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The effect of slogan length and cognate presence on perceived slogan comprehension, actual slogan comprehension and product purchase intention of Dutch advertisements with a Spanish-language slogan

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Abstract

In the present study, the effect of linguistic complexity of foreign language (FL) slogans on advertisement effectiveness was investigated. Specifically, Dutch consumers rated Dutch advertisements containing Spanish-language slogans on perceived slogan comprehension (PSC) and purchase intention (PI), and translated the Spanish slogan to Dutch as a measure of actual slogan comprehension (ASC). To manipulate linguistic complexity, the slogan length in terms of the number of words and the presence of a Spanish-Dutch cognate was varied. A possible relationship between PSC, ASC, and PI was also investigated.

A 2x2 between-subjects design experiment with a total of 180 participants was carried out with the factors length (4 or 8 words) and cognate presence (Yes or No). Three existing Latin American advertisements for relatively inexpensive products (cookies, fruit bars, and iced coffee) were manipulated with the listed factors. A two-way multivariate analysis (MANOVA) and a Spearman's rank-order correlation were used to analyse the data.

The results of this study indicate that slogan length improved the extent to which someone thought (s)he understands the slogan. However, no evidence for an effect of slogan length on ASC was found. In addition, the presence of cognates in a slogan affected both PSC and ASC. Although there was no evidence found for an effect of slogan length or cognate presence on the PI, findings indicate a significant correlation between PSC, ASC, and PI.

1. Introduction

It is widely known that language can serve as an influential medium for persuasion in many fields (Blankenship & Craig, 2011; Fahnestock, 2011; Lunsford, Wilson, & Eberly, 2009; McKeon, 1947). Hence, it should cause no surprise that the use of written language is perceived as one of the pillars of effective promotional communication (Bhatia, 2019; McQuarrie & Mick, 1996). Written language is often present in print advertisements, generally in the form of a heading, subheading, caption, slogan, or body copy (Poonia, 2010). This promotional language has recently undergone a change as a consequence of amongst others the globalization of society (Piller, 2001). Notably, the use of a foreign language (FL) in both print and audiovisual advertising has become a more frequently occurring phenomenon throughout the world (Haarmann, 1989; Ovesdotter Alm, 2003; Ruellot, 2011; Sella, 1993). An FL is generally referred to as "a language other than the official language of a country" (Hornikx & Starren, 2006, p. 125). FLs are often incorporated in product names, but also in headings and slogans of advertisements (Gerritsen et al., 2007).

Businesses have several reasons for using FLs in advertising. A classic example is the French name of the perfume *J'adore* by Dior. It is likely the marketeers involved in the promotion process of this perfume had several motives for maintaining its name consistent across countries. First of all, *J'adore* might stand out among the large range of beauty products in the drug store, as using a language other than the local one can attract the attention of a prospective client (Gerritsen, Korzilius, Van Meurs, & Gijsbergs, 2000; Piller, 2001). Furthermore, the French language may evoke an association with France, which has been argued to be competent in the field of "beauty, fashion, and femininity" (Kelly-Holmes, 2000, p. 75). Apart from that, for products or services sold in multiple countries, maintaining the FL copy consistent reduces translation and adaptation costs, resulting in economies of scale (Ryans, Griffins, & White, 2003). Moreover, translatability in itself could be an issue. Imagine the marketeers of Dior were to translate *J'adore* to English. It would probably result in a name that is comparable to *I'm lovin' it,* which is likely to cause a connection to a famous fast-food chain in the mind of the potential consumer – an association the marketeers probably consider undesirable.

Although using an FL in advertisements can have many advantages, consumers may have a hard time understanding it. Consequently, consumers might appreciate the slogan and/or advertisement less. They also may be less inclined to purchase the product concerned. The literature on the effect of FL slogan complexity in advertisements (Hendriks, Van Meurs, & Poos, 2017; Hornikx & Starren, 2006; Hornikx, Van Meurs, & De Boer, 2010) has shown that

slogan difficulty indeed affects slogan comprehension and purchase intention (PI). However, these studies have not been able to demonstrate the exact cause of this influence, since the slogan difficulty was determined on the basis of subjective pretests that measured perceived and actual slogan comprehension (PSC and ASC). That is, the slogans did not contain any theoretically motivated (linguistically) complex elements. Stated differently, these scholars have shown that complexity matters, but not specifically why.

Little to no research has been conducted with regard to the linguistic factors that influence FL slogan complexity in advertisements. For future research on FL complexity, it would be helpful to be able to manipulate the degree of difficulty based on objective measures. More objective definitions of linguistically complex factors can also be of use for future research on linguistic complexity in Second Language Acquisition (SLA), as they can serve as general guidance for variable development, enabling the synthesis of research (Pallotti, 2015). Furthermore, this study can contribute to the field of computational linguistics. The definition of quantifiable variables can, for instance, help creating text at the right degree of complexity, to make it more accessible to readers with a lower proficiency (e.g. non-native speakers and language learners, Agrawal & Carpuat, 2019). Moreover, for copywriters and marketers, it would be useful to have a set of guidelines to write an effective FL slogan. This paper aims to investigate two factors of linguistic complexity that may influence slogan comprehension and their effect on purchase intention. Specifically, we will study the effect of slogan length in terms of its number of words and the presence of a Spanish-Dutch cognate in Spanish-language slogans used in Dutch advertisements on PSC, ASC, and PI. Furthermore, the relationship between the dependent variables will be investigated. Let us now turn to the theoretical framework, in which we will review the background of FL slogan complexity and the concept of linguistic complexity in SLA. We will also discuss the variables that may have an effect on PSC, ASC, and PI and a possible relationship between the last three.

2. **Theoretical background**

According to the Relevance Theory of Sperber, Cara and Girotto (1995), if a recipient feels that the information obtained from a message did not outweigh the effort made to understand it, they might become frustrated. Xu and Zhou (2013) highlighted the importance of this theory in advertising, arguing that one of the main aims of advertising is for the target group to find the effort made rewarding. As a result, when an advertising message is harder to understand, the risk that the message is ineffective becomes higher. This theory can be applied to native language slogans, but might have an even stronger effect for FL slogans, as theoretical and

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anecdotal evidence tells us that learning an FL is generally more difficult than learning a native language (DeKeyser, 2005; Marsden, Williams, & Liu, 2013). Besides, adult learners typically do not achieve the level of a native speaker (Schouten, 2009).

There are a number of contradictory theories on the influence of FL complexity on advertisement comprehension. On the one hand, there is a number of studies that consider FL complexity to be of little influence on advertisement effectiveness (Haarmann, 1989; Kelly-Holmes, 2000; Kuppens, 2010; Ray, Ryder, & Scott, 1991; Piller, 2001; 2003). These studies argue that only the symbolic association with the FL, and not the degree of comprehension, is an element of persuasion. In other words, it does not matter to what extent the consumer understands the foreign utterance since the identification of the FL and the attachment of a certain symbolic meaning to it (e.g. elegance for France or practicality for Germany, Kelly-Holmes, 2000) are the only aspects of influence. Haarmann (1989) found relatively high use of the French, English, German and Spanish language in Japanese advertising, and argued that since the majority of the Japanese population does not understand these languages, they could only have a symbolic effect.

On the other hand, there is little to no research that provides empirical evidence regarding the effectiveness of this symbolic influence in case of no comprehension (Raedts, Roozen, Peeters, Dupré, & Ceuppens, 2016). There is, however, empirical research on the influence of FL in Dutch advertisements that supports the idea that slogan comprehension plays a role in advertisement effectiveness (Hendriks et al., 2017; Hornikx & Starren, 2006; Hornikx et al., 2010). All three studies observed that easier FL slogans were better appreciated than difficult FL slogans. The last-mentioned research also confirmed a positive increase in advertisement attitude, product attitude, and PI as a consequence of lower FL slogan complexity. Furthermore, Hendriks et al. (2017) and Hornikx et al. (2010) found that easy English slogans in Dutch advertisement copy were generally preferred to easy Dutch slogans. When the slogans were difficult, however, it was more often the case that there was no preference or a preference for the Dutch slogans. Hornikx and Starren (2006) support this notion for the French language.

Yet, as mentioned before, the existing literature is limited to subjective criteria for the determination of complexity. Therefore, the present study investigates which objective features make an FL slogan complex, and how they influence slogan effectivity. But before proceeding to examine this last concept, it is important to discuss the definition of and findings on linguistic complexity in SLA research. Doing so can help to operationalize linguistic complexity factors

for FL slogans, since SLA and FL in advertising are similar in the sense that readers are exposed to a language they are not familiar with.

3. **Linguistic complexity in SLA**

Scholars that studied linguistic complexity in SLA (Housen & Simoens, 2016; Pallotti, 2015) argue that the concept has many possible meanings and that it can be interpreted in various ways. They agree that linguistic complexity can be broken down into various areas, amongst which structural and cognitive complexity appear to be most prominent. Whereas structural complexity refers to "the number of different elements and their interconnections (i.e., their systematic, organized relationships)" (Pallotti, 2015, p.120), cognitive complexity involves "how costly, demanding, or difficult a given language feature is for a given language learner in a given learning context" (Housen & Simoens, 2016, p. 166). In other words, structural complexity focuses more on the text itself, and cognitive complexity encompasses the text in combination with the reader and his or her circumstances. In order to study the concept as broadly as possible, in this thesis, one variable from both structural and cognitive complexity is incorporated to measure linguistic complexity in FL slogans. The following is an overview of those specific variables and their relevance for the present study.

3.1. Structural complexity: length

Out of the various areas of structural complexity, lexical and syntactic complexity seem to be the most extensively studied within the field of SLA (Norris & Ortega, 2009; Pallotti, 2015). Whilst the former refers to the extent to which a text's lexemes[1] vary, the latter includes text length, which is one of the most widely studied complexity measures in SLA (Norris & Ortega, 2009). More general empirical and theoretical research on the influence of text complexity on readability (DuBay, 2004) also uses length as a complexity measure. It implies the fewer words a sentence contains, the less complex it is, and the more comprehensible. Given the relatively extensive use of this complexity measure, it is noticeable that research on FL slogan complexity taking length into account is limited. There is some evidence on general slogan complexity, but it is restricted to corpus research (Miller & Toman, 2015) or has not specifically set out to study a relationship between length and complexity (Kohli, Thomas, & Suri, 2013). Miller and Toman (2015) found that shorter slogans (with a maximum of 5 words) were preferred to lengthier

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[1] a basic lexical unit of a language consisting of one word or several words, the elements of which do not separately convey the meaning of the whole (Cambridge Dictionary, n.d.)

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ones. Although Kohli et al. (2013) argue short slogans can still be less comprehensible than lengthier slogans (e.g., "Make 7-up yours", as compared to "Come to where the flavour is. Come to Marlboro Country", p.40), they concluded that overall, slogans with fewer words were found to be less complex than slogans with more words.

3.2 Cognitive complexity: cognates

As mentioned, according to Housen and Simoens (2016), cognitive complexity does not only involve the text itself, but also the reader and his or her situation. The scholars mention one of the factors that can have an influence on comprehension is the reader's already obtained learning, be it of their native language or an FL (and, in an FL context, its resemblance to the FL concerned, Della Putta, 2016). Ringbom (1992) confirms this notion, arguing that a learner of a new language will most probably have less trouble understanding a word if it is similar to a word the reader already knows. Cognates can be seen as the latter, as Lauro and Schwartz (2019, p.381) define a cognate as: "a translation equivalent that has an identical or near-identical lexical form across languages (e.g., *zebra* in English and Spanish)". With regard to existing research on FL slogans and cognates, Martin (1998) found French cognates of English to be a technique regularly used in French advertisements. Ruellot (2011) noted the number of cognates found in one of Martin's examples: a French advertisement slogan for Tuborg beer. "For **generations,** *Tuborg* has been part of the **noble art** of beer drinking in all **European** countries." (Martin, 1998, as cited in Ruellot, 2011, p. 8. The words in bold are cognates.). As Ruellot (2011) argues, the word similarity in the native and FL improves the understanding of the message. Cheshire and Moser (1994) also demonstrate the cognate appearance, specifically of French-English cognates in Swiss advertisements.

De Paiva and Foster-Cohen (2004) apply the Relevance Theory by Sperber et al. (1995) to SLA. They argue that when a student tries to assimilate a discourse in an unfamiliar language, beliefs that have been consulted often before - particularly in their first language - are very rapidly recalled and can help to interpret an FL utterance. As a result, the presence of cognates in an FL slogan might moderate the risk for frustration, because the chance an adequate relevance is rapidly found becomes higher. Consequently, one of the main aims of advertising - making the target group feel rewarded (Xu & Zhou, 2013) - is more easily reached. In spite of the regular use of cognates within FL slogans and its assumed positive influence on FL slogan complexity and effectivity, research on the topic is limited. Hence, this study aims to measure the influence of cognate presence on FL slogan comprehension and PI.

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4. **Slogan and advertisement effectivity**

4.1 PSC and ASC

In all three studies on FL slogan complexity (Hendriks, et al. 2017; Hornikx & Starren, 2006; Hornikx et al., 2010), both ASC and PSC were used as effectivity measures. That is, translation tests were used to determine complexity, but participants were also asked to what extent they understood the slogans. It seems logical to take both variables into account, since they do not necessarily indicate the same magnitude of effect. For instance, in Hornikx et al. (2010), PSC had a greater impact on slogan appreciation than ASC. Therefore, the scholars argue that a person's estimation of slogan difficulty might be more essential for slogan appreciation than their actual understanding. Nonetheless, actual comprehension should not be neglected, since it is generally considered as a condition for the advertisement to reach the desired effect (Pieters and Van Raaij, 1992 as cited in Gerritsen et al., 2000). Taking the above into account, both variables are considered important for advertisement effectivity. Therefore, in the present research, slogan comprehension will be measured by PSC and ASC. The results of Hornikx et al. (2010) show a positive correlation between the two variables: when people thought they understood the FL slogan better, they actually understood it better. For that reason, we expect the same direction of effect for the present research.

4.2 Comprehension and purchase intention

Considering that this research aims to find useful FL slogan guidelines for advertisements, slogan comprehension should be significantly related to slogan and advertisement effectivity. One question that needs to be asked, however, is how to measure the effectivity. As mentioned before, the literature on FL slogan complexity (Hendriks, et al. 2017; Hornikx & Starren, 2006; Hornikx et al., 2010) found effects of slogan comprehension on different effectivity measures: slogan appreciation and product/advertisement attitude. These measures are all to a certain extent related to PI. Firstly, it has been argued that the attitude toward an object is related to a person's behaviour regarding that object (Fishbein & Ajzen, 1975). This also applies to advertising, as advertisement attitude is one of the factors influencing PI (Hill & Schwartz, 2018). Secondly, it has been demonstrated that appreciation/liking is an influential measure for sales (Hanssens, Pauwels, Srinivasan, Vanhuele, & Yildirim, 2014), and thus is also likely to indicate the same direction of effect as PI. Given these relations, it is likely appreciation and attitude correlate with PI. Therefore, PI will be used as a single measure for advertisement effectivity. Besides, Hendriks et al. (2017) found a significant effect of PSC on PI. Since we assume a correlation between ASC and PSC (see Section 4.1), we expect that both PSC and

ASC will be significantly cohesive with PI. Furthermore, since we expect slogan length and cognate presence to negatively impact PSC and ASC, the prediction is that these variables will also negatively impact advertisement effectivity (such as Hendriks et al., 2017; Hornikx & Starren, 2006, and Hornikx et al., 2010 found) in terms of PI. The following section will focus on the specific choices for the experiment, such as the slogan language and the advertisement products.

5. **The current study**

Hornikx and Starren (2006) found that easy French slogans in an advertisement copy for different car brands were slightly preferred to easy Dutch slogans (55.8%). However, when the slogans were difficult, there was an evident preference for Dutch slogans (75.3%). As for English slogans, this difference was not that large (Hornikx et al., 2010). An explanation for this could be that English is relatively more understood in the Netherlands than other FLs. A Eurobarometer survey (Eurobarometer, 2012) found that 56% of Dutch participants thought they understood English "well enough to be able to read a newspaper or magazine" (p.33). The latter percentage was 46% for German, 15% for French, and 6% for Spanish. Consequently, other FLs could be more complex for the Dutch population and could result in a lower advertisement efficacy, but this does not mean that using other FLs in a slogan is always less effective than using English. Due to the relatively high quantity of English compared to other FL languages in Dutch advertising (Gerritsen et al., 2000), the Dutch could already be relatively familiar with English advertisements, leading them to pay less attention to those than to advertisements with another FL. In other words, there is a greater risk in using other FL, but perhaps also a higher return. This calls for further investigation into the factors that influence other FL slogan complexity, and their influence on advertisement effectivity. Hornikx and Starren (2006) have conducted one of the few studies in this field, on French slogans in Dutch advertisements. To broaden the existing research in this area, it would be useful to study the effect of another language.

A language the Dutch are generally familiar with is Spanish, as they are known to visit Spain quite often for holidays. The average Dutch person knows at least some day-to-day Spanish words, such as *hola* or *fiesta.* Using Spanish in a slogan can elicit a positive association when used in combination with a congruent product (Hornikx, Van Meurs, & Hof, 2013). More specifically, empirical evidence (Hornikx & Van Meurs, 2017) shows that the use of an FL (e.g., Spanish) is indirectly associated to an appropriate country of origin (e.g., Spain), which positively affects consumer product evaluations of congruent products (e.g., oranges). This is

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called the country-of-origin effect. However, the slogans should not be too complex, as this can cause the readers to feel frustrated instead of rewarded. The research of slogan length and Spanish-Dutch cognate presence can help in providing guidelines to make such a slogan easier to understand, but unfamiliar enough to accomplish attracting attention and create a country-of-origin effect. Moreover, as Spanish is one of the most spoken languages in the world (Ethnologue, n.d.), an ample number of international businesses from Spanish-speaking countries could benefit from guidelines for slogan standardization.

Besides that, Hornikx and Starren (2006) have solely taken into account luxury products (cars), whilst there is research suggesting a difference in effectivity with regards to combining English or a native language with luxury or necessity products (Krishna and Ahluwalia, 2008). Only little is known about the possible associations or effects of FL slogans other than English in combination with less luxurious products or necessity products. In addition, since the researchers' network mostly consists of students from 18 to 26 years, the participant group will most likely be in this age group. This group generally has a low spending limit, so the products should be affordable, in order to stimulate the willingness to experiment with them. Therefore, the products featured in the advertisement materials are less luxurious: fruit bars, cookies, and iced coffee.

6. **Research questions and hypotheses**

The following research questions and hypotheses were formulated:

RQ1. What is the effect of slogan length and the presence of Spanish-Dutch cognates in a Spanish-language slogan on perceived slogan comprehension, actual slogan comprehension, and product purchase intention of Dutch advertisements?

Based on Miller and Toman (2015), Kohli, Thomas and Suri (2013), Hornikx et al. (2010), Hendriks and Starren (2006), and Hendriks et al. (2017), hypothesis 1 was formulated.

H1. The participants will have a higher perceived slogan comprehension, actual slogan comprehension, and product purchase intention for the advertisements with the 4-word slogans than for the advertisements with the 8-word slogans.

Based on Housen and Simoens (2016), De Paiva and Foster-Cohen (2004), Sperber et al. (1995), Xu and Zhou (2013), Hornikx et al. (2010), Hendriks and Starren (2006), and Hendriks et al. (2017), hypothesis 2 was formulated.

H2. The participants will have a higher perceived slogan comprehension, actual comprehension, and product purchase intention for the advertisements with a slogan containing a Spanish-Dutch cognate than for the advertisements containing a slogan without a Spanish-Dutch cognate.

RQ2. Is there a relationship between perceived slogan comprehension, actual slogan comprehension, and product purchase intention of Dutch advertisements with a Spanish-language slogan, and if so, what is the relationship?

Based on Hornikx et al. (2010), hypothesis 3 was formulated.

H3. When the participants think they understand the slogans better, they actually understand them better.

Based on Hendriks and Starren (2006), Hornikx et al. (2010), Hendriks et al. (2017), Fishbein & Ajzen (1975), Hill & Schwartz (2018), Hanssens et al. (2014), and Hendriks et al. (2017), hypothesis 4 was formulated.

H4. When the participants think they understand the slogans better, and actually understand them better, they will be more likely to purchase the product.

7. **Method**

<u>Materials</u>

The independent variables for this experiment were slogan length (4 or 8 words) and Spanish-Dutch cognate presence (Yes or No). The slogans with cognate presence included one cognate only. According to Anwar (2015) and Miller and Toman (2015), the average number of words for a slogan is 5. This implies a shorter slogan would contain less than 5 words, and a lengthier slogan more than 5 words. Miller & Toman (2015) found a 4-word slogan occurs most frequently of all slogans. Therefore, a shorter slogan was considered as one that contains 4 words, and a lengthier slogan twice the size: 8 words. Furthermore, a word defined as a cognate was considered a word that is a "translation equivalent that has an identical or near-identical lexical form" (Lauro & Schwartz, 2019, p.381) across Spanish and Dutch, as identified by the researchers.

As shown in Table 1 of Appendix A, all slogans were incorporated in three Latin American advertisements for fruit bars (Tvtelehit, 2017), iced coffee (Upsocl, 2015), and cookies (Galletas Pozuelo, 2018), using Adobe Photoshop CC. Using existing brands (Pozuelo, Barritas, and Café Olé) enhances the external validity of the experiment. The advertisements were introduced to the participants as if they were going to be sold on the Dutch market (see Appendix B). Since the brands are not available on the Dutch market, the participants could have had little to no preconceived notions about them. This decreased the probability the results could be attributed to personal opinion (Rossiter & Bellman, 2005). Moreover, a variety of products was shown to the participants to strengthen the external validity of the results.

Besides changing the slogan, a label with *nieuw* (new, in Dutch) was attached to all advertisements. This was done to remind the participants that it was still a Dutch advertisement and to emphasize the fact that the product was new. Furthermore, the advertisements differed per product in aesthetics (different images, layout, and font). However, within the different conditions, these features were not altered. Since syllable number could influence slogan complexity (Bane, 2008; Kelly, Springer, & Keil, 1990), all words of all slogans contained no more than three syllables.

<u>Subjects</u>

308 participants completed the questionnaire. However, this number included the non-eligible participants, that is to say, participants that indicated Dutch was not their native language, that they spoke or had learned Spanish, and/or that they had had Spanish lessons. The last were excluded because the sample should represent the Dutch population, which generally is

considered to have a relatively low proficiency level of Spanish (Eurobarometer, 2012). Participants that did not complete the questionnaire were left out as well. A frequency table showed that out of the eligible participants ($N = 180$), 44 participants were exposed to the 4-word slogan with cognate, and another 44 were exposed to the 4-word slogan without cognate. 47 and 45 were exposed to the 8-word slogan with and without cognate, respectively.

The study was initially designed for persons from 18 to 26 years old. However, after data collection, it turned out the sample was not completely homogeneous since the eligible participants were 15 to 75 years old. Nevertheless, the majority (60.56%) of the participants still fit our target group. The average age of the participants was 32 ($SD = 15.22$). A Levene's test verified the equality of variances for age, $F(3,176) = 1.780$, $p = .153$. This ensured that age was equally distributed over the different conditions. Furthermore, the participants' level of education ranged from Dutch VMBO high school to Ph.D. Most participants (68.3%) were currently completing or already completed a Dutch bachelor's degree (HBO or WO) or master's degree (WO). A Kruskal-Wallis H test was performed to verify equality of variances for education level, $\chi^2(3) = 4.109$, $p = .250$, indicating that education levels did not differ significantly between conditions.

All participants indicated they spoke or had learned English, 85% indicated they spoke or had learned German, and 61.1% indicated they spoke or had learned French. This percentage was only 1.7% for Italian, and 2.2% for Portuguese. 7.2% of the participants indicated they spoke another language than the ones they were able to select. A Chi-square test showed there was no significant association between participants that indicated they spoke or had learned French, Italian and/or Portuguese and condition group ($\chi^2(3) = 6.240$, $p = .100$), meaning the participants that spoke or had learned these languages were equally distributed over the conditions.

Design

The experiment had a 2x2 between-subjects design post-test only with slogan length (4 or 8 words) and cognate presence (Yes or No) as factors. Participants were exposed to one condition only. Not exposing the participants to an excessive number of conditions reduced the probability of disinterest during the experiment and avoided carryover effects.

Instruments

The dependent variables were measured using a questionnaire in Dutch (see Appendix C). At the beginning of the questionnaire, the participants were asked to indicate their age, gender, and

current or highest completed educational level. Also, the participants were asked whether Dutch was their native language (yes/no), whether they had ever had any Spanish lessons (yes/no), and could choose from a variety of languages - amongst which Spanish - to indicate whether they spoke them or had ever learned them. Based on the last three questions, only natively Dutch participants who had never had Spanish lessons, and who did not indicate they spoke Spanish, were directed to the next part of the questionnaire. The remaining participants were informed they were unfortunately not eligible for participation in the experiment and were thanked for their time. The items of measurement of the questionnaire were PSC, ASC, and PI.

Perceived slogan comprehension (PSC) was measured by a 7-point Likert scale based on Raedts, Roozen and De Weerdt (2019). Their statement "I have understood the English words and expressions in the advertisements" was adapted to "I have understood the Spanish slogan in the advertisement", as for the present study the perceived comprehension only concerned the slogan and no other elements of the advertisement (i.e. the brand name). The answers ranged from scale point 1 "Strongly disagree" to scale point 7 "Strongly agree".

Actual slogan comprehension (ASC) was measured by asking the participants to translate the slogan as correctly as possible, without using any tools or consulting anyone. This translation was scored using a combination of lexical and semantic error rate based on Felker, Ernestus and Broersma (2019). Lexical error rate calculates the proportion of words in the slogan that are missing or that are incorrectly translated in a translation, whilst semantic error rate calculates the percentage of key concepts in the slogan that are absent in a translation, as defined by "personal pronouns and open lemmas" (Felker et al., 2019, p. 384). That is, following semantic error rate, for the slogan *"De reep die een feest van fruit is"* [The bar that is a party of flavours], the words *reep, feest,* and *fruit* would count as sufficient for an entirely correct translation. Semantic error rate also allows generously for spelling errors and synonyms, but lexical error rate typically does not (Felker et al., 2019).

By combining the two methods, spelling errors and synonyms could be taken into account, without losing too much of the advantageous objectivity of lexical error rate. The hybrid method also allowed the researchers to prioritize some word classes over others. Verbs, nouns, and adjectives were considered more important for comprehension than articles or prepositions, so these were counted as a 1.5 error and the remaining words were counted as a 0.5 error. An example is the translation *"De reep met een feestelijke smaaksensatie"* [The bar with a festive taste sensation] for the slogan *"La barra que es una fiesta de sabores"* [The bar

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that is a party of flavours]. The words *de* (0.5), *reep* (1.5), *feestelijke* (1.5) and *smaaksensatie* (1.5) counted for 5 in total, which was subtracted from the total of 8 words to make an error rate of 3 / 8 = 0.375.

The word *smaaksensatie* [taste sensation] was counted approved as a legitimate translation for *sabor* [taste]„ because it conveyed the meaning of the word well. When this was not the case, the words were not approved. For example, *lekker* [tasteful] was not approved for *dulce* [sweet], because it only described that it is tasty, not specifically that it is sweet. The codebook provides more details on the scoring system (see Appendix D). Two researchers coded all 540 translations of slogans to determine the error rate. The interrater reliability of the variable ASC was moderate: κ = .56, $p < .001$ (Altman, 1991). To increase the replicability of the method, only the first coder's coding was used to calculate the results.

Purchase intention (PI) was measured by a 7-point semantic differential scale (based on Hornikx & Hof, 2008; Hendriks, et al., 2017) with the following statement: "This product…" "I never want to buy - certainly want to buy". In Hornikx & Hof (2008) and Hendriks et al. (2017), PI was measured by three statements, but since the inter-item correlation was relatively high (respectively α= .79; α= .94), only one statement was used for the present study. This further reduced the probability participants would become disinterested during the experiment.

Procedure

The questionnaire was distributed online, using the program Qualtrics (www.qualtrics.com). Participants were invited to take part in the experiment through social media. Before starting the questionnaire, the participants were told the study was about advertisements from Spanish-speaking countries, which contained products that were soon going to be sold on the Dutch market. After finishing the experiment, the participants were debriefed on the aim of the experiment and were informed that the products would not be sold on the Dutch market for the time being. The average time the experiment took was 6 minutes.

Statistical treatment

A two-way multivariate analysis (MANOVA) was used to analyse the effect of slogan length and cognate presence on PSC, ASC, and PI. To analyse the relationship between the last three, a Spearman's rank-order correlation was used.

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8. **Results**

A MANOVA for PSC, ASC, and PI, with slogan length and cognate presence as between-subjects factors, revealed a significant multivariate effect of length (F (3,174) = 5.48, p = .001) and cognate presence (F (3,174) = 10.94, p < .001). No significant interaction effects were found (F (3,174) = .93, p = .429). In the next section, the univariate effects are specified.

Research question 1
<u>Length</u>

The univariate analyses showed a significant main effect of length on PSC (F (1,176) = 11.70, p < .001), with the 4-word slogans receiving a higher PSC score (M = 3.82, SD = 1.34) than the 8-word slogans (M = 3.18, SD = 1.26, see Figure 1). The univariate analyses showed no significant effect of length on ASC (F (1,176) < 1, p = .873) or PI (F (1,176) = 1.48, p = .225).

Figure 1

The effect of slogan length and cognate presence on PSC.

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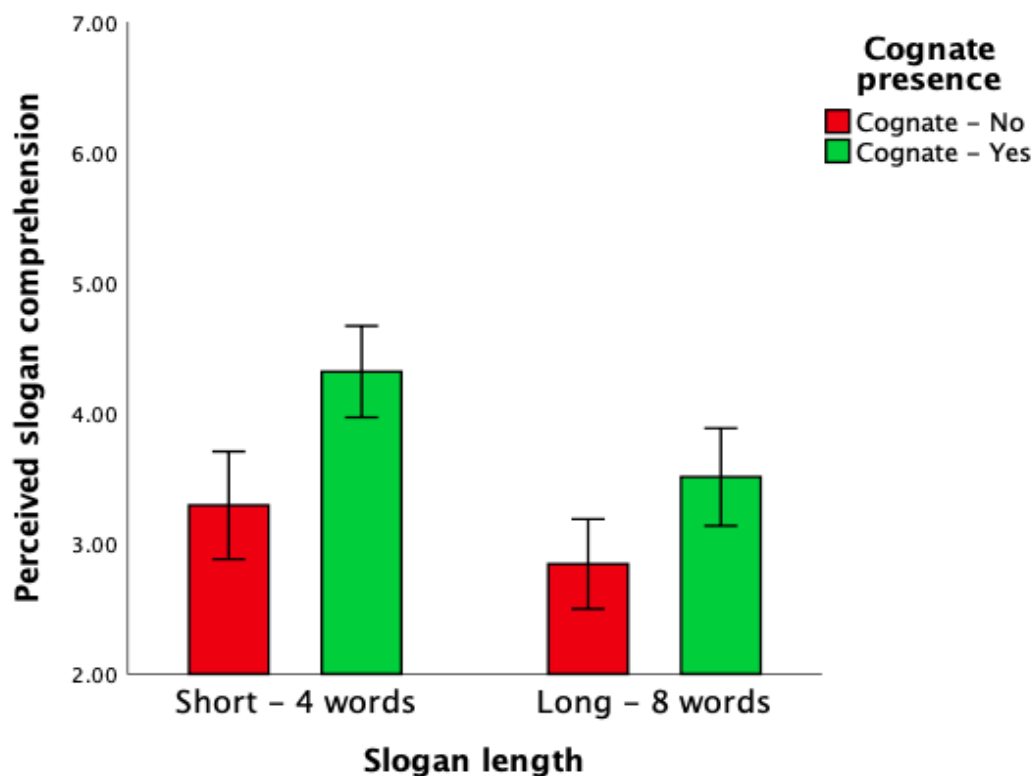
<u>Cognate presence</u>

The univariate analyses showed a main effect of cognate presence on PSC (F (1,176) = 21.17, $p < .001$) and ASC (F (1,176) = 30.08, $p < .001$). The slogans with a cognate received higher PSC ($M = 3.90$, $SD = 1.28$) than the slogans without a cognate ($M = 3.06$, $SD = 1.26$). Likewise, the slogans with a cognate received a higher ASC ($M = .35$, $SD = .18$) than the slogans without a cognate ($M = .52$, $SD = .23$, see Figure 2). The univariate analyses showed no significant effect of cognate presence on PI (F (1,176) < 1, $p = .475$).

Figure 2

The effect of cognate presence on the translation error rate.
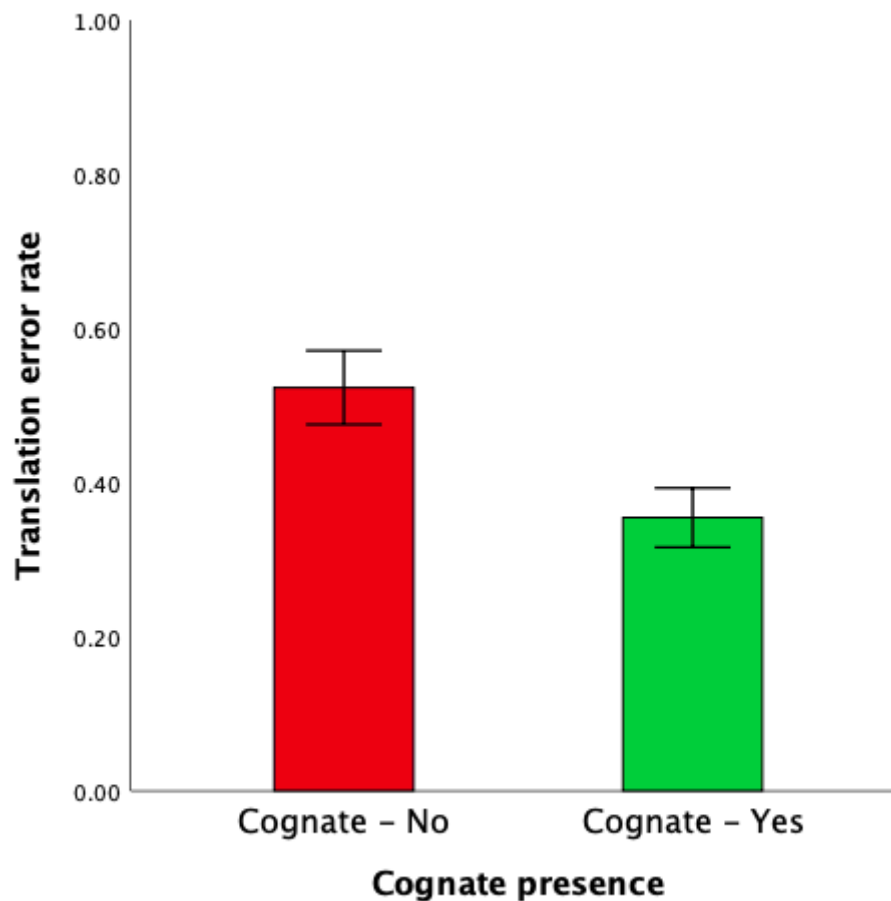
Note. When the translation error rate is lower, it means ASC is higher.

Research question 2

A significant negative correlation was found between PSC and ASC (rs (180) = -.61, p < .001). The error rate decreased as PSC increased (see Figure 3). That can be interpreted as a positive correlation between PSC and ASC, because when the error rate is lower, it means ASC is higher.

Figure 3

The correlation between PSC and translation error rate.
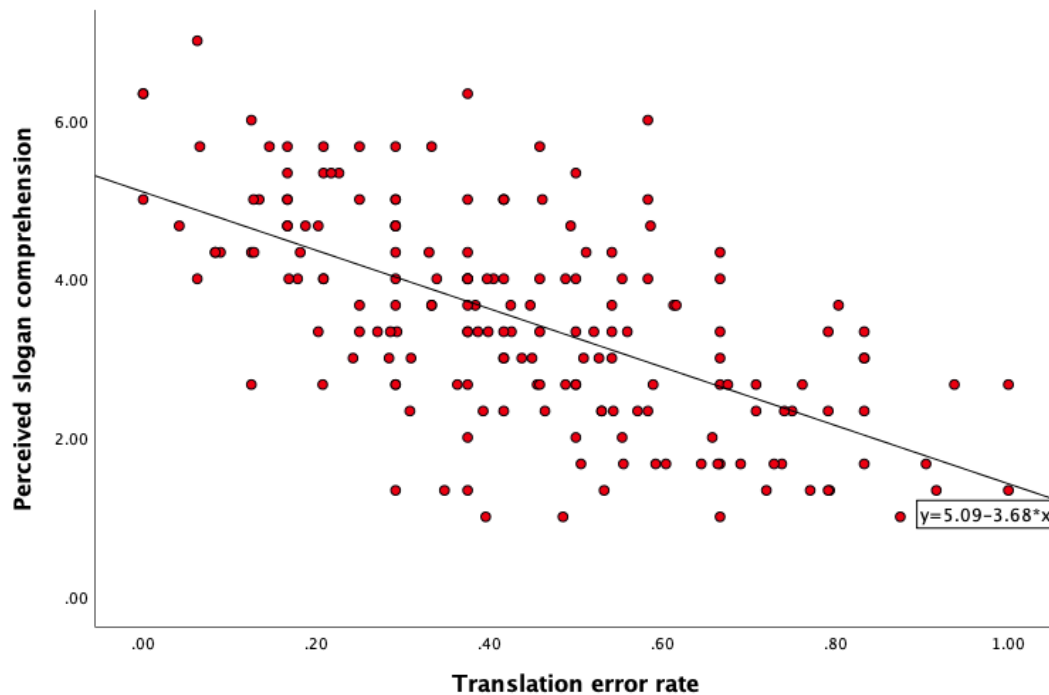
Note. When the translation error rate is lower, it means ASC is higher.

As for PI, a significant positive correlation was found between PSC and PI (rs (180) = .37, p < .001) - see Figure 4. Furthermore, a significant negative correlation was found between ASC and PI (rs (180) = -.14, p = .031). As the error rate decreased, PI increased (see Figure 5). Please note that this can also be interpreted as a positive correlation between the two items, because when the error rate is lower, ASC is higher.

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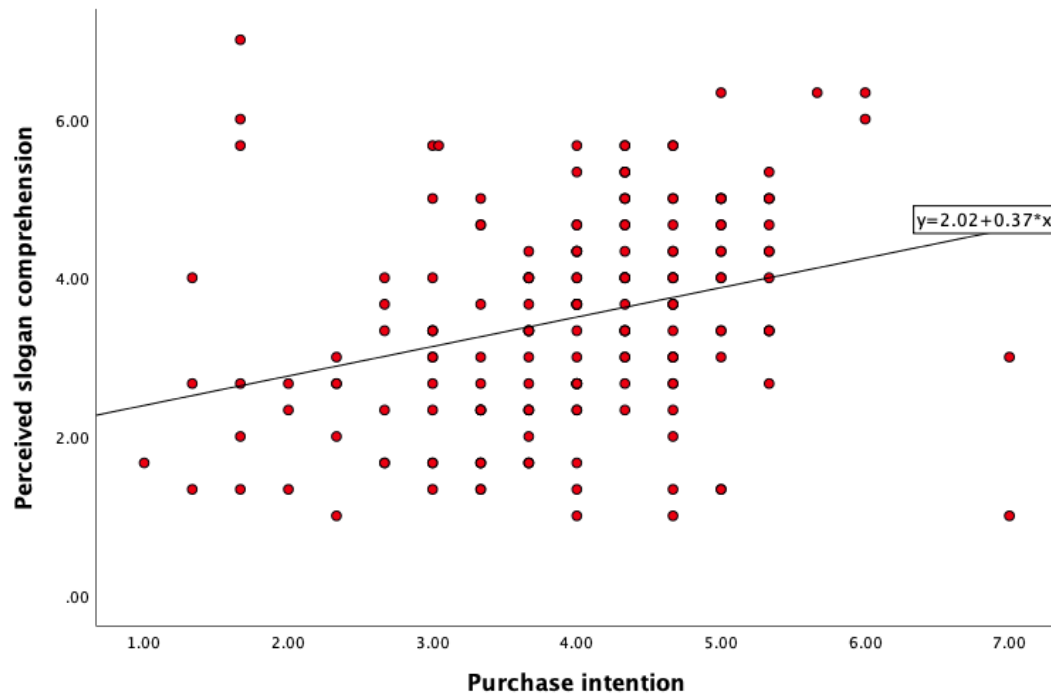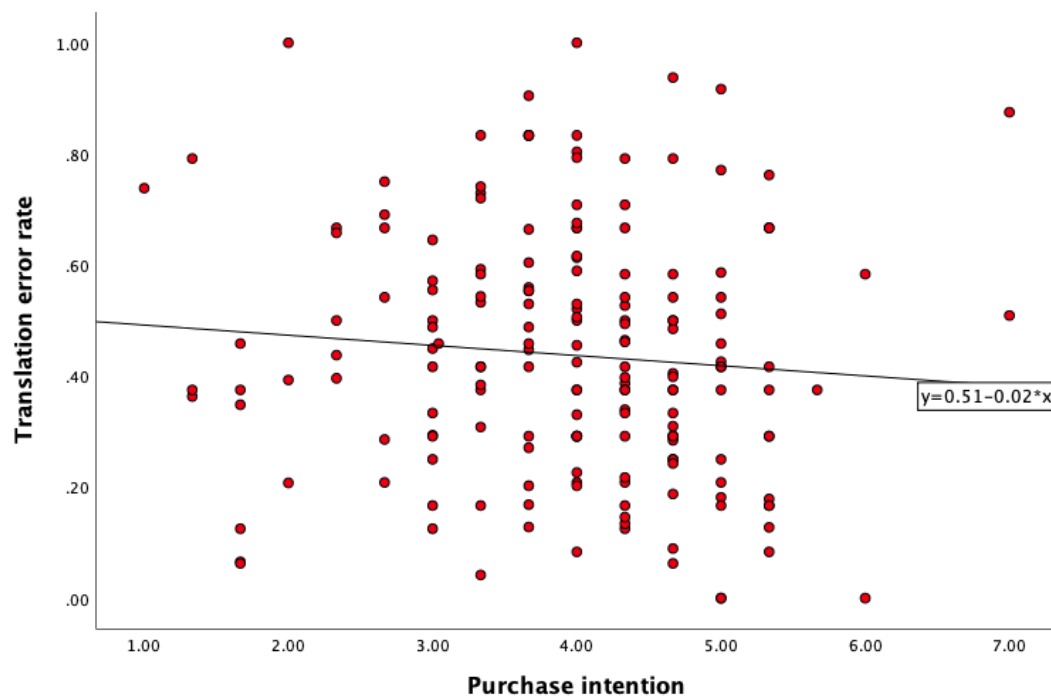**Figure 4**

The correlation between PSC and PI.

Figure 5

The correlation between translation error rate and PI.

Note. When the translation error rate is lower, it means ASC is higher.

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9. **Discussion**

This study concerned the effect of slogan length and cognate presence on PSC, ASC and PI, and the relationship between the last three. The experiment was conducted using three existing Latin American advertisements, that were all manipulated to create four versions with different degrees of linguistic complexity. Prior to the study, two research questions were established. Research question 1 was: *"What is the effect of slogan length and the presence of Spanish-Dutch cognates in a Spanish-language slogan on perceived slogan comprehension, actual slogan comprehension, and product purchase intention of Dutch advertisements?"* and research question 2 was: *"Is there a relationship between perceived slogan comprehension, actual slogan comprehension, and product purchase intention of Dutch advertisements with a Spanish-language slogan, and if so, what is the relationship?"*. To answer the research questions, several hypotheses were compiled based on the literature in the theoretical framework. In the following section, the conclusions to the hypotheses are given and the findings are discussed.

Research question 1

H1. The participants will have a higher perceived slogan comprehension, actual slogan comprehension, and product purchase intention for the advertisements with the 4-word slogans than for the advertisements with the 8-word slogans.

The results displayed a significantly higher PSC for the advertisements containing 4-words slogans than for the advertisements containing 8-word slogans, but this difference was not found to be significant for ASC or PI. Therefore, H1 must be partially rejected. As for the effect on PSC, it coincides with the theories on the influence of length on readability (DuBay, 2004,) and confirms the influence of slogan length on PSC as found by Kohli et al. (2013). Nevertheless, this effect did not translate to ASC, which contradicts the theories on the influence of length on readability (DuBay, 2004). One conceivable explanation for the discrepancy between the effects is that slogan length might have elicited part of the slogan comprehension, but not all of it. The lengthier slogans might have appeared more difficult because they were longer, but they might in fact still have been quite easy, being that some of them contained words that an average Dutch person would likely understand, such as *fiesta* [party] or that were similar to English or French, such as *barra* [bar] or *todo el mundo = tout le monde* [the entire world] - languages that the participants were quite familiar with. In that sense, generally, cognitive complexity appears to be more important for ASC than syntactic

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complexity. Nevertheless, the non-significant results could also be due to certain limitations of the method used to measure actual comprehension. Unlike other complexity measures in SLA research (Norris & Ortega, 2009), the hybrid error rate method has not checked extensively for word variety. That is, both verbs and adjectives were rated as 1.5 for error rate, although the only verbs were *es* and *son,* which were quite easily derivable from context. A future method could differentiate between main verbs such as *to be (estar)*, for instance by allocating an error rate of 1 to main verbs and of 1.5 to other verbs.

The lack of evidence for the effect of length on PI is relatively surprising, since length does affect PSC, and the findings on research question 2 indicate a positive correlation between PSC and PI. If this correlation were solely on account of PSC, this finding would indirectly oppose findings Hornikx et al. (2010), Hendriks and Starren (2006) and Hendriks et al. (2017), who report a negative effect of FL slogan complexity on slogan appreciation and advertisement attitude (variables which were expected to correlate with PI). In this case, the discrepancies might have been due to an insufficient difference between the short and long slogans. Future research could then investigate whether length does have a significant effect on PI when the difference between short and long slogans in terms of the number of words is larger.

However, an effect is not to be confused with a correlation. That is to say, when participants thought they understood the slogans better, they were more likely to purchase the product. But that does not necessarily imply that the shorter slogans should have caused a higher PI. PI can be influenced by many more factors, such as other's opinions and the situation at the moment of purchase (Armstrong, Adam, Denize, & Kotler, 2014). A plausible explanation for the differences is that there might have been too much variability in the sample sizes, which may have caused lower reliability of the results. Had the experiment involved a within-subjects design, the sample size would have been higher, which could have increased the reliability. As a consequence, the probability that the results could be attributed to other factors would become lower. However, a within-subjects design would increase the probability that the participants become aware of the research aim, because they would be exposed to more advertisements. Another solution would be to ask the participants for their product preferences.

H2. The participants will have a higher perceived slogan comprehension, actual comprehension, and product purchase intention for the advertisements with a slogan containing a Spanish-Dutch cognate than for the advertisements containing a slogan without a Spanish-Dutch cognate.

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Just like for length, cognate presence was found to have a significant effect on PSC. However, unlike length, cognate presence also had a significant effect on ASC. Furthermore, cognate presence did not have a significant effect on PI. This hypothesis must therefore be partially rejected. These findings confirm existing theories on the topic (Ruellot, 2011) and support research on cognitive complexity that stresses the importance of previous knowledge for SLA (Della Putta, 2016; Housen & Simoens, 2016; Ringbom, 1992). They are also in line with the application of Relevance Theory (Sperber et al., 1995) to SLA (De Paiva & Foster-Cohen, 2004), supporting the notion that cognates can help to find an adequate relevance more quickly. Therefore, this study provides evidence that including a Spanish-Dutch cognate in a Spanish slogan helps to make it more understandable for a Dutch audience. Future research could investigate whether these findings are also applicable to slogans in other language-country combinations. Moreover, the findings on cognates contribute to variable development within the SLA field (Pallotti, 2015) and serve as a cue to make machine translation texts for low-proficiency readers more accessible (Agrawal & Carpuat, 2019).

As is the case for length, this study has found no evidence for the effect of cognate presence on PI. For cognate presence, this is even more surprising than for length, as cognate presence significantly affects not only PSC, but also ASC - and the findings on research question 2 indicate a positive correlation between the three dependent variables. If we assume that PI was only affected by comprehension, the findings would contradict the application of the Relevance Theory (Sperber et al., 1995) to advertising (Xu and Zhou, 2013). Following this theory, the participants must have not found the effort made to understand the message rewarding enough to elicit a significantly higher purchase intention. Therefore, the slogans must not have been comprehensible enough, or simply not attractive enough. Nevertheless, we do not know whether that is the case. In fact, it is plausible that PI was influenced by other factors. That is why the same remarks that were made for length and PI can be made here (a within-subjects design might have suited the present study better).

Research question 2

H3. *When the participants think they understand the slogans better, they actually understand them better.*

It can be derived from the results that PSC is positively correlated with ASC. When a participant thought they understood the slogan, they were more likely to actually understand the slogan. This is in line with Hornikx et al. (2010), who also found a positive correlation between PSC

and ASC, specifically for English FL slogans for a Dutch audience. This can now be extended to Spanish FL slogans for a Dutch audience.

H4. When the participants think they understand the slogans better, and actually understand them better, they will be more likely to purchase the product.

Both PSC and ASC resulted to be positively correlated to PI. That is, both when a participant thought they understood the slogan and when a participant actually understood the slogan, they were more likely to purchase the product. This correlation could be attributed to the slogan comprehension. In that respect, these findings would have refuted the unilateral symbolic theories on FL slogan complexity (Haarmann, 1989; Kelly- Holmes, 2000, 2005; Kuppens, 2010, Ray, Ryder, & Scott, 1991; Piller, 2001; 2003), since the degree of comprehension would seem to be an element of persuasion. They would also be in line with the main theories in favour of FL slogan complexity (Hornikx et al., 2010, Hornikx & Starren, 2006, Hendriks et al., 2017). However, it is not known whether there truly is an effect of comprehension on PI. In fact, it is likely PI was also influenced by other elements. For future investigations, it would be reasonable to also include slogan appreciation and/or attitude as effectivity metrics as control variables.

Limitations

This study has potential limitations. First of all, it is likely the hybrid error rate method used to measure ASC still contains some defects, as this was the first time of use. As discussed before, no distinction was made between words that were derivable out of context and words that were not. Moreover, the method is partially reliable on human judgment, and the interrater reliability among the coders was only moderate. To avoid this in future investigations, the researchers should perhaps aim for a more objective method, such as lexical error rate. Secondly, this experiment included a between-subjects design. Therefore, it did not have as much control over extraneous variables as a within-subjects design could have had. Thirdly, a substantial part of the participants (61.1%) indicated they spoke French or had had French lessons. Although this indication does not mean the participants understood French "well enough to be able to read a newspaper or magazine" (15% of the Eurobarometer survey, 2012), it is plausible to suggest it could have had an influence on comprehension, since quite some slogan words were similar to mundane French words, such as *todo el mundo = tout le monde* [the entire world]*, dulce = douce* [sweet]*, sabores = saveurs* [flavours].

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Appendix A.

Table 1.   The Spanish slogans per product in different conditions. The cognates are in **bold** and the Dutch variants are [between brackets].

Length	Cognate	Product	Slogan
4 words	Yes [perfect]	Cookies	Todas dulces, todas **perfectas** *All sweet, all perfect*
4 words	No	Cookies	Todas dulces, todas bonitas *All sweet, all beautiful*
8 words	Yes [perfect]	Cookies	Nuestras galletas son todas dulces y todas **perfectas** *Our cookies are all sweet and all perfect*
8 words	No	Cookies	Nuestras galletas son todas dulces y todas bonitas *Our cookies are all sweet and all beautiful*
4 words	Yes [fruit]	Fruit bars	La fiesta de **frutas** *The party of fruit*
4 words	No	Fruit bars	La fiesta de sabores *The party of tastes*
8 words	Yes [fruit]	Fruit bars	La barra que es una fiesta de **frutas** *The bar that is a party of fruit*
8 words	No	Fruit bars	La barra que es una fiesta de sabores *The bar that is a party of tastes*
4 words	Yes [koffie]	Iced coffee	El **café** más rico *The most delicious coffee*
4 words	No	Iced coffee	La bebida más rica *The most delicious drink*
8 words	Yes [koffie]	Iced coffee	El **café** más rico de todo el mundo *The most delicious coffee in the entire world*
8 words	No	Iced coffee	La bebida más rica de todo el mundo *The most delicious drink in the entire world*

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Appendix B. The advertisements
Fruit bars: Barritas.

Figure 6.

Barritas. 4-word with cognate.

Figure 7.

Barritas. 8-word with cognate.

Figure 8.

Barritas. 4-word without cognate.

Figure 9.

Barritas. 8-word without cognate.

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Cookies: Pozuelo.

<div style="display:flex">
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Figure 10.

Pozuelo. 4-word with cognate.

</div>
<div>

Figure 11.

Pozuelo. 8-word with cognate.

</div>
</div>

Figure 12.

Pozuelo. 4-word with cognate.

Figure 13.

Pozuelo. 8-word without cognate.

Iced coffee: Café Olé.

Figure 14.

Café Olé. 4-word with cognate.

Figure 15.

Café Olé. 8-word with cognate.

Figure 16.

Café Olé. 4-word without cognate.

Figure 17.

Café Olé. 8-word without cognate.

Appendix C. The questionnaire

Start of Block: Intro

Beste deelnemer,

Fijn dat je deze enquête voor ons wilt invullen!

Wij zijn Mieke, Marieke, Diana, Toos en Aniek, en zitten momenteel in het derde jaar van de bachelor International Business Communication aan de Radboud Universiteit in Nijmegen. Dit onderzoek voeren wij uit als onderdeel van onze bachelorscriptie.

Gedurende deze enquête laten we je advertenties zien van verschillende bedrijven uit Spaanstalige landen die hun producten in de toekomst willen verkopen op de Nederlandse markt. Onze vraag aan jou is om deze advertenties te beoordelen. Eerst zullen we je een aantal persoonlijke vragen stellen.

Het invullen van deze enquête zal niet langer duren dan 5 minuten. Al je gegevens blijven anoniem, en er zal zorgvuldig en verantwoord met je antwoorden worden omgegaan. De informatie die wij verzamelen door middel van deze enquête zal uitsluitend gebruikt worden voor onze bachelorscriptie. Mocht je vragen of opmerkingen hebben over deze enquête, dan kan je per e-mail contact opnemen met Marieke van Wel (M.C.vanWel@student.ru.nl).

Alvast bedankt namens het onderzoeksteam!

End of Block: Intro

Start of Block: Demographics

Q1 Wat is je geslacht?

◯ Man (1)

◯ Vrouw (2)

◯ Anders (3)

Q2 Wat is je leeftijd?

_____

Q3 Wat is je huidige of hoogst afgeronde opleiding?

▼ Basisonderwijs (1) ... PhD (10)

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

○ Ja (4)

○ Nee (5)

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

☐   Engels (113)

☐   Frans (114)

☐   Duits (115)

☐   Spaans (116)

☐   Italiaans (117)

☐   Portugees (118)

☐   Anders, namelijk.. (119) _____

Q6 Heb je weleens Spaanse les gehad?

○ Ja (1)

○ Nee (2)

End of Block: Demographics

When not eligible:

Hartelijk bedankt voor je tijd.
Helaas kom je niet in aanmerking voor deelname aan dit onderzoek.
Mocht je nog vragen of opmerkingen hebben, dan kun je contact opnemen met Marieke van Wel (M.C.vanWel@student.ru.nl).

Met vriendelijke groet,

Het onderzoeksteam (Mieke, Marieke, Diana, Toos en Aniek)

When eligible:

Start of Block: End demographics

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.

End of Block: End demographics

Start of block: advertisement X

Advertisement X

Q7 Geef aan of je het eens bent met de volgende stelling:

"Ik heb de Spaanse slogan in de advertentie begrepen."

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

End of Block: advertisement X

Beste deelnemer,

Dit is het einde van deze enquête. Wij willen je bedanken dat je de tijd hebt genomen om deze vragenlijst in te vullen. Ter informatie, zullen we je nu wat meer uitleg geven over het doel van ons onderzoek.

Deze studie onderzoekt de invloed van taalaspecten in Spaanse slogans op de complexiteit van deze slogans en op de intentie om het product in de advertentie aan te schaffen.

De advertenties die je hebt gezien in dit onderzoek zijn bestaande advertenties uit Spaanstalige landen, waar wij zelfverzonnen slogans aan hebben toegevoegd.
Deze producten zullen vooralsnog niet op de Nederlandse markt verkocht worden.

Mocht je geïnteresseerd zijn in de uitkomst van de studie, of andere vragen of opmerkingen hebben, neem dan contact op met Marieke van Wel (M.C.vanWel@student.ru.nl).

Met vriendelijke groet,
Mieke, Marieke, Diana, Toos en Aniek

Appendix D. The codebook for actual comprehension

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

"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.

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

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			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	0.5
		es	is / bevat	1.5
		una	een	0.5
		fiesta	feest / feestje	1.5
		de	van / aan	0.5
		frutas	fruit / vruchten	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	0.5
		es	is / bevat	1.5
		una	een	0.5
		fiesta	feest / feestje	1.5
		de	van / aan	0.5
		sabores	smaken / smaak	1.5
				Total = 8
			Alternatives	
			smaakfeest(je)	3.5
			smaakpapillen	1.5
			smaaksensatie	1.5
Pozuelo	Cognate present / 4 words	todas dulces, todas perfectas	allemaal / allen	0.5
			zoet(ig) / zoetigheid	1.5
			allemaal	0.5
			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	0.5 1.5 0.5 1.5 Total = 4
			Alternatives Zoetste	1
			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	

	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	0.5 0.5 1.5 1.5 1.5 0.5 0.5 1.5 Total = 8
			Alternatives Zoetste **Exclude** *Todas* Heel / helemaal / alles / altijd / enorm / totaal *Dulces* Zacht / lekker *Perfectas* Lekker / smakelijk / heerlijk / appetijtelijk / verrukkelijk	1
	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 **Exclude** *Todas*	1

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			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 **Alternatives** lekkerste /smakelijkste / heerlijkste / rijkste / appetijtelijkste / verrukkelijkste **Exclude** Intense	0.5 1.5 0.5 1.5 2 Total = 4
	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 2 Total = 4
	cognate present / 8 words	El café más rico	De / het / een koffie / koffiesmaak meest lekkere / smakelijke / heerlijke / rijke **Alternatives**	0.5 1.5 0.5 1.5

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

			Wereldse koffie	3
			Wereldsmaak	1
			Exclude: over complete verrijkt	