (2007). The implications of this are essential for Dutch product advertising and motivations of marketers and advertising agencies. Mollin states that English started to become well-known in Europe in the early twentieth century. Today, many authors are convinced that mainland Europe is still establishing its own variety of English (Mollin, 2007). This could have implications for marketers and advertisers: why standardize when mainland Europe’s “lingua franca” is English?

Mollin uses the tripartite model by Kachru and Quirk to systemize speakers of English dividing them into three distinct groups: native (having English as a Native Language), ESL (having English as a Second Language, as for example in India, Canada, Australia) and EFL (having English as a Foreign Language). The Inner Circle (ENL) is norm-providing for the two other groups. The Expanding Circle (EFL) is norm-dependent on this first group (see image 3.1).

*Table 3.1 Kachru's circle model*

The Outer Circle (ESL) is norm-developing and in that respect very much distinct from the two other groups. Mollin describes criteria for the outer circle, which may also be applicable for English in the Netherlands.

For English to become a second language, expansion and nativization need to have taken place in phonology, lexicon, grammar, and discourse style. By this Mollin means, for example, to combine words from English and the native language in one sentence, to blend them without error, pronouncing foreign words distinctly different and in a systematical way. She states the differences from the native standard need to be considerable. Second, new features that have come into existence through nativization need to be consistent and systematic. The new elements should not only be deviations from the native language, but also fixed (Mollin, 2007). In addition, institutionalization needs to have taken place. English as a second language has to be accepted as the new norm. This means that native English, as spoken in countries where it is a first language, is no longer norm-developing. According to Mollin's criteria, English in the Netherlands seems not to have reached the status of a second language yet. You could argue that step 1 and 2 have taken place, but step 3 (institutionalization) has not. In no laws or frameworks has Dutch-English been institutionalized. English as it is spoken in Great Britain and the United States seems still to be norm-providing.

Even though English seems not to have reached the status of a second language in the Netherlands yet, *Special Eurobarometer 386* (2012) proves how firmly English has embedded itself in the lives of the Dutch. 94% of the Dutch say that they can speak at least one language in addition to their mother tongue, i.e. English. A staggering 90% say that they are particularly likely to speak English as a foreign language. This implies that 90% of the Dutch

are in some way practical or even partly fluent in English and this could mean that choosing English in Dutch TV commercials is a viable option. However, it is important to note that this study largely relies on a self-reported proficiency in English by its respondents. In addition, only 57% of respondents in the Netherlands say that they are most likely to understand television or radio news in English. 56% state that they can understand English well enough to read newspaper articles and magazines. Another 56% state that they understand English well enough to use it for online communication. That leaves almost more than half of the respondents lacking the necessary skills in English to communicate online or understand English on the television or radio. This may leave English more foreign to the Dutch than sometimes assumed. With the rise of the English language in Western Europe and the Netherlands, English seems to have become an important language in advertising. In a study conducted by the Department of Business Communication at the Radboud University Nijmegen, it was found that the Dutch systematically overestimate their language skills in English. All 293 Dutch respondents from various organizations did not surpass a level of beginner or semi-advanced in English. All of them reported to be advanced or far advanced. Even though all participants had come into contact with English thoroughly in their education, 25% of them did not surpass the level of beginner and 40% scored semi-advanced (Van Onna et al., 2006). This shows that a nuanced view of Dutch proficiency in English is required.

### *3.3 English on the Rise in Product Advertising*

Kuppens identifies two additional main reasons for the use of English in product advertising in non-English speaking countries. These reasons have often been dealt with by other academics, but will briefly be discussed here. She mentions creative-linguistic reasons and reasons pertaining to cultural connotations. These are also the reasons mentioned by Gerritsen *et al.* (2000). Creative-linguistic reasons are used by advertisers when the target language lacks a certain word: a so called “lexical gap” is bridged. For example, As Kuppens argues, when a word in the target language is a taboo word, a choice for English could be made. Next to that, using an additional language in advertising gives marketing agencies the opportunity to be more creative and attract more consumers by using bilingual rhyming and puns. The cultural connotations that Kuppens mentions pertain to the stereotypes that are associated with Great Britain and the United States of America. Often, stereotypes like modernity and internationalism are linked with English and thus are thought to reflect these notions for the product or image. Foreign languages are used for their symbolism, rather than

their communicative value (Kuppens, 2009). English is a bicultural language, as Kuppens states. It symbolizes values associated with the US (freedom, capitalism), Great Britain (class, traditionalism), and values like youth, prestige, modernism, globalization, and cosmopolitanism: “people still think that what comes from abroad is better and if it’s in English – it’s even better” (Kuppens, 2009).

Kuppens adds another reason for using English in advertizing. She analyzed 746 ads from Flanders, Belgium (a Dutch-speaking country as well). In 25 of them she could not explain the use of English. As a solution, she proposes the notion of (transcultural) intertextuality. Producers have to deal with a form of “inescapable intertextuality”, as Kuppens states. She proposes that some texts have intertextual intent: they should be read with a context. Humor and parody often play a large role in intertextual intent (Kuppens, 2009). She adds that especially young adults are most susceptible for this which could mean that commercials in which English is used are valued better by young people. However, using intertextual references comes with a certain risk: whether a person will understand what the advertiser is trying to convey is wholly dependent on that person’s familiarity with a certain genre or specific media (Kuppens, 2009).

### *3.4 English in Dutch Television Commercials*

Gerritsen *et al.* started their research in the mid-1990s. From interviews that they held with marketers they learned that English was often used for financial and image reasons (Gerritsen *et al.*, 2000). They showed that in the 1990s, one-third of Dutch TV commercials contained English words and phrases. They researched among 30 Dutch men and women, evenly distributed across two age groups (ranging from 15-18 and 50-57) and three levels of secondary education (low, middle, and high) attitudes towards and comprehension of English. They found that all respondents displayed a rather negative attitude towards the English used in the commercials. Only 36% were able to give a rough indication of the meaning of the English used. They found strong indications that the use of English increases miscomprehension. Gender did not influence attitudes or comprehension. Younger people were more positive toward English than older people and comprehended it better. Respondents with a higher education displayed more negative attitudes toward the English used than respondents with a lower education, but they comprehended it better (Gerritsen *et al.*, 2000). Based on the literature review, the following hypotheses have been formulated:

### *3.4.1 Hypotheses attitudes*

H1: Younger people will have a more positive attitude towards the English used in the Dutch TV commercials than older people (Gerritsen et al., 2000; Kuppens, 2009).

H2: Gender will not influence attitudes towards the English used in Dutch TV commercials (Gerritsen et al., 2000).

H3: A higher education will negatively influence attitudes towards the English used in Dutch TV commercials (Gerritsen et al., 2000; “Special Eurobarometer 386,” 2012; Hornikx et al., 2010).

H4: Coming into contact with the English language on the Internet frequently will positively influence attitudes towards the English used in Dutch TV commercials (“Special Eurobarometer 386,” 2012).

H5: Attitudes towards the English used in Dutch TV commercials will be more positive when self-reported competence in English is high (Gerritsen et al., 2000).

H6: Attitudes towards the English used in Dutch TV commercials will be more positive when comprehension is better (Gerritsen et al., 2000).

### *3.4.2 Hypotheses comprehension*

H7: Younger people will have a better comprehension of the English used in the Dutch TV commercials than older people (Gerritsen et al., 2000; Kuppens, 2009).

H8: Gender will not influence comprehension of the English used in the Dutch TV commercials (Gerritsen et al., 2000).

H9: Higher education will positively influence comprehension of the English used in the Dutch TV commercials (Gerritsen et al., 2000; Kuppens, 2009; Hornikx et al., 2010).

H10 Coming into contact with the English language on the Internet frequently will positively influence comprehension of the English used in Dutch TV commercials (“Special Eurobarometer 386,” 2012).

H11: Comprehension of the English used in Dutch TV commercials will be better when self-reported competence in English is high (Gerritsen et al., 2000).

H12: Better comprehension does not correlate with better translation (Gerritsen et al., 2000; Van Onna et al., 2006; Kuppens, 2009).

#### 4. Method

To test whether Gerritsen *et al.*'s (2000) findings have changed or still apply today a structured and mixed online questionnaire was distributed among 75 Dutch respondents who differed in gender, age, and education. In addition to these items, which were measured by Gerritsen *et al.*, region, Internet use, English website visits, English in daily life, and self-reported competence in English were added. The survey was distributed online on February 17, 2015. It was closed on February 28, 2015. The researcher made use of the snowball effect by distributing the surveys to *Gmail* contacts, *LinkedIn* contacts, and *Facebook* contacts. Next to that, close family and friends were asked to fill out the questionnaire and to distribute it to their family and friends. The whole procedure of filling out the survey took about 10-15 minutes.

##### 4.1 Participants

This study was carried out in Dutch. The population consisted of the people that watch Dutch TV commercials. The actual sample used consisted of colleagues, fellow students, friends, family, and acquaintances from all over the Netherlands. As can be seen in table 4.1.1 below, 75 respondents, 34 men (45,3%) and 41 women (54,7%), with ages ranging from 17 – 76 participated in the experiment ( $M = 35,27$ ,  $SD = 16,49$ ). The participants were divided into two different age groups: 17-34 years and 35 – 80 years: 60% was between 17 and 34 years of age, whereas 40% was 35 and over.

Table 4.1.1 Participant Table Gender X Age ( $n = 75$ )

			Young	Old	Total
			%	%	
Gender	Male	Count	19	15	34
		%	56%	44%	100%
	Female	Count	26	15	41
		%	63%	37%	100%
Total			45	30	75
			45%	55%	100%

Participants had various educational backgrounds, ranging from 20 respondents (26,7%) with lower education (VMBO, HAVO, VWO, MBO) to 21 respondents (28%) with

middle (HBO), and 34 respondents (45,3%) with higher education (WO) ( $M = 2.12$ ,  $SD = .872$ ) as can be seen in table 4.1.2 below.

Table 4.1.2 Gender and Education

Gender (n=75)	Low education %	Middle education %	Higher education %
34 male	7	11	16
41 female	13	10	18
Total	20	21	34

#### 4.2 Materials

The experiment consisted of an online questionnaire which is included in the appendix. The method was chosen so that a large group of respondents could be interviewed in a short period of time. All 6 commercials had been shown on Dutch television and aired in the past two years. The commercials used were similar to the commercials studied by Gerritsen et al. 2000 (see image 4.2.1). The commercials were chosen to be diverse and appealing to a broad audience. The goal was to find commercials that, in theory, would appeal to a broad audience from youngsters to elderly people, similar to Gerritsen *et al.* (2000). In addition, to resemble the study by Gerritsen *et al.* as closely as possible, commercials that were similar in product type were used. They advertized products of Dutch (*Nationale Nederlanden*), French (*Studio Line*), British (*Dove*), German (*Siemens*), American (*Pepsi*), and Spanish (*Smint*) companies. Some of the commercials contained more English than other commercials. To decide whether the words used in the commercial were English or Dutch the *Van Dale Elektronisch groot woordenboek van de Nederlandse taal* was used. Since the 1990s many words of English heritage have been added to the Dutch language: nonetheless, it was necessary to test whether all words were truly English.

Table 4.2.1 Commercials used compared

Gerritsen <i>et al.</i> (2000)	Current research project
Studio Line (hair gel)	<a href="#">Studio Line</a> (hair gel)
Fa (shower gel)	<a href="#">Dove Purely Pampering Body Lotions</a>
Twix (chocolate bar)	<a href="#">Smint</a> (peppermint)

Seiko (watch)	<a href="#">Siemens iSensoric</a> (washer)
Nationale Nederlanden (insurance)	<a href="#">Nationale Nederlanden</a> (insurance)
Lion (chocolate bar)	<a href="#">PepsiNext</a> (soda)

Respondents viewed a commercial online, after which they were asked to report their attitude towards the commercial. They were then asked to report their comprehension of the English used in the commercial. Lastly, English phrases or words used in the commercial were shown to the respondent and they were asked to translate them, without using an online dictionary or other tools. A pilot was conducted among three respondents after which certain aspects of the survey were changed. Sentence phrasing and the order of a number of questions were altered. In addition, some small spelling and grammar mistakes were removed, as well as typing mistakes. The following table, table 4.2.2, shows the text used in the commercials and a translation of what the Dutch sentences (italicized) mean in English. The sentences in bold are the ones used in the survey for the questions on participant comprehension.

Table 4.2.2 Text used in commercials

Commercial (product)	Spoken Text	Text on screen	English translation of Dutch phrases
Studio Line	- <b>New TXT shaping paste. Work it. Shape it.</b> TXT it. - Texturize your hair anyway you like it. - New TXT. Only by Studio Line L'oréal Paris. <b>Are you worth it?</b>	- <i>Tijd voor een nieuw kapsel? Check hairstyle.com.</i> - Work it. Shape it. TXT it. - <i>Iets anders met je haar?</i>	- Time for a new haircut? Check hairstyle.com - Something different with your hair?
Dove	- <i>Wat gebeurt er als je ultieme verzorging combineert met heerlijke ingrediënten? Dan krijg je onze meest verrukkelijke bodylotions ooit. Verwen jezelf met</i>	- <i>Nieuw.</i> - Dove <b>Purely Pampering</b> bodylotions	- What happens when you combine ultimate care with delightful ingredients? You get our most divine bodylotions ever. Pamper yourself with the new Dove

	<i>de nieuwe Dove Purely Pampering bodylotion.</i>		Purely Pampering boylotion. - New.
Smint	- <i>Er zijn van die momenten waarop je zelfvertrouwen wel wat extra's kan gebruiken.</i> <b>- This is the moment.</b>	- Smint. - <i>Smint moment?</i> <b>- Boost yourself!</b>	- At times your confidence could use a little extra. - Smint moment?
Siemens (subtitled except last part, which is relevant)	- <i>Siemens presenteert iSensoric. De sensorgestuurde technologie die perfect zorgt voor je was.</i> <b>- For a life less ordinary.</b>	<b>- The future moving in.</b>	- Siemens presents iSensoric. Sensor-guided technology that takes perfect care of your laundry.
Nationale Nederlanden	- There's a bright golden haze on the meadow. There's a bright golden haze on the meadow. The corn is as high as an elephant's eye, and it looks like it's climbin' clear up to the sky. <b>Oh, what a beautiful morning, oh, what a beautiful day.</b> - <i>Nationale Nederlanden helpt u zorgeloos verder. Met schadeherstel wanneer het u het beste uitkomt. Ook 's avonds en op zaterdag.</i>	- <i>Wat er ook gebeurt.</i> - <i>Schadeherstel wanneer het ú het beste uitkomt.</i> - <i>Meer informatie? Ga naar nn.nl of uw verzekeringsadviseur.</i>	- NNL helps you along easily, recovering damage when it suits you best. At night and on Saturdays. - Whatever happens. - Damage recovery when it suits you best. - More information? Go to nn.nl or your insurance advisor.
PepsiNext	- Nothing's standing in my way. World gets better every day. The	- Let's believe that it's our adventure. - Let's bring back the	- 30% less sugar than Pepsi Regular.

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simple things in life	fun.
come easily. Oh, oh,	<b>- Let's feel free to be</b>
simple things. Oh, oh,	<b>free.</b>
simple things. Simple	<b>- New design. Same</b>
things in life come	<b>great taste. Less</b>
easily.	<b>sugar thanks to</b>
	<b>sweetener from a</b>
	<b>natural source.</b>
	<i>- 30% minder suiker</i>
	<i>dan Pepsi Regular.</i>
	<i>- So good it's almost</i>
	<i>too good to be true.</i>

### 4.3 Procedure

The instrumentation included measures of attitudes, comprehension, and translation, all of which will be discussed hereafter. The questionnaire ended with a number of questions about gender, age, education, region, Internet use, English website visits, English in daily life, and self-reported competence in English. It should be noted that, for the consistency and the validation of the present study, the measurement scale was considered to be of interval level. By some researchers, this consideration is attested (Allen et al., 2007). However, Gerritsen *et al.* (2000), Gerritsen *et al.* (2010), and Hornikx *et al.* (2010) also treated Likert scales as being of interval level. To conduct a follow-up study, a similar level was used for the present study.

#### 4.3.1 Attitudes

Attitudes towards the English used in the Dutch TV commercials were measured on the basis of Gerritsen *et al.*'s (2000) 5-point Likert scales. Participants were asked to rate the commercials with four positive and four negative items. The positive items were *poetic*, *easy-going*, *functional*, and *sympathetic*. The four negative items were *irritating*, *superfluous*, *affected*, and *arrogant*. The negative items were re-coded. The internal consistency of the scales was found to be very reliable with an  $\alpha = .84$  on average (how closely related a set of items are as a group on a scale of .0 to 1.0).

### 4.3.2 Comprehension

Following Gerritsen *et al.* (2000), comprehension was measured twofold: as perceived comprehension and as actual comprehension. Perceived comprehension of a TV commercial was measured by asking respondents to report whether they found the English used hard to understand or unclear. They were also asked whether they understood what the commercial conveyed and whether they could translate it.

Actual comprehension was measured by having respondents translate specific sentences and phrases from the commercial that they had just watched. They would be left with a white open space to paraphrase (or translate) their answers. Their answers were measured as correct, partly correct, or incorrect by two independent coders with an intercoder reliability of  $k = .74$ . For example, a translation of the phrase “purely pampering” would be correct when translated as *puur verwennende* or *pure verwennende*, partly correct when translated as *pure verzorging met dit product* or *puur verzorgende*, and incorrect when translated as *vloeibare crème* or, for example, *zeker zachtmakend*.

In addition, it was decided to include a question on English competence in the questionnaire. *Special Eurobarometer 386* (2012) does not focus solely on the Netherlands, but on the European Union. Since self-reported competence in English may influence comprehension and attitudes, a more thorough analysis of the concept for all Dutch respondents was deemed necessary (Gerritsen *et al.*, 2000) and could not solely be based on *Special Eurobarometer 386* (2012).

### 4.4 Statistical Analyses

The variable age was recomputed into the same variable, divided into an age group for 18-34 years and 35-80 years. The same was done for education (three different groups, low being VMBO, HAVO, VWO, and MBO, middle being HBO, and high being WO) and current residence (Non-Randstad being all provinces but Noord-Holland, Zuid-Holland, and Utrecht, Randstad being the three previously mentioned provinces, and other being participants who live outside the Netherlands or did not want to report their region).

The question set of each commercial consisted of a scale of 4 positive and 4 negative questions. For each commercial, the 4 negative questions were re-coded so that they could be compared to the positive questions. Then a reliability analysis was conducted for both sets of questions. The alphas for all commercials can be seen in table 4.3 below. It is generally accepted that when  $\alpha = .70$  or higher the measurement scale is reliable. Since this is the case

for all six commercials, all 8 questions per commercial could be combined into one single mean for attitudes per commercial. The mean for all cases is therefore given in the third column of the table, with 1 being negative and 5 being positive. The standard deviation is given in the fourth column.

*Table 4.4.1 Cronbach's  $\alpha$  for all 6 commercials, M, and SD for all scores*

<b>Commercials (n=8)</b>	<b>Alpha</b>	<b>M</b>	<b>SD</b>
Studio Line	.768	2.78	.692
Dove	.866	3.14	.857
Smint	.862	2.69	.825
Siemens	.825	2.90	.803
Nationale NL	.848	3.74	.705
PepsiNext	.879	3.44	.736

## 5. Results

### 5.1 General Results

75 respondents returned the questionnaire in a little over two weeks, after which it was taken offline due to time restrictions. Naturally, respondents valued and comprehended the commercials differently. Many factors influence attitudes towards the English used in a commercial. Each commercial uses a different type of English. The English can be sung, spoken, or written. A voice that is annoying to one person might sound poetic to another. One type of person might find the English used affected, while the other may think it simply sounds arrogant. In the following table, mean attitudes are given.

Table 5.1.4 Mean positive variables per commercial (n=75)

	Poetic	Easy-going	Functional	Sympathetic
	M (SD)			
<b>Studio</b>	2.09	2.85	2.89	2.48
<b>Line</b>	(1.11)	(.98)	(1.07)	(.96)
<b>Dove</b>	2.75	3.16	2.88	2.07
	(1.34)	(1.16)	(1.19)	(.96)
<b>Smint</b>	2.07	2.47	2.51	2.12
	(1.18)	(1.12)	(1.15)	(1.10)
<b>Siemens</b>	2.12	2.96	2.86	2.85
	(.98)	(1.12)	(1.23)	(1.18)
<b>NNL</b>	3.93	4.00	2.93	3.72
	(.07)	(.94)	(1.13)	(.92)
<b>PepsiNext</b>	3.19	3.63	3.21	3.46
	(.95)	(.84)	(.96)	(1.00)

*\*For the positive variables, a 1 on the scale is “fully disagree”, whereas a 5 on the scale is “fully agree”. The closer to 5, the more positive a commercial was valued.*

As can be seen in table 5.1.4, the English in the Studio Line commercial is seen a relatively un-poetic. This may be due to the fact that the English is expressed in a rather staccato way. The English in the Dove commercial is found to be un-sympathetic. The Smint commercial is rated the worst overall: many people found it to be un-poetic and un-

sympathetic. It may have been annoying to some respondents and slightly misogynistic implying that women cannot park. The Siemens commercial was rated well, but many people also found it to be less poetic. Overall, the Nationale Nederlanden commercial was rated best. This could be because the only English involved was a song which many people seemed to like. PepsiNext was also rated fairly highly, most likely because it did not have any Dutch aspects and thus was not a Dutch commercial using (unnecessary) English. It seems that when English is used for an already English brand, it is valued better.

Table 5.1.5 shows the results of the mean negative variables. Most irritating to many respondents was the English in the commercial by Smint. It was seen as affected as well. Best rated were again Nationale Nederlanden and PepsiNext. These commercials were seen as least negative. Self-reported comprehension is analyzed next in the following two tables, 5.1.6 and 5.1.7.

Table 5.1.5 Mean negative variables per commercial (n=75)

	<b>Irritating</b>	<b>Superfluous</b>	<b>Affected</b>	<b>Arrogant</b>
	M (SD)			
<b>Studio</b>	3.20	2.93	3.07	2.76
<b>Line</b>	(1.30)	(1.14)	(1.16)	(1.16)
<b>Dove</b>	3.44	2.81	2.99	3.84
	(1.22)	(1.28)	(1.29)	(1.10)
<b>Smint</b>	2.73	2.92	2.67	3.36
	(1.30)	(1.19)	(1.26)	(1.02)
<b>Siemens</b>	3.16	2.77	3.19	3.26
	(1.31)	(1.33)	(1.27)	(1.20)
<b>NNL</b>	4.00	3.31	3.63	4.39
	(.97)	(1.15)	(1.01)	(.87)
<b>PepsiNext</b>	3.64	3.19	3.52	3.69
	(1.05)	(1.10)	(1.07)	(1.03)

\* For the negative variables, a 1 on the scale is “fully agree”, whereas a 5 on the scale is “fully disagree”. The closer to 1, the more negative a commercial was valued.

As can be seen in table 5.1.6 that respondents on average thought they had understood the message conveyed relatively well. They were less confident when it came to their ability to translate the phrases from the commercial. Respondents did not know yet what phrases they had to translate when they answered this question. Only for the Smint commercial were

respondents less confident about their understanding of the conveyed message than about their ability to translate the commercial. The English used may have been easy, but the message was most likely unclear to many respondents.

*Table 5.1.6 Mean positive comprehension per commercial (n=75)*

	<b>Message conveyed understood</b>	<b>Thought they could translate</b>
	M (SD)	
<b>Studio Line</b>	4.12 (1.17)	3.96 (1.13)
<b>Dove</b>	4.25 (1.02)	3.64 (1.28)
<b>Smint</b>	4.05 (1.22)	4.27 (.88)
<b>Siemens</b>	4.08 (1.07)	3.92 (1.05)
<b>Nationale Nederlanden</b>	3.89 (1.20)	3.86 (1.15)
<b>PepsiNext</b>	4.28 (.89)	4.05 (1.00)

*\*For the positive variables, a 1 on the scale is “fully disagree”, whereas a 5 on the scale is “fully agree”. The closer to 5, the more positive a commercial was valued.*

Table 5.1.7 introduces two additional variables regarding self-reported comprehension. As can be seen, the positive scales correspond with the negative ones. Nearly all respondents found the commercials easy to understand and clear. Surprisingly, the Nationale Nederlanden commercial, which used an English song, was seen as harder to understand and less clear. This may have been because a Dutch voice-over could be heard together with the song, which hindered respondents' comprehension. In conclusion, self-reported comprehension of all respondents is fairly high.

Table 5.1.7 Mean negative comprehension per commercial (n=75)

	<b>Hard to understand</b>	<b>Unclear</b>
	M (SD)	
<b>Studio Line</b>	4.64 (.71)	4.33 (.92)
<b>Dove</b>	4.33 (1.08)	4.23 (1.19)
<b>Smint</b>	4.73 (.553)	4.59 (.84)
<b>Siemens</b>	4.33 (1.09)	4.31 (1.12)
<b>Nationale Nederlanden</b>	4.20 (1.08)	4.12 (1.09)
<b>PepsiNext</b>	4.40 (.96)	4.27 (1.07)

\* For the negative variables, a 1 on the scale is “fully agree”, whereas a 5 on the scale is “fully disagree”. The closer to 1, the more negative a commercial was valued.

## 5.2 Attitudes Results

For the results, tests have been run to see whether differences between groups are significant. In accordance with earlier research (Gerritsen et al., 2000), it has been decided that a hypothesis can only be accepted when 3 or more results are statistically significant and when a significant correlation is measured. Of course, the effect in one or two individual commercials could be significant, but for the evidence to be substantial, the before-mentioned guidelines will be followed strictly.

### 5.2.1 H1 Attitude and Age

This paper hypothesizes (H1) that younger people have a more positive attitude towards the English used in Dutch TV commercials than older people. An independent samples t-test was conducted for all 6 commercials to test whether the difference in attitudes between the two age groups is significant. Table 5.2.1 shows the results of the test. It lists the mean attitudes for all commercials per age ranging from 1 to 5, 1 indicating a negative attitude and 5 a positive attitude.

Table 5.2.1 Breakdown comparison of attitudes and age per commercial (n=75)

Commercial	M	SD	df	t
Studio Line			47,92	-.36
17-34 years	2.76	.59		
35-80 years	2.82	.83		
Dove			45.36	2.26*
17-34 years	3.33	.67		
35-80 years	2.85	1.03		
Smint			45.56	2.36*
17-34 years	2.88	.64		
35-80 years	2.40	.98		
Siemens			45.50	3.56**
17-34 years	3.16	.62		
35-80 years	2.49	.89		
NNL			73	1,66
17-34 years	3.85	.58		
35-80 years	3.58	.84		
PepsiNext			73	.81

<i>17-34 years</i>	3.49	.70
<i>35-80 years</i>	3.36	.80
* $p < .05$		
** $p < .01$		

As can be seen in the table, attitudes of the younger age group are more positive in 5 commercials. However, the mean difference is only statistically significant for 3 commercials. This could mean that the older age group has a more negative attitude towards the use of English in Dutch TV commercials overall. A Spearman's Rank correlation coefficient showed a significant negative correlation between age and attitude for Dove,  $r = -.26$ ,  $n = 75$ ,  $p = .023$ , Smint,  $r = -.27$ ,  $n = 75$ ,  $p = .02$ , and Siemens,  $r = -.38$ ,  $n = 75$ ,  $p = .001$ . On the basis of these tests, H1 can be accepted.

### 5.2.2 H2 Attitude and Gender

This paper hypothesizes (H2) that gender will not influence attitudes towards the English used in Dutch TV commercials. An independent samples t-test was conducted for all 6 commercials to test whether the difference in attitudes between male and female respondents is significant. In table 5.2.2 the results for attitudes can be seen for all male and female respondents. 1 indicates a negative attitude, whereas 5 indicates a positive attitude.

*Table 5.2.2 Breakdown comparison of attitudes and gender per commercial (n=75)*

<b>Commercial</b>	<b>M</b>	<b>SD</b>	<b>df</b>	<b>t</b>
Studio Line			73	-.11
<i>Male</i>	2.77	.65		
<i>Female</i>	2.79	.73		
Dove			73	-.87
<i>Male</i>	3.04	.88		
<i>Female</i>	3.22	.84		
Smint			73	1.15
<i>Male</i>	2.81	.83		
<i>Female</i>	2.59	.82		
Siemens			72	-.796
<i>Male</i>	2.82	.74		
<i>Female</i>	2.97	.86		
NNL			73	-.81

<i>Male</i>	3.67	.76		
<i>Female</i>	3.80	.66		
PepsiNext			73	-.84
<i>Male</i>	3.36	.75		
<i>Female</i>	3.51	.72		

As can be seen in the table, there are no significant differences in mean attitude between males and females. The t-test showed no significant differences between the means. A Pearson and Spearman's correlation coefficient was calculated, but no significant correlations were found between attitudes and gender either. Gender does not seem to influence attitudes towards the use of English in Dutch TV commercials. H2 can be accepted.

### 5.2.3 H3 Attitude and Education

This paper hypothesizes (H3) that education influences attitudes towards the English used in Dutch TV commercials. A one-way ANOVA was conducted for all 6 commercials to test whether the difference in education groups for attitudes is significant. In table 4.2.3 the results for attitudes can be seen for all education groups. 1 indicates a negative attitude, whereas 5 indicates a positive attitude. Education groups are combined scales, as explained in the method, of levels of education respondents could choose in the survey.

Table 5.2.3 Breakdown comparison of attitudes and education per commercial (n=75)

	M (SD)			F	Effect size**
	Low education	Middle education	High education		
	n = 20	n = 21	n = 34		
Studio Line	2.85 (.69)	2.76 (.73)	2.75 (.69)	1.55	.004
Dove	2.92 (.81)	2.99 (.74)	3.36 (.92)	2.12	.056
Smint	2.89 (.76)	2.71 (1.00)	2.57 (.74)	.96	.026
Siemens	3.13 (.62)	2.45 (.82)	3.04 (.79)	5.08*	.125
Nationale NL	3.66 (.60)	3.72 (.79)	3.79 (.78)	.22	.006
PepsiNext	3.41 (.71)	3.27 (.79)	3.57 (.72)	1.08	.029

\*  $p < .05$

\*\* *Eta squared*

The table suggests that the attitude towards the English used is higher for people with a lower education. In some instances, people with a higher education have a more positive attitude. The ANOVA test, however, measured no significant differences between the groups in any commercial, except for the Siemens commercial. A Spearman's Rank correlation resulted in one significant positive correlation between education and attitude,  $r = .25$ ,  $n = 75$ ,  $p = .03$ . H3 should be rejected.

#### 5.2.4 H4 Attitude and English Language on the Web

H4 hypothesizes (H4) that coming into contact with the English language on the Web often will positively influence attitudes towards English used in Dutch TV commercials. A one-way ANOVA test was conducted. Answers ranged from 1 never, to 2 rarely, 3 sometimes, 4 often, and 5 very often.

Table 5.2.4 Breakdown comparison of attitudes and English language on the Web(n=75)

	M (SD)					F	Effect size**
	Never	Rarely	Sometimes	Often	Very often		
	n = 2	n = 2	n = 15	n = 18	n = 38		
Studio Line	3.37 (.88)	2.43 (.80)	2.82 (.71)	2.85 (.82)	2.72 (.62)	.60	.03
Dove	2.25 (1.06)	2.13 (.36)	2.88 (1.01)	3.08 (.76)	3.37 (.78)	2.47	.12
Smint	2.69 (.44)	2.75 (.71)	2.78 (.75)	2.60 (.91)	2.70 (.86)	.09	.005
Siemens	1.38 (.53)	1.88 (0)	3.04 (.56)	2.58 (.88)	3.10 (.73)	4.22**	.19
Nationale NL	2.56 (.80)	3.31 (.44)	3.87 (.56)	3.91 (.63)	3.69 (.71)	2.13	.11
PepsiNext	2.25 (1.06)	3.44 (.62)	3.48 (.68)	3.40 (.81)	3.51 (.74)	1.44	.07

\*  $p < .05$

\*\*  $p < .01$

\*\* *Eta squared*

As can be seen in the table 5.2.4, only one significant outcome was reported, namely for the Siemens commercial. Therefore, it seems that coming into contact with the English language on the Web does not influence attitudes towards it in TV commercials for this study. A Spearman's Rank correlation coefficient was calculated and for two commercials significant positive correlations were found. For Dove,  $r = .33$ ,  $n = 75$ ,  $p = .04$ , and Siemens,  $r = .24$ ,  $n = 75$ ,  $p = .04$ . However, H4 should be rejected on the basis of these outcomes.

### 5.2.5 H5 Attitude and Self-reported Competence

This paper hypothesizes (H5) that when a person's self-reported competence is higher, the mean attitude towards the use of English in the commercial will be more positive as well. Participants were asked to rate their reading, writing, listening, speaking, grammar, and spelling skills in English. A one-way ANOVA test was run to see whether H5 is correct. Results of the test are shown in table 5.2.5 below. 1 indicates a negative attitude, whereas 5 indicates a positive attitude.

Table 5.2.5 Breakdown comparison of attitudes and self-reported competence ( $n=75$ )

	<b>M (SD)</b>				<b>F</b>	<b>Effect size**</b>
	<b>Low</b>	<b>Mediocre</b>	<b>Average</b>	<b>High</b>		
	n = 4	n = 14	n = 38	n = 19		
Studio Line	3.19 (.22)	2.81 (.68)	2.70 (.73)	2.85 (.68)	.72	.03
Dove	2.81 (.63)	3.00 (.90)	3.13 (.80)	3.34 (.98)	.64	.03
Smint	3.06 (.24)	2.52 (.85)	2.66 (.85)	2.80 (.84)	.58	.02
Siemens	2.90 (.31)	2.87 (.76)	2.74 (.91)	3.24 (.59)	1.69	.07
Nationale NL	3.59 (.12)	3.57 (.79)	3.75 (.67)	3.87 (.80)	.55	.02
PepsiNext	3.22 (.60)	3.39 (.82)	3.52 (.81)	3.36 (.54)	.37	.02

\*\* *Eta squared*

As can be seen in table 5.2.5, there were no participants who rated themselves bad at one of the skills in English as measured. The other answers could have low, mediocre, average, and high.

In conclusion, the hypothesis should be rejected, because no significant differences were found. No significant correlations were found either. It has not been proven that a higher competence in English means that attitudes towards English in Dutch TV commercials are more positive. H5 should be rejected.

### 5.2.6 H6 Attitude and Comprehension

This paper hypothesizes (H6) that the higher a person’s comprehension of the English used in the TV commercial is, the more positive attitudes towards it will be. Therefore, bi-variate correlations were conducted between all combined attitude variables of the 6 commercials and all combined comprehension variables of the 6 commercials. The results can be found in table 5.2.6, which deals with all results simultaneously.

Table 5.2.6 Spearman’s rank correlation coefficients of attitude and comprehension (n = 75)

		<b>Attitudes</b>					
<b>Comprehension</b>		-.04	.35**	-.05	.36**	.23*	.29*
	Studio						
	Dove						
	Smint						
	Siemens						
	NNL						
	PepsiNext						
	Line						

\*  $p < .05$

\*\*  $p < .01$

Table 5.2.6 reports correlation coefficients between attitude and comprehension. For each commercial, mean attitude and mean comprehension were compared to test whether these two variables correlate, i.e. whether a more positive attitude correlates with a higher comprehension. As can be seen, for 4 out of 6 commercials the correlation between attitude and comprehension is moderate (.23 and over) and significant ( $p < .05$ ). H6 can be accepted.

### 5.3 Comprehension Results

To test what role comprehension plays in different variables, such as age, gender, education, among others, first the variables that measure comprehension have been taken together into a mean comprehension per commercial. The variables that were taken together tested whether the respondent found the English in the commercial 1) hard to understand, 2) unclear, 3) message conveyed is clear, and 4) able to translate. The respondents were asked to report whether they agreed or disagreed with these statements on a Likert scale ranging from 1 do not agree at all to 5 fully agree. To ensure a reliable scale, the two positive items were re-coded so that they could be compared to the two negative items. All Cronbach's alphas were sufficient, except for the first commercial, which was slightly low.

#### 5.3.1 H7 Comprehension and Age

This paper hypothesizes (H7) that people from a younger age group will have a better self-reported comprehension of the English used in the commercial than people from an older age group. An independent samples t-test was conducted to test the hypothesis. The results can be found in table 5.3.1 below. Respondents were asked to rate whether they agreed with statements about their comprehension of the English. 1 on the scale of comprehension meant do not agree at all and 5 on the scale meant fully agree.

Table 5.3.1 Breakdown comparison of comprehension and age (n=75)

Commercial	M	SD	df	t
Studio Line			43.56	1.74
17-34 years	4.39	.53		
35-80 years	4.08	.87		
Dove			48.82	2.50*
17-34 years	4.33	.75		
35-80 years	3.78	1.04		
Smint			73	1.05
17-34 years	4.48	.63		
35-80 years	4.31	.76		
Siemens			37.32	1.88
17-34 years	4.32	.59		
35-80 years	3.90	1.10		

NNL			47.90	2.42*
<i>17-34 years</i>	4.22	.68		
<i>35-80 years</i>	3.73	.96		
PepsiNext			46.08	1.82
<i>17-34 years</i>	4.39	.61		
<i>35-80 years</i>	4.05	.91		

\* p&lt;.05

\*\* p&lt;.01

Statistically significant outcomes were measured only for Dove and Nationale Nederlanden. Respondents from the older age group seemed to comprehend these commercials significantly worse than respondents from the younger age group. For the other 4 commercials, comprehension was not significantly different between the age groups. A Spearman's Rank correlation coefficient found significant negative correlations only for Dove,  $r = -.26$ ,  $n = 75$ ,  $p = .02$ , and Nationale Nederlanden,  $r = -.25$ ,  $n = 75$ ,  $p = .03$ . On the basis of these results H7 should be rejected.

### 5.3.2 H8 Comprehension and Gender

This paper hypothesizes (H8) that there will be no differences between men and women regarding comprehension of the English used in the TV commercials. To test this hypothesis, an independent samples t-test was conducted. Results can be seen in table 5.3.2. 1 on the scale of comprehension means do not agree at all, whereas a 5 on the scale would mean or fully agree.

Table 5.3.2 Breakdown comparison of comprehension and gender (n=75)

Commercial	M	SD	df	t
Studio Line			73	-1.99*
<i>Male</i>	4.09	.66		
<i>Female</i>	4.41	.71		
Dove			73	-.916
<i>Male</i>	4.01	.94		
<i>Female</i>	4.20	.89		
Smint			73	-1.26
<i>Male</i>	4.30	.75		
<i>Female</i>	4.50	.62		

Siemens	4.08		70	-.70
<i>Male</i>	4.23	.89		
<i>Female</i>		.81		
NNL			73	-.74
<i>Male</i>	3.9	.87		
<i>Female</i>	4.09	.80		
PepsiNext			73	-.45
<i>Male</i>	4.21	.76		
<i>Female</i>	4.29	.76		

In conclusion, these results show that there was no significant difference between males and females regarding mean comprehension of the English in 5 out of 6 commercials. For the Studio Line commercial, however, the difference was significant. A Spearman's Rank correlation coefficient, interestingly, showed one significant positive correlation between gender and attitudes for the Studio Line commercial,  $r = .29$ ,  $n = 75$ ,  $p = .01$ . Women had a significantly more positive attitude towards the English used in this commercial. However, H8 should still be accepted.

### 5.3.3 H9 Comprehension and Education

This paper hypothesizes (H9) that people who followed higher education will have a better self-reported comprehension of the English used in the commercial. A one-way ANOVA was conducted to test this hypothesis and the test results have been gathered in table 5.3.3 below. 1 on the scale of comprehension means do not agree at all, whereas a 5 on the scale would mean fully agree.

Table 5.3.3 Breakdown comparison of comprehension and education ( $n=75$ )

	M (SD)			F	Effect size**
	Low education	Middle education	High education		
	n = 20	n = 21	n = 34		
Studio Line	4.19 (.71)	4.12 (.87)	4.40 (.56)	1.25	.03
Dove	4.05 (.92)	3.81 (.95)	4.34 (.85)	2.33	.06
Smint	4.21 (.78)	4.32 (.71)	4.58 (.58)	2.14	.06
Siemens	4.04 (.81)	3.99 (.96)	4.33 (.77)	1.32	.04

Nationale NL	3.93 (.65)	3.90 (.84)	4.16 (.92)	.82	.02
PepsiNext	4.16 (.78)	3.98 (.88)	4.49 (.60)	3.33*	.08

\*  $p < .05$

\*\* *Eta squared*

For 5 out of 6 commercials no significant differences were measured. Only for the PepsiNext commercials was the difference statistically significant. In conclusion, for this study there was only one significant differences in comprehension for the various levels of education. In this particular study, education does not seem to influence comprehension. A Spearman's Rank correlation coefficient confirmed these results. For only two commercials significant positive correlations were found (Smint,  $r = .24$ ,  $n = 75$ ,  $p = .04$  and PepsiNext,  $r = .23$ ,  $n = 75$ ,  $p = .05$ ). H9 should be rejected.

#### 5.3.4 H10 Comprehension and English Language on the Web

This paper hypothesizes (H10) that people who frequently come into contact with the English language on the Web will have a better comprehension of the English used in the commercials for this study than the people who do not. A one-way ANOVA test was conducted to test this. Results are posted in table 5.3.4 below. 1 on the scale of comprehension means do not agree at all, whereas a 5 on the scale would mean or fully agree.

Table 5.3.4 Breakdown comparison of comprehension and English on the Web ( $n=75$ )

	M (SD)					F	Effect size**
	Never	Rarely	Sometimes	Often	Very often		
	n = 2	n = 2	n = 15	n = 18	n = 38		
Studio Line	4.25 (1.06)	4.50 (.35)	3.90 (.83)	4.03 (.81)	4.51 (.48)	3.11*	.15
Dove	3.63 (1.59)	3.25 (.71)	3.80 (.86)	3.79 (1.05)	4.46 (.73)	3.36*	.16
Smint	4.13 (.88)	4.38 (.13)	4.28 (.18)	4.13 (.19)	4.61 (.09)	1.92	.10
Siemens	4.00 (0.00)	4.75 (0.00)	3.80 (.85)	3.90 (.09)	4.42 (.72)	2.26	.12
Nationale NL	2.50 (.71)	3.00 (.71)	3.93 (.64)	3.93 (.83)	4.24 (.80)	3.68**	.17

PepsiNext	3.00 (.141)	3.00 (1.41)	4.10 (.61)	4.04 (.70)	4.55 (.62)	5.97**	.25
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\*  $p < .05$

\*\*  $p < .01$

The table shows that for 4 out of 6 commercials the hypothesis can be accepted. Respondents who frequently came into contact with the English language on the Web reported a better comprehension of the English used in the TV commercials for the NNL and PepsiNext commercial. For the other two commercials, no significant results were measured. A Spearman’s Rank correlation coefficient showed that there were significant positive correlations between comprehension and English on the Web for all 6 commercials (Studio Line,  $r = .29$ ,  $n = 75$ ,  $p = .01$ , Dove,  $r = .42$ ,  $n = 75$ ,  $p = .00$ , Smint,  $r = .30$ ,  $n = 75$ ,  $p = .00$ , Siemens,  $r = .36$ ,  $n = 75$ ,  $p = .00$ , Nationale Nederlanden,  $r = .34$ ,  $n = 75$ ,  $p = .00$ , PepsiNext,  $r = .46$ ,  $n = 75$ ,  $p = .00$ ). H10 can be accepted.

### 5.3.5 H11 Comprehension and Self-reported Competence

This paper hypothesizes (H11) that when a person’s self-reported competence in the English language is high, a better self-reported comprehension of the English used in the Dutch TV commercials will be measured than when a person’s reported competence is lower. Table 5.3.5 below shows the results of the one-way ANOVA. 1 on the scale of comprehension means do not agree at all, whereas a 5 on the scale would mean fully agree.

Table 5.3.5 Breakdown comparison of comprehension and self-reported competence ( $n=75$ )

	M (SD)				F	Effect size***
	Minder slecht n = 4	Niet slecht, niet goed n = 14	Minder goed n = 38	Goed n = 19		
Studio Line	3.04 (.55)	3.89 (.95)	4.30 (.60)	4.54 (.57)	2.83*	.11
Dove	3.56 (.43)	3.52 (1.07)	4.16 (.88)	4.57 (.62)	4.70**	.17
Smint	3.75 (.61)	4.04 (1.01)	4.53 (.44)	4.58 (.67)	3.83*	.14
Siemens	2.94	3.92	4.13	4.71	6.94**	.23

	(.75)	(.88)	(.83)	(.37)		
Nationale	3.50	3.71	4.09	4.25	1.78	.07
NL	(.29)	(.74)	(.82)	(.91)		
PepsiNext	3.81	3.61	4.39	4.55	6.41**	.21
	(0.24)	(.95)	(.60)	(.68)		

\*  $p < .05$

\*  $p < .01$

\*\*\* *Eta squared*

Self-reported competence is higher when comprehension is higher for 5 out of 6 commercials. The results were statistically significant for the commercials by Dove, Smint, Siemens, and PepsiNext. A Spearman’s rank correlations measured significant strong correlations between comprehension and self-reported competence for all 6 commercials as well (Studio Line,  $r = .30$ ,  $n = 75$ ,  $p = .00$ , Dove,  $r = .42$ ,  $n = 75$ ,  $p = .00$ , Smint,  $r = .31$ ,  $n = 75$ ,  $p = .00$ , Siemens,  $r = .47$ ,  $n = 75$ ,  $p = .00$ , Nationale Nederlanden,  $r = .32$ ,  $n = 75$ ,  $p = .00$ , PepsiNext,  $r = .45$ ,  $n = 75$ ,  $p = .00$ ). H11 can be accepted.

### 5.3.6 H12 Comprehension and Translation

This section summarizes the results of respondent’s translations. Results of these translations were coded as (1) “correct”, (2) “partly correct”, or (3) “incorrect” by two independent coders. This is done the same way as in Hornikx *et al.* (2010). Cohen’s Kappa for inter-reliability of coders was found to be .74. The outcomes of the translations will be compared to comprehension to see if they correlate.

3 translations could be characterized as “hard to translate” (Studio Line, Siemens, PepsiNext) because they were longer and used more difficult words, the remaining 3 as “easier to translate” (Dove, Smint, NNL) because they were short and used less difficult words, following Hornikx *et al.* (2010).

Table 5.3.6 Coding of translations in all 6 commercials ( $n=75$ )

Commercial (n=75)	Correct	Partly correct	Incorrect
Studio Line	23 (31%)	43 (57%)	9 (12%)
Dove	53 (71%)	10 (13%)	12 (16%)
Smint	63 (84%)	12 (16%)	0
Siemens	40 (53%)	27 (36%)	8 (11%)

NNL	73 (97%)	2 (3%)	0
PepsiNext	55 (73%)	18 (24%)	2 (3%)

Table 5.3.6 shows the average scores in translation. Commercial 1 was translated fairly well. Most mistakes were made when respondents translated “work it.” Regularly, translations such as “werk ermee” were found instead of “bework het.” Translating “are you worth it” boosted scores. Respondents found “TXT shaping paste” hard to translate as well.

Commercial 2 was translated well. Both “verwennend” and “verzorgend” for “pampering” were deemed correct. Commercial 3 was also translated surprisingly well. “This is the moment” was translated correctly by everyone. “Boost” rendered some variations, such as “verzorg jezelf, fris jezelf op, geef jezelf een positieve lading”, which were deemed partly correct. However, most people chose to translate “Boost” with “verkwik jezelf, geef jezelf een kick / kracht” which was deemed correct. Commercial 4 was translated better than the Studio Line commercial. “Ordinary” was most often translated as “ordinair” (meaning vulgar). The “future moving in” was understood, but often not translated adequately: “neem de toekomst in je huis”, for example, was deemed incorrect. Other translations included “de toekomst is daar” and “de toekomst bij je thuis”, which were correct. Incorrect were “binnenkomende toekomst, minder eenvoudig leven, and samenwonen”. Commercial 5 was translated extremely well. Commercial 6 was translated well for a difficult commercial.

For this study it was hypothesized (H12) that when a person’s comprehension of the English message in a Dutch TV commercial is high, a translation of that English message will not necessarily be correct. H12 was accepted. Bi-variate correlations were run: for 2 out of 6 commercials a negative correlation was found between comprehension and translation: as comprehension decreased, so did translation skills. In the Dove commercial respondents who incorrectly translated “purely pampering” had a significantly lower comprehension of the English used. Results for the ANOVA test and correlations can be seen in table 5.3.7 and 5.3.8 below.

Table 5.3.7 Breakdown comparison of comprehension and translation (n=75)

	M (SD)			F	Effect size***
	Correct	Partly correct	Incorrect		
Studio Line	4.43 (.69)	4.27 (.62)	3.83 (.92)	2.51	.07

Dove	4.31 (.79)	4.33 (.93)	3.08 (.76)	11.8**	.25
Smint	4.43 (.68)	4.29 (.75)	4.41 (.68)	.43	.01
Siemens	4.23 (.82)	3.91 (.92)	4.59 (.40)	2.39	.06
NNL	4.04 (.84)	3.63 (.53)	0 (0)	.48	.01
PepsiNext	4.35 (.63)	4.06 (.92)	3.5 (2.12)	2.10	.06

\*\* $p < .01$

Table 5.3.8 Correlations between comprehension and translation for each commercial

Commercial (n=75)	Correlations between comprehension and translation
Studio Line	-.24*
Dove	-.34**
Smint	-.06
Siemens	-.05
NNL	-.10
PepsiNext	-.12

\* $p < .05$

\*\* $p < .01$

From both tables the conclusion can be drawn that when a person's comprehension of a commercial is lower, translation is more often incorrect in Studio Line and Dove. For the other 4 commercials, no significant correlations were found between comprehension and translation. Only one significant difference was measured for the Dove commercial. H12 should be accepted.

#### 5.4 General overview results

Table 5.4 Brief overview of hypotheses

Hypothesis	Subject	Accepted	Rejected
H1	Attitude and age	X	
H2	Attitude and gender	X	
H3	Attitude and education		X
H4	Attitude and English language on the Web		X
H5	Attitude and self-reported competence		X
H6	Attitude and comprehension	X	
H7	Comprehension and age		X
H8	Comprehension and gender	X	
H9	Comprehension and education		X
H10	Comprehension and English language on the Web	X	
H11	Comprehension and self-reported competence	X	
H12	Comprehension and translation	X	

## 6. Discussion

This chapter discusses the results gathered from the survey. Each hypothesis will be dealt with in a separate section. The main and most important findings will be summarized. They will be explained with the help of the literature studied. Lastly, conclusions will be drawn and a comparison with Gerritsen *et al.*'s study from 2000 will be made to test whether attitudes and comprehension have changed since then.

### 6.1 H1 Attitude and Age

The findings of this study are in line with earlier research by Gerritsen *et al.* (2000), Hornikx (2010), *Special Eurobarometer 386* (2012), Kuppens (2009), and Withagen and Boves (1991). The results indicated that in this study younger respondents had a more positive attitude towards the English used in Dutch TV commercials than older respondents. As age increased, attitudes towards the English used in the Dutch TV commercial decreased.

In 5 out of 6 commercials the attitudes of the younger respondents were more positive than attitudes of the older respondents. For 3 out of 6 commercials this difference was significant: for Dove, Smint, and Siemens. The Dove and Smint commercials both used merely a few English words in their marketing efforts. This may have distorted attitudes, since shorter English phrases are often valued better (Hornikx et al., 2010). Although the differences in attitudes per age group were significant, overall they were not very large. However, for the Siemens commercial the differences in mean attitude were very large: age group 1 (17-34 years) scored higher than 3 on mean attitude, while age group 2 (35-80 years) scored lower than 2.5. This commercial was almost entirely in English, with two men riding bikes and doing all kinds of exciting activities, which may have appealed more to a younger audience overall. However, the fact that more young people than older people were interviewed in this study should be taken into account when interpreting the results. In the study by Gerritsen *et al.* (2000), age was normally distributed and thus for all commercials significant differences in attitudes for age were found. It seems that age, in 2015, still influences attitudes towards English.

### 6.2 H2 Attitude and Gender

The results indicate that in this study being male or female does not influence attitudes towards the English in the Dutch TV commercials. Thus, H2 was correct for this study. The differences in attitude between men and women were not statistically significant for any

commercial. This was also shown in the study by Gerritsen *et al.* (2000) and therefore expected to be true for this paper. This is in line with the findings by Gerritsen *et al.* from 2000 and thus does not seem to have changed over the past fifteen years.

### 6.3 H3 Attitude and Education

H3 was rejected for this study. The tables did show slight differences in attitudes per education group, and even though one of the commercials showed a significant difference in attitudes between the three levels of education, the differences overall were not statistically significant. What could have influenced the results was that the low education group also involved respondents with a VMBO, HAVO, and VWO education. Overall, respondents with a HAVO or VWO education tend to have a relatively good command of English. This might have influenced results and made mean attitudes for this commercial statistically significant. The data not being normally distributed might have also been a factor of influence. The population that Gerritsen *et al.* (2000) used for their study was normally distributed. For this study, the population was not entirely normally distributed for education. Many Dutch people have become used to English, which makes it difficult to say whether education still influences attitudes today.

### 6.4 H4 Attitude and English Language on the Web

H4 in this paper hypothesized that there would be a significant difference in attitudes towards the English used in Dutch TV commercials for people who frequently come into contact with the English language on the Web and people who do not. On the basis of the results, this hypothesis should be rejected. As shown in a study by the European Commission, Internet use can positively affect people's attitudes towards English ("Special Eurobarometer 386", 2012). For this reason, it was expected that this study would gather similar results. However, additional research is needed to test this.

### 6.5 H5 Attitude and Self-reported Competence

H5 in this paper hypothesized that people's attitudes towards the English used in the Dutch commercial would be more positive when their self-reported competence was higher. The results, however, show that there is no significant evidence to accept this hypothesis. A factor that might have influenced this is the fact that the questionnaire involved too many

well-educated people. Results were skewed. Significant differences were expected to be found. Gerritsen *et al.* (2000), who combined comprehension and self-reported competence, did find effects of self-reported competence on attitudes. They also showed that as competences increase, attitudes become more positive.

### 6.6 H6 Attitude and Comprehension

This paper hypothesized (H6) that when a person comprehends the English used in the TV commercial, they will appreciate it more. H6 was accepted. In Gerritsen *et al.*'s (2000) study, a link between attitude and comprehension is made. They found that the ability to translate was an important predictor for attitudes towards English. When someone translated a commercial correctly, their attitude was significantly higher. This conclusion can also be drawn in this particular study: when someone comprehended the English used well, their attitude was higher. This also works the other way around: Hornikx *et al.* (2010) state that when the message conveyed in English is not understood, attitudes towards the language used will be more negative. If someone thinks they understand the Dutch TV commercial, they will have a more positive attitude towards the use of English. It is shown that when a person understands the overall message conveyed, their attitude towards the English used will be more positive (Hornikx *et al.*, 2010).

### 6.7 H7 Comprehension and Age

This paper hypothesized (H7) that younger people will have a better comprehension of the English language used in Dutch TV commercials than older people. The hypothesis was rejected. No significant evidence was found. This is in stark contrast with previous studies that showed that younger people have a better comprehension of the English language than older people ("Special Eurobarometer 386," 2012; Gerritsen *et al.*, 2010; Kuppens, 2009; Withagen and Boves, 1991). Unfortunately, and most likely due to the fact that this study did not involve enough older people, no significant evidence was found to accept the hypothesis. In addition, it should be noted that the 50-57 year olds from 2000 are now elderly and therefore poorly represented in the present study. This leaves the 15-18 year olds from 2000, who are now almost 40, and who are overrepresented in the present study. So to speak, the younger group has become the older group. Paired with the "new" group of 15-35 year olds,

who grew up with an even larger influence of English in their daily lives, this may have resulted in the differences in comprehension between age groups disappearing.

### *6.8 H8 Comprehension and Gender*

Comprehension of the English used was not influenced by gender either, similar to attitudes. The results showed that in only one commercial comprehension was influenced by gender. No clear explanation was found for this: maybe the male model in the Studio Line commercial appealed to a more female audience: the male model used is one of the most popular models worldwide, Social Media Model Star, and winner of reader's choice (MDX model of the year award, 2014). In many previous studies no significant differences were found between males and females either. For example, Gerritsen *et al.* (2000) found no significant evidence, as was the case in language attitudes among males and females in *Special Eurobarometer 386* (2012).

### *6.9 H9 Comprehension and Education*

Results lead to the rejection of H9, which expected a positive correlation between comprehension and education. Only for the PepsiNext commercial were the differences significant: this may be because the commercial was entirely in English, clogged with many English phrases. For Smint, however, the results are difficult to interpret. The English used was deemed easy: only the phrases "this is the moment" and "boost yourself" were used. More testing is necessary to explain this outcome. In their study, Withagen and Boves (1991) showed a correlation between lower education and positive comprehension. This has been shown in previous research by Gerritsen *et al.* (2000): education affected comprehension of English.

### *6.10 H10 Comprehension and English Language on the Web*

H10 hypothesized that respondents who have more frequent contact with English on the Web will have a higher comprehension of the English used in the TV commercials. The results from this study lead us to accept H10. Comprehension of the English increased when the respondents spent more time on English websites. The differences in comprehension between the different groups were also statistically significant for 4 out of 6 commercials. However, it should be noted that the distribution was skewed. This may have influenced

results. As shown in earlier research, Internet use can positively affect a person's comprehension of English ("Special Eurobarometer 386", 2012).

#### *6.11 H11 Comprehension and Self-reported Competence*

Based on the results, H11 can be accepted. For 5 out of 6 commercials a significant difference in comprehension was measured. For 6 out of 6 commercials significant positive correlations were measured, which were all relatively strong to strong. This is in accordance with earlier research, which reported that when respondents think the English used in a commercial is easy to understand, they will have a better comprehension of the English language in Dutch TV commercials (Hornikx et al., 2010). Similarly, when someone does not understand the message that the advertiser is trying to convey, comprehension of the English used will usually worsen (Hornikx et al., 2010). Gerritsen *et al.* (2000) found similar results.

#### *6.12 H12 Comprehension and Translation*

It has been proven that a reportedly "good" comprehension of a message in English does not pair with a "correct" translation: respondents systematically tend to overestimate their comprehension of and skills in the English language (Gerritsen et al., 2000; Van Meurs, 2010). In addition, Hornikx et al. (2010) add that more important in comprehending an English slogan is the overall understanding of the message conveyed, rather than the actual translating of it. The results from this study lead to an approval of H12: increased comprehension does not lead to correct translation.

## 7. Conclusion

The present study aimed to discover to what extent attitudes towards and comprehension of the use of English in Dutch TV commercials have changed in the Netherlands since the 1990s. In 2000, Gerritsen *et al.* published a study which researched the same subject, focusing on the 1990s. They found that English was used increasingly in all sorts of product advertisements for slogans, phrases, and songs. It was deemed modern and sophisticated by marketers and this was thought to reflect onto the product image. In addition, advertisers thought that the knowledge of the Dutch regarding the English language was adequate, in the sense that they would understand any message brought to them in that language. Gerritsen *et al.* (2000) found that attitudes were not influenced by gender. However, education and age did influence attitudes. Respondents with a lower education and younger respondents had a more positive attitude towards the English used than highly educated respondents and older respondents. In addition, they also found that there were no differences in comprehension for age and gender, except for education. Highly educated respondents reported a better comprehension. All respondents systematically overestimated their proficiency in English. They found only one predictor for attitude: translation. When translations improved, so did attitudes (Gerritsen *et al.*, 2000).

The present paper endeavored to conduct a follow-up. It did so by creating an online survey, which was distributed to Dutch males and females, with ages ranging from 17 – 80 years, who had a low, to middle, to high education. 75 people responded. The questionnaire involved 6 commercials, which were all aired on Dutch television in the past two years. The respondents were asked to evaluate the English used in the commercials and rate their comprehension of the English in the commercials. They were also asked to translate various English phrases

Overall, respondents do not seem to have more positive attitudes towards English in Dutch TV commercials. As Gerritsen *et al.* (2000) mentioned in their conclusion, “The knowledge of English in the Netherlands will probably remain at its present level or become even better, but one may wonder whether this will result in a more positive attitude towards English” (p. 13). The present study did not find an increase in comprehension. However, the knowledge of English in the Netherlands does seem to have improved (“Special Eurobarometer 386,” 2012). In accordance with the study by Gerritsen *et al.* (2000), the present study found that gender does not influence attitudes. In line with previous research, no significant differences in attitudes were found between respondents of different age groups. Results deviated from Gerritsen *et al.* (2000), who found that respondents with a lower

education had more positive attitudes. It might be so that English in current Dutch society has become more accepted in the media, in education, and in other places. The Dutch may have become more used to it. This study found no differences in attitudes between respondents who came into contact with the English language on the web frequently and people who did not. Lastly, a comparison between attitudes and self-reported competence was made. The present study confirmed Gerritsen *et al.*'s (2000) results: appreciation of the commercial was higher when attitudes were more positive.

This study found no significant evidence that younger respondents had a better comprehension of the English used than older respondents, in contrast with findings by Gerritsen *et al.* (2000). This may be due to the fact that more highly educated respondents were involved in this study. However, it should be noted that the 50-57 year olds from 2000 are now elderly and therefore poorly represented in the present study. This leaves the 15-18 year olds from 2000, who are now almost 40, and who are overrepresented in the present study. The younger group has become the older group. Paired with the "new" group of 15-35 year olds, who possibly grew up with more English in their daily lives, this may have resulted in the differences in comprehension between age groups disappearing. The same may be true for education, which is also in contrast with what Gerritsen *et al.* found in their study: the present study measured no significant differences in comprehension per education group. In addition, it can be suggested that, because a large part of the population encounters English so often in their daily lives, they have become used to it and understand it better. The tentative conclusion could be drawn that, due to the increased presence of the English language in many aspects of life in the Netherlands, simple English phrases and sentences as used in Dutch television have now become easier to understand for more Dutch people, not just for the highly educated. Many Dutch people seem to have become more acquainted with the English language in the past twenty years and thus for many people comprehension may have increased as well, regardless of the level of education. This study also tried to find out whether respondents who came into contact with the English language on the Web more frequently had a better comprehension of the English used in the Dutch TV commercials. This was true for this study. Finally, this study tried to find out whether self-reported competence and comprehension correlated. These did not correlate.

The contribution of this study has been to confirm what Gerritsen *et al.* found in 2000. Attitudes and comprehension of the English used in Dutch TV commercials seems not to have changed much over the past fifteen years. Most importantly, the conclusion that should be drawn is that more research is necessary in the field of online advertising. The results that

were gathered from this study are especially noteworthy with regard to the influence of the Internet. Today, an increasing number of people encounter online commercials. These commercials are often in English. This may be due to the fact that still less attention is given to online commercials or the idea that younger people use the Internet more than older people, which also may not be true at all.

Finally, a number of limitations need to be considered. A limitation of this study was the time restriction. The study was to be conducted within ten weeks. This restriction affected various other factors, including limitations in sample size, sample diversity and testing, which was limited to language attitudes only, not general attitudes. Some independent variables had a rather skewed distribution in various categories. Even though the researcher made use of online media and the snowball effect to try and attain a diverse sample, too many young, well-educated people were included in the study sample. In addition, it was not possible to monitor whether respondents used an online dictionary to translate the English phrases. No distinction was made for the English used in the commercials between slogans, phrases, and songs. It may be that certain songs influence attitudes positively, while a slogan that does not sound enticing could do the opposite. As Kuppens (2009) mentions, pleasure derived from the advertisement may add to the attitude a respondents has towards the English used. In addition, even though the 6 commercials were diverse, came from well-known brands and were broadcast often on Dutch television, some respondents may not have been familiar with them or may have disliked the brand for personal reasons. These factors all influence attitudes and maybe comprehension as well.

Gerritsen *et al.* concluded that it is more favorable for advertisers to translate and localize advertising efforts. This study agrees for TV commercials, however, the rise of the Internet should not be neglected. It is unclear still how online advertisements will develop and how various factors will continue to influence attitudes towards and comprehension of English used in Dutch product advertizing. The emergence of online commercials on, for example, YouTube will also influence people's attitudes and comprehension. Additional research is required to draw conclusions regarding this subject. The influence of the Internet should most definitely be considered.

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## **Appendix**

### *Questionnaire*

#### *Page 1*

Beste deelnemer,

Ten eerste hartelijk bedankt voor het meedoen aan deze vragenlijst. Het doel van het onderzoek waaraan u meedoet, is erachter te komen hoe Nederlanders aankijken tegen het gebruik van het Engels in Nederlandse TV reclames. Daarnaast wordt er onderzocht in hoeverre de boodschap van de adverteerder door de kijker begrepen wordt.

De vragenlijst bestaat uit 33 vragen en duurt ongeveer 10 minuten. Uw antwoorden en gegevens worden vertrouwelijk en anoniem behandeld en alleen voor universitair onderzoek verwerkt. Als u interesse heeft in de uitkomsten van het onderzoek, kunt u dit aangeven aan het einde van de vragenlijst.

De vragenlijst bestaat uit twee delen. U kunt pas door naar het volgende deel als alle vragen van het vorige deel zijn beantwoord.

#### *Page 2*

U krijgt dadelijk 6 verschillende reclames te zien. Het gaat bij deze filmpjes niet om het product, merk of de beelden zelf. Het gaat erom dat u let op het gebruik van het Engels in de reclame. Engels kan gebruikt worden als tekst op het scherm, gezongen in de muziek of bijvoorbeeld gebruikt in een slogan. U krijgt hierover enkele specifieke en algemene vragen waarop u eerlijk antwoord geeft. Het is niet de bedoeling dat u een online vertaaldienst of woordenboek gebruikt. Dit kan de resultaten van het onderzoek beïnvloeden. Onthoud dat er geen goede of slechte antwoorden zijn.



2. Geeft u aan op een schaal van 1= helemaal mee oneens tot 5= helemaal mee eens in hoeverre u het met de volgende stellingen eens bent:

	Helemaal mee oneens			Helemaal mee eens	
Ik vind het Engels in de reclame die ik gezien heb moeilijk te begrijpen.	<input type="radio"/>				
Ik vind het Engels in de reclame die ik gezien heb onduidelijk.	<input type="radio"/>				
Ik begrijp wat de reclame die ik gezien heb wil overbrengen.	<input type="radio"/>				
Ik zou het Engels, zoals gebruikt in deze reclame, kunnen vertalen naar het Nederlands	<input type="radio"/>				

3. De schuingedrukte tekst is het Engels zoals gebruikt in de reclame hierboven. Wilt u dit zo goed als u kan vertalen? Er is geen onjuist of juist antwoord. Ga uit van uw eerste indruk.

"Tijd voor een nieuw kapsel? Check hairstyle.com. *New TXT Shaping Paste. Work it, shape it. Are you worth it?*" \*



5. Geeft u aan op een schaal van 1= helemaal mee oneens tot 5= helemaal mee eens in hoeverre u het met de volgende stellingen eens bent:

	<b>Helemaal mee oneens</b>			<b>Helemaal mee eens</b>	
Ik vind het Engels in de reclame die ik gezien heb moeilijk te begrijpen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het Engels in de reclame die ik gezien heb onduidelijk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik begrijp wat de reclame die ik gezien heb wil overbrengen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou het Engels, zoals gebruikt in deze reclame, kunnen vertalen naar het Nederlands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. De schuingedrukte tekst is het Engels zoals gebruikt in de reclame hierboven. Wilt u dit zo goed als u kan vertalen? Er is geen onjuist of juist antwoord. Ga uit van uw eerste indruk.

Verwen jezelf met de nieuwe Dove *Purely Pampering* bodylotions" \*



7. Geef voor het gebruik van het Engels in de reclame aan wat je ervan vond. Dit geldt voor zowel het geschreven, gesproken als eventueel gezongen Engels. Geef per begrip aan of je het ermee eens bent of niet:

	Helemaal mee oneens			Helemaal mee eens	
Poëtisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aangenaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functioneel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sympathiek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Onnodig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Onnatuurlijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Geeft u aan op een schaal van 1= helemaal mee oneens tot 5= helemaal mee eens in hoeverre u het met de volgende stellingen eens bent:

	Helemaal mee oneens			Helemaal mee eens	
Ik vind het Engels in de reclame die ik gezien heb moeilijk te begrijpen.	<input type="radio"/>				
Ik vind het Engels in de reclame die ik gezien heb onduidelijk.	<input type="radio"/>				
Ik begrijp wat de reclame die ik gezien heb wil overbrengen.	<input type="radio"/>				
Ik zou het Engels, zoals gebruikt in deze reclame, kunnen vertalen naar het Nederlands	<input type="radio"/>				

9. De schuingedrukte tekst is het Engels zoals gebruikt in de reclame hierboven. Wilt u dit zo goed als u kan vertalen? Er is geen onjuist of juist antwoord. Ga uit van uw eerste indruk.

*"This is the moment! Smint moment? Boost yourself!"* \*



10. Geef voor het gebruik van het Engels in de reclame aan wat je ervan vond. Dit geldt voor zowel het geschreven, gesproken als eventueel gezongen Engels. Geef per begrip aan of je het ermee eens bent of niet:

	Helemaal mee oneens			Helemaal mee eens	
Poëtisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aangenaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functioneel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sympathiek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Onnodig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Onnatuurlijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Geeft u aan op een schaal van 1= helemaal mee oneens tot 5= helemaal mee eens in hoeverre u het met de volgende stellingen eens bent:

	Helemaal mee oneens			Helemaal mee eens	
Ik vind het Engels in de reclame die ik gezien heb moeilijk te begrijpen.	<input type="radio"/>				
Ik vind het Engels in de reclame die ik gezien heb onduidelijk.	<input type="radio"/>				
Ik begrijp wat de reclame die ik gezien heb wil overbrengen.	<input type="radio"/>				
Ik zou het Engels, zoals gebruikt in deze reclame, kunnen vertalen naar het Nederlands	<input type="radio"/>				

12. De schuingedrukte tekst is het Engels zoals gebruikt in de reclame hierboven. Wilt u dit zo goed als u kan vertalen? Er is geen onjuist of juist antwoord. Ga uit van uw eerste indruk.

*NB: Een wasmachine kan uiteraard niet echt 'zien'. Letterlijk vertalen kan dus niet.*

*"Hey! My new washing machine can see! Ok. That sounds clever. Siemens presenteert iSensoric. De sensorgestuurde technologie die perfect zorgt voor je was. For a life less ordinary. The future moving in"*



13. Geef voor het gebruik van het Engels in de reclame aan wat je ervan vond. Dit geldt voor zowel het geschreven, gesproken als eventueel gezongen Engels.  
Geef per begrip aan of je het ermee eens bent of niet:

	Helemaal mee oneens			Helemaal mee eens	
Poëtisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aangenaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functioneel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sympathiek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Onnodig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Onnatuurlijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Geeft u aan op een schaal van 1= helemaal mee oneens tot 5= helemaal mee eens in hoeverre u het met de volgende stellingen eens bent:

	Helemaal mee oneens			Helemaal mee eens	
Ik vind het Engels in de reclame die ik gezien heb moeilijk te begrijpen.	<input type="radio"/>				
Ik vind het Engels in de reclame die ik gezien heb onduidelijk.	<input type="radio"/>				
Ik begrijp wat de reclame die ik gezien heb wil overbrengen.	<input type="radio"/>				
Ik zou het Engels, zoals gebruikt in deze reclame, kunnen vertalen naar het Nederlands	<input type="radio"/>				

15. De schuingedrukte tekst is het Engels zoals gebruikt in de reclame hierboven. Wilt u dit zo goed als u kan vertalen? Er is geen onjuist of juist antwoord. Ga uit van uw eerste indruk.

*"Oh, what a beautiful morning. Oh, what a beautiful day. Nationale Nederlanden helpt u zorgeloos verder. Met schadeherstel wanneer het u het beste uitkomt"* \*



16. Geef voor het gebruik van het Engels in de reclame aan wat je ervan vond. Dit geldt voor zowel het geschreven, gesproken als eventueel gezongen Engels.  
Geef per begrip aan of je het ermee eens bent of niet:

	Helemaal mee oneens		Helemaal mee eens		
Poëtisch	<input type="radio"/>				
Aangenaam	<input type="radio"/>				
Functioneel	<input type="radio"/>				
Sympathiek	<input type="radio"/>				
Irritant	<input type="radio"/>				
Onnodig	<input type="radio"/>				
Onnatuurlijk	<input type="radio"/>				
Arrogant	<input type="radio"/>				

17. Geeft u aan op een schaal van 1= helemaal mee oneens tot 5= helemaal mee eens in hoeverre u het met de volgende stellingen eens bent:

	Helemaal mee oneens			Helemaal mee eens	
Ik vind het Engels in de reclame die ik gezien heb moeilijk te begrijpen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het Engels in de reclame die ik gezien heb onduidelijk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik begrijp wat de reclame die ik gezien heb wil overbrengen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou het Engels, zoals gebruikt in deze reclame, kunnen vertalen naar het Nederlands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. De schuingedrukte tekst is het Engels zoals gebruikt in de reclame hierboven. Wilt u dit zo goed als u kan vertalen? Er is geen onjuist of juist antwoord. Ga uit van uw eerste indruk.

*"Let's feel free to be free. New design. Same great taste. Less sugar thanks to sweetener from a natural source. Pepsi Next"*

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Tot slot volgen nog een paar algemene vragen.

19. Wat is uw geslacht? \*

- Man
- Vrouw

20. Wat is uw leeftijd? \*

21. In welke provincie bent u geboren? \*

- Friesland
- Groningen
- Drenthe
- Overijssel
- Gelderland
- Utrecht
- Noord-Holland
- Zuid-Holland
- Zeeland
- Noord-Brabant
- Limburg
- Niet van toepassing

22. In welke provincie woont u? \*

- Friesland
- Groningen
- Drenthe
- Overijssel
- Gelderland
- Utrecht
- Noord-Holland
- Zuid-Holland
- Zeeland
- Noord-Brabant
- Limburg
- Niet van toepassing

23. Wat is uw maximaal behaalde opleidingsniveau? \*

- VMBO
- HAVO
- VWO
- MBO
- HBO
- WO

24. Hoe vaak maakt u gebruik van het internet (inclusief gebruik smartphone)? \*

- 0-5 uur per week
- 5-10 uur per week
- 10-20 uur per week
- Meer dan 20 uur per week

25. Hoe vaak bezoekt u Engelstalige pagina's op het internet?

- Nooit
- Zelden
- Soms
- Vaak
- Zeer vaak

26. Komt u naast het gebruik van internet, televisie en radio verder nog in aanraking met de Engelse taal in uw dagelijks leven, bijvoorbeeld op uw werk, op school, tijdens het beoefenen van uw hobby of bij familie en vrienden?

- Ja (geeft u aan waar)
- Nee

27. Als u moet aangeven op een schaal van 0 tot 5 hoe goed u zelf bent in de Engelse taal, hoe scoort u dan op de volgende punten? 0 = slecht, 5 = goed.

Spreekvaardigheid	<b>0</b>	<input type="radio"/>	<b>5</b>				
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Luistervaardigheid	<input type="radio"/>				
Lezen	<input type="radio"/>				
Grammatica	<input type="radio"/>				
Spelling	<input type="radio"/>				
Zinsbouw	<input type="radio"/>				

*Page 10*

Dit is het einde van de vragenlijst.

Hartelijk bedankt voor uw deelname. Mocht u nog vragen hebben of contact op willen nemen, dan kan dat op het volgende e-mailadres: [s.hendriks@students.uu.nl](mailto:s.hendriks@students.uu.nl). Ook als u op de hoogte gehouden wil worden van de resultaten, kunt u met dit adres contact opnemen.

Output

Attitude and Age

Independent Samples Test

		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
All cases attitudes combined_1	Equal variances assumed	4,408	,039	-,390	73	,698	-,06389	,16398	-,39070	,26292
	Equal variances not assumed			-,364	47,920	,718	-,06389	,17558	-,41693	,28915
All cases attitudes combined_2	Equal variances assumed	7,491	,008	2,458	73	,016	,48056	,19553	,09087	,87024
	Equal variances not assumed			2,264	45,359	,028	,48056	,21226	,05314	,90797
All cases attitudes combined_3	Equal variances assumed	8,743	,004	2,562	73	,012	,48016	,18744	,10659	,85373
	Equal variances not assumed			2,362	45,586	,022	,48016	,20325	,07094	,88938
All cases attitudes combined_4	Equal variances assumed	5,217	,025	3,841	72	,000	,67404	,17547	,32426	1,02393
	Equal variances not assumed			3,561	45,499	,001	,67404	,18827	,29294	1,05515
All cases attitudes combined_5	Equal variances assumed	1,310	,256	1,657	73	,102	,27222	,16433	-,05529	,58973
	Equal variances not assumed			1,542	47,237	,130	,27222	,17659	-,08298	,62742
All cases attitudes combined_6	Equal variances assumed	,142	,707	,813	73	,419	,14127	,17384	-,20520	,48774
	Equal variances not assumed			,791	56,506	,432	,14127	,17855	-,21634	,48888

Correlations

			Wat is je leeftijd?	All cases attitudes combined_1	All cases attitudes combined_2	All cases attitudes combined_3	All cases attitudes combined_4	All cases attitudes combined_5	All cases attitudes combined_6
Spearman's rho	Wat is je leeftijd?	Correlation Coefficient	1,000	,055	-,262*	-,267*	-,381**	-,175	-,116
		Sig. (2-tailed)		,637	,023	,021	,001	,133	,322
		N	75	75	75	75	74	75	75
	All cases attitudes combined_1	Correlation Coefficient	,055	1,000	-,075	,059	,125	-,001	,091
		Sig. (2-tailed)	,637		,520	,617	,287	,995	,437
		N	75	75	75	75	74	75	75
	All cases attitudes combined_2	Correlation Coefficient	-,262*	-,075	1,000	,093	,135	,076	,091
		Sig. (2-tailed)	,023	,520		,427	,252	,519	,438
		N	75	75	75	75	74	75	75
All cases attitudes combined_3	Correlation Coefficient	-,267*	,059	,093	1,000	,075	-,088	,111	
	Sig. (2-tailed)	,021	,617	,427		,524	,452	,342	
	N	75	75	75	75	74	75	75	
All cases attitudes combined_4	Correlation Coefficient	-,381**	,125	,135	,075	1,000	,220	,455*	
	Sig. (2-tailed)	,001	,287	,262	,524		,060	,000	
	N	74	74	74	74	74	74	74	
All cases attitudes combined_5	Correlation Coefficient	-,175	-,001	,076	-,088	,220	1,000	,343*	
	Sig. (2-tailed)	,133	,995	,519	,452	,060		,003	
	N	75	75	75	75	74	75	75	
All cases attitudes combined_6	Correlation Coefficient	-,116	,091	,091	,111	,455**	,343**	1,000	
	Sig. (2-tailed)	,322	,437	,438	,342	,000	,003		
	N	75	75	75	75	74	75	75	

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Attitude and Gender

Independent Samples Test

		Levene's Test for Equality of Variances		t Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
All cases attitudes combined_1	Equal variances assumed	.860	.355	-.112	73	.912	-.01801	.16152	-.33993	.30390
	Equal variances not assumed			-.113	72.633	.911	-.01801	.15973	-.33637	.30035
All cases attitudes combined_2	Equal variances assumed	.188	.666	-.865	73	.390	-.17235	.19920	-.56935	.22466
	Equal variances not assumed			-.862	69.416	.392	-.17235	.19991	-.57111	.22642
All cases attitudes combined_3	Equal variances assumed	.051	.821	1.152	73	.253	.21982	.19085	-.16053	.60017
	Equal variances not assumed			1.151	70.194	.254	.21982	.19102	-.16115	.60079
All cases attitudes combined_4	Equal variances assumed	.848	.360	-.796	72	.429	-.14945	.18785	-.52392	.22503
	Equal variances not assumed			-.806	71.993	.423	-.14945	.18549	-.51922	.22032
All cases attitudes combined_5	Equal variances assumed	.129	.720	-.813	73	.419	-.13334	.16399	-.46017	.19349
	Equal variances not assumed			-.802	65.547	.426	-.13334	.16633	-.46547	.19679
All cases attitudes combined_6	Equal variances assumed	.079	.780	-.843	73	.402	-.14423	.17102	-.48506	.19661
	Equal variances not			-.840	69.263	.404	-.14423	.17171	-.48675	.19829

Correlations

		Wat is je geslacht?	All cases attitudes combined_1	All cases attitudes combined_2	All cases attitudes combined_3	All cases attitudes combined_4	All cases attitudes combined_5	All cases attitudes combined_6
Wat is je geslacht?	Pearson Correlation	1	.013	.101	-.134	.093	.095	.098
	Sig. (2-tailed)		.912	.390	.253	.429	.419	.402
	N	75	75	75	75	74	75	75
All cases attitudes combined_1	Pearson Correlation	.013	1	-.083	.045	.119	-.030	.089
	Sig. (2-tailed)	.912		.480	.703	.315	.796	.450
	N	75	75	75	75	74	75	75
All cases attitudes combined_2	Pearson Correlation	.101	-.083	1	.144	.115	.066	.077
	Sig. (2-tailed)	.390	.480		.218	.328	.576	.513
	N	75	75	75	75	74	75	75
All cases attitudes combined_3	Pearson Correlation	-.134	.045	.144	1	.117	-.159	.135
	Sig. (2-tailed)	.253	.703	.218		.321	.173	.250
	N	75	75	75	75	74	75	75
All cases attitudes combined_4	Pearson Correlation	.093	.119	.115	.117	1	.175	.415**
	Sig. (2-tailed)	.429	.315	.328	.321		.136	.000
	N	74	74	74	74	74	74	74
All cases attitudes combined_5	Pearson Correlation	.095	-.030	.066	-.159	.175	1	.361**
	Sig. (2-tailed)	.419	.796	.576	.173	.136		.001
	N	75	75	75	75	74	75	75
All cases attitudes combined_6	Pearson Correlation	.098	.089	.077	.135	.415**	.361**	1
	Sig. (2-tailed)	.402	.450	.513	.250	.000	.001	
	N	75	75	75	75	74	75	75

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Wat is je geslacht?	All cases attitudes combined_1	All cases attitudes combined_2	All cases attitudes combined_3	All cases attitudes combined_4	All cases attitudes combined_5	All cases attitudes combined_6	
Spearman's rho	Wat is je geslacht?	Correlation Coefficient	1.000	.025	.091	-.110	.138	.020	.112
		Sig. (2-tailed)		.833	.440	.346	.285	.866	.340
		N	75	75	75	75	74	75	75
All cases attitudes combined_1	Correlation Coefficient	.025	1.000	-.075	.059	.125	-.001	.081	
	Sig. (2-tailed)	.833		.520	.617	.287	.995	.437	
	N	75	75	75	75	74	75	75	
All cases attitudes combined_2	Correlation Coefficient	.091	-.075	1.000	.083	.135	.076	.091	
	Sig. (2-tailed)	.440	.520		.427	.252	.519	.438	
	N	75	75	75	75	74	75	75	
All cases attitudes combined_3	Correlation Coefficient	-.110	.059	.083	1.000	.075	-.088	.111	
	Sig. (2-tailed)	.346	.617	.427		.524	.452	.342	
	N	75	75	75	75	74	75	75	
All cases attitudes combined_4	Correlation Coefficient	.126	.125	.135	.075	1.000	.220	.455**	
	Sig. (2-tailed)	.285	.287	.252	.524		.060	.000	
	N	74	74	74	74	74	74	74	
All cases attitudes combined_5	Correlation Coefficient	.020	-.001	.076	-.088	.220	1.000	.343**	
	Sig. (2-tailed)	.866	.995	.519	.452	.060		.003	
	N	75	75	75	75	74	75	75	
All cases attitudes combined_6	Correlation Coefficient	.112	.081	.091	.111	.455**	.343**	1.000	
	Sig. (2-tailed)	.340	.437	.438	.342	.000	.003		
	N	75	75	75	75	74	75	75	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Attitude and Education*

**Descriptives**

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
All cases attitudes combined_1	Low education (VMBO-HAVO-VWO-MBO)	20	2,8553	,69096	,15450	2,5329	3,1796	1,38	3,88
	Middle education (HBO)	21	2,7611	,72679	,15004	2,4293	3,0928	1,50	4,25
	High education (WO)	34	2,7511	,68665	,11776	2,5115	2,9906	1,25	4,00
	Total	75	2,7819	,69170	,07987	2,6228	2,9411	1,25	4,25
All cases attitudes combined_2	Low education (VMBO-HAVO-VWO-MBO)	20	2,9188	,81139	,18143	2,5390	3,2985	1,50	4,50
	Middle education (HBO)	21	2,9940	,73578	,16056	2,6591	3,3290	1,63	4,38
	High education (WO)	34	3,3566	,92171	,15807	3,0350	3,6782	1,00	5,00
	Total	75	3,1383	,85734	,09900	2,9411	3,3356	1,00	5,00
All cases attitudes combined_3	Low education (VMBO-HAVO-VWO-MBO)	20	2,8675	,75970	,16887	2,5320	3,2430	1,13	4,83
	Middle education (HBO)	21	2,7117	,1,00120	,21848	2,2560	3,1675	1,00	4,75
	High education (WO)	34	2,5667	,73847	,12665	2,3090	2,8244	1,00	4,13
	Total	75	2,6929	,82459	,09522	2,5031	2,8826	1,00	4,75
All cases attitudes combined_4	Low education (VMBO-HAVO-VWO-MBO)	19	3,1316	,62008	,14226	2,8327	3,4304	1,75	4,25
	Middle education (HBO)	21	3,4524	,82960	,18103	3,0747	3,8300	1,00	4,00
	High education (WO)	34	3,0404	,78860	,13524	2,7653	3,3156	1,00	4,25
	Total	74	2,8970	,80329	,09338	2,7109	3,0831	1,00	4,25
All cases attitudes combined_5	Low education (VMBO-HAVO-VWO-MBO)	20	3,6625	,59893	,13392	3,3822	3,9428	2,00	4,50
	Middle education (HBO)	21	3,7202	,69586	,15185	3,4035	4,0370	1,63	5,00
	High education (WO)	34	3,7941	,78025	,13381	3,5219	4,0664	1,50	5,00
	Total	75	3,7383	,70536	,08145	3,5760	3,9006	1,50	5,00
All cases attitudes combined_6	Low education (VMBO-HAVO-VWO-MBO)	20	3,4063	,70580	,15782	3,0759	3,7366	1,50	4,50
	Middle education (HBO)	21	3,2704	,78734	,17181	2,9120	3,6288	2,00	4,88
	High education (WO)	34	3,5662	,71856	,12323	3,3155	3,8169	2,00	4,88
	Total	75	3,4407	,73585	,08497	3,2714	3,6100	1,50	4,88

**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
All cases attitudes combined_1	Between Groups	,152	2	,076	,155	,856
	Within Groups	35,253	72	,490		
	Total	35,405	74			
All cases attitudes combined_2	Between Groups	3,022	2	1,511	2,117	,128
	Within Groups	51,371	72	,713		
	Total	54,393	74			
All cases attitudes combined_3	Between Groups	1,306	2	,653	,980	,388
	Within Groups	49,010	72	,681		
	Total	50,316	74			
All cases attitudes combined_4	Between Groups	5,896	2	2,948	5,080	,009
	Within Groups	41,208	71	,580		
	Total	47,105	73			
All cases attitudes combined_5	Between Groups	,228	2	,114	,224	,800
	Within Groups	36,590	72	,508		
	Total	36,818	74			
All cases attitudes combined_6	Between Groups	1,168	2	,584	1,081	,345
	Within Groups	38,902	72	,540		
	Total	40,070	74			

Correlations

			All cases attitudes combined_1	All cases attitudes combined_2	All cases attitudes combined_3	All cases attitudes combined_4	All cases attitudes combined_5	All cases attitudes combined_6	Wat is je maximaal behaalde opleidingsniveau?
Spearman's rho	All cases attitudes combined_1	Correlation Coefficient	1,000	-,075	,059	,125	-,001	,091	-,062
		Sig. (2-tailed)	.	,520	,617	,287	,995	,437	,596
		N	75	75	75	74	75	75	75
	All cases attitudes combined_2	Correlation Coefficient	-,075	1,000	,093	,135	,076	,091	,246*
		Sig. (2-tailed)	,520	.	,427	,252	,519	,438	,033
		N	75	75	75	74	75	75	75
	All cases attitudes combined_3	Correlation Coefficient	,059	,093	1,000	,075	-,088	,111	-,168
		Sig. (2-tailed)	,617	,427	.	,524	,452	,342	,150
N		75	75	75	74	75	75	75	
All cases attitudes combined_4	Correlation Coefficient	,125	,135	,075	1,000	,220	,455**	,071	
	Sig. (2-tailed)	,287	,252	,524	.	,060	,000	,548	
	N	74	74	74	74	74	74	74	
All cases attitudes combined_5	Correlation Coefficient	-,001	,076	-,088	,220	1,000	,343**	,099	
	Sig. (2-tailed)	,995	,519	,452	,060	.	,003	,398	
	N	75	75	75	74	75	75	75	
All cases attitudes combined_6	Correlation Coefficient	,091	,091	,111	,455**	,343**	1,000	,115	
	Sig. (2-tailed)	,437	,438	,342	,000	,003	.	,325	
	N	75	75	75	74	75	75	75	
Wat is je maximaal behaalde opleidingsniveau?	Correlation Coefficient	-,062	,246*	-,168	,071	,099	,115	1,000	
	Sig. (2-tailed)	,596	,033	,150	,548	,398	,325	.	
	N	75	75	75	74	75	75	75	

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Attitude and English Language on the Web*

**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
All cases attitudes combined_1	Between Groups	1,192	4	,295	,604	,661
	Within Groups	34,223	70	,489		
	Total	35,405	74			
All cases attitudes combined_2	Between Groups	6,738	4	1,685	2,474	,052
	Within Groups	47,655	70	,681		
	Total	54,393	74			
All cases attitudes combined_3	Between Groups	,276	4	,069	,097	,983
	Within Groups	50,040	70	,715		
	Total	50,316	74			
All cases attitudes combined_4	Between Groups	9,258	4	2,315	4,220	,004
	Within Groups	37,847	69	,549		
	Total	47,105	73			
All cases attitudes combined_5	Between Groups	3,990	4	,997	2,127	,087
	Within Groups	32,828	70	,469		
	Total	36,818	74			
All cases attitudes combined_6	Between Groups	3,051	4	,763	1,442	,229
	Within Groups	37,018	70	,529		
	Total	40,070	74			

**Correlations**

			All cases attitudes combined_1	All cases attitudes combined_2	All cases attitudes combined_3	All cases attitudes combined_4	All cases attitudes combined_5	All cases attitudes combined_6	Bezoek je wel eens Engelstalige webpagina's?
Spearman's rho	All cases attitudes combined_1	Correlation Coefficient	1,000	-,075	,059	,125	-,001	,091	-,095
		Sig. (2-tailed)		,520	,617	,287	,995	,437	,417
		N	75	75	75	74	75	75	75
	All cases attitudes combined_2	Correlation Coefficient	-,075	1,000	,093	,135	,076	,091	,332*
		Sig. (2-tailed)	,520		,427	,252	,519	,438	,004
		N	75	75	75	74	75	75	75
	All cases attitudes combined_3	Correlation Coefficient	,059	,093	1,000	,075	-,088	,111	-,054
		Sig. (2-tailed)	,617	,427		,524	,452	,342	,645
		N	75	75	75	74	75	75	75
	All cases attitudes combined_4	Correlation Coefficient	,125	,135	,075	1,000	,220	,455*	,242*
		Sig. (2-tailed)	,287	,252	,524		,060	,000	,038
		N	74	74	74	74	74	74	74
	All cases attitudes combined_5	Correlation Coefficient	-,001	,076	-,088	,220	1,000	,343*	,074
		Sig. (2-tailed)	,995	,519	,452	,060		,003	,530
		N	75	75	75	74	75	75	75
	All cases attitudes combined_6	Correlation Coefficient	,091	,091	,111	,455*	,343*	1,000	,116
		Sig. (2-tailed)	,437	,438	,342	,000	,003		,321
		N	75	75	75	74	75	75	75
Bezoek je wel eens Engelstalige webpagina's?		Correlation Coefficient	-,095	,332*	-,054	,242*	,074	,116	1,000
		Sig. (2-tailed)	,417	,004	,645	,038	,530	,321	
		N	75	75	75	74	75	75	75

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

*Attitude and Self-reported Competence*

**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
All cases attitudes combined_1	Between Groups	1,042	3	,347	,717	,545
	Within Groups	34,363	71	,484		
	Total	35,405	74			
All cases attitudes combined_2	Between Groups	1,438	3	,479	,643	,590
	Within Groups	52,955	71	,746		
	Total	54,393	74			
All cases attitudes combined_3	Between Groups	1,198	3	,399	,577	,632
	Within Groups	49,118	71	,692		
	Total	50,316	74			
All cases attitudes combined_4	Between Groups	3,182	3	1,061	1,691	,177
	Within Groups	43,923	70	,627		
	Total	47,105	73			
All cases attitudes combined_5	Between Groups	,831	3	,277	,547	,652
	Within Groups	35,887	71	,507		
	Total	36,818	74			
All cases attitudes combined_6	Between Groups	,816	3	,269	,370	,775
	Within Groups	39,453	71	,556		
	Total	40,270	74			

**Correlations**

		All cases attitudes combined_1	All cases attitudes combined_2	All cases attitudes combined_3	All cases attitudes combined_4	All cases attitudes combined_5	All cases attitudes combined_6	Combination of all competences in English measured
All cases attitudes combined_1	Pearson Correlation	1	-.083	,045	,118	-.030	,089	-.057
	Sig. (2-tailed)		,480	,703	,315	,796	,450	,625
	N	75	75	75	74	75	75	75
All cases attitudes combined_2	Pearson Correlation	-.083	1	,144	,115	,066	,077	,161
	Sig. (2-tailed)	,480		,218	,328	,576	,513	,168
	N	75	75	75	74	75	75	75
All cases attitudes combined_3	Pearson Correlation	,045	,144	1	,117	-.159	,135	,029
	Sig. (2-tailed)	,703	,218		,321	,173	,250	,805
	N	75	75	75	74	75	75	75
All cases attitudes combined_4	Pearson Correlation	,118	,115	,117	1	,175	,415**	,143
	Sig. (2-tailed)	,315	,328	,321		,136	,000	,224
	N	74	74	74	74	74	74	74
All cases attitudes combined_5	Pearson Correlation	-.030	,066	-.159	,175	1	,361**	,144
	Sig. (2-tailed)	,796	,576	,173	,136		,001	,219
	N	75	75	75	74	75	75	75
All cases attitudes combined_6	Pearson Correlation	,089	,077	,135	,415**	,361**	1	,020
	Sig. (2-tailed)	,450	,513	,250	,000	,001		,866
	N	75	75	75	74	75	75	75
Combination of all competences in English measured	Pearson Correlation	-.057	,161	,029	,143	,144	,020	1
	Sig. (2-tailed)	,625	,168	,805	,224	,219	,866	
	N	75	75	75	74	75	75	75

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Correlations**

		All cases attitudes combined_1	All cases attitudes combined_2	All cases attitudes combined_3	All cases attitudes combined_4	All cases attitudes combined_5	All cases attitudes combined_6	Combination of all competences in English measured	
Spearman's rho	All cases attitudes combined_1	Correlation Coefficient	1,000	-.075	,059	,125	-.001	,091	-.045
		Sig. (2-tailed)		,520	,617	,287	,995	,437	,702
		N	75	75	75	74	75	75	75
All cases attitudes combined_2	All cases attitudes combined_2	Correlation Coefficient	-.075	1,000	,093	,135	,076	,091	,218
		Sig. (2-tailed)	,520		,427	,252	,519	,438	,060
		N	75	75	75	74	75	75	75
All cases attitudes combined_3	All cases attitudes combined_3	Correlation Coefficient	,059	,093	1,000	,075	-.088	,111	,012
		Sig. (2-tailed)	,617	,427		,524	,452	,342	,918
		N	75	75	75	74	75	75	75
All cases attitudes combined_4	All cases attitudes combined_4	Correlation Coefficient	,125	,135	,075	1,000	,220	,455**	,191
		Sig. (2-tailed)	,287	,252	,524		,060	,000	,102
		N	74	74	74	74	74	74	74
All cases attitudes combined_5	All cases attitudes combined_5	Correlation Coefficient	-.001	,076	-.088	,220	1,000	,343**	,202
		Sig. (2-tailed)	,995	,519	,452	,060		,003	,082
		N	75	75	75	74	75	75	75
All cases attitudes combined_6	All cases attitudes combined_6	Correlation Coefficient	,091	,091	,111	,455**	,343**	1,000	-.023
		Sig. (2-tailed)	,437	,438	,342	,000	,003		,846
		N	75	75	75	74	75	75	75
Combination of all competences in English measured	Combination of all competences in English measured	Correlation Coefficient	-.045	,218	,012	,191	,202	-.023	1,000
		Sig. (2-tailed)	,702	,060	,918	,102	,082	,846	
		N	75	75	75	74	75	75	75

\*\* Correlation is significant at the 0.01 level (2-tailed).

*Attitude and Comprehension*

**Correlations**

			All cases attitudes combined_1	Mean comprehension for commercial 1
Spearman's rho	All cases attitudes combined_1	Correlation Coefficient	1,000	-,038
		Sig. (2-tailed)	.	,745
		N	75	75
	Mean comprehension for commercial 1	Correlation Coefficient	-,038	1,000
		Sig. (2-tailed)	,745	.

**Correlations**

			All cases attitudes combined_2	Mean comprehension for commercial 2
Spearman's rho	All cases attitudes combined_2	Correlation Coefficient	1,000	,351**
		Sig. (2-tailed)	.	,002
		N	75	75
	Mean comprehension for commercial 2	Correlation Coefficient	,351**	1,000
		Sig. (2-tailed)	,002	.

**Correlations**

			All cases attitudes combined_3	Mean comprehension for commercial 3
Spearman's rho	All cases attitudes combined_3	Correlation Coefficient	1,000	-,050
		Sig. (2-tailed)	.	,670
		N	75	75
	Mean comprehension for commercial 3	Correlation Coefficient	-,050	1,000
		Sig. (2-tailed)	,670	.
		N	75	75

**Correlations**

			All cases attitudes combined_4	Mean comprehension for commercial 4
Spearman's rho	All cases attitudes combined_4	Correlation Coefficient	1,000	,364**
		Sig. (2-tailed)	.	,002
		N	74	72
	Mean comprehension for commercial 4	Correlation Coefficient	,364**	1,000
		Sig. (2-tailed)	,002	.

**Correlations**

			All cases attitudes combined_5	Mean comprehension for commercial 5
Spearman's rho	All cases attitudes combined_5	Correlation Coefficient	1,000	,225
		Sig. (2-tailed)	.	,053
		N	75	75
	Mean comprehension for commercial 5	Correlation Coefficient	,225	1,000
		Sig. (2-tailed)	,053	.
		N	75	75

**Correlations**

			All cases attitudes combined_6	Mean comprehension for commercial 6
Spearman's rho	All cases attitudes combined_6	Correlation Coefficient	1,000	,296
		Sig. (2-tailed)	.	,010
		N	75	75
	Mean comprehension for commercial 6	Correlation Coefficient	,296	1,000
		Sig. (2-tailed)	,010	.
		N	75	75

\*. Correlation is significant at the 0.05 level (2-tailed).

Comprehension and Age

Independent Samples Test

		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Mean comprehension for commercial 1	Equal variances assumed	13,454	,000	1,910	73	,060	,308	,161	-,013	,630
	Equal variances not assumed			1,741	43,568	,089	,308	,177	-,049	,665
Mean comprehension for commercial 2	Equal variances assumed	7,413	,008	2,665	73	,009	,550	,206	,139	,961
	Equal variances not assumed			2,500	48,820	,016	,550	,220	,108	,992
Mean comprehension for commercial 3	Equal variances assumed	1,488	,226	1,052	73	,296	,169	,161	-,151	,490
	Equal variances not assumed			1,013	54,081	,316	,169	,167	-,166	,505
Mean comprehension for commercial 4	Equal variances assumed	12,669	,001	2,123	70	,037	,422	,199	,025	,819
	Equal variances not assumed			1,877	37,321	,068	,422	,225	-,033	,978
Mean comprehension for commercial 5	Equal variances assumed	4,759	,032	2,595	73	,011	,489	,188	,113	,864
	Equal variances not assumed			2,423	47,895	,019	,489	,202	,083	,895
Mean comprehension for commercial 6	Equal variances assumed	4,235	,043	1,982	73	,054	,344	,176	-,005	,694
	Equal variances not assumed			1,815	46,075	,076	,344	,190	-,038	,726

Correlations

		Mean comprehension for commercial 1	Mean comprehension for commercial 2	Mean comprehension for commercial 3	Mean comprehension for commercial 4	Mean comprehension for commercial 5	Mean comprehension for commercial 6	Wat is je leeftijd?
Spearman's rho	Mean comprehension for commercial 1	1,000	,491**	,563**	,556**	,549**	,536**	-,127
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,277
	N	75	75	75	72	75	75	75
Mean comprehension for commercial 2	Mean comprehension for commercial 2	,491**	1,000	,399**	,561**	,477**	,699**	-,263*
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,022
	N	75	75	75	72	75	75	75
Mean comprehension for commercial 3	Mean comprehension for commercial 3	,563**	,399**	1,000	,574**	,490**	,536**	-,104
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,375
	N	75	75	75	72	75	75	75
Mean comprehension for commercial 4	Mean comprehension for commercial 4	,556**	,561**	,574**	1,000	,560**	,643**	-,152
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,202
	N	72	72	72	72	72	72	72
Mean comprehension for commercial 5	Mean comprehension for commercial 5	,549**	,477**	,490**	,560**	1,000	,730**	-,249*
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,033
	N	75	75	75	72	75	75	75
Mean comprehension for commercial 6	Mean comprehension for commercial 6	,536**	,699**	,536**	,643**	,730**	1,000	-,175
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,132
	N	75	75	75	72	75	75	75
Wat is je leeftijd?	Wat is je leeftijd?	-,127	-,263*	-,104	-,152	-,249*	-,175	1,000
	Sig. (2-tailed)	,277	,022	,375	,202	,033	,132	
	N	75	75	75	72	75	75	75

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Comprehension and Gender

Independent Samples Test

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Mean comprehension for commercial 1	Equal variances assumed	.003	.957	-1,989	73	.050	-,315	,159	-,831	,201
	Equal variances not assumed			-2,003	72,064	,049	-,315	,157	-,629	-,002
Mean comprehension for commercial 2	Equal variances assumed	.167	,745	-,916	73	,362	-,194	,212	-,615	,228
	Equal variances not assumed			-,912	69,056	,365	-,194	,213	-,618	,230
Mean comprehension for commercial 3	Equal variances assumed	1,897	,173	-1,257	73	,213	-,199	,158	-,513	,116
	Equal variances not assumed			-1,235	64,128	,221	-,199	,161	-,520	,123
Mean comprehension for commercial 4	Equal variances assumed	.000	,983	-,733	70	,466	-,147	,201	-,547	,253
	Equal variances not assumed			-,725	63,800	,471	-,147	,202	-,551	,258
Mean comprehension for commercial 5	Equal variances assumed	.008	,938	-,740	73	,461	-,143	,193	-,528	,242
	Equal variances not assumed			-,735	67,944	,465	-,143	,195	-,531	,245
Mean comprehension for commercial 6	Equal variances assumed	.019	,891	-,449	73	,655	-,079	,177	-,432	,273
	Equal variances not assumed			-,449	70,542	,655	-,079	,177	-,432	,273

Correlations

		Mean comprehension for commercial 1	Mean comprehension for commercial 2	Mean comprehension for commercial 3	Mean comprehension for commercial 4	Mean comprehension for commercial 5	Mean comprehension for commercial 6	Wat is je geslacht?
Spearman's rho	Mean comprehension for commercial 1	1,000	,491**	,563**	,556**	,549**	,536**	,294*
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,010
	N	75	75	75	72	75	75	75
Mean comprehension for commercial 2	Mean comprehension for commercial 2	,491**	1,000	,399**	,561**	,477**	,699**	,121
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,299
	N	75	75	75	72	75	75	75
Mean comprehension for commercial 3	Mean comprehension for commercial 3	,563**	,399**	1,000	,574**	,490**	,536**	,145
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,215
	N	75	75	75	72	75	75	75
Mean comprehension for commercial 4	Mean comprehension for commercial 4	,556**	,561**	,574**	1,000	,560**	,643**	,088
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,463
	N	72	72	72	72	72	72	72
Mean comprehension for commercial 5	Mean comprehension for commercial 5	,549**	,477**	,490**	,560**	1,000	,730**	,076
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,515
	N	75	75	75	72	75	75	75
Mean comprehension for commercial 6	Mean comprehension for commercial 6	,536**	,699**	,536**	,643**	,730**	1,000	,066
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,573
	N	75	75	75	72	75	75	75
Wat is je geslacht?	Wat is je geslacht?	,294*	,121	,145	,088	,076	,066	1,000
	Sig. (2-tailed)	,010	,299	,215	,463	,515	,573	
	N	75	75	75	72	75	75	75

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

*Comprehension and Education*

**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Mean comprehension for commercial 1	Between Groups	1,205	2	,603	1,248	,293
	Within Groups	34,763	72	,483		
	Total	35,968	74			
Mean comprehension for commercial 2	Between Groups	3,738	2	1,869	2,333	,104
	Within Groups	57,673	72	,801		
	Total	61,412	74			
Mean comprehension for commercial 3	Between Groups	1,938	2	,969	2,137	,125
	Within Groups	32,642	72	,453		
	Total	34,580	74			
Mean comprehension for commercial 4	Between Groups	1,863	2	,931	1,324	,273
	Within Groups	48,551	69	,704		
	Total	50,413	71			
Mean comprehension for commercial 5	Between Groups	1,139	2	,570	,824	,443
	Within Groups	49,007	72	,692		
	Total	50,947	74			
Mean comprehension for commercial 6	Between Groups	3,607	2	1,803	3,328	,041
	Within Groups	39,015	72	,542		
	Total	42,622	74			

**Correlations**

			Mean comprehension for commercial 1	Mean comprehension for commercial 2	Mean comprehension for commercial 3	Mean comprehension for commercial 4	Mean comprehension for commercial 5	Mean comprehension for commercial 6	Wat is je maximaal behaalde opleidingsniveau?
Spearman's rho	Mean comprehension for commercial 1	Correlation Coefficient	1,000	,491**	,563**	,556**	,549**	,536**	,126
		Sig. (2-tailed)		,000	,000	,000	,000	,000	,283
		N	75	75	75	72	75	75	75
Mean comprehension for commercial 2	Mean comprehension for commercial 2	Correlation Coefficient	,491**	1,000	,399**	,561**	,477**	,699**	,208
		Sig. (2-tailed)	,000		,000	,000	,000	,000	,073
		N	75	75	75	72	75	75	75
Mean comprehension for commercial 3	Mean comprehension for commercial 3	Correlation Coefficient	,563**	,399**	1,000	,574**	,490**	,536**	,244*
		Sig. (2-tailed)	,000	,000		,000	,000	,000	,035
		N	75	75	75	72	75	75	75
Mean comprehension for commercial 4	Mean comprehension for commercial 4	Correlation Coefficient	,556**	,561**	,574**	1,000	,580**	,643**	,195
		Sig. (2-tailed)	,000	,000	,000		,000	,000	,101
		N	72	72	72	72	72	72	72
Mean comprehension for commercial 5	Mean comprehension for commercial 5	Correlation Coefficient	,549**	,477**	,490**	,562**	1,000	,730**	,209
		Sig. (2-tailed)	,000	,000	,000	,000		,000	,072
		N	75	75	75	72	75	75	75
Mean comprehension for commercial 6	Mean comprehension for commercial 6	Correlation Coefficient	,536**	,699**	,536**	,643**	,730**	1,000	,228*
		Sig. (2-tailed)	,000	,000	,000	,000	,000		,049
		N	75	75	75	72	75	75	75
Wat is je maximaal behaalde opleidingsniveau?	Wat is je maximaal behaalde opleidingsniveau?	Correlation Coefficient	,126	,208	,244*	,195	,209	,228*	1,000
		Sig. (2-tailed)	,283	,073	,035	,101	,072	,049	
		N	75	75	75	72	75	75	75

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Comprehension and English Language on the Web

**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Mean comprehension for commercial 1	Between Groups	5,421	4	1,355	3,106	,021
	Within Groups	30,547	70	,436		
	Total	35,968	74			
Mean comprehension for commercial 2	Between Groups	9,803	4	2,471	3,357	,014
	Within Groups	51,528	70	,736		
	Total	61,412	74			
Mean comprehension for commercial 3	Between Groups	3,416	4	,854	1,918	,117
	Within Groups	31,164	70	,445		
	Total	34,580	74			
Mean comprehension for commercial 4	Between Groups	5,999	4	1,500	2,262	,072
	Within Groups	44,414	67	,663		
	Total	50,413	71			
Mean comprehension for commercial 5	Between Groups	8,852	4	2,213	3,680	,009
	Within Groups	42,095	70	,601		
	Total	50,947	74			
Mean comprehension for commercial 6	Between Groups	10,846	4	2,711	5,973	,000
	Within Groups	31,778	70	,454		
	Total	42,622	74			

**Correlations**

			Mean comprehension for commercial 1	Mean comprehension for commercial 2	Mean comprehension for commercial 3	Mean comprehension for commercial 4	Mean comprehension for commercial 5	Mean comprehension for commercial 6	Bezoek je wel eens Engelstalige webpagina's?
Spearman's rho	Mean comprehension for commercial 1	Correlation Coefficient	1,000	,491**	,563**	,556**	,549**	,536**	,293**
		Sig. (2-tailed)		,000	,000	,000	,000	,000	,011
		N	75	75	75	72	75	75	75
	Mean comprehension for commercial 2	Correlation Coefficient	,491**	1,000	,399**	,561**	,477**	,699**	,419**
		Sig. (2-tailed)	,000		,000	,000	,000	,000	,000
		N	75	75	75	72	75	75	75
	Mean comprehension for commercial 3	Correlation Coefficient	,563**	,399**	1,000	,574**	,490**	,536**	,299**
		Sig. (2-tailed)	,000	,000		,000	,000	,000	,009
N		75	75	75	72	75	75	75	
Mean comprehension for commercial 4	Correlation Coefficient	,556**	,561**	,574**	1,000	,560**	,643**	,358**	
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,002	
	N	72	72	72	72	72	72	72	
Mean comprehension for commercial 5	Correlation Coefficient	,549**	,477**	,490**	,560**	1,000	,730**	,344**	
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,003	
	N	75	75	75	72	75	75	75	
Mean comprehension for commercial 6	Correlation Coefficient	,536**	,699**	,536**	,643**	,730**	1,000	,463**	
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,000	
	N	75	75	75	72	75	75	75	
Bezoek je wel eens Engelstalige webpagina's?	Correlation Coefficient	,293**	,419**	,299**	,359**	,344**	,463**	1,000	
	Sig. (2-tailed)	,011	,000	,009	,002	,003	,000		
	N	75	75	75	72	75	75	75	

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

*Comprehension and Self-reported Competence*

**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Mean comprehension for commercial 1	Between Groups	3,847	3	1,282	2,834	,044
	Within Groups	32,121	71	,452		
	Total	35,968	74			
Mean comprehension for commercial 2	Between Groups	10,167	3	3,389	4,695	,005
	Within Groups	51,245	71	,722		
	Total	61,412	74			
Mean comprehension for commercial 3	Between Groups	4,820	3	1,607	3,833	,013
	Within Groups	29,760	71	,419		
	Total	34,580	74			
Mean comprehension for commercial 4	Between Groups	11,820	3	3,940	6,942	,000
	Within Groups	38,593	68	,568		
	Total	50,413	71			
Mean comprehension for commercial 5	Between Groups	3,555	3	1,185	1,775	,160
	Within Groups	47,392	71	,667		
	Total	50,947	74			
Mean comprehension for commercial 6	Between Groups	9,084	3	3,028	6,411	,001
	Within Groups	33,537	71	,472		
	Total	42,622	74			

**Correlations**

		Mean comprehension for commercial 1	Mean comprehension for commercial 2	Mean comprehension for commercial 3	Mean comprehension for commercial 4	Mean comprehension for commercial 5	Mean comprehension for commercial 6	Combination of all competences in English measured	
Spearman's rho	Mean comprehension for commercial 1	Correlation Coefficient	1,000	,491**	,563**	,556**	,549**	,536**	,304**
		Sig. (2-tailed)		,000	,000	,000	,000	,000	,008
		N	75	75	75	72	75	75	75
	Mean comprehension for commercial 2	Correlation Coefficient	,491**	1,000	,399**	,561**	,477**	,699**	,423**
		Sig. (2-tailed)	,000		,000	,000	,000	,000	,000
		N	75	75	75	72	75	75	75
	Mean comprehension for commercial 3	Correlation Coefficient	,563**	,399**	1,000	,574**	,490**	,536**	,310**
		Sig. (2-tailed)	,000	,000		,000	,000	,000	,007
		N	75	75	75	72	75	75	75
	Mean comprehension for commercial 4	Correlation Coefficient	,556**	,561**	,574**	1,000	,560**	,643**	,476**
		Sig. (2-tailed)	,000	,000	,000		,000	,000	,000
		N	72	72	72	72	72	72	72
	Mean comprehension for commercial 5	Correlation Coefficient	,549**	,477**	,490**	,560**	1,000	,730**	,323**
		Sig. (2-tailed)	,000	,000	,000	,000		,000	,005
		N	75	75	75	72	75	75	75
	Mean comprehension for commercial 6	Correlation Coefficient	,536**	,699**	,536**	,643**	,730**	1,000	,447**
		Sig. (2-tailed)	,000	,000	,000	,000	,000		,000
		N	75	75	75	72	75	75	75
	Combination of all competences in English measured	Correlation Coefficient	,304**	,423**	,310**	,476**	,323**	,447**	1,000
		Sig. (2-tailed)	,008	,000	,007	,000	,005	,000	
		N	75	75	75	72	75	75	75

\*\* Correlation is significant at the 0.01 level (2-tailed).

*Comprehension and Translation*

**ANOVA**

Mean comprehension for commercial 1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,340	2	1,170	2,505	,089
Within Groups	33,628	72	,467		
Total	35,968	74			

**ANOVA**

Mean comprehension for commercial 2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15,159	2	7,579	11,798	,000
Within Groups	46,253	72	,642		
Total	61,412	74			

**ANOVA**

Mean comprehension for commercial 3

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,200	1	,200	,425	,517
Within Groups	34,380	73	,471		
Total	34,580	74			

**ANOVA**

Mean comprehension for commercial 4

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,263	2	1,631	2,387	,099
Within Groups	47,150	69	,683		
Total	50,413	71			

**ANOVA**

Mean comprehension for commercial 5

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,332	1	,332	,478	,491
Within Groups	50,615	73	,693		
Total	50,947	74			

**ANOVA**

Mean comprehension for commercial 6

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,352	2	1,176	2,103	,130
Within Groups	40,269	72	,559		
Total	42,622	74			

**Correlations**

			Mean comprehension for commercial 1	StudioLine reclame vertaald
Spearman's rho	Mean comprehension for commercial 1	Correlation Coefficient	1,000	-,244
		Sig. (2-tailed)	.	,035
		N	75	75
	StudioLine reclame vertaald	Correlation Coefficient	-,244	1,000
		Sig. (2-tailed)	,035	.
		N	75	75

\*. Correlation is significant at the 0.05 level (2-tailed).

**Correlations**

			Mean comprehension for commercial 2	Dove reclame vertaald
Spearman's rho	Mean comprehension for commercial 2	Correlation Coefficient	1,000	-,338**
		Sig. (2-tailed)	.	,003
		N	75	75
	Dove reclame vertaald	Correlation Coefficient	-,338**	1,000
		Sig. (2-tailed)	,003	.
		N	75	75

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Correlations**

			Mean comprehension for commercial 3	Smint reclame vertaald
Spearman's rho	Mean comprehension for commercial 3	Correlation Coefficient	1,000	-,059
		Sig. (2-tailed)	.	,612
		N	75	75
	Smint reclame vertaald	Correlation Coefficient	-,059	1,000
		Sig. (2-tailed)	,612	.
		N	75	75

**Correlations**

			Mean comprehension for commercial 4	Siemens reclame vertaald
Spearman's rho	Mean comprehension for commercial 4	Correlation Coefficient	1,000	-,045
		Sig. (2-tailed)	.	,706
		N	72	72
	Siemens reclame vertaald	Correlation Coefficient	-,045	1,000
		Sig. (2-tailed)	,706	.
		N	72	72

**Correlations**

			Mean comprehension for commercial 5	NNL reclame vertaald
Spearman's rho	Mean comprehension for commercial 5	Correlation Coefficient	1,000	-,104
		Sig. (2-tailed)	.	,373
		N	75	75
	NNL reclame vertaald	Correlation Coefficient	-,104	1,000
		Sig. (2-tailed)	,373	.
		N	75	75

**Correlations**

			Mean comprehension for commercial 6	PepsNext reclame vertaald
Spearman's rho	Mean comprehension for commercial 6	Correlation Coefficient	1,000	-,124
		Sig. (2-tailed)	.	,290
		N	75	75
	PepsNext reclame vertaald	Correlation Coefficient	-,124	1,000
		Sig. (2-tailed)	,290	.
		N	75	75