Spanish advertisements in the Netherlands: How does slogan complexity as a consequence of the use of cognates and slogan length affect slogan comprehension and purchase intention?

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Abstract

Understanding how to make efficient slogans can impact a company's profits, their brand image, and the consumer's purchase intention. Several studies, especially with English slogans, have found that the use of foreign languages in slogans affect their complexity and that slogan complexity can affect the overall efficiency of a slogan. However, there is a clear research gap about which factors affect slogan complexity, as well as a lack of studies that analyze foreign language slogans other than English. The present study consists of a questionnaire and aims to analyze Dutch respondents' reactions to Dutch advertisements containing Spanish slogans. To manipulate slogan complexity, the researchers varied slogan length and cognate presence. To test for slogan efficiency, the researchers measured perceived and actual comprehension, as well as purchase intention. This study suggests that perceived comprehension is affected by slogan length and actual comprehension is affected by both slogan length and by the use of cognates. Moreover, the study found a positive correlation between perceived and actual comprehension, and perceived comprehension and purchase intention. However, further research is needed to understand which linguistic factors may or may not affect a consumers' purchase intention.

Keywords: slogan efficiency, slogan comprehension, slogan complexity, foreign language advertisements

1. Introduction

Brands implement a variety of advertising methods to create brand recognition and increase profitability. Companies generally allocate a large proportion of their budget to advertising strategies in order to survive and succeed, and most companies include slogans in their advertising campaigns (Kohli, Leuthesser & Suri, 2007). Thus, understanding how slogans can be efficient is important as they are meant to represent a company for a long period of time to enhance brand awareness and brand image, which further leads to higher brand profitability (Dass, Kohli, Kumar, & Thomas, 2014; Kohli, Leuthesser & Suri, 2007).

Globalization has driven organizations to extend their communication efforts to new potential markets. These changes have led to two advertising strategies: adaptation or standardization. Such strategies raise several academic and practical questions, which has led researchers to study whether the degree of difficulty of a foreign language slogan can affect a slogan's effectiveness. Moreover, researchers have found that consumers are aware of what a linguistically complex slogan is, but there are no clear findings to indicate what makes foreign language slogans more or less complex.

The present research aims to bridge this research gap and clarify which factors influence foreign language slogan complexity and how they affect overall slogan efficiency. To manipulate slogan complexity, length and cognate presence will be altered in three Dutch advertisements containing Spanish slogans. To measure slogan efficiency, purchase intention and perceived and actual comprehension will be analyzed. Results be relevant for marketing and advertising teams, as they will be able to learn more about how to create more efficient slogans. Moreover, results will be useful for researchers interested in advertising language, as they will aid in creating a deeper understanding of the use of foreign languages in slogans and advertisements. Moreover, gaining further understanding about how a foreign language is more or less complex could benefit linguists interested in foreign language learning, as less complex foreign utterances are less cognitively demanding for nonnative speakers.

2. Theoretical Framework

To understand the relevance of research into slogan efficiency, one should first understand why slogans are crucial for companies. Having a successful slogan leads to greater consumer persuasion and facilitates the purchasing process (Skorupta & Duboviciene, 2015). Optimizing

the purchasing process could benefit companies' brand equity, which is a brands' worth and is calculated based on the brand's ability to generate economic profits (Farquhar, 1989; Kohli et al., 2007).

The term 'slogan' comes from the Scottish-Gaelic word '*slogorne'*, which means "battle-cry" (Denton, 1980). Slogans are now primarily defined as a catchy, declarative phrase (Skorupta & Duboviciene, 2015) that aids brand identity (Kohli, Leuthesser & Suri, 2007) by helping customers to identify and memorize a brand (Dowling & Kabanoff, 1996). Thus, it can be suggested that a slogan aids a company by strongly expressing themselves to the world and stand out from their competition. Thus, creating a successful slogan is essential for all corporations.

As a consequence of globalization, English advertisements have become the social norm (Bhatia,1992) and, more recently, different foreign languages (L2s) have been used too. Consequently, this has incited academics and marketeers worldwide to study the use of L2 in advertisements and in their slogans.

2.1 Foreign languages in advertising

In studies about the use of L2 in advertisements, researchers have suggested that, although foreign utterances create more complex slogans, they also have the ability to make ads be more noticeable, memorable, and be processed deeper than equivalent ads using no foreign words (Nederstigt & Hilberink-Schulpen, 2018; Piller, 2001). This may occur as foreign expressions require readers to focus more time in processing the message and also make slogans stand out more than slogans in a reader's first language (Domzal, Hunt & Kernan, 1995).

The use of foreign languages in advertising has led to two strategies: standardization versus adaptation, both of which offer several benefits and disadvantages. The suitability of a standardization versus an adaptation strategy of advertisements and slogans varies depending on where a company will advertise (Gerritsen, Nickerson, Van Hooft, Van Meurs, Korzilius, Nederstigt, Starren, & Crijns, 2010) as they should take the location's culture into consideration. Standardization could benefit a company as it allows them both greater control over activities across borders (Hornikx, van Meurs & de Boer, 2010), as well as to create and maintain a concise corporate brand image and to economize on advertisement efforts. For example, Nike's slogan 'Just Do It' is known across the globe in English due to their cohesive global advertising strategies. However, the use of adaptation in advertisements can help a company connect better

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with their audience. As an example, McDonald's slogan 'I'm lovin' it' was translated to *'Me Encanta'* in Spanish for their Spanish speaking markets. The decision of which strategy to implement can result to be more complicated, as standardizing a slogan could result in less comprehensibility from consumers who do not speak the slogan language, but adapting the slogan would result in greater costs for the company and a less cohesive brand image (Honrikx & Van Meurs, 2020).

Researchers have found that product congruency with the product's country of origin (COO) are essential for an effective use of L2s in advertisements (Hornikx, van Meurs and Hof, 2013; Kelly-Holmes, 2000; Piller, 2003). These authors theorize that combining these two factors is effective due to the association-evoking function, a principle which suggests that L2's are more effective when the product advertised is mixed with a congruent language or country. Findings by Hornikx, van Meurs, and Starren (2007) suggest that the associations evoked differ depending on the language used in the advertisement. For example, Piller (2001) found that using English in German advertisements evokes perceptions of progress, future and youth; Hornikx et al. (2007) found that in a Dutch advertisement for an electronic device, the use of French evokes thoughts such as 'beautiful and elegant', German evokes thoughts of products being 'reliable and technical' and Spanish elicits thoughts of 'modern and passion'.

2.2 Slogan Complexity

According to Pallotti (2015), linguistic complexity relates to 'features that make a communicative task more or less complex', and to how a linguistic structure is acquired by a L1 or L2 learner.

The use of L2s has frequently been linked to affecting slogan complexity, as foreign utterances require more cognitive processing, thus making them more complex to understand than L1 utterances (Nederstigt & Hilberink-Schulpen, 2018; Piller, 2001). There are two contradicting theories which argue that the use of a L2 in slogans may or may not hinder their overall efficiency: the sociolinguistic approach and the psycholinguistic approach. The sociolinguistic approach debates that L2 utterances are not necessarily more complex than L1 equivalents (Hendriks et al., 2017), and that the L2 serves mostly a symbolic purpose (Kelly-Holmes, 2000). For instance, Gerritsen et al. (2010) found that perceptions of non-native English speakers from France, Belgium, the Netherlands and Spain towards an English advertisement

were not affected, regardless of the advertisement's degree of complexity. In contrast, the psycholinguistic perspective suggests that an advertisement in a L2 is perceived as more complex due to the viewer not recognizing foreign sounds or symbols. Given the case that a viewer does not perceive a L2 slogan as more complex, the use of said language will also serve a symbolic purpose. Moreover, within the psycholinguistic approach it is theorized that readers make use of prior linguistic knowledge to comprehend foreign utterances best. This could occur, for example, when people are familiar with foreign words, as they can understand their meaning without having to refer to their native language. Such could be the case for commonly used words of a L2 such as '*fiesta'* in Spanish, or with cognates such as with the German word for beer, 'bier', which could make a foreign utterance less complex than other less familiar L2 words.

Although cognates are an increasingly popular topic for researchers, most findings are focused on educational purposes, especially between English and Spanish speakers. Cognates should receive more attention as they are suggested to facilitate L2 learning (Whatley, 2018). Within academic literature, cognates have been defined as two words among two different languages that are either orthographically identical (Dijstra, Grainger & van Heuven, 1999) or at least bear a phonological and lexical similarity (Whatley, 2018) which share the same meaning. Thus, cognates could be, for example, 'film' (English-Dutch), 'gratis' (Spanish-Dutch), or ankle (English) and *enkel* (Dutch). Research about cognates is important as cognate recognition can facilitate L2 comprehension (Nagy, García, Durgunoglu, & Hancia-Bhatt, 1993). In an more practical perspective, cognates can reduce slogan complexity as, in L2 utterances, they are processed faster than non-cognate variants (Dijkstra, Van Jaarsveld, & Ten Brinke,1998). This processing can be explained by the bilingual interactive model (Dijkstra & Van Heuven, 2002), which suggests that, when presented with a cognate, there is a parallel process in which the L2 cognate is recognized and the L1 variant is activated from the reader's lexicon (Lemhöfer & Dijkstra, 2004). For organizational purposes, cognates have been used in advertisements to portray brand images of globalization (García Vizcaíno, 2011) to help international customers comprehend a foreign advertisement better. However, their effect within slogans has not been studied yet.

In addition, slogan length has also been suggested to affect slogan complexity. Dass et al. (2014) suggest that shorter English slogans are less complex as consumers have limited cognitive

abilities (Todd & Benabasat, 1992). With the use of 150 slogans, Dass et al. (2014) found that slogan length should be approximately three to four words to increase slogan recall and four to five words to increase slogan liking. Similarly, in an extensive corpus analysis Anwar (2015) found that slogans are on average five words, with a minimum of one and a maximum of thirteen words. According to his findings, most companies design their slogans to be short and concise to enhance slogan recall, which further makes them more efficient.

Although slogan length affects slogan complexity, it should not have an effect over slogan comprehension. This result could be further related to the COO effect and the idea that the use of L2s in slogans serves a symbolic purpose. However, studies about slogan length have mostly been conducted with English slogans and with respondents that have at least an intermediate understanding of English. Thus, there is a clear research gap regarding the effect of L2 slogan length on slogan complexity and comprehension, especially of an L2 with greater syntactic and grammatical differences than the L1 as would be the case between, for example, Spanish and Dutch.

Overall, there is plenty of research on how slogan complexity affects factors such as slogan comprehension, slogan appreciation, and the overall slogan efficiency. However, there is a lack of studies on what makes a slogan more or less complex and which linguistic factors can affect slogan complexity (Hendriks, van Meurs & Poos, 2017), and how they further hinder slogan efficiency.

2.3 Slogan efficiency

Findings from the previous sections indicate that slogan complexity hinders slogan efficiency. Research into slogan efficiency is relevant as slogans can affect brand attitude which in turn impacts PI (Dass et al., 2014; Kim & Han, 2014; Kohli et al., 2007; Subroto & Samidi, 2018). Researchers have largely focused on studying how slogan efficiency is affected by factors such as slogan recall, recognition, product attitude, brand personality, perceived value, slogan comprehension, slogan complexity, and PI. However, the focus of this study will be the latter three.

Although the previous factors have shown to affect the overall efficiency of a slogan, the present study will focus on measuring L2 slogan efficiency through PI and slogan comprehension, both of which are also affected by slogan complexity. PI is important to study as

it is the final step in the communication process of an advertisement, as it is what determines the customer's decision to purchase the product or not (Skorupa & Duboviciene, 2015). Thus, it is important to know what factors could affect it.

Studies have found that PI is influenced by attitudinal and cognitive factors. A study by Paz Toldos-Romero and Orozco-Gómez (2011) observed Mexican student's attitudes towards different products. They found that PI received a higher rating when a brand was perceived to be sophisticated and successful. Furthermore, when a brand was perceived to be emotional and domestic PI received a lower rating.

Moreover, studies have found a correlation between slogan complexity, PI and slogan comprehension. Raedts, Roozen, Peeters, Dupré and Ceuppens (2016) analyzed the effects of perceived and actual comprehension of easy and difficult English slogans in a standardized advertisement campaign in Belgium, the Netherlands, Germany and Italy. They suggested that actual slogan comprehension leads to higher brand attitude and to increased PI. These results were supported by Hendriks et al. (2017), who also studied the effects of easy and difficult English and Dutch slogans for chocolates in the Netherlands. Congruently, one analysis with English slogans (Hornikx, van Meurs, & De Boer, 2010) and one study with French slogans (Hornikx & Starren, 2006) suggest similar findings with Dutch paricipants. Hornikx et al. (2010) found that participants preferred English slogans when they were more comprehensible and that they appreciated them as much as the Dutch slogans when they were less comprehensible. Similarly, Hornikx and Starren (2006) suggest that participants preferred easy French slogans over Dutch slogans. Thus, products with more comprehensible slogans are preferred over products with less comprehensible slogans.

Contradicting these findings, Bradley and Meeds (2002) suggest that moderately complex slogans are comprehended and preferred as much as simple slogans are. Thus, slogan complexity does not necessarily affect slogan efficiency. In accordance with this contradiction, Gerritsen et al. (2010) found that a lack of comprehension of English advertisements did not affect Dutch respondent's perception or attitude towards the product. Moreover, in another experiment, Nederstigt and Hilberink-Schulpen (2018) used German and Spanish advertisements to test the effects of Dutch participant's proficiency in the L2 on PI. They found that respondent's proficiency in German did not have an effect on the consumer's PI and that, although Spanish comprehension is not necessarily needed to create an efficient slogan, respondents with higher

Spanish proficiency indicated greater PI. These findings show that the effects of slogan comprehension may differ depending on the L2 used in the advertisement. Furthermore, these findings are relevant for this study as Spanish slogans will be used.

These studies have suggested that slogan comprehension affects slogan efficiency, although how they affect it may depend on the L2 used. Moreover, PI has also been used as a measurement for slogan efficiency. However, there is a lack of academic knowledge regarding how varying levels of slogan complexity can benefit or hinder PI (Hendriks et al., 2017). Thus, the present study aims to bridge this research gap, as it is important to analyze how different levels of comprehension can alter PI. The following section will describe in more depth the aim of the study and give reasoning as to why certain factors were chosen.

2.4 The Present Study

Prior studies have researched the effects of linguistic complexity on slogan comprehension, recall and recognition, the effects of slogan comprehension on slogan evaluation, brand image and PI and slogan length on slogan complexity. Although their findings have been of great contribution for academic and managerial purposes, there are still many research gaps to fill.

These studies have shown a clear interrelation between slogan comprehension and slogan complexity, as well as slogan comprehension and PI. However, more studies are required to understand which factors affect complexity and how those factors may hinder slogan comprehension and PI. Moreover, there are no studies that have analyzed whether linguistic devices such as slogan length or the use of cognates directly affects the overall slogan efficiency. Researching into effects of slogan length and cognates in L2 slogans could help understand what affects slogan complexity, and how that could further affect slogan comprehension. However, the effects of cognates in advertising has not yet been discussed even though they have shown to reduce the complexity of L2 utterances. Thus, this study will be amongst the first to suggest empirical findings about their use in L2 advertisements.

Moreover, most of the previous studies analyzed effects of English slogans and were conducted with native Dutch participants, whom are highly familiar with and proficient in the English language. Moreover, due to their Germanic roots, both Dutch and English grammar bear several lexical similarities. Thus, results may be different with a language that has greater grammatical and syntactical differences than Dutch and English do. As little is known about

what exactly makes an L2 slogan efficient, about the use of cognates in advertising and about what makes slogans more or less complex, this study aims to bridge these research gaps and will offer innovative findings.

The present study will be conducted in the Netherlands, partially due to the researchers being based there as well as due to the population's multilingualism. According to the Eurobarometer (2012), 94% of the Dutch population is able to speak a foreign language and the most commonly learned foreign languages are English (90%), German (71%), and French (29%). However, neither of the latter two languages are among the most spoken in the world, which are English, Spanish and Chinese (Dorren, 2018). Therefore, it is of interest to study the effects of the use of a L2 that the general Dutch population may not be as proficient in as they are with English.

For the purpose of this study, the researchers have chosen to use Spanish slogans, a non-Germanic language which will be more syntactically and grammatically different to Dutch than, for example, English is. Moreover, Spanish shares the same alphabetic script as Dutch, unlike other languages, such as Chinese or Hindi. Utilizing a language with a different alphabetical script would not be beneficial for this study, as readers should be able to understand the characters to segment them into words and try to comprehend them (Hornikx & van Meurs, 2020). Spanish was also chosen as it is a widely spoken language across the globe, yet has not received much attention from researchers studying L2 advertising. Moreover, the lack of familiarity of Dutch participants with Spanish will require greater cognitive processing to comprehend the slogans (Nederstigt & Hilberink-Schulpen, 2018). Thus, if previous findings are replicated, the present study will add onto generalizability of findings.

In order to measure linguistic complexity in slogans, the researchers will manipulate slogan length and use Spanish-Dutch cognates, as these two variables have been related to affecting complexity of sentences. However, length and use of cognates have not been linked together before, nor has the use of cognates been studied in relation to foreign language advertising. The study will measure whether these two variables affect slogan efficiency, which will be measured with three variables: perceived (P_c) and actual (A_c) comprehension of the slogan and purchase intention (PI).

RQ1: Does Spanish slogan complexity as a consequence of the use of cognates and slogan length affect slogan P_c, A_c and PI of products advertised in Spanish for a Dutch market?

RQ2: What is the relationship between slogan P_c and A_c, and how does it affect Dutch consumer PI of a product advertised in Spanish?

Moreover, based on the studies discussed, the following research questions and hypotheses were formulated:

Based on Dass et al. (2014), Miller and Toman (2015) and Raedts et al. (2016):

H1: Slogan length will not have an effect on PI of the advertised product.

H2: Longer slogans will lead to lower P_C and A_C and shorter slogans will lead to higher P_c and A_c.

Based on Kelly-Holmes (2000), and Nagy et al. (1993):

H3: The use of Dutch-Spanish cognates in slogans will lead to higher P_C, A_C and PI, whereas slogans with no cognates will lead to lower P_C, A_C and PI.

Based on Gerritsen et al (2010), Hendriks et al. (2017), and Raedts et al. (2016):

H4: Slogans that are perceived to be more comprehensible will result in higher A_C and PI, whereas slogans perceived to be less comprehensible will result in a lower A_C and PI.

H5: Slogans that are actually comprehended better will result in higher PI.

For a more simplified overview of the proposed hypotheses and questions, the reader can refer to the analytic model in Figure 1.
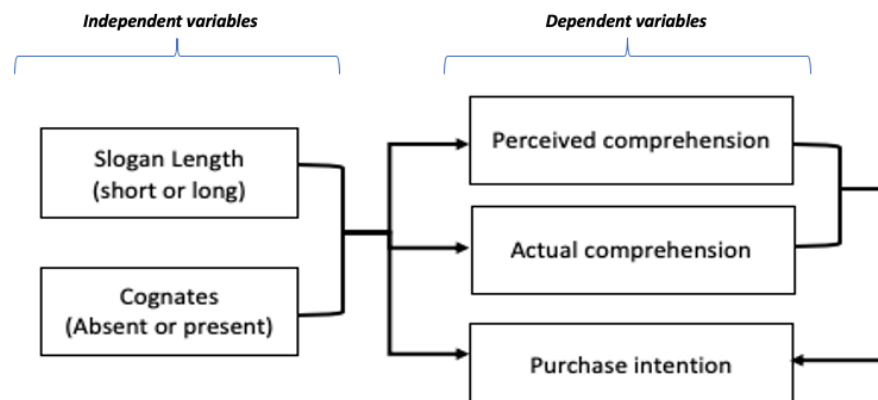
Figure 1. Visual representation of the expected relationship between slogan complexity and P_C, A_C, and PI.

This study will not only aid in understanding how linguistic complexity can be used as an advantage for companies in an increasingly multinational country as the Netherlands. Results will be relevant for marketing and advertising teams as they will be able to learn more about how to create more efficient slogans. They will also add to academic knowledge, especially for researchers interested in linguistics and advertising language. Findings will aid in creating a deeper understanding of the use of L2s in slogans and advertisements and will give further insight into how the use of cognates may influence the overall efficiency of foreign slogans. Even more so, through studying the effects of Dutch-Spanish cognates on slogan comprehension, researchers interested in linguistics could further implement present findings into research about second language acquisition between Dutch and Spanish native speakers.

3. Method

In the present study, native Dutch speakers were shown print advertisements with Spanish slogans intended for the Dutch consumer market. Slogan complexity was manipulated by altering slogan length and with the use of a cognate. Participants were asked to complete a questionnaire with which the researchers measured their P_C, A_C, as well as their PI for the products advertised.

3.1 *Materials*

In an attempt to create a more ecologically valid study, three existing slogans in Spanish were modified. The selected products to advertise were a fruit bar, a cold coffee and a cookie, which were chosen due to their appeal for the university student population, as it is a demographic area that the researchers have more access to. Furthermore, the researchers deemed these products to be generalizable and would prevent respondents' to be influenced by the COO effect. Moreover, to facilitate product visibility and, thus, reduce respondent's confusion as to what the product being advertised was, the researchers ensured the product was clearly visible rather than for it to be implicitly shown. Moreover, each advertisement, as can be seen in Appendix A, was edited to be of equal size and equal shape. The researchers also aimed for the advertised product to be unknown to the Dutch market and added the word 'nieuw' in all advertisements to emphasize this matter.

Regarding the creation of the slogans, the researchers were careful to not use any words longer than three syllables to avoid creating any overly complex slogans. Moreover, words that could also be understood in another language such as French or English were also avoided, as a large percentage of the Dutch population has had prior education in one or both languages. Thus, having similar words that may be understood in French or in English would affect the findings as it could result in higher comprehension ratings. Furthermore, as one of the researchers is a native Spanish speaker and one of the research supervisors is a Spanish professor, the researchers were able to assure that the slogans were all grammatically correct. Moreover, the slogans sometimes included colloquial phrases that may not be common in all Spanish speaking countries. For example, for Café Olé the word '*rico'* literally translates to 'rich'. However, in the slogan '*El café mas rico'*, '*rico'* takes a different meaning and translates to "The most delicious coffee". This phrase would be used for an advertisement in Mexico, as 'rico' is a common manner of describing foods and beverages but would not be equally as successful or understood in Spain, as they would use other colloquial words to describe it. However, using different colloquialisms may allow the study to be more generalizable to more Spanish varieties.

To manipulate slogan complexity, slogan length was altered and Spanish-Dutch cognates were used in some slogans. Thus, there were four levels per slogan: one short and one long with a cognate, and one short and one long without a cognate. Following research by Dass et al (2014), which found that efficient slogans have between 3 and 5 words, our short slogans will

contain four words. Furthermore, Anwar (2015) found that slogans typically have an average of five words with a maximum of 13 words. Thus, the long slogans in our study contain 8 words. Overall, each participant viewed only one level of each of the three slogans as to avoid slogan comparison.

3.2 *Subjects*

Overall, 308 participants took part in our study. However, not all participants met the researcher's criteria and, thus, were excluded from the analyses. Respondent's excluded were those who did not complete the questionnaire (N=25), or who reported to have a different native language, any knowledge of the Spanish language or to have ever taken Spanish language classes (N=103). The remaining participants (*N*= 180), ranged from educational level and age; the average age was 32.43 years (*M*= 32. 43, *SD*= 15.22) and ranged from 15 to 75 years. Moreover, a large proportion of the respondents were student's pursuing a bachelor's degree, either at a technical university (HBO) level (*N*=54, 30%) or at a research university (WO) level (*N*=31, 17.2%), with the remaining pursuing a master's degree or at high school level. A chi-square correlation test found that slogan length was significantly distributed across education level ($X^2(8)$=17.06, *p*= .030), but that the use of cognates was not distributed equally ($X^2(8)$=7.22, *p*= .513). Overall, respondents were mostly female (*N*=132, 73.3%). The distribution of gender across the slogan conditions did not significantly differ for cognate use ($X^2(1)$=3.74, *p*= .053) or for slogan length ($X^2(1)$=1.07, *p*= .301).

The questionnaire also required participants to report other languages spoken or learned in their lives. All 180 respondents reported to speak English (100%), 153 to speak German (80%), 110 to speak French (61.1%), and a minority of respondents reported knowledge of other languages, such as Portuguese, Italian, Latin, Japanese, Arabic, Chinese, Swedish, Russian, and Danish.

3.3 *Design*

This between-subjects experiment had two independent variables (cognate presence and slogan length) with two levels each (present or absent and short or long respectively), making it a 2x2 design. In order to study the effects of slogan complexity on P_C, A_C, and PI, subjects were

randomly allocated to one of the level's per slogan, in a way that each respondent viewed three different slogans.

3.4 *Instrumentation*

The dependent variables were P_C, A_C, and PI. Based on Gerritsen, et al. (2000), we measured respondents' P_C with the following statement: "I understood the Spanish slogan in the ad". The question was followed with a 7-point Likert scale: I completely disagree – I completely agree. A_C was measured by an open question in which respondents were asked to translate the presented slogan. This approach has been previously implemented by Ahn, La Ferle and Lee (2017), Hornikx et al. (2010) and Van Meurs et al. (2004). The instruction for this measure was "Please translate the slogan into Dutch as correctly as possible". After responses were retrieved, the team of researchers evaluated whether the responses were accurate or not. Translation accuracy was independently coded by two of the researchers. In order to grade each translation, a coding scheme was set up by all researchers, which can be found in appendix B. The team of researchers considered certain words such as verbs and nouns to be more important than others, as prepositions and articles, as they deemed the former ones more important for the comprehension of the slogan. Thus, they were weighted with a higher point grade than other words. For instance, in the slogan "Una fiesta de frutas", the word "fiesta" received 1.5 points if translated correctly, whereas the connection word "de" received 0.5 points when translated correctly. Following Felker, Ernestus, and Broerma (2019) the coding scheme rating was converted to a lexical error rate for completely correct translations to be rated as 0 and completely incorrect translations as 1. Thus, if a respondent translated the slogan "Una fiesta de frutas" as "Een feest van fruit" it would be graded as 4 out of 4 possible points which would then be converted as a 0 for the lexical error rate. However, if a respondent would have translated that same slogan as "een festival van fruit", the word 'festival' would not have counted as correct as there is another word for it in Spanish than 'fiesta'. Thus, the respondent would have been graded 2.5 in their translation, which would convert to a 0.25 for the lexical error rate. An inter-rater reliability test reported a significant moderate strength of agreement, $K= .56$, $p< .00$. As there was a sufficiently strong inter-rater reliability, the researchers used only one of the coder's ratings for the analysis of the results.

PI was measured following Hendriks et al. (2017) which included three 7-point semantic differentials. However, only one statement from their study was used for this measure: "This product…" followed by "I never want to buy - certainly want to buy". This statement was preferred over the other statements due to its high reliability ($\alpha = .94$). Moreover, only one statement was selected in an effort to increase respondents' motivation to complete the survey.

To read the entire questionnaire, the reader can refer to Appendix C.

3.5 *Procedure*

The questionnaire was administered through Qualtrics© version XM (2020) and distributed to respondents through social media and via email. Respondents did not receive any reward for completing the questionnaire. Upon opening the questionnaire, respondents could read a text in which the researchers briefly introduced themselves and the motive behind the research. It was explained that in the questionnaire they would see advertsiments for Spanish products that would be introduced to the Dutch market. Furthermore, respondents were reassured that their data would remain anonymous and that their response would be used solely for the purpose of the researchers' bachelor's thesis. Respondents were requested to complete the survey individually and to not seek for external aid by asking someone else or by searching online for a fitting response to the translations. Lastly, respondent's took an average of *M*= 360.66 seconds to complete the questionnaire, with respondents' completion times ranging from 68 to 7,753 seconds.

3.6 *Statistical treatment*

To test whether slogan length or the use of cognates had an effect on A_C, P_C and PI, a MANOVA test was conducted. Moreover, to test for the correlation between A_C, P_C and PI, a Spearman's correlation test was used. All statistical treatment analyses were carried out with SPSS version 25 (2017).

4. Results

A two-way MANOVA with slogan length and the use of cognates as factors was conducted to test for effects of slogan complexity on slogan efficiency. When reading the results it is important to note that A_C was measured through an error rate for which when reporting A_C, the

lower the rating, the higher the A_C. When analyzing the independent variables separately, the MANOVA found a significant effect between slogan length and slogan efficiency ($F(3, 174) =$ 5.48, $p= .001$). Slogan length had a significant effect on P_C ($F(1,176)= 11.70, p= .001$). As can be seen in figure 2, respondents that viewed short slogans reported a higher P_C ($M=3.82$, $SD=1.34$) than those who viewed longer slogans ($M=3.18, SD=1.26$). However, no significant effect was found for slogan length on A_C ($p= .873$) or on PI ($p=.225$).
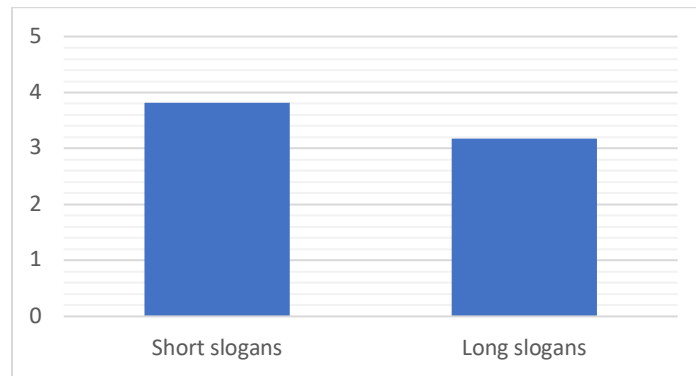

Figure 2. Mean results of slogan length on P_C.

The MANOVA also showed a significant effect of use of cognates on slogan complexity, ($F(3, 174) = 10.99, p< .001$). The use of cognates in slogans showed a significant effect on both P_C ($F(1, 176)= 21.17, p< .001$) and on A_C ($F(1, 176)= 30.08, p< .001$). Respondents' P_C was higher for slogans with cognates ($M= 3.91, SD= 1.28$) than for slogans without cognates ($M= 3.06, SD= 1.26$). Moreover, A_C was higher when cognates were present ($M= .36, SD= .19$) than when cognates were absent ($M= .53, SD= .23$). However, no significant effect was found for the use of cognates on PI ($p= .475$). Furthermore, no significant effect was found for both slogan length and the use of cognates on slogan efficiency ($p= .429$). These results can be found summarized in figure 3 below.
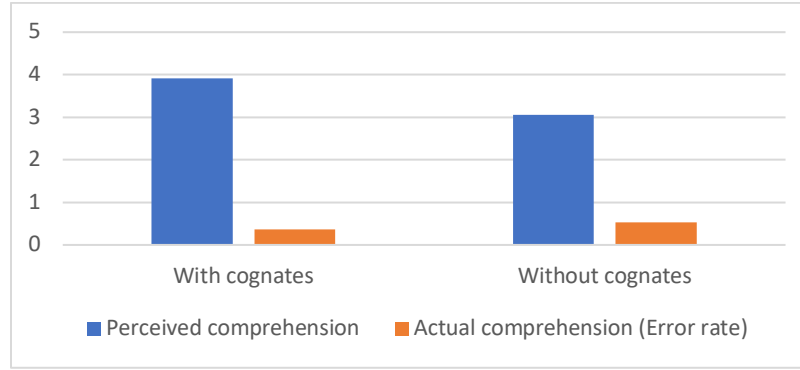
Figure 3. Mean effects of the use of cognates on P_C and A_C.

Furthermore, the MANOVA showed no significant interaction for slogan complexity as a consequence of slogan length and the use of cognates on P_C ($p=.332$), A_C ($p=.390$), and PI ($p=.140$). Although not significant, these results can be found in table 1 below.

Table 1. Effects of slogan length and use of Cognates on slogan Perceived Comprehension and Actual Comprehension

Slogan Length	Cognate Use	Perceived Comprehension		Actual Comprehension	
		M	*SD*	*M*	*SD*
Short	Absent	3.29	1.33	0.55	0.23
	Present	4.32	1.15	0.34	0.17
Long	Absent	2.84	1.17	0.51	0.22
	Present	3.51	1.27	0.37	0.20

Note: A_C, was measured through error rate, for which a lower score for A_C actually signified a higher level of comprehension; 0= Correct and 1= Incorrect.

Moreover, a correlation analysis was conducted to test the relationship of the present dependent variable, results of which can be found in Table 2. A Spearman's correlation test found a significant positive two-tailed correlation between P_C and PI ($r_s = .367$, $p< .001$). The more a respondent thought they understood the slogan, the more they reportedly wanted to buy the product. It was also found that there was a significant negative effect between P_C and A_C ($r_s = -.61$, $p< .001$). However, this result was negative as a lower A_C score represented a higher level of A_C from respondents. If a respondent's score was 0, that meant they had correctly translated the slogan, whereas a score of 1 meant that they completely failed in translating the slogan. Lastly, there was no significant correlation between A_C and PI ($p=.061$).

Table 2. Spearman's correlation of PC & PI, and PC &AC

	Perceived Comprehension		Actual Comprehenion	
	Spearman's	P- value	Spearman's	P-value
Purchase intention	.367	.000	-.140	0.61
Actual comprehension	- .61	.000		

Lastly, three chi-square correlation tests were conducted to study the relation between respondent's age and gender and their A_C, P_C, and PI. A chi-square found no relation between respondent's age and A_C (p=.218) or between age and P_C (p=.072). The chi-square correlation test did, however, find a significant relation between respondent's age and PI ($X^2(720)$=848.39, p=.001). Younger respondents between the ages of 20 and 25 rated PI higher than older respondents. Moreover, a chi-square correlation test showed no significant relation between gender and A_C (p=.618), gender and P_C (p=.886), nor gender and PI (p=.693).

5. Discussion and Conclusion

This study aimed to provide insight into how Spanish slogan complexity could affect slogan efficiency in Dutch advertisements. With the study, the researcher aimed to answer two research questions. The first research question aimed to answer whether respondent's perceived and actual comprehension of the slogan and whether their PI was affected by slogan complexity as a consequence of the manipulation of slogan length and the use of cognates. The second research question aimed to answer whether there was any relation between P_C, A_C, and PI. These results will be discussed in sections 5.1 and 5.2.

5.1 *Effects of slogan length and the use of cognates on slogan efficiency*

Although no significant interaction was found between both slogan length and the use of cognates, this study found that, independently, they did affect slogan efficiency.

In this study, both P_C and A_C were deemed higher for slogans that included cognates, regardless of slogan length. Thus, these findings support hypothesis 3. These results are consistent with those by Cheshire and Moser (1994), who found that words in a L2 were easier to understand when they resembled the reader's first language. Moreover, results by Dijkstra et al.

(1998) were also reflected in the present findings as slogans with cognates were less complex than slogans without cognates.

This study also found that slogan length significantly affected slogan efficiency. Shorter slogans resulted in higher P_C than longer slogans, thus providing support for hypotheses 1 and 2. Similar to results by Kohli et al. (2013), this study suggests that shorter slogans are less complex. However, Kohli et al. (2013) also suggest that shorter slogans lead to lower slogan recall which would in turn make the slogan less efficient.

Moreover, findings from this study suggest that slogan length does not have an impact on A_C or on PI. Congruently, these findings provide support for findings by Anwar (2015) and Miller and Toman (2015) who found that, although longer slogans were deemed to be more complex than shorter ones, slogan length does not necessarily affect slogan comprehension.

Lastly, this study found that, although slogan length and the use of cognates resulted in easier L2 slogans, they did not affect respondents' PI. Contradicting present findings, another study with Dutch participants (Hendriks et al., 2017) found that slogan difficulty affected PI. In their results, PI was higher for advertisements with easier slogans than with more complex slogans. Findings from their study and the present study could contradict each other as they implemented advertisements in English, a language with more grammatical and syntactic similarities than Dutch and Spanish have. Nonetheless, there is still a significant research gap on the effects of slogan length and the use of cognates on PI, for which this study itself may not be sufficient to rule them out as affecting variables.

5.2 *The relation between P_C, A_C and PI*

Overall, there was a clear correlation between P_C and A_C, as well as between P_C and PI, but no correlation between A_C and PI. Thus, the fourth hypothesis was partially supported and the fifth hypothesis was rejected.

This study found that the more a participant reported to comprehend the slogan, the more they actually comprehended it. These results are consistent with previous findings by Hornikx et al. (2010). Although both their study and the present study were conducted in the Netherlands, their study analyzed slogans in English, whereas the present study analyzed Spanish slogans in a country where there is a relatively low level of Spanish proficiency and a rather high level of English language knowledge. The results in the present study add onto academic knowledge on

the use of L2s in slogans, as these results had not yet been found with other languages other than English. Thus, it can be implied that at least in terms of Dutch respondents, L2 slogan P_C will result in higher A_C. Nonetheless, to ensure generalizability of these results, more studies are needed with slogans in different languages and with respondents who have a different native language other than Dutch.

Moreover, results suggest that the more a respondent seemed to think they understood a slogan, thus reporting higher P_C, the more they reportedly wanted to buy the advertised product. Congruently, Nederstigt and Hilberink-Schulpen (2018) found that when Dutch consumers perceived they understood a Spanish slogan, their PI increased. Similarly, Raedts et al. (2016) also suggest that when a viewer's perceived comprehension of a L2 slogan is high, they will be more positive about that product than if they perceive the slogan to be not comprehensible.

Lastly, this study was not able to find any relation between a respondent's level of A_C and their PI. In congruence with findings by Nederstigt and Hilberink-Schulpen (2018), this finding suggests that a consumer's level of A_C does not influence how much they intend to purchase the advertised product or not. This lack of interaction was also found in a study by Gerritsen et al. (2010) in which it was found that a consumer's level of A_C of a slogan did not affect their attitude towards the slogan or the advertised product. However, these results were contradicted by Hendriks et al. (2017) and Raedts et al. (2016), both of whom studied English advertisements in the Netherlands and found that higher A_C increased PI. The contradiction of their results and present findings could occur due to the language differences; English is more similar to Dutch than Spanish is and, thus, requires more cognitive processing which might hinder PI.

5.3 *Theoretical and managerial implications*

The present study offers relevant implications and new findings both for academic and managerial purposes. Mainly, this study is amongst the first to find an effect of slogan length on slogan P_C and is the first to test the effects of the use of cognates in L2 advertising. Moreover, it is amongst the first studies to analyze the efficiency of a L2 slogan other than English, French and German **(**Hornikx and Starren, 2006; Raedts et al., 2016**)** with Dutch participants.

In terms of the effects of slogan length, it is now proven that length influences the efficiency of an utterance not only with slogans in English, as short Spanish slogans also proved to be easier to comprehend than longer slogans. These findings bring insights into how L2 slogan

length can affect a reader's P_C. Advertising teams can take from these findings that shorter slogans are generally more efficient, for which they should aim to create shorter slogans.

Moreover, it was previously mentioned that the use of cognates in slogans has not received academic attention. Instead, researchers have mostly focused on the use of cognates for educational purposes, such as for second language acquisition purposes. The results in the present study prove that the use of cognates increases slogan efficiency. Thereby, the present study provides new implications both for managerial and academic purposes. For marketeers, implementing these findings in their L2 slogans could result in a less costly advertising campaign that would indirectly persuade more customers to purchase their products. Academically, these findings are amongst the first to study the use of Dutch-Spanish cognates. Thus, for academics these results could entail that Dutch-Spanish cognates could aid second language learners within those two languages.

This study, in congruence with previous findings, also found that higher ratings of P_C also led to higher A_C. Thus, academics can infer that respondent's generally give truthful responses when asked to self-assess their L2 abilities. Moreover, these findings along with other similar findings suggest that L2 proficiency as well as similarity between respondent's native language and the L2 do not affect L2 slogan P_C and A_C.

Furthermore, results suggest that the more a respondent seemed to think they understood a slogan, thus reporting higher P_C, the more they reportedly wanted to buy the advertised product. Congruently, Nederstigt and Hilberink-Schulpen (2018) found that when Dutch consumers perceived they understood a Spanish slogan, their PI increased. Similarly, Raedts et al. (2016) also suggest that when a viewer's perceived comprehension of a L2 slogan is high, they will be more positive about that product than if they perceive the slogan to be not comprehensible. These findings bring further support to the aforementioned psycholinguistic approach, as when confronted with cognates, respondents may have accessed previous linguistic knowledge to create a congruent translation for the L2 slogan.

Unfortunately, this study did not find any direct interaction between the A_C of slogans, slogan length, or the use of cognates on a viewer's PI. However, in previous studies slogan efficiency has been linked to having an effect on PI (Khalid & Yasmin, 2017). As the present study found that slogan length and the use of cognates proved to positively affect slogan efficiency, it could be indirectly implied that slogan length and the use or absence of cognates

does have some effect on PI. Nonetheless, future research should focus more on understanding which other linguistic devices, other than length and the use of cognates, could directly influence consumer's PI. Focusing on such would be beneficial for companies, as there could be an increase in their profitability, as well as for academics, as there will be more empirical knowledge on which linguistic devices may or may not affect consumer behavior.

5.4 *Limitations and recommendations*

As with all research studies, there were several concerns about factors that might have affected the collected data. The first concern pertains the demographic distribution of the study. Although there were a few respondents of other demographic groups, the majority of the respondents from this study and several of the reviewed papers were students. Thus, it is unknown if our results could be generalized to a broader social group. The researcher recommends for future researchers who would like to test similar effects to aim recruiting a more socially diverse group of respondents.

Secondly, the researchers aimed to use slogans of practical products that would not evoke the COO effect, with the purpose of avoiding any factors that might bias respondent's PI. However, the researchers did not measure whether the advertised products or the slogan language elicited any degree of COO effect or not. Adding this measure would be recommended as a viewer associates L2s in advertisements with the language's ethnocultural stereotype. This, in turn, could have an effect on the viewer's perception of the product (Piller, 2003). To test if this variable would in fact alter present findings, the researcher would suggest a research procedure with different advertisements, all with varying levels of COO. Moreover, it would be further recommended for researchers to consider using advertisements of different products that do elicit the COO effect, as a certain level of congruency between the advertisement and the product is vital for the efficient use of L2s in advertisements (Hornikx et al., 2013).

The third limitation pertains to some measurements that were not taken into consideration in this study. For instance, slogan complexity was not actually measured. When the slogans were modified, they were only deemed sufficiently or insufficiently complex by the research team, which consisted of one native Spanish speaker and three students who follow their bachelor's degree with advanced Spanish classes. Thus, their perceptions of Spanish slogan complexity may differ from someone with less proficiency in Spanish. It would be recommended for future

researchers to have a pretest with a group more similar to the target demographic (i.e., Dutch native speakers with no prior knowledge of Spanish) through which they could measure how difficult each slogan is.

Lastly, the products were selected as the researchers thought they would be general yet appealing for the target demographic. However, the only attitudes towards the products taken into consideration were those of the research team. Although results did suggest our target demographic rated the advertised products with higher PI, the researcher recommends future studies to measure respondents' attitude towards a product, as Hendriks et al. (2017) and Nederstigt and Hilberink-Schulpen (2017) did. Measuring product attitude would allow researchers to test whether PI is low due to the product not being attractive to the public in general or whether the slogan length and slogan comprehension do have an effect on it.

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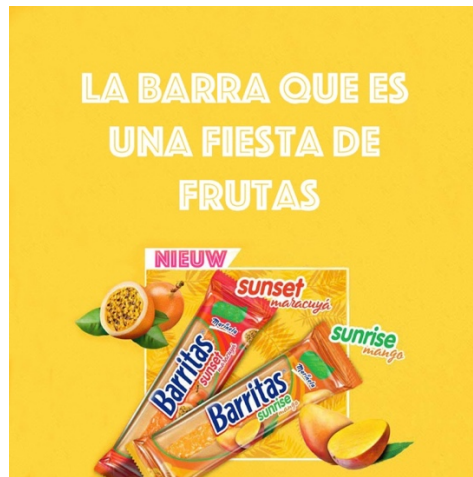
Appendix A. Slogans shown

Short slogans, with cognates

Short slogans, without cognates

Long slogan, with cognates

Long slogans, without cognates

Appendix B. Coding scheme

- Allow diminutives
- Relative importance of words is reflected in the scoring:
  - Verbs + nouns (1.5) weigh more than articles (0.5)
- Word order does not affect scoring > grammaticality is not important for understanding

Example:

"Al onze koekjes zijn zoet en perfect"

→ Counted as 100% comprehension because they have included the "al" already in the first bit.

"Voor iedereen een lekkere biscuit"

→ When a word is supposed to be written plural (galletas = koekjes = 1.5p), there are no points subtracted because that is rating for ungrammaticality.

A disadvantage of this system is that the sentences that had words right, but for the wrong purpose, also received words for those point. An example is:

"voor het beste moment van de dag" (het, van, de)

"het lekkerste drankje van de hele wereld" (het, van, de)

0,5 + 0,5 + 0,5 were counted = 1,5 correct = 5,5 / 7 error rate = 0,7857

Product	Condition	Slogan	Translation	Rating
Barritas	Cognate present / 4 words	una fiesta de frutas	een / het / de feest(je) / festijn van / aan vruchten / fruit **Alternatives** fruitfeest(je) vruchtenfeest(je) fruitig feest(je) fruitfestijn feestelijke **Exclude** festiviteit festival viering fuif genot met voor	0.5 1.5 0.5 1.5 Total = 4 3.5 3.5 3.5 3.5 1.5
	Cognate absent / 4 words	una fiesta de sabores	een feest / feestje van / aan smaken / smaak / smaakpapillen	0.5 1.5 0.5 1.5

				Total = 4
			Alternatives	
			smakenfeest(je)	3.5
			smaaksensatie	1.5
	Cognate present / 8 words	la	de / het / een	0.5
		barra	reep / bar / reepkoek	1.5
		que	die / welke / dat	
		es	is / bevat	0.5
		una	een	1.5
		fiesta	feest / feestje	0.5
		de	van / aan	1.5
		frutas	fruit / vruchten	0.5
				1.5
				Total = 8
			Alternatives	
			fruitfeest(je)	3.5
			vruchtenfeest(je)	3.5
			fruitig feest(je)	3.5
			fruitfestijn	3.5
			feestelijke	1.5
	Cognate absent / 8 words	la	de / het / een	0.5
		barra	reep / bar / reepkoek	1.5
		que	die / welke	
		es	is / bevat	0.5
		una	een	1.5
		fiesta	feest / feestje	0.5
		de	van / aan	1.5
		sabores	smaken / smaak	0.5
				1.5
				Total = 8
			Alternatives	
			smaakfeest(je)	3.5
			smaakpapillen	1.5
			smaaksensatie	1.5
Pozuelo	Cognate present / 4 words	todas	allemaal / allen	0.5
		dulces,	zoet(ig) / zoetigheid	1.5
		todas	allemaal	0.5
		perfectas	perfect(ie) / uitmuntend / uitstekend	1.5
				Total = 4
			Alternatives	
			Zoetste	1
			Exclude	

			Todas Heel / helemaal / alles / altijd / enorm / totaal *Dulces* Zacht / lekker *Perfectas* Lekker / smakelijk / heerlijk / appetijtelijk / verrukkelijk	
	Cognate absent / 4 words	todas dulces, todas bonitas	allemaal / allen zoet(ig) / zoetigheid allemaal mooi / prachtig / aantrekkelijk **Alternatives** Zoetste **Exclude** *Todas* Heel / helemaal / alles / altijd /enorm / totaal *Dulces* Zacht / lekker *Bonitas* Lekker / smakelijk / heerlijk / appetijtelijk / verrukkelijk (refers to taste > bonitas generally refers to beauty) Goed	0.5 1.5 0.5 1.5 Total = 4 1
	Cognate present / 8 words	todas nuestras galletas son dulces y todas perfectas	al onze koekjes / koeken / biscuits zijn zoet(ig) / zoetigheid en allemaal perfect(ie) / uitmuntend / uitstekend **Alternatives** Zoetste **Exclude** *Todas*	0.5 0.5 1.5 1.5 1.5 0.5 0.5 1.5 Total = 8 1

			Heel / helemaal / alles / altijd / enorm / totaal	
			Dulces Zacht / lekker	
			Perfectas Lekker / smakelijk / heerlijk / appetijtelijk / verrukkelijk	
	Cognate absent / 8 words	todas nuestras galletas son dulces y todas bonitas	al onze koekjes / koeken / biscuits zijn zoet(ig) / zoetigheid en allemaal mooi / prachtig / aantrekkelijk / perfect	0.5 0.5 1.5 1.5 1.5 0.5 0.5 1.5 Total = 8
			Alternatives Zoetste	1
			Exclude *Todas* Heel / helemaal / alles / altijd / enorm / totaal	
			Dulces Zacht / lekker	
			Bonitas Lekker / smakelijk / heerlijk / appetijtelijk / verrukkelijk	
			Goed	
Café Olé	cognate present / 4 words	el café más rico	de / een / het koffie / koffiesmaak meest lekkere / smakelijke / heerlijke / rijke(re) / appetijtelijk / verrukkelijk	0.5 1.5 0.5 1.5 Total = 4
			Alternatives lekkerste /smakelijkste / heerlijkste / rijkste / appetijtelijkste / verrukkelijkste	2
			Exclude Intense	

	cognate absent / 4 words	la bebida más rica	de / het / een drankje / drinken / drank meest lekkere / smakelijke / heerlijke / rijke **Alternatives** lekkerste / smakelijkste / heerlijkste / rijkste	0.5 1.5 0.5 1.5 Total = 4 2
	cognate present / 8 words	El café más rico en todo el mundo	De / het / een koffie / koffiesmaak meest lekkere / smakelijke / heerlijke / rijke **Alternatives** lekkerste / smakelijkste / heerlijkste / rijkste van / in hele / heel / gehele / heel de wereld / planeet / aardbol / aarde / universum / heelal **Alternatives** Ter Wereldse koffie Wereldsmaak **Exclude:** over complete intense verrijkt	0.5 1.5 0.5 1.5 2 0.5 0.5 0.5 1.5 Total = 7 1 3 1
	cognate absent / 8 words	la bebida más rica en todo el mundo	de / het / een drankje / drinken / drank meest lekkere / smakelijke / heerlijke / rijke **Alternatives** lekkerste / smakelijkste / heerlijkste / rijkste van / in hele / heel / gehele / heel de wereld / planeet / aardbol / aarde	0.5 1.5 0.5 1.5 2 0.5 0.5 0.5 1.5 Total = 7

			Alternatives Ter Wereldse koffie Wereldsmaak **Exclude:** over complete verrijkt	1 3 1

Our measurement scale is a combination of lexical and semantic error rate. We calculate the proportion of words in the target phrase that are absent in the participant's translation, but there is not only one correct translation: we do take into account synonyms and word combinations (fruit/vruchten, meest lekkere = lekkerste).

Appendix C Questionnaire

Q1 Wat is je geslacht?

○ Man

○ Vrouw

○ Anders

Q2 Wat is je leeftijd?

_____

Q3 Wat is je huidige of hoogst afgeronde opleiding?

▼ Basisonderwijs ... PhD

Q4 Is Nederlands je moedertaal? (Is Dutch your native language?)

○ Ja

○ Nee

Q5 Welke vreemde talen spreek je en/of heb je geleerd? Vink alles aan wat van toepassing is.

☐   Engels

☐   Frans

☐   Duits

☐   Spaans

☐   Italiaans

☐   Portugees

☐   Anders, namelijk.. _____

- -

Q6 Heb je weleens Spaanse les gehad?

◯ Ja

◯ Nee

Overgang1 Dit was het eerste deel van de enquête. In het tweede deel zullen we je drie advertenties laten zien, waarover we je een aantal vragen zullen stellen. Bekijk de advertenties alsjeblieft goed voordat je de vragen invult. Het is de bedoeling dat je de antwoorden zelfstandig invult. Tevens verzoeken we je om geen woordenboek of andere hulpmiddelen te gebruiken.

Barritas_ad_C1

Q7 Geef aan of je het eens bent met de volgende stelling: "Ik heb de Spaanse slogan in de advertentie begrepen."

	1	2	3	4	5	6	7	
Geheel oneens	○	○	○	○	○	○	○	Geheel eens

Q8 Vertaal de slogan alsjeblieft zo correct mogelijk naar het Nederlands. Gebruik geen woordenboek of andere hulpmiddelen

_____

Q9 Dit product…

	1	2	3	4	5	6	7	
Zou ik nooit willen kopen	○	○	○	○	○	○	○	Zou ik zeker willen kopen

End of Block: Barritas: With cognate / 4 words

Start of Block: Pozuelo: With cognate / 4 words

Pozuelo_ad_C1

Q10 Geef aan of je het eens bent met de volgende stelling: Ik heb de Spaanse slogan in de advertentie begrepen.

	1	2	3	4	5	6	7	
Geheel oneens	○	○	○	○	○	○	○	Geheel eens

- -

Q11 Vertaal de slogan alsjeblieft zo correct mogelijk naar het Nederlands. Gebruik geen woordenboek of andere hulpmiddelen.

_____

- -

Q12 Dit product..

	1	2	3	4	5	6	7	
Zou ik nooit willen kopen	○	○	○	○	○	○	○	Zou ik zeker willen kopen

Olé_ad_C1

- -

Q13 Geef aan of je het eens bent met de volgende stelling: "Ik heb de Spaanse slogan in de advertentie begrepen.

	1	2	3	4	5	6	7	
Geheel oneens	○	○	○	○	○	○	○	Geheel eens

- -

Q14 Vertaal de slogan alsjeblieft zo correct mogelijk naar het Nederlands. Gebruik geen woordenboek of andere hulpmiddelen.

_____

Q15 Dit product..

	1	2	3	4	5	6	7	
Zou ik nooit willen kopen	○	○	○	○	○	○	○	Zou ik zeker willen kopen

Barritas_ad_C2

Q16 Geef aan of je het eens bent met de volgende stelling: "Ik heb de Spaanse slogan in de advertentie begrepen."

	1	2	3	4	5	6	7	
Geheel oneens	○	○	○	○	○	○	○	Geheel eens

Q17 Vertaal de slogan alsjeblieft zo correct mogelijk naar het Nederlands. Gebruik geen woordenboek of andere hulpmiddelen.

_____

Q18 Dit product..

	1	2	3	4	5	6	7	
Zou ik nooit willen kopen	○	○	○	○	○	○	○	Zou ik zeker willen kopen

Pozuelo_ad_C2

Q19 Geef aan of je het eens bent met de volgende stelling: Ik heb de Spaanse slogan in de advertentie begrepen.

	1	2	3	4	5	6	7	
Geheel oneens	○	○	○	○	○	○	○	Geheel eens

Q20 Vertaal de slogan alsjeblieft zo correct mogelijk naar het Nederlands. Gebruik geen woordenboek of andere hulpmiddelen.

_____

Q21 Dit product…

	1	2	3	4	5	6	7	
Zou ik nooit willen kopen	○	○	○	○	○	○	○	Zou ik zeker willen kopen

Olé_ad_C2

Q22 Geef aan of je het eens bent met de volgende stelling: Ik heb de Spaanse woorden en uitdrukkingen in de advertentie begrepen.

	1	2	3	4	5	6	7	
Geheel oneens	○	○	○	○	○	○	○	Geheel eens

Q23 Vertaal de slogan alsjeblieft zo correct mogelijk naar het Nederlands. Gebruik geen woordenboek of andere hulpmiddelen.

_____

Q24 Dit product..

	1	2	3	4	5	6	7	
Zou ik nooit willen kopen	○	○	○	○	○	○	○	Zou ik zeker willen kopen

Barritas_ad_C3

Q25 Geef aan of je het eens bent met de volgende stelling: Ik heb de Spaanse slogan in de advertentie begrepen.

	1	2	3	4	5	6	7	
Geheel oneens	◯	◯	◯	◯	◯	◯	◯	Geheel eens

Q26 Vertaal de slogan alsjeblieft zo correct mogelijk naar het Nederlands. Gebruik geen woordenboek of andere hulpmiddelen.

_____

Q27 Dit product..

	1	2	3	4	5	6	7	
Zou ik nooit willen kopen	◯	◯	◯	◯	◯	◯	◯	Zou ik zeker willen kopen

Pozuelo_ad_C3

Q28 Geef aan of je het eens bent met de volgende stelling: Ik heb de Spaanse slogan in de advertentie begrepen.

	1	2	3	4	5	6	7	
Geheel oneens	◯	◯	◯	◯	◯	◯	◯	Geheel eens

Q29 Vertaal de slogan alsjeblieft zo correct mogelijk naar het Nederlands. Gebruik geen woordenboek of andere hulpmiddelen.

_____

Q30 Dit product..

	1	2	3	4	5	6	7	
Zou ik nooit willen kopen	○	○	○	○	○	○	○	Zou ik zeker willen kopen

Olé_ad_C3

Q31 Geef aan of je het eens bent met de volgende stelling: Ik heb de Spaanse slogan in de advertentie begrepen.

	1	2	3	4	5	6	7	
Geheel oneens	○	○	○	○	○	○	○	Geheel eens

Q32 Vertaal de slogan alsjeblieft zo correct mogelijk naar het Nederlands. Gebruik geen woordenboek of andere hulpmiddelen.

_____

Q33 Dit product…

	1	2	3	4	5	6	7	
Zou ik nooit willen kopen	◯	◯	◯	◯	◯	◯	◯	Zou ik zeker willen kopen

Barritas_ad_C4

Q34 Geef aan of je het eens bent met de volgende stelling: Ik heb de Spaanse slogan in de advertentie begrepen.

	1	2	3	4	5	6	7	
Geheel oneens	◯	◯	◯	◯	◯	◯	◯	Geheel eens

Q35 Vertaal de slogan alsjeblieft zo correct mogelijk naar het Nederlands. Gebruik geen woordenboek of andere hulpmiddelen.

_____

Q36 Dit product…

	1	2	3	4	5	6	7	
Zou ik nooit willen kopen	◯	◯	◯	◯	◯	◯	◯	Zou ik zeker willen kopen

Pozuelo_ad_C4

Q37 Geef aan of je het eens bent met de volgende stelling: Ik heb de Spaanse slogan in de advertentie begrepen.

	1	2	3	4	5	6	7	
Geheel oneens	○	○	○	○	○	○	○	Geheel eens

Q38 Vertaal de slogan alsjeblieft zo correct mogelijk naar het Nederlands. Gebruik geen woordenboek of andere hulpmiddelen.

_____

Q39 Dit product..

	1	2	3	4	5	6	7	
Zou ik nooit willen kopen	○	○	○	○	○	○	○	Zou ik zeker willen kopen

Olé_ad_C4

Q40 Geef aan of je het eens bent met de volgende stelling: Ik heb de Spaanse slogan in de advertentie begrepen.

	1	2	3	4	5	6	7	
Geheel oneens	◯	◯	◯	◯	◯	◯	◯	Geheel eens

Q41 Vertaal de slogan alsjeblieft zo correct mogelijk naar het Nederlands. Gebruik geen woordenboek of andere hulpmiddelen.

_____

Q42 Dit product..

	1	2	3	4	5	6	7	
Zou ik nooit willen kopen	◯	◯	◯	◯	◯	◯	◯	Zou ik zeker willen kopen

End of Block: Cafe Ole: Without cognate / 8 words

Appendix D. Statement of own work

Print and sign this *Statement of own work* form and add it as the last appendix in the final version of the Bachelor's thesis that is submitted as a hard copy to the first supervisor.

Student name: Diana Paola López Espinosa

Student number: S4811100

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