

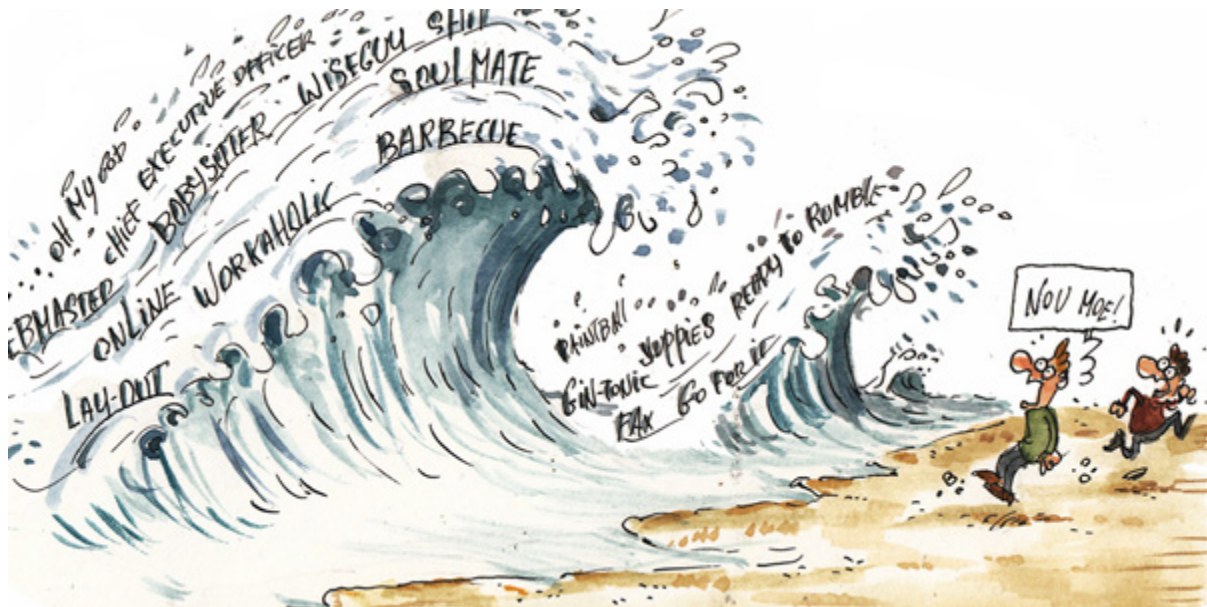
## Basic research Skills Project – 5 havo –

### PHASE 1 – Introducing the Topic

“The latest update of the Dutch Van Dale dictionary demonstrates just how strong the influence of English has become across the Netherlands...

So step forward 3D-Printer and Gamechangers, Factchecken and Pinpointen. I also like the word GeluksMachine, meaning Happiness Machine and coined by the country’s Prime Minister Mark Rutte. Clearly you wouldn’t be a geluksmachine if you were involved in Sukkelsex, defined as sex which is not focused on delivering top performance. I’m not sure I can think of an English equivalent of that. Maybe it is not something that is a problem over here.”

### English Influence Boosting Dutch. Wordability.net



The influence of English on Dutch seems to be increasing, but is it a bad thing? How is this influence perceived by the everyday Dutch man and woman?

### The Research Question

Is the influence of the English language on Dutch currently perceived differently by different generations and genders amongst Dutch Native Speakers?

### Sub Questions

- Where can the influence on English be seen?
- Is this influence perceived differently by different age groups?
- Is this influence perceived differently by Dutch men and Dutch women?

## PHASE 2 - ORIENTATION

**How could you find out the answers to these questions? Where would you go to find these out.**

**Primary Sources** - This is an original source. The information is coming directly from the horse's mouth, so to speak. Examples of Primary sources are Interviews, diaries, original historical documents, experiments, surveys, etc.

**Secondary Sources** – This is information that has already been collected by someone else and has already been analysed and interpreted. Examples of Secondary Sources are research papers, newspaper articles, textbooks etc.

### Step 1 - Orientation

The first of the sub-questions can be best answered by researching secondary sources, but this is beyond the scope of this project. Below are some examples of secondary sources related to the research question. It may be advisable to read these documents to orient yourself on the subject.

<http://www.macmillandictionaries.com/MED-Magazine/March2006/36-New-Word-Neologisms.htm>

<http://www.taaltutor.nl/nederlands/de-invloed-van-het-engels-op-ons-nederlands/>

<http://wordability.net/2013/10/27/english-influence-boosting-dutch/>

<https://onzetaal.nl/dossiers/dossiers/de-invloed-van-het-engels/>

### Step 2 – Primary Sources – Which ones?

For the sake of this project we will only focus on Primary Sources. Ask yourself the following questions.

1. Based on the research question and more specifically on the sub-questions, where can we find the information we need to answer our questions? (First think globally)
2. Who do we have to ask? (**Sample**)
3. Where could we collect this data?
4. How many people do we need to ask? (**Sample size**)
5. What do we need to ask them? (Interview / **Focus group** questions)

Use this information to fill in the Research plan on the next page.

### **Some definitions**

A **sample** is the group of people questioned that is representative of the population. In other words, if you are asking a question about how different genders perceive something you need to have both men and women. If you are asking about different age groups you have to decide which ages should be represented so that you can say something about the Dutch in this case.

The **sample size** is the number of people you are going to question.

A **focus group** is a form of interview in which a *group* of people are asked about their perceptions, opinions, beliefs, and attitudes towards an idea, a concept or a product.

**Data** – facts collected for analysis

### PHASE 3 – THE RESEARCH PLAN

What is the sample population?

*(Who do I interview? What are their characteristics)*

*Generations*

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*Gender*

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What is my sample size??

*(What is the minimum number of people I need to interview?)*

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Where will I collect my data? *(Do I need to travel? Do I have to book a space?)*

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In what time frame? *(When do I do it? How much time do I need to collect the data? How much time do I need to analyse the data?) Alternatively create a time plan with deadlines for each step.*

Steps

Deadlines

1. Planning

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2. Designing of interview questions.

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3. Interviews

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4. Analysis of the interviews

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5. The drawing together of conclusions

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What do I want to find out? *(Do I have prepared questions?)*

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What format will my data collection take? *(Is it a series of interviews or shall I have a group discussion similar to that of a focus group?)*

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Do I need to make appointments in advance? Do I need to book a space?

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Do I need any equipment? *(How do I record my interviews?)*

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Who do I work with? Is my partner enough?

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## PHASE 4 – DATA COLLECTION

### Interview Techniques

#### Before the interview

Decide what kind of interview you are going to carry out. Are you going to hold one on one interviews or are you going to have a group panel similar to a focus group? What is the basis of this decision?

Do you need to make appointments? Do I have filming equipment reserved? Do I have someone to help me film?

Are all of the required sample group represented? Do I have enough people participating?

Design some guide questions.

- Do not ask binary questions (Questions that just require a Yes or No answer).
- Ask questions neutrally. If you ask, 'Do you think using English in your sentences makes you sound cool?' you are implying that there is a right answer and you are leading the direction of the questions. A better question would be, 'If you do use English in a Dutch sentence, why do you do so?'
- Ask the question even if you think you know the answer. The answer might surprise you.
- Don't use phrases like usually or always instead ask for specific moments. 'Tell me about the last time you...'

#### During the interview

- Film the interview.
- Don't use the guide questions as a script.
- Encourage stories and anecdotes
- Don't be afraid of silence
- Pay attention to their **non-verbal cues** (their body language).
- Don't be afraid improvise, but make sure you ask everything you had planned to ask.

#### Attitude while interviewing:

- Be open. Don't decide beforehand what you want to hear or discover.
- Be curious
- Question everything. Keep asking why.
- Don't judge
- Listen! Really listen.

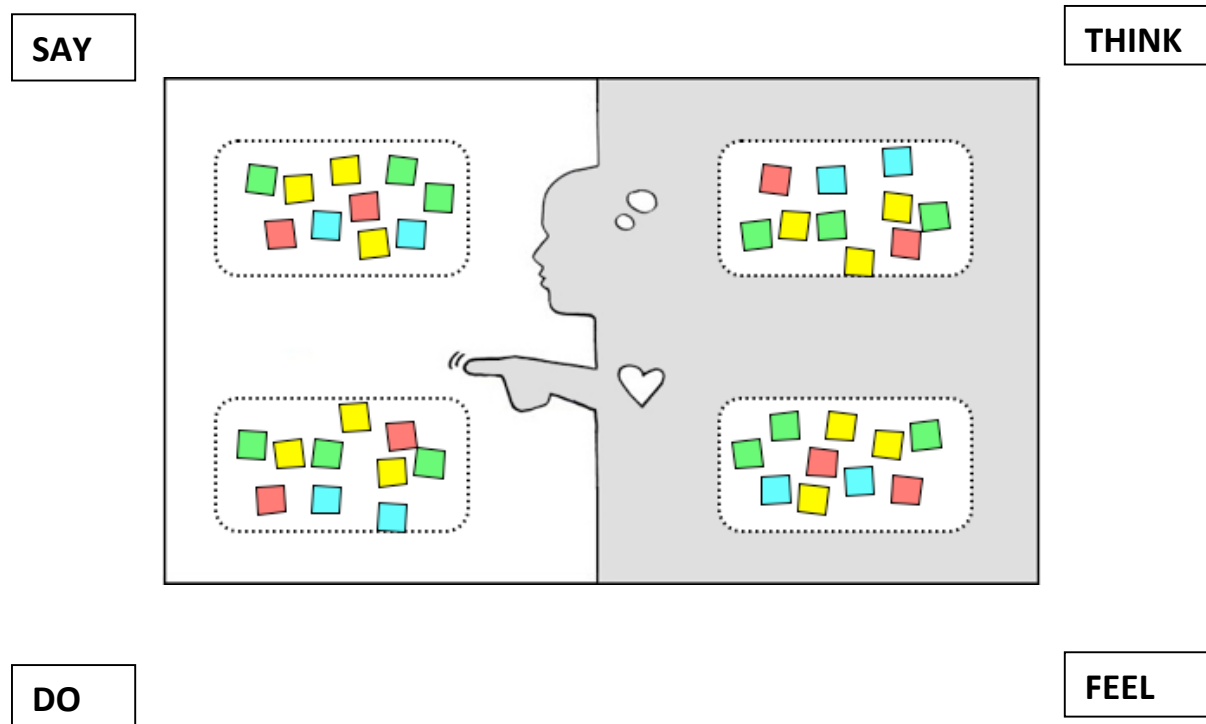
## PHASE 5 – DATA ANALYSIS

### What do I do with the information?

**Data analysis** – The process of taking all the information we have collected and organising it into some form of understanding and interpretation of the people or situation we are investigating.

When analysing the interviews to process and analyse the data, it is important to use a system that allows you to process the information in a structured way. A useful tool to use to analyse your interviews is the User Empathy Map designed by Stanford University

Replay your interviews and see if you see any patterns in what people have said. But what people say is not the only source of information a researcher has at their disposal, what people are doing while they are speaking can often hold lots of information too.



**The User Empathy Map**

### About the User Empathy Map

This is a tool often used by designers to find out what they client really wants and needs. It is also useful to help categorise and structure interview data. The Empathy map is divided into four parts (**quadrants**).

In the **SAY** part, you put all the information that the people interviewed say. What are the phrases and words that your sample used?

In the **DO** part you put all the information that is related to body language. Do people smile or frown when talking about particular aspects or questions. What actions do you notice?

In the **FEEL** part you consider whether the group might be feeling,

In the **THINK** part you ask yourself what the participants might be thinking and what this might mean. What does this tell you about their beliefs?

The Feel and Think quadrants have more to do with insights. You cannot observe this directly. You have to pay attention to subtle clues, like the voice and choice of words. This is the part you handle last to work out what it is you think this all means, to form conclusions about your research.

### How to use the user Empathy Map

As you watch the video:

1. Write down any key words and phrases that you hear onto sticky notes. Stick these notes in the **Hear** quadrant. Are there any patterns? Are these patterns attributable to particular age ranges and genders? It is important that you only record spoken messages at this point not your interpretation of these.
2. Analyse each interview by observing the behaviour of the participants. You can also try to do this with the volume turned down. Write down these observations on the sticky notes and place them in the **See** quadrant
3. How do you interpret their behaviour? Is this consistent or inconsistent with what they have been saying? Record this in the same way.
4. How does this data answer your research questions. What conclusions can you draw from what is on the board?



## PHASE 6 – ANSWERING THE RESEARCH QUESTION

Presentation of results

### Describe your research Pool

The following is an example.

Number of Participants
Distribution of participants (Male and female)
Generation Z (High school Age / m/f)
Generation X/Y (Their parents/ m/f)
Baby Boomers (Their grandparents/m/f)
Highest education level achieved
English proficiency (How good are they at English?)

### Findings

Answer your research questions on the basis of your data.

### Oral Presentation

Present your research process and the results in the form of a presentation using visual aids.