

**Universiteit Utrecht**

**Department of Modern Languages**

**Bachelor's Thesis**

**English Loanwords in Dutch: Dutch  
Native Speakers' Attitudes Towards  
English Lexical Borrowings**

Name: Hanne Boon  
Student Number: 3851273  
Bachelor: English Language and Culture  
Supervisor: N. K. de Haas  
Second Reader: D. Boxer  
Model: British English  
Date: 10 April 2015  
Word Count: 5429 words

# Table of Contents

<b>1. Introduction</b>	<b>3</b>
<b>2. Theoretical Framework</b>	<b>4</b>
<b>2.1. Language Contact</b>	<b>4</b>
<b>2.2. Loanwords</b>	<b>4</b>
<b>2.3. Borrowing Scale</b>	<b>5</b>
<b>2.4. Borrowing versus Code-Switching</b>	<b>6</b>
<b>2.5. Language Attitude Research</b>	<b>7</b>
<b>2.6. Attitudes Explained</b>	<b>7</b>
<b>2.7. Age as a Variable</b>	<b>8</b>
<b>3. Aims</b>	<b>9</b>
<b>3.1. Hypotheses</b>	<b>9</b>
<b>4. Method</b>	<b>10</b>
<b>4.1. Participants</b>	<b>11</b>
<b>4.2. Pilot Study</b>	<b>11</b>
<b>4.3. Questionnaire</b>	<b>12</b>
<b>4.4. Tested Items</b>	<b>13</b>
<b>5. Results</b>	<b>14</b>
<b>6. Discussion</b>	<b>21</b>
<b>7. Conclusion</b>	<b>23</b>
<b>7.1. Limitations</b>	<b>24</b>
<b>References</b>	<b>26</b>
<b>Appendices</b>	<b>29</b>

# 1. Introduction

The English language has had a major influence on Dutch for the last decades. The majority of the Dutch population is able to converse, albeit at different levels of proficiency, in this language. Due to this influence, a number of English loanwords have made their entry into Dutch.

A number of Dutch authors have tried to reverse the anglicisation of the Dutch language by gathering a list of English loanwords, and by presenting the (often) already existing Dutch equivalent in the project *Funshoppen in het Nederlands*, ‘Shopping for Fun in Dutch’. The title of the compiled list of English loanwords is *Woordenlijst onnodig Engels*, ‘Glossary of unnecessary English’ (Koops, Slop, Uljé, Vermeij, & van Zijderveld, 2009). The attitudes these authors have towards English loanwords seem to be negative; they would rather see a more pure version of Dutch without English loanwords. This initiative fits in well with other institutions who have attempted, or still are attempting, to protect their language from foreign influences through language policies and planning. France, for example, still endeavours to keep the French language as purely French as possible (Myers-Scotton, 2006, p. 112).

However, language change, including language borrowing, is natural, and occurs throughout all languages in the world. It is a process that most often occurs subconsciously, and it therefore cannot be stopped (Meyerhoff, 2011, p. 10-29). It would, thus, be interesting to shed a different light on this matter by asking the general Dutch population about their opinions on English loanwords in order to establish if initiatives such as *Funshoppen in het Nederlands* may, in fact, lead to the results that are desired by the authors, and to answer the question if there is a demand for institutions which try to stop language change.

## **2. Theoretical Background**

### **2.1 Language Contact**

It is highly unlikely that a language finds itself in complete isolation from other languages (McColl Millar, 2007, p. 387). When speakers of various languages come into contact with each other, language change is to be expected (Thomason, 2001, p. 3). According to Thomason, language contact occurs predominantly when speakers of different groups interact with one another face-to-face (2001, p. 3). However, in the Netherlands, English loanwords have made their entry into the Dutch language even though English is not a language that is spoken on a daily basis by the majority of the Dutch population. It could, therefore, be concluded that, in order for language change to occur, speakers of the various language varieties need not necessarily be at the same location at the same time (Thomason, 2001, p. 2).

The observation that English has had, and still has, such a major impact on the Dutch language may be explained due to the fact that English is used as a lingua franca throughout the world. According to Thomason, it is the dominant language on the internet for international communication (2001, p. 21). This statement was made fourteen years ago, however, there is little reason to assume this has changed in the Netherlands and the outside world. Furthermore, Melchers and Saw state that English is the leading language of “air-traffic control, international business and academic conferences, technology, diplomacy and sport” as well (2011, p. 6).

### **2.2 Loanwords**

Language contact often results in contact-induced language change in either one or both the languages. Contact-induced language change encompasses “any linguistic change that would have been less likely to occur outside a particular contact” (Thomason, 2001, p. 62). It is the

borrowing of words from other languages that is the most common type of change that is taking place. These words are referred to as loanwords (Thomason, 2001, p. 10). In the Netherlands, a large number of English loanwords are present, which are referred to as anglicisms (van der Sijs, 1996, p. 298).

McMahon reports that borrowing occurs for a number of reasons. Speakers may borrow for social benefits, as they often borrow from prestigious groups. In addition, speakers may borrow for linguistic benefits, as they may substitute a word in their native language for a word in another language when that word loses its expressive force or has become out-dated. However, most often speakers borrow from other languages due to necessity, as they have to refer to unknown objects or concepts for which no word in their language currently exists (1994, p. 201). In a number of semantic fields that are related to inventions such as technology and science, for example, loanwords occur more frequently, as the name of the invention is often borrowed along with the innovation itself (van der Sijs, 1996, p. 25).

According to Winford, loanwords can be divided into two categories: imported or substituted loanwords. He explains importation and substitution as follows: “[i]mportation refers to the adoption of a foreign form and/or meaning, while substitution refers to the process by which RL (recipient language) sounds or morphemes are substituted for those in the SL (source language)” (2010, p. 173). Other researchers refer to this as adoption and adaptation (Campbell, 2013, p. 59; McMahon, 1994, p. 205).

### **2.3 Borrowing Scale**

Thomason has proposed a borrowing scale which predicts which elements of a language are eligible for borrowing based on the level of language contact intensity. She has divided the scale into four categories, where category 1 involves casual contact in which borrowers do not have to be highly proficient in the donor language, as opposed to category 4 which involves

intensive language contact and widespread bilingualism. It should be mentioned, however, that the categories are merely predictions, and the chance that the scale will be violated is present (Thomason, 2001, p. 70-1).

Van der Sijs explains that English may have had a minor influence on Dutch syntax, but also exemplifies that, in general, it is complex to establish to what extent other languages have had an influence on Dutch syntax (2009, p. 354). However, she reveals that it is mostly English loanwords that are adopted into Dutch (2009, p. 343); the English influence on Dutch could, therefore, be classified into category 1. This category predicts that only non-basic vocabulary will be borrowed. The borrowed content words are frequently nouns, but verbs, adjectives, and adverbs could be present as well (Thomason, 2001, p.70).

## **2.4 Borrowing versus Code-Switching**

Apart from borrowing, other types of language alternation exist, such as code-switching (CS), for example. This type of language alternation is associated with both bilingualism and language contact. According to Myers-Scotton, “[c]lassic codeswitching includes elements from two (or more) languages varieties in the same clause, but only one of these varieties is the source of the morphosyntactic frame for the clause” (2006, p. 241). On the one hand, it could, therefore, be argued that novel loanwords in recipient languages (RL) at first could be classified as code-switching elements. On the other hand, as speakers often nativize loanwords, the items will soon be considered part of the RL, and will be perceived as loanwords; loanwords in Dutch, therefore, cannot be classified as CS elements. However, in Dutch, CS to English does happen frequently with English expressions, such as *in the middle of nowhere* or *out of the box*. However, it was decided that the present study will focus on lexical borrowings; this matter is, therefore, outside the scope of this thesis.

## 2.5 Language Attitude Research

A great amount of work on language attitudes has been conducted over the years. Although a few studies have focussed on individuals' attitudes towards loanwords (Hassal, Titik Murtisari, Donnelly & Wood, 2008), the majority thus far has mainly measured speakers' attitudes towards various dialects (Lambert, Hodgson, Gardner & Fillenbaum, 1960, pp. 80-96; Giles & Billings, 2004, pp. 187-209; Pope, Meyerhoff & Ladd, 2007; Sankoff & Blondeau, 2007). These studies will provide insights into conducting research regarding language and attitudes.

Language and attitudes are closely intertwined. Attitudes towards language are subjective evaluations of speakers of that same language (Myers-Scotton, 2006, p. 120). People have both negative and positive attitudes towards different language varieties. It may be the case that speakers have different attitudes towards loanwords and native equivalents as well.

A well-known study by Lambert et al. introduced a technique to measure speakers' evaluations through a matched-guise technique (1960, pp. 80-96). This study has been, and still is, very influential in the field of sociolinguistics, as a great number of researchers over the last decades have conducted research using this technique (Giles & Billings, 2004, p. 189). This technique works as follows: listeners are asked to evaluate a number of speakers of different varieties on a number of personal traits without realising they will, in fact, be listening to each speaker twice: first in one variety, then in the other. This method is effective in indirectly measuring speakers' covert attitudes towards language varieties.

Researching attitudes remains complicated, however, as attitudes are extremely complex. The main challenge is, therefore, to develop the right technique in order to be able to measure the attitudes (Liang, 2015, p. 39). Several authors have developed both direct and indirect techniques to shed light on this matter, where the former includes asking direct

questions about speakers' attitudes towards languages, and the latter includes techniques such as matched-guise tests. There is no consensus on the best and most appropriate research model yet. However, both methods have provided interesting insights into language and attitude research (Liang, 2015, pp. 39-42).

## **2.6 Attitudes Explained**

According to Garret, the personal traits that are normally used in semantic differential rating scales, which are used for the measurement of attitudes, could often be subdivided into the following dimensions of attitudes: status, social attractiveness (or solidarity) and dynamism (cited in Liang, 2015, p. 41). However, authors may decide to measure attitudes on only two dimensions (Myers-Scotton, 2006, p. 129). Personal traits relating to status, for example, could include the level of intelligence or of confidence, whereas characteristics relating to social attractiveness could encompass the level of kindness, or of likeability. Thus, language attitudes are multidimensional, and the participants' attitudes towards one dimension may be positive, whereas the attitudes towards other dimensions may be negative.

## **2.7 Age as a variable**

Leppänen revealed that English loanwords and code-switching occur often in the speech of Finnish youth (2007); a similar process may be taking place in the Netherlands as well, which may lead to more positive attitudes towards these borrowings by a younger generation. Furthermore, Baker explains that attitudes to language often change with age as well (1992, p. 106). It would, therefore, be interesting to research if speakers' attitudes towards loanwords and age correlate.



### 3. Aims

The research conducted to date on attitudes towards languages has tended to focus mainly on measuring attitudes towards different language varieties (Lambert et al., 1960, pp 80-96; Giles & Billings, 2004, pp. 187-209; Pope, Meyerhoff & Ladd, 2007; Sankoff & Blondeau, 2007). Few studies have dealt with the attitudes of Dutch native speakers towards the influx of English loanwords in Dutch. The main purpose of this thesis is, therefore, to identify and measure the attitudes of Dutch native speakers towards English loanwords, and to explore if the speaker's age, as well as the semantic field to which the loanwords belong, play a role in the perceived (positive or negative) attitudes towards these loanwords.

In order to measure the attitudes towards English loanwords, 21 loanwords will be tested. These items will be selected from the 'Glossary of unnecessary English'. The words will each belong to one of the following three different semantic categories:

Category 1: words related to technology

Category 2: words related to business and management practices

Category 3: words commonly used in popular magazines. These words are most often used in informal registers.

#### 3.1 Hypotheses

These categories were chosen based on a number of assumptions which led to the following hypotheses:

Based on the assumption that English loanwords in Dutch pertaining to technology are often borrowed due to necessity, as they are borrowed directly along with the invention (van der Sijs, 1996, p. 25), and that such items often do not have a well-known Dutch equivalent, my first hypothesis is that attitudes towards English loanwords pertaining to category 1 will be rather positive.

The second hypothesis predicts that attitudes towards management terms will be negative. It is generally agreed upon that Dutch management speak is imbued with English terms, while in this case Dutch equivalents in fact exist. Participants could, therefore, regard these loanwords as unnecessary English. Furthermore, management jargon in general, whether in Dutch or English, is often perceived negatively (Sandberg, 2006; van Blommestein, 2013). It would, therefore, be interesting to research if the source language matters in this case.

It is harder to predict attitudes to the words from category 3. Based on the observation that English borrowings may play an important role in youth language, and based on the assumption that these items often occur in popular magazines, which are most often read by younger individuals, it may be that the younger generation will have positive attitudes towards these words, whereas the attitudes of older individuals who belong to the same age category as the authors of *Funshoppen in het Nederlands* may be negative.

## 4. Method

Traditionally, language attitudes have been assessed by means of matched guise tests (Lambert et al., 1960; Bilaniuk, 2003; Giles & Billings, 2004; Hassal et al., 2008). In these studies, participants were asked to judge the speaker on a number of personal traits on a semantic differential rating scale. The present study would have preferred to mirror this approach by recording a number of speakers who use English loanwords in one instance, and the Dutch equivalent in another. However, due to limited time and resources, the present study could not carry out such research. It was, therefore, decided that the best method to adopt for this investigation was to create an online-survey that presents English loanword items and their Dutch equivalents to the participants in written form.

#### **4.1 Participants**

A total of 103 individuals started the questionnaire. However, participants who had not finished the questionnaire and/or had not answered all questions were excluded from the study. This resulted in a total of 58 participants who were included. All participants were native speakers of Dutch, and confirmed to have some knowledge of English. An age division was made in order to be able to compare young adults with older participants. In the present study, 37 individuals belonged to group 1, aged under 26, and 21 individuals to group 2, aged over 40. The average age of group 1 was 21.1, of group 2 it was 51.1. If participants older than 25 and younger than 40 had filled in the questionnaire, which they did not, they would have been excluded from the study, as they would have been on the borderlines of either young adults or older individuals.

#### **4.2 Pilot study**

Prior to undertaking the investigation, loanwords were chosen based on a pilot study which was conducted beforehand; individuals from both age groups were included. Two individuals aged 50, one individual aged 22 and one individual aged 23 were presented a list of 62 items. They were asked if the items were English loanwords which are used in the Dutch language. These items each belonged to one of the three following semantic categories: technology (category 1), management speak (category 2), and informal items (category 3). Category 1 and 2 included 20 items, and category 3 encompassed 22 words. All items were selected from the 'Glossary of unnecessary English', since, according to the authors of this list, these words have emerged in the Dutch language (Koops et al., 2009). This pilot study helped to determine whether the selected items were perceived as loanwords by individuals who do not have any prior knowledge on this matter.

Only the items that were considered to be loanwords by all participants were selected, which reduced the number of loanwords to 31. A selection was made based on the assumption

that a questionnaire including over 62 sentences that have to be evaluated would be too long for the participants, which may result in hasty answers, as the individuals may lose interest. This resulted in a selection of 21 matching pairs, seven pairs in each category, where each matching pair consisted of an English loanword and a Dutch equivalent (see Appendix A).

### 4.3 Questionnaire

The questionnaire was developed through the website thesistools.nl (see Appendix B). This website enables researchers to create online questionnaires. A large number of potential participants were easily approached via this tool, as the questionnaire was assigned its own link.

As illustrated in the following example, each matching pair appeared twice in the questionnaire; both the English loanword and its Dutch equivalent were presented to the participants in the exact same context.

1. *Deze regenjas is waterbestendig*

‘This raincoat is waterproof’

2. *Deze regenjas is waterproof*

‘This raincoat is waterproof’

These items did not immediately follow each other; all items appeared in mixed order to prevent the participants from detecting the research interest, and distractor items were included. These distractor items showed some resemblance to the studied items. As both the word ‘holiday’ and ‘raincoat’ appeared in the tested sentences, the following distractor example was included:

3. *Als ik op vakantie ga, laat ik mijn regenjas thuis*

‘When I go on a holiday, I leave my raincoat at home’

Participants were first asked to fill in their age and gender, and immediately thereafter they were asked to evaluate a total of 50 sentences: 21 sentences that included the English loanword, 21 sentences containing the Dutch equivalent, and eight distractor sentences (see Appendix C). The 50 items were subdivided into sections of ten sentences, as it was expected that the presentation of a list containing 50 items would discourage the participants from finishing the questionnaire. The participants were told beforehand that they would be presented with five screens, and when they had finished the third screen, they were informed that they were considerably past halfway, to motivate them to complete the survey. After the evaluation of the sentences, all individuals were asked if Dutch was their native language, as well as a number of questions concerning their level of English proficiency, and how often they came into contact with the English language.

#### 4.4 Tested items

The participants were asked the following for all tested items:

If someone uttered the following sentence:

4. *Deze regenjas is waterbestendig*

‘This raincoat is waterproof’

Would you evaluate this person as:

Educated								Not-Educated
Intelligent								Not intelligent
Self- confident								Not self- confident
Kind								Unkind
Sociable								Unsociable
Likeable								Unlikeable

As discussed earlier, attitudes are multidimensional. It was decided to measure attitudes on two dimensions, namely: status and social attractiveness. The first three personal traits on the semantic differential rating scale are linked to the former dimension, the last three to the latter.

## 5. Results

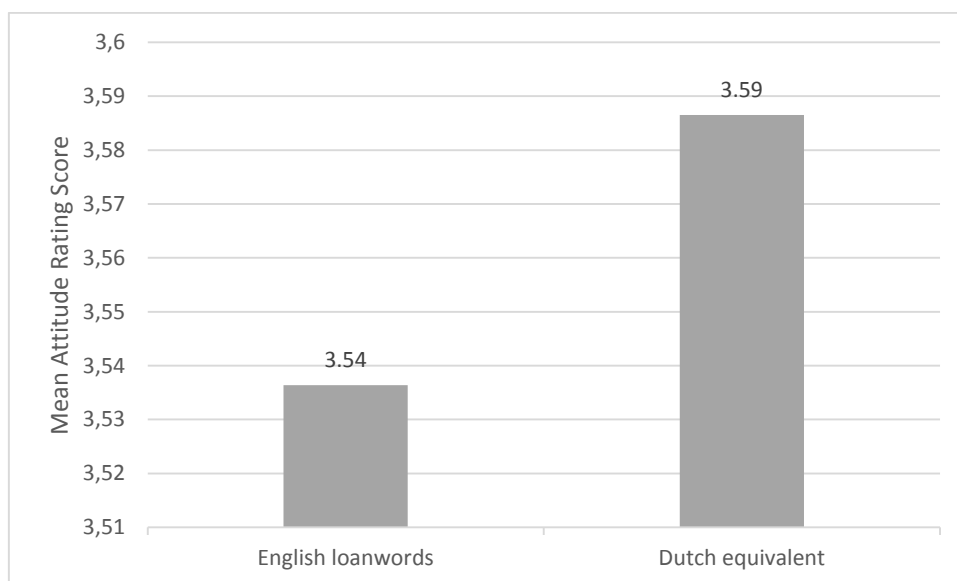
Participants were indirectly asked to evaluate English loanwords and their Dutch equivalents. This was measured on a scale of 1 (e.g. intelligent, kind, likeable) to 7 (e.g. not intelligent, unkind, unlikeable). Caution is necessary when the results are interpreted, as the scores work counter-intuitively: the lower the score, the more positively the word was evaluated. In order to test the hypotheses which have been described earlier in this thesis, an ANOVA with repeated measures was used. A significance level of .05 was used for all statistical tests. Furthermore, in the present study, sphericity could not be violated as only 2 conditions were tested; Mauchly's test, therefore, need not be applied.

In order to be able to interpret the results, the variables need further explanation, as each variable includes two or three levels. Firstly, the age category variable consists of two levels: age group 1 (participants aged under 26), and age group 2 (participants aged over 40). Secondly, the language variable also consists of two levels: English and Dutch. Thirdly, the semantic category variable includes three levels: technology, management terms, and informal items. Lastly, the attitude dimensions variable encompasses two levels: the status dimension, and the social attractiveness dimension.

The mean score for English loanwords in age group 1 was lower than the mean score for age group 2, as:  $M_{\text{English\_loanwords\_group1}}=3.47$ ,  $SD=.46$ ,  $M_{\text{English\_loanwords\_group2}}=3.65$ ,  $SD=.52$ . Furthermore, the Dutch equivalents received a lower score by group 1 as well, compared to group 2:  $M_{\text{Dutch\_equivalents\_group1}}=3.52$ ,  $SD=.42$ ,  $M_{\text{Dutch\_equivalents\_group2}}=3.71$ ,  $SD=.49$ . This may indicate a trend in which younger participants evaluate English loanwords more positively. However, the multivariate tests revealed that there were no statistically significant differences between the two age groups,  $F(1,55) = 3.39$ ,  $p=.07$ . This may demonstrate that age does not play a role in the evaluation of the loanwords in the present study. All scores from here on are, therefore, the mean scores of all 58 participants.

Significant main effects were found for all 3 variables: language,  $F(1,55)=5.04$ ,  $p=.03$ , semantic categories,  $F(2,54)=28.80$ ,  $p<.01$ , and attitudes,  $F(1,55)=44.70$ ,  $p<.01$ . The observed main effects of semantic categories and attitudes will not be discussed any further in the present study, as these 2 variables are only interesting when the variable language is taken into account as well.

The significant main effect for language revealed that English loanwords and their Dutch equivalents were judged significantly differently; English loanwords were perceived more positively, as  $M_{\text{English\_loanwords}}=3.54$ ,  $SD=.48$ , and  $M_{\text{Dutch\_equivalents}}=3.59$ ,  $SD=.46$ ; this is represented in Figure 1.



*Figure 1.* Attitude rating score of English loanwords and their Dutch equivalents. N.B. the lower the score, the more positively the items are evaluated.

The multivariate tests revealed three significant two-way interactions. The first interaction was found between language and semantic category  $F(2,54)=9,76, p<.01$ . This two-way interaction revealed to be only significant between both languages, and semantic category 1 (technology) and 3 (informal items); semantic category 2 (management items) will, therefore, not be discussed.

It was revealed that attitudes towards English loanwords belonging to category 1 were evaluated more positively compared to the scores of their Dutch equivalents, as

$M_{English\_loanwords\_technology}=3.65, SD=.48$ , and  $M_{Dutch\_equivalents\_technology}=3.81, SD=.47$ . Loanwords belonging to category 3, by contrast, were judged less positively than the Dutch items, as

$M_{English\_loanwords\_informal}=3.53, SD=.59$ , and  $M_{Dutch\_equivalents\_informal}=3.50, SD=.52$ . The results are illustrated in Figure 2.



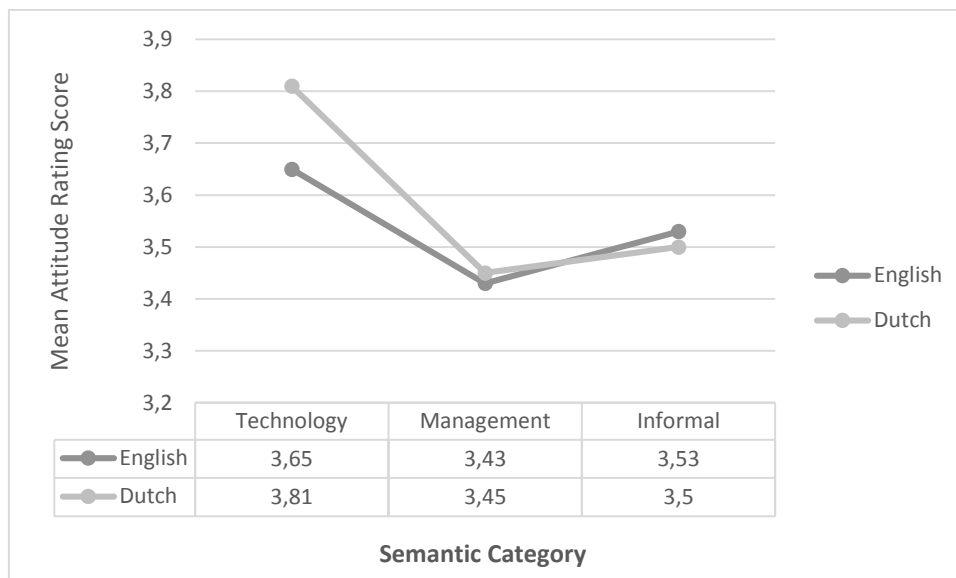


Figure 2. Attitude rating score by language and semantic category. N.B. the lower the score, the more positively the items are evaluated.

A second two-way interaction was discovered between language and attitudes,  $F(1,55)=21,92, p<.01$ . Figure 3 reveals that English loanwords, in general, are perceived as having more status, as  $M_{English\_loanwords\_Status}=3.37, SD=.53$ , and  $M_{Dutch\_equivalent\_Status}=3.70, SD=.50$ . Furthermore, the English loanwords scored better on the social attractiveness dimension as well, as  $M_{English\_loanwords\_SocialAttractive}=3.50, SD=.49$ , and  $M_{Dutch\_equivalent\_SocialAttractive}=3.68, SD=.45$ . Moreover, when looking at the two attitude dimensions separately, it is revealed that English loanwords have a stronger effect on the status dimension than on the social attractiveness dimension.

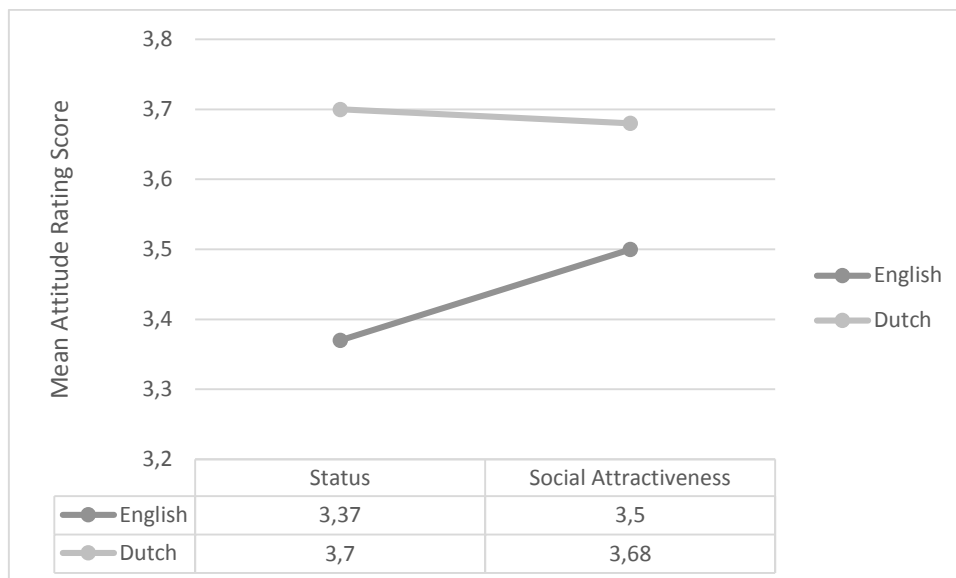


Figure 3. Attitude rating score by language and attitude dimension. N.B. the lower the score, the more positively the items are evaluated.

A final two-way interaction was found between semantic categories and attitudes,  $F(2,54)=40,90$ ,  $p<.01$ . However, since we are only interested in different attitude rating scores between English and Dutch, and not in differences between scores regardless of language, this two-way interaction will not receive any further attention.

No significant two-way interactions were found between language and age category,  $F(1,55)=0,002$ ,  $p=.96$ , semantic categories and age category,  $F(2,54)=3,15$ ,  $p=.051$ , and attitudes and age category,  $F(1,55)=1,66$ ,  $p=.20$ .

Significant three-way interactions were found between semantic categories, attitudes and age category,  $F(2,54)=6.08$ ,  $p=.004$ . However, again, since language does not play a role in this instance, this interaction will not be further discussed. A second three-way interaction was found between the three variables language, semantic categories and attitudes,  $F(2,54)=3,32$ ,  $p=.04$ . It was revealed that a significant interaction took place between the two languages English and Dutch, the two attitude dimensions status and social attractiveness, and

semantic category 1 and 3. The three-way interaction between semantic category 2 proved not to be statistically significant, and will therefore not be discussed.

According to the test results, participants evaluated English loanwords and Dutch equivalents belonging to category 1 differently on the status and social attractiveness attitude dimensions, as shown in Figure 4 and 5. The difference between the mean scores of the English and Dutch items on the status dimension differed considerably, as

$M_{English\_loanword\_Technology\_Status} = 3.44$ ,  $SD = .55$ , and  $M_{Dutch\_equivalent\_Technology\_Status} = 3.71$ , whereas the mean scores on the social attractiveness dimension differed only marginally, as

$M_{English\_loanwords\_technology\_socially\_attractive} = 3.85$ ,  $SD = .42$ , and  $M_{Dutch\_equivalents\_technology\_socially\_attractive} = 3.91$ ,  $SD = .40$ .

By contrast, as represented in figure 4 and 5 as well, the difference on the status attitude rating score between English loanwords and Dutch equivalents in category 3 was almost negligible:  $M_{English\_loanword\_Informal\_Status} = 3.54$ ,  $SD = .57$ , and  $M_{Dutch\_equivalent\_informal\_Status} = 3.52$ ,  $SD = .49$ . Dutch equivalents, on the other hand, were perceived more positively on the social attractiveness attitude dimension:

$M_{Dutch\_equivalent\_informal\_Social\_Attractive} = 3.47$ ,  $SD = .54$ , and  $M_{English\_loanword\_Informal\_Social\_Attractive} = 3.53$ ,  $SD = .60$ .

Even though the English loanwords pertaining to technology were preferred on both dimensions, the results indicate that items of this category have a stronger effect on the status dimension than on the social attractiveness dimension. The informal items, however, reveal a different outcome. It was discovered that the English loanwords and Dutch items were perceived almost identically on the status dimensions, whereas the Dutch items were preferred to the English items on the social attractiveness dimension, and seemed to have a stronger effect on that dimension.

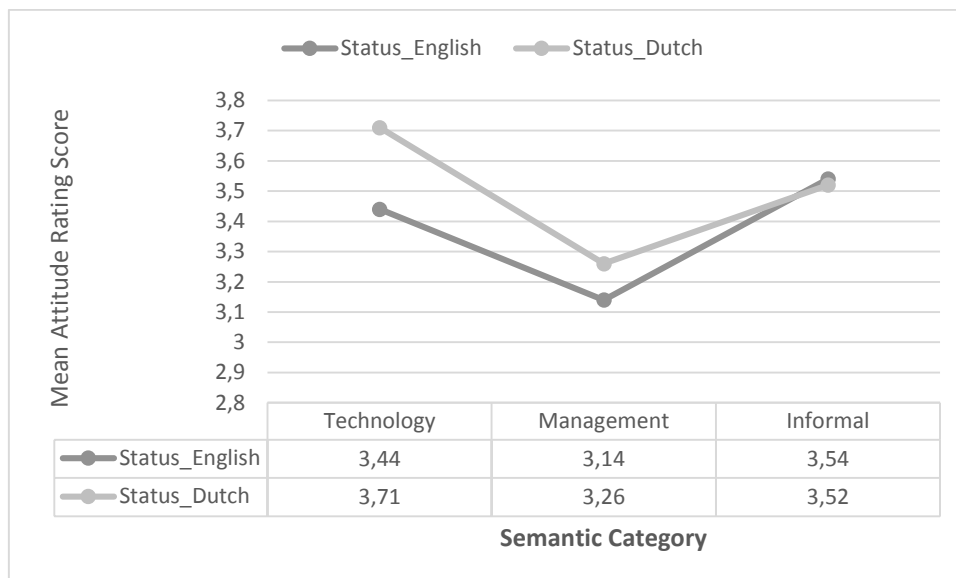


Figure 4. Attitude rating score by status attitude dimension, language and semantic category.

N.B. the lower the score, the more positively the items are evaluated.

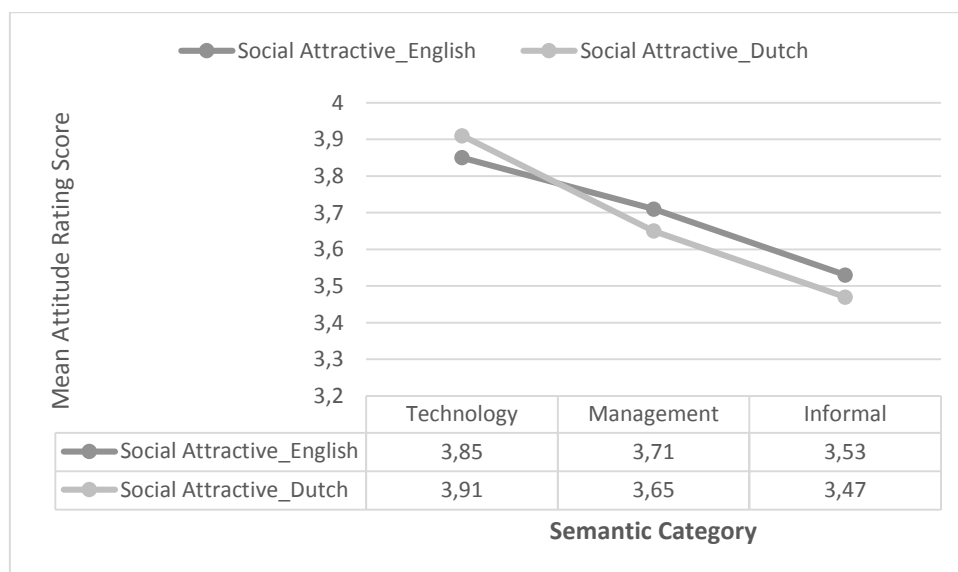


Figure 5. Attitudes rating score by social attractiveness attitude dimension, language and semantic category. N.B. the lower the score, the more positively the items are evaluated.

No significant three-way interactions were found between language, language categories, and age category,  $F(2,54)=1,55$ ,  $p=.22$ , and between language, attitudes and age category,  $F(1,55)=0,03$ ,  $p=.86$ . The four-way interaction between language, semantic category, attitudes and age category proved not to be statistically significant either,  $F(2,54)=.28$ ,  $p=.75$ .

## 6. Discussion

The aim of the study was to research Dutch native speakers' attitudes towards English loanwords, and to uncover if semantic category and age play a role in these attitudes. As discussed in section 5, the statistical analyses have revealed that English loanwords are, in general, perceived more positively than their Dutch equivalents. The English items were more positively rated on both the social attractiveness and status attitude dimensions. This may indicate that, in general, speakers who use borrowings are judged more positively on a social level compared to speakers who would use the Dutch variant, but also that the loanwords may be associated with prestige. It should be mentioned, however, that the attitude rating scores between the Dutch and English loanwords differed only marginally.

Since no previous research measuring Dutch native speakers' attitudes towards English loanwords has been conducted yet, the findings cannot support or contradict previous findings. It was, however, possible to find indications that point towards acceptance or rejection of the hypotheses that were made earlier in the study.

It was hypothesized that English loanwords pertaining to technology would be judged more positively than their Dutch equivalents, and the results indicated this to be true. A side note to this, however, is that the Dutch items were not judged negatively either; the participants simply preferred the English variants. The loanwords in this category had a significantly greater effect on the status attitude dimension, which may indicate that these borrowings are, in general, associated more with prestige than with social attractiveness.

Furthermore, management terms in both languages scored more positively on the attitude rating scale than the other two semantic categories, which was surprising, as based on the consulted literature, it was hypothesized that management speak, in general, would be perceived negatively. Moreover, contrary to expectations, this study did not find a significant difference between the English and Dutch items relating to management practices. The

present study, therefore, cannot draw conclusions about whether English loanwords in this semantic category are perceived positively or negatively.

Another unexpected outcome was that Dutch items belonging to category 3 were evaluated more positively than their English counterparts on both the status and social attractiveness attitude dimensions. It was expected that age would play a role in the evaluation of the English loanwords especially in this category. Interestingly, the results revealed the age difference not to be significant for any of the semantic categories. It may be the case that the tested items were not typically words relating to youth language, but that they are common words used equally by the participants of both age groups.

A possible explanation for the unexpected differences in ratings between the semantic categories is that the participants may have based their scores not on the loanwords only, but on the context surrounding the items as well. It may have been the case that the content of the sentences across the semantic categories were not equally neutral, which may have affected the results. This would have been less of a problem if English loanwords had been researched without taking the different semantic categories into account; the participant would have judged both items in the exact same context, and if the content of the sentence would have been evaluated as positive or negative, this would have been the case for both the English loanword and its Dutch equivalent; therefore, it would not have affected the overall outcome.

Furthermore, research to date has mainly focused on measuring language attitudes towards language varieties (Giles & Billings, 2004), whereas attitudes towards loanwords have not received the same amount of attention; successful methods could, therefore, not be mirrored yet. Moreover, measuring attitudes remains complex; researchers have not decided which approach is the best practice yet. It may be an idea to combine quantitative research where participants are exposed to matched guise tests, and asked to fill in semantic differential rating scales, for example, with qualitative research such as in-depth interviews in

future studies, in order to be able to acquire a holistic representation of people's attitudes, as it may be the case that attitudes cannot be measured through an approach that is mainly quantitative.

The findings, however, may help us to understand Dutch native speakers' attitudes towards English loanwords. The participants perceived the loanwords as positive, in general, which may reveal that initiatives such as *Funshoppen in het Nederlands* will not be able to reverse the anglicisation of Dutch, as individuals do not seem to prefer the Dutch equivalents, and will probably continue to use the English variant in the future.

## 7. Conclusion

The present study was designed to measure Dutch native speakers' attitudes towards English loanwords, in order to establish if initiatives that try to counteract the anglicisation of Dutch, such as *Funshoppen in het Nederlands*, are likely to have an effect on the Dutch language. In this project, a number of Dutch authors compiled a vocabulary list including English loanwords which they perceived as unnecessary English, since Dutch equivalents often exist. It was, however, determined that the influx of loanwords due to language contact is widespread among languages throughout the world; it is, therefore, highly unlikely that the process of borrowing can be stopped.

Furthermore, as expected, it was revealed that English loanwords pertaining to the technology semantic field were perceived more positively than their Dutch equivalents. However, a few results of the present study were unexpected. It was revealed that age did not play a role in the evaluation of English loanwords. Furthermore, items pertaining to management speak, regardless of language, received a better attitude rating score than items relating to technology, and the informal register items. Furthermore, the Dutch items pertaining to the informal word category were evaluated more positively than their English

equivalents. These unexpected outcomes may be explained due to the fact that the context of the tested items may not have been equally neutral across the semantic categories. However, without taking the different semantic categories into account, the results may indicate that Dutch native speakers' attitudes towards loanwords are, in general, positive.

## **7.1 Limitations**

Due to time limitations, the best method to measure participants' attitudes to the loanwords seemed to develop an online questionnaire which was easy to distribute via social media and e-mail. This approach, however, may have influenced the results, as it is a highly artificial way of measuring attitudes when subjects have to evaluate a written sentence while pretending someone utters it out loud. To overcome this lack of naturalness, it may be an idea to focus on recorded speech in future research, using a number of speakers who will read out the sentence.

Furthermore, participants may have realised the research interest which may have influenced their evaluations. In order to prevent the participants from realising what was actually being studied, a larger number of additional filler items could have been included. However, it was decided to leave out a selection of these items, as it was expected that the subjects would not complete the questionnaire with their full attention if all items were left in. Moreover, the fact that 103 participants started the questionnaire, and only 58 finished it may indicate that the questionnaire was still too lengthy.

Related shortcomings were the low number of participants, and the uneven distribution between the two age groups. The questionnaire could be accessed for seven days only, and participants belonging to group 1 were more easily recruited than participants for group 2. More subjects, and a balance between the two age groups are needed in order to acquire better and more reliable results in future research.



In summary, the current study was too small to draw definitive conclusions, and some questions remain unanswered. However, it has provided new insights into a field of study which has not received much scholarly attention yet. Further investigation into English loanwords in Dutch would, therefore, be worthwhile. In future studies, larger samples of loanwords could be included, and researchers could, for example, investigate if word frequency of loanwords in Dutch may play a role in speakers' evaluations of borrowings. The main challenge now is to determine which method would be most useful to measure attitudes towards loanwords without developing a design that is perceived as being too artificial.

## References

- Baker, C. (1995). *Attitudes and Language*. Clevedon: Multilingual Matters.
- Bilaniuk, L. (2003). Gender, Language Attitudes, and Language Status in Ukraine. *Language in Society*, 32, 47-78.
- Campbell, L. (2013). *Historical Linguistics*. Edinburgh: Edinburgh University Press.
- Giles, H. & Billings, A. C. (2004). Assessing Language Attitudes. In A. Davies & C. Elder (Eds.), *The Handbook of Applied Linguistics* (pp. 187-209). Oxford: Blackwell Publishing.
- Hassal, T., Titik Murtisari, E., Donnely, C., & Wood, J. (2008). Attitudes to Western Loanwords in Indonesian. *International Journal of the Sociology of Language*, 189, 55-84. doi:10.1515/IJSL.2008.003
- Koops, B. J., Slop, P., Uljé, P., Vermeij, K. & van Zijderveld, D. (2009). *Funshoppen in het Nederlands. Woordenlijst onnodig Engels*. Amsterdam: Stichting Nederlands.
- Retrieved 30 January, 2015, from <http://www.stichtingnederlands.nl/lolwinkelen.pdf>
- Lambert, W. E., Hodgson, R. C., Gardner, R. C. & Fillenbaum, S. (1960). Evaluational Reactions to Spoken Languages. In A. S. Dil (Ed.), *Language, Psychology, and Culture: Essays by Wallace E. Lambert* (pp. 80-96). Stanford: Stanford University Press.
- Leppänen, S. (2007). Youth Language in Media Contexts: Insights into the Functions of English in Finland. *World Englishes*, 26, 149-169.
- Liang, S. (2015). *Language Attitudes and Identities in Multilingual China: A linguistics Ethnography*. New York: Springer.
- McColl Millar, R. (2007). *Trask's Historical Linguistics* (2nd ed.). London: Hodder Education.

- McMahon, A. M. (1994). *Understanding Language Change*. Cambridge: Cambridge University Press.
- Melchers, G., & Shaw, P. (2011). *World Englishes*. Abingdon: Hodder Education.
- Meyerhoff, M. (2011). *Introducing Sociolinguistics* (2nd ed.). Abingdon: Routledge.
- Myers-Scotton, C. (2006). *Multiple voices: An Introduction to Bilingualism*. Oxford: Blackwell Publishing.
- Pope, J., Meyerhoff, M., & Ladd, R. (2007). Forty Years of Language Change on Martha's Vineyard. *Language*, 83, 615-627.
- Sandberg, J. (2006, October 24). The Jargon Jumble: Kids Have 'Skeds', 'Colleagues', 'Needs'. *The Wallstreet Journal*. Retrieved from <http://www.wsj.com/articles/SB116165746415401680>
- Sankoff, G., & Blondeau, H. (2007). Language Change across the Lifespan: /r/ in Montreal French. *Language*, 83, 560-588.
- Thomason, S. G. (2001). *Language Contact. An Introduction*. Edinburgh: Edinburgh University Press.
- Van Blommestein, M. (2013, November 19). Lachen om de Taal van Managers: Bullshit Bingo. *Intermediair*. Retrieved from <http://www.intermediair.nl/vakgebieden/management/lachen-om-de-taal-van-managers-bullshit-bingo>
- Van der Sijs, N. (1996). *Leenwoordenboek. De Invloed van Andere Talen op het Nederlands*. Den Haag: Sdu Uitgevers.
- Van der Sijs, N. (2009). Loanwords in Dutch. In M. Haspelmath & U. Tadmor (Eds.), *Loanwords in the World's Languages: A Comparative Handbook* (pp. 338-359). Den Haag: De Gruyter Mouton.

Winford, D. (2010). Contact and Borrowing. In R. Hickey (Ed.), *The Handbook of Language Contact* (pp. 170-187). Chichester: Wiley-Blackwell.

## **Appendices**

### **Appendix A**

#### **Selected words after pilot study**

##### **a. Dutch equivalent**

##### **b. English loanword**

#### **Category 1**

(1) a. draadloos

b. wireless

(2) a. bijwerken

b. updaten

(3) a. verwijderen

b. deleten

(4) a. apparatuur

b. hardware

(5) a. programmatuur

b. software

(6) a. herstarten

b. resetten

(7) a. kraken

b. hacken

#### **Category 2**

(1) a. publieksrelaties

b. public relations

(2) a. geschiktheidstest

b. assessment

(3) a. zakenwereld

b. business

(4) a. betrokkenheid

b. commitment

(5) a. instelling

b. mindset

(6) a. personeelswerver

b. recruiter

(7) a. deeltijdwerker

b. parttimer

### **Category 3**

(1) a. winkelen

b. shoppen

(2) a. nakijken

b. checken

(3) a. amusement

b. entertainment

(4) a. hergebruiken

b. recyclen

(5) a. ontspannen

b. relaxen

(6) a. waterbestendig

b. waterproof

(7) a. verrassingsfeestje

b. surpriseparty

## Appendix B

### The questionnaire as presented to the participants

Geachte heer/mevrouw,

De vragenlijst die u straks te zien krijgt, zal ik gaan gebruiken voor een onderzoekje voor mijn bachelorscriptie. De gegevens zullen vertrouwelijk en anoniem verwerkt worden. Mocht u vragen en/of opmerkingen hebben, dan kunt u altijd contact met mij opnemen via het volgende e-mailadres:

h.boon@students.uu.nl

Het onderzoekje zal ongeveer 15 minuten duren.

Ik dank u alvast voor uw medewerking.

Start

[www.thesistools.com](http://www.thesistools.com)

1.

**Wat is uw leeftijd?**\*

2.

**Wat is uw geslacht?**\*

- ☐ Man  
☐ Vrouw

Created by PDFmyURL. Remove this footer and set your own layout? Get [a license!](#)

PDFmyURL

Deel 1

[www.thesistools.com](http://www.thesistools.com)

3.

In het volgende onderdeel leest u een aantal zinnen. Stelt u zich voor dat iemand deze zinnen hardop tegen u zegt. Vul daarna in wat u van deze persoon vindt aan de hand van de karaktereigenschappen die u voor u ziet. Het is van belang dat u bij iedere zin alle 6 karaktereigenschappen beoordeelt.

Daarnaast geldt ook dat er geen goede of foute antwoorden zijn. Ik ben benieuwd naar uw eerste indruk.

De volgende zin dient ter illustratie:

Wanneer iemand de volgende zin uitsprekt:

"Ik wandel soms door het bos"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

Wanneer u deze uitleg begrijpt, kunt u doorgaan met het onderzoekje. De vragenlijst zal bestaan uit 5 onderdelen.

4.

Created by PDFmyURL. Remove this footer and set your own layout? Get [a license!](#)

PDFmyURL



Wanneer iemand de volgende zin uitspreekt:

"Ik heb een draadloze internetverbinding in mijn huis"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

5.

Wanneer iemand de volgende zin uitspreekt:

"De software op mijn vaders computer is vernieuwd"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

6.

Wanneer iemand de volgende zin uitspreekt:

"Ik wilde laatst foto's van mijn website verwijderen"

Created by PDFmyURL. Remove this footer and set your own layout? Get [a license!](#)

PDFmyURL

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

7.

Wanneer iemand de volgende zin uitspreekt:

"Mijn moeders neven en nichten wonen ver weg"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

8.

Wanneer iemand de volgende zin uitspreekt:

"Mijn broertje moest laatst zijn pc updaten"

Dan beoordeel ik deze spreker als:

Created by PDFmyURL. Remove this footer and set your own layout? Get [a license!](#)

PDFmyURL

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

9.

Wanneer iemand de volgende zin uitspreekt:

"De personeelswerker op mijn werk is mijn neef"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

10.

Wanneer iemand de volgende zin uitspreekt:

"Met de juiste mindset kom je er wel"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd

Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

11.

Wanneer iemand de volgende zin uitspreekt:

"Mijn broertje organiseerde laatst een verrassingsfeestje"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

12.

Wanneer iemand de volgende zin uitspreekt:

"De apparatuur van mijn pc is nog niet verouderd"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

13.

Wanneer iemand de volgende zin uitspreekt:

"Omdat ik maar 20 uur per week werk, heb ik veel vrije tijd"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

Door naar deel 2

www.thesistools.com

Dat was deel 1, nu volgt deel 2. Hier wordt u gevraagd om hetzelfde te doen als bij de vorige opdrachten.

14.

Wanneer iemand de volgende zin uitspreekt:

"De financiële business blijkt vaak hard te zijn"

Dan beoordeel ik deze spreker als:

Created by PDFmyURL. Remove this footer and set your own layout? Get [a license!](#)

PDFmyURL

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

15.

Wanneer iemand de volgende zin uitspreekt:

"Mijn moeder moest laatst haar computer resetten"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

16.

Wanneer iemand de volgende zin uitspreekt:

"Mijn neefje neemt geschiktheidstesten af"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent

Created by PDFmyURL. Remove this footer and set your own layout? Get [a license!](#)

PDFmyURL

Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

17.

Wanneer iemand de volgende zin uitspreekt:

"Mijn vader werkt in een museum op de afdeling public relations"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

18.

Wanneer iemand de volgende zin uitspreekt:

"Er is veel entertainment te zien op tv"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig

Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek
------------	---	--------------

19.

Wanneer iemand de volgende zin uitspreekt:

"Ik heb een wireless internetverbinding in mijn huis"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

20.

Wanneer iemand de volgende zin uitspreekt:

"Omdat ik 28 uur per week werk, ben ik een parttimer"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

21.

Wanneer iemand de volgende zin uitspreekt:

"Als ik op vakantie ga, laat ik mijn regenjas thuis"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

22.

Wanneer iemand de volgende zin uitspreekt:

"Mijn zusje gaat morgen shoppen in Amsterdam"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

23.

Wanneer iemand de volgende zin uitspreekt:

"Ik wilde laatst foto's van mijn website deleten"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

Door naar deel 3

[www.thesistools.com](http://www.thesistools.com)

U heeft deel 1 en 2 achter de rug. In deel 3 wordt u weer gevraagd op dezelfde manier de zinnen te beoordelen.

24.

Wanneer iemand de volgende zin uitspreekt:

"Mijn zusje toont veel commitment op haar werk"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd

Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

25.

Wanneer iemand de volgende zin uitspreekt:

"De recruiter op mijn werk is mijn neef"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

26.

Wanneer iemand de volgende zin uitspreekt:

"Mijn moeder moest laatst haar computer herstellen"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

27.

Wanneer iemand de volgende zin uitspreekt:

"Ik ga even checken of dat klopt"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

28.

Wanneer iemand de volgende zin uitspreekt:

"Mijn zusje houdt zich op haar werk voornamelijk bezig met de financiën"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

29.

Wanneer iemand de volgende zin uitspreekt:

"Onder andere papier, karton en plastic kunnen we recycleren"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

30.

Wanneer iemand de volgende zin uitspreekt:

"Deze regenjas is waterproof"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

31.

Wanneer iemand de volgende zin uitspreekt:

"De financiële zakenwereld blijkt vaak hard te zijn"

Created by PDFmyURL. Remove this footer and set your own layout? Get a [license!](#)

PDFmyURL

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

32.

Wanneer iemand de volgende zin uitspreekt:

"Ik ken iemand die computers kan kraken"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

33.

Wanneer iemand de volgende zin uitspreekt:

"In Amsterdam zijn veel toeristen te vinden"

Dan beoordeel ik deze spreker als:

Created by PDFmyURL. Remove this footer and set your own layout? Get a [license!](#)

PDFmyURL

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

Door naar deel 4

[www.thesistools.com](http://www.thesistools.com)

U ben toegekomen aan deel 4. U bent al ruimschoots over de helft. Ook in dit deel wordt u weer gevraagd om op dezelfde manier antwoord te geven.

34.

Wanneer iemand de volgende zin uitsprekt:

"In de vakantie heb je de tijd om te ontspannen"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

35.

Wanneer iemand de volgende zin uitsprekt:

"Ik ga even nakijken of dat klopt"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

36.

Wanneer iemand de volgende zin uitsprekt:

"De hardware van mijn pc is nog niet verouderd"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

37.



Wanneer iemand de volgende zin uitspreekt:

"Mijn broertje heeft thuis zijn eigen computer"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

38.

Wanneer iemand de volgende zin uitspreekt:

"Er is veel amusement te zien op tv"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

39.

Wanneer iemand de volgende zin uitspreekt:

"Mijn neefje neemt assessments af"

Created by PDFmyURL. Remove this footer and set your own layout? Get [a license!](#)

PDFmyURL

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

40.

Wanneer iemand de volgende zin uitspreekt:

"Mijn zusje gaat morgen winkelen in Amsterdam"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

41.

Wanneer iemand de volgende zin uitspreekt:

"Mijn broertje moest laatst zijn pc bijwerken"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
-----------	---	----------------

Created by PDFmyURL. Remove this footer and set your own layout? Get [a license!](#)

PDFmyURL

Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

42.

Wanneer iemand de volgende zin uitspreekt:

"Deze regenjas is waterbestendig"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

43.

Wanneer iemand de volgende zin uitspreekt:

"In de vakantie heb je de tijd om te relaxen"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig

Created by PDFmyURL. Remove this footer and set your own layout? Get [a license!](#)

PDFmyURL

Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

Door naar deel 5

[www.thesistools.com](http://www.thesistools.com)

Dit is het vijfde en laatste onderdeel waar u gevraagd wordt de zinnen te beoordelen. Ook hier wordt u weer gevraagd om op dezelfde manier te antwoorden.

44.

Wanneer iemand de volgende zin uitspreekt:

"Mijn vader en moeder gaan soms naar musea"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

45.

Wanneer iemand de volgende zin uitspreekt:

Created by PDFmyURL. Remove this footer and set your own layout? Get [a license!](#)

PDFmyURL

"Onder andere papier, karton en plastic kunnen we hergebruiken"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

46.

Wanneer iemand de volgende zin uitspreekt:

"Mijn zusje toont veel betrokkenheid op haar werk"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

47.

Wanneer iemand de volgende zin uitspreekt:

"Ik kijk vaak naar series op tv"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

48.

Wanneer iemand de volgende zin uitspreekt:

"De programmatuur op mijn vaders computer is vernieuwd"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

49.

Wanneer iemand de volgende zin uitspreekt:

"Omdat ik 28 uur per week werk, ben ik een deeltijdwerker"

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd

Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

50.

Wanneer iemand de volgende zin uitspreekt:

"Ik ken iemand die computers kan hacken"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

51.

Wanneer iemand de volgende zin uitspreekt:

"Met de juiste instelling kom je er wel"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

52.

Wanneer iemand de volgende zin uitspreekt:

"Mijn vader werkt in een museum op de afdeling publieksrelaties"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

53.

Wanneer iemand de volgende zin uitspreekt:

"Mijn broertje organiseerde laatst een surpriseparty"

Dan beoordeel ik deze spreker als:

Geschoold	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet geschoold
Intelligent	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet intelligent
Zelfverzekerd	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Niet zelfverzekerd
Aardig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onaardig
Gezellig	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Ongezellig
Sympathiek	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Onsympathiek

Verder

Tot slot nog 5 kleine vragen.

54.

Nederlands is mijn moedertaal (de taal die ik leerde toen ik opgroeide) \*

- ☐ Ja  
☐ Nee

55.

Spreekt u Engels? \*

- ☐ Ja  
☐ Nee

56.

Wat is uw niveau in Engels? \*

- ☐ Beginner  
☐ Gemiddeld  
☐ Gevorderd  
☐ N.v.t.

57.

Hoeveel jaar spreekt u al Engels? \*

- ☐ 0-5  
☐ 5-10  
☐ 10-15  
☐ 15+  
☐ N.v.t.

58.

Hoe vaak spreekt u Engels? \*

- ☐ Dagelijks  
☐ Wekelijks  
☐ Maandelijks  
☐ Jaarlijks  
☐ N.v.t.

59.

Hoe vaak komt u in aanraking met Engels? \*

- ☐ Dagelijks  
☐ Wekelijks  
☐ Maandelijks  
☐ Jaarlijks  
☐ N.v.t.

60.

In dit tekstveld kunt u nog eventuele opmerkingen plaatsen over dit onderzoek. Ook kunt u hier uw e-mailadres achterlaten als u geïnteresseerd bent in wat ik met deze vragenlijst wil onderzoeken.

Verstuur

---

[www.thesistools.com](http://www.thesistools.com)

Hartelijke dank voor het invullen van dit onderzoek

---

[www.thesistools.com](http://www.thesistools.com)

## Appendix C

### Items within sentences as presented in questionnaire

- a. **Sentence with Dutch equivalent loanword**
- b. **Sentence with English loanword**
- c. **Sentence translated into English**

(1) a. *Ik heb een draadloze internetverbinding in mijn huis*

b. *Ik heb een wireless internetverbinding in mijn huis*

c. 'I have a wireless internet connection in my house'

(2) a. *Mijn broertje moest laatst zijn pc bijwerken*

b. *Mijn broertje moest laatst zijn pc updaten*

c. 'My brother had to update his pc recently'

(3) a. *De apparatuur van mijn laptop is nog niet verouderd*

b. *De hardware van mijn laptop is nog niet verouderd*

c. 'The hardware of my laptop is not outdated yet'

(4) a. *De programmatuur op mijn vaders computer is nog niet vernieuwd*

b. *De software op mijn vaders computer is nog niet vernieuwd*

c. 'The software of my dad's computer has not been renewed yet'

(5) a. *Mijn moeder moest laatst haar computer herstellen*

b. *Mijn moeder moest laatst haar computer resetten*

c. 'My mother had to reset her computer recently'

- (6) a. *Ik wilde laatst foto's van mijn website verwijderen*  
b. *Ik wilde laatst foto's van mijn website deleten*  
c. 'I recently wanted to delete photos from my website'
- (7) a. *Ik ken iemand die computers kan kraken*  
b. *Ik ken iemand die computers kan hacken*  
c. 'I know someone who can hack computers'
- (8) a. *Mijn vader werkt in een museum op de afdeling publieksrelaties*  
b. *Mijn vader werkt in een museum op de afdeling public relations*  
c. 'My father works in a museum at the public relations department'
- (9) a. *Mijn neefje neemt geschiktheidstesten af*  
b. *Mijn neefje neemt assessments af*  
c. 'My cousin conducts assessments'
- (10) a. *De financiële zakenwereld blijkt vaak hard te zijn*  
b. *De financiële business blijkt vaak hard te zijn*  
c. 'The financial business often seems to be tough'
- (11) a. *Mijn zusje toont veel betrokkenheid op haar werk*  
b. *Mijn zusje toont veel commitment op haar werk*  
c. 'My sisters shows a lot of commitment at work'
- (12) a. *Met de juiste instelling kom je er wel*  
b. *Met de juiste mindset kom je er wel*  
c. 'You will make if you have the right mindset'
- (13) a. *De personeelswerver op mijn werk is mijn neef*  
b. *De recruiter op mijn werk is mijn neef*  
c. 'The recruiter at my work is my cousin'



- (14) a. *Omdat ik 28 uur per week werk, ben ik een deeltijdwerker*  
b. *Omdat ik 28 uur per week werk, ben ik een parttimer*  
c. 'Since I work 28 hours a week, I am a parttimer'
- (15) a. *Mijn zusje gaat morgen winkelen in Amsterdam*  
b. *Mijn zusje gaat morgen shoppen in Amsterdam*  
c. 'My sisters will go shopping tomorrow in Amsterdam'
- (16) a. *Ik ga even nakijken of dat klopt*  
b. *Ik ga even checken of dat klopt*  
c. 'I will check if that is right'
- (17) a. *Er is veel amusement te zien op tv*  
b. *Er is veel entertainment te zien op tv*  
c. 'There is a lot of entertainment to watch on tv'
- (18) a. *Onder andere papier, karton en plastic kunnen we hergebruiken*  
b. *Onder andere papier, karton en plastic kunnen we recyclen*  
c. 'Paper, cardboard and plastic, among others, can be recycled'
- (19) a. *In de vakantie heb je de tijd om te ontspannen*  
b. *In de vakantie heb je de tijd om te relaxen*  
c. 'During a holiday you have time to relax'
- (20) a. *Deze regenjas is waterbestendig*  
b. *Deze regenjas is waterproof*  
c. 'This raincoat is waterproof'

- (21) a. *Mijn broertje organiseerde laatst een surpriseparty*  
 b. *Mijn broertje organiseerde laatst een verrassingsfeestje*  
 c. 'My brother organised a surprise party recently'

### Distractor items

- a. **Dutch distractor sentence**  
 b. **Sentence translated into English**

- (22) a. *Mijn broertje heeft thuis zijn eigen computer*  
 b. 'My brother has got his own computer at home'
- (23) a. *Mijn vader en moeder gaan soms naar musea*  
 b. 'Mijn father and mother sometimes go to museums'
- (24) a. *Ik kijk vaak naar series op tv*  
 b. 'I often watch series on TV'
- (25) a. *Als ik op vakantie ga, laat ik mijn regenjas thuis*  
 b. 'When I go on a holiday, I leave my raincoat at home'
- (26) a. *In Amsterdam zijn veel toeristen te vinden*  
 b. 'There are a lot of tourists in Amsterdam'
- (27) a. *Omdat ik maar 20 uur per week werk, heb ik veel vrije tijd*  
 b. 'Since I only work 20 hours a week, I have a lot of free time'
- (28) a. *Mijn moeders neven en nichten wonen ver weg*  
 b. 'My mother's cousins live far away'

- (29) a. *Mijn zusje houdt zich op haar werk voornamelijk bezig met de financiën*  
b. 'My sister is mainly concerned with the financials at her work'