Bachelor Thesis

Foreign language slogans: what makes them complex and how does complexity influence perceived and actual comprehension, as well as purchase intention?

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Abstract

Several studies have discussed the effect of foreign slogan complexity on advertisement effectiveness, but these studies failed to examine the very linguistic elements that make a foreign language (FL) slogan particularly complex. The aim of the present study was to investigate the effect of two linguistic factors (slogan length and cognate presence) on perceived comprehension (PC) and actual comprehension (AC) as measures of complexity in a Spanish FL slogan, and on purchase intention (PI). The stimuli were advertisements of Spanish products with a Spanish slogan. Slogans differed in terms of slogan length (four or eight words) and cognate presence (present or absent). In a between-subject experimental design, 180 Dutch participants with no Spanish proficiency were randomly assigned to one of four slogan conditions: four words with cognate, four words without cognate, eight words with cognate, eight words without cognate. Participants evaluated three advertisements within one slogan condition. Findings showed that short slogans lead to higher PC than long slogans, and slogans with a cognate result in higher PC and AC than slogans without a cognate. Thus, FL slogans that are short or contain a cognate were perceived as less complex than slogans without these elements, and slogans with a cognate were comprehended better than those without a cognate. Additionally, correlation analyses found positive correlations between all three dependent variables.

1 Introduction

In the sixteenth and seventeenth century a slogan (or "*slogorne*" in Scottish Gaelic) could be described as a battle-cry used by Highland clans to distract their enemy and help distinguish different sides during a battle (The Scotsman, 2016). Nowadays, slogans are most commonly used to leave a key brand message about a product or brand in a consumer's mind. In today's consumers' market, one can hardly find a brand that does not employ a slogan. A slogan or tagline is one of the key elements of a brand's identity and heavily contributes to a brand's overall marketing value. It actively enhances a brand's image, enables consumers to remember and recognize a brand, and helps stimulate brand differentiation in the mind of the consumer (Kohli, Leuthesser & Suri, 2007). Conventional thinking states that marketing communications should be kept simple to reduce the difficulty of the cognitive task for consumers (Bradley & Meeds, 2002). This is contradicted by those who argue that moderately complex slogans stimulate deeper processing, ultimately leading to stronger brand recognition and a more accurate interpretation of the slogan (Miller & Toman, 2015). Although extensive research has been carried out on the dichotomous discussion between the effectiveness of

simple versus complex slogans, the results were often inconclusive and both simple and complex slogans proved to be effective depending on the context. Moreover, these studies have failed to establish a coherent framework that specifies which linguistic factors contribute to the complexity of a slogan.

Furthermore, advertisers increasingly deploy FL display in advertising to create specific benefits, such as a country-product match, a feeling of foreignness or a positive ethnocultural association. However, the use of a FL comes at the risk of failed comprehension of their target message because consumers are confronted with a language that they by definition comprehend less well than their mother tongue (Hornikx & Van Meurs, 2020). The consumers' FL proficiency and the complexity of the foreign utterance are likely to affect its comprehension and thereby the effectiveness of the FL display.

Moreover, the effect of complexity in FL display on comprehension and consumer evaluations remains unclear. Because it has not yet been established which linguistic factors make a slogan particularly complex, this study will investigate several factors that could have an influence on slogan complexity in FL slogans, and the possible effect thereof on PI.

Gaining new insights on the linguistic complexity of slogans in a FL, and more generally on linguistic complexity in FL's itself, is both of societal and theoretical relevance. Firstly, developing a framework on the effect of linguistic complexity in FL's could prove to be highly beneficial in the field of marketing communication. The aforementioned framework could be a helpful tool for advertisers when developing a foreign language advertising (FLA) campaign. It could enable these advertisers to tailor slogans to their intended audience and ultimately increase the effectiveness of FL advertisements. Secondly, expanding our knowledge on linguistic complexity can shed new light on the mechanisms of FL acquisition processes. Being aware of what is specifically complex to someone in a FL is valuable information in the development of FL teaching courses and can aid teachers in their language use in the different stages of their students' proficiency. Finally, new developments in linguistic complexity could be of use in the field of computational linguistics. It could improve the speech recognition process and how artificial agents such as the virtual assistants from Apple's "Siri" and Google's "Google Home" process, comprehend and produce language (Fasold & Connor-Linton, 2014). Awareness of complex linguistic factors can contribute to the production of comprehensible speech acts by AI assistants.

So far, this section has identified the scope of the thesis and mentioned both practical and scientific motivation to carry out this study. The following section will provide empirical

research on the complexity of FL slogans in advertising, ultimately leading up to the research questions and hypotheses.

2 Theoretical framework

Slogans are used by organisations all over the world. Be it your local handyman, or a multinational corporation (MNC) with posters with taglines found across the city. Especially the latter category is particularly successful at creating a top-of-mind awareness (TOMA) in the consumer's mind, making their brand the first brand that comes to mind when one is asked an unprompted question about a general product category (De Pelsmacker, Geuens & Van Den Bergh, 2018). Some well-known examples of effective slogans from MNC's are Nike with "Just do it", Coca-Cola with "Open Happiness" and Apple with "Think different". These slogans actively contribute to creating a TOMA.

When advertising internationally, businesses are often confronted with the choice between standardization versus adaptation of their advertisements (Hornikx, van Meurs & de Boer, 2010). This also includes the language of the slogans employed in the advertisements. The standardization school of thought claims that advertisers should focus on similarities and maintain a consistent advertising message among markets. In contrast, proponents of the adaptation school of thought state that advertisers should adapt their advertising campaigns to local markets keeping in mind the macro and micro characteristics of various countries, for example the local language and cultural values (Hatzithomas, Fotiadis & Coudounaris, 2016; Hornikx et al. (2010). However, critics of adaptation state that adapting advertisements to local languages and adjust to cultural values is too costly and a negative contribution to the creation of a global image (Dahlberg, Lindgren & Rosendahl; 2003).

Standardization or adaptation of advertising

In our increasingly globalizing world, we can observe a growth in the use of standardized marketing campaigns. For businesses, standardization of advertising can lead to image uniformity, cross-subsidization, and easier control and coordination of marketing activities (Dimitrova & Rosenbloom, 2010; Hatzithomas et al., 2016; Kaufmann & Eroglu, 1998). When it comes to creating a global image by using the same slogans and headlines in multiple countries, the English language is often deployed. This is illustrated by Bhatia (1992) and Piller (2003), who found English to be the most frequently used language in advertising in countries where it is not the native language (other than the local language). Some international businesses purposely change the non-English slogan used in international

markets to an English one to increase slogan comprehension and thereby appeal to a broader international public. An example is the Spanish car company Seat, which changed its Spanish slogan ("Auto emoción") to an English one ("Enjoyneering") (Baggott, 2011).

Furthermore, international companies increasingly deploy other FL's in their slogans to enhance the persuasive impact of an advertisement (Hornikx & Starren, 2006). The strategic decision to utilise a specific FL is more often than not made with the intention to evoke a certain impression of their product or brand. Whereas English is usually associated with its status as a global language, other languages are applied because of their symbolic meanings and associations with the countries in which the language is spoken. Prominent examples are utilising French in a perfume ad because French is associated with luxury and elegance, and a car advertised (partly) in German because the language is associated with reliability and high-quality standards.

These findings are substantiated by Hornikx and Van Meurs (2017) in their study on FL's in advertising serving as implicit country-of-origin (COO) cues. The FL's of the slogans were German, French or Spanish and the associated COO products were sausages (Germany), wine (France) and oranges (Spain). Results showed that advertisements with a FL congruent to the product advertised led to associations that are similar to the associations evoked by advertisements with a COO relevant to the product. Moreover, advertisements with congruent COO and advertisements with congruent FL were equally effective in terms of PI, product attitude and product quality. Finally, advertisements with a congruent FL were liked better than advertisements with a congruent COO. Both the advertisements with congruent FL and congruent COO scored higher than the baseline condition which was an advertisement with a COO that is irrelevant to the product.

Further evidence of increased effectiveness of FL use in advertisements when the FL is congruent with the product advertised is provided by Hornikx, Van Meurs and Hof (2013). In this study, for three FL's, two advertisements were created: one with a congruent product and one with an incongruent product: French (wine/beer), German (sausage/olive oil) and Spanish (oranges/washing machine). A French advertisement for a congruent product led (compared to an advertisement with an incongruent product) to higher perceived product quality, product attitude and PI. Similarly, use of a FL for a congruent product compared to an incongruent product attitude and PI for Spanish, and higher PI for German.

Comprehension and complexity of FL slogans

With the increase in standardization of slogans in business communication comes the risk of consumers not being able to comprehend what a FL slogan actually means. Two contrasting outlooks on comprehension are the psycholinguistic and sociolinguistic perspectives. The former states that using a FL in an advertising message makes it more difficult to understand than when consumers' native language (L1) is used (Gerritsen, Korzilius, van Meurs & Gijsbers, 2000). In contrast, the latter states that the actual language display influences consumer evaluations, not the meaning of the utterance (Piller, 2003). Both perspectives are widely supported by scholars, opening a wider discussion as to what perspective is most salient.

Gerritsen et al. (2000) argue that when exposed to a slogan in a FL, consumers are likely to find these to be more difficult to comprehend and more complex, than a similar slogan in their L1. This can be explained by the Revised Hierarchical Model (RHM), a model developed to explain language users' mental processing of words from different levels. According to the RHM, words are represented at the lexical level and concepts at the conceptual level (see Figure 1 for the RHM). Words derive their meaning from the links between these levels. In your L1 the links between words and the underlying concepts are stronger than in a FL (L2). Moreover, language users have a larger repository of words in their L1 than L2. Therefore, comprehension of L1 is generally better than of L2 (Hendriks & van Meurs, 2020; Kroll & de Groot, 1997), and higher proficiency in L2 leads to higher comprehension. Furthermore, the RHM explains how the translation of L2 slogans is more complex and time-consuming as the conceptual links between words and concepts are weaker than in your L1, and are occasionally mediated through the L1 lexicon (Lengyel & Navracsics, 2007).



Figure 1. The Revised Hierarchical Model. L1 = first language/native language, L2 = second language/foreign language (Kroll & de Groot, 1997).

Because processing time for L2 is slower, long slogans have been found to be more complex and to lead to better slogan recall than short slogans (Kohli, Thomas & Suri, 2013). Consequently, studies on the length of slogans have found short slogans to be more popular than long slogans. In their analysis on English brand slogans from service corporations, Miller & Toman (2015) found a mean slogan length of 4.47 words. Among the 104 slogans analysed, 91% of the slogans contained less than six words, with 59% of the slogans being shorter than the mean. Similarly, in a content analysis on English slogans from companies that originated from Asia, Europe, and North and South America, Anwar (2015) found a mean slogan length of 5 words, with the minimum slogan length being 1 and maximum slogan length being 13.

In addition to the RHM, the difficulty of comprehending a FL can also be explained in terms of linguistic complexity. Linguistic complexity is a multidimensional research area used by "researchers from different linguistic backgrounds to identify measures of complexity in different linguistic sub-domains" such as (but not limited to) morphology, syntax and lexicon (Di Domenico, 2017; Pallotti, 2015).

Morphology is the study of structure within words such as stems, root words, prefixes and affixes. Complexity in slogans can be created through morphological derivations, for example adding the affix -er to the morpheme work which creates the noun 'worker' (Fasold & Connor-Linton, 2014). Furthermore, syntax is the study of the structure of sentences. Slogan complexity can be increased with the inclusion of syntactic transformations, for example from a positive to a negative sentence or from active to passive voice. Finally, in linguistics, lexicon is the collection of a language's linguistic elements with their meanings and structural properties. Slogans can be made more of less lexically complex with the presence or absence of cognates. Cognates are "translation equivalents that have identical or near-identical lexical form across languages", an example of a Spanish-English cognate is bank/banco (Lauro & Schwartz, 2018). Cognates have systematic phonetic correspondences and therefore we infer that they came from a common parent language, which is Latin for Spanish and English (Fasold & Connor-Linton, 2014). Slogans that contain a cognate might be easier to comprehend than slogans that do not contain a cognate. This can be attributed to the 'Distributed Lexical/Conceptual Feature Model' which predicts that cognates are easier and faster to translate than noncognates (Kroll & De Groot, 1997). In the case that a cognate

is present, two orthographic representations are activated in two languages, which leads to the activation of the (one) corresponding semantic representation. Because this semantic representation is activated by two orthographic representation (as opposed to the usual one), the activation strength is greater than when a noncognate is processed. This speeds up the recognition and translation process (Otwinowska, 2015; Van Hell & De Groot, 2008). For example, Anglophone speakers with no prior Spanish knowledge can more easily infer that an advertisement with a slogan containing the word *banco* is about a bank because the Spanish word is similar to the English equivalent, and thus both orthographical representation corresponding to both banco and 'bank'. Moreover, Cheshire and Moser (1994) argue that cognates also contribute to better comprehension of FL slogans. In their analysis on English advertisements in French-speaking Switzerland, difficult English words (e.g. 'reality') that were absent in a basic English dictionary were found to be relatively easy to understand because they were cognates of words in the consumers' L1 ('realité').

In short, FL slogans might be perceived as more complex because the consumer is usually not familiar (or partly familiar) with the FL or because they are linguistically complex. Moreover, the complexity of FL slogans may also be accredited to weak conceptual links between words and their meaning because of one's restricted L2 lexicon which leads to slower processing time and lower comprehensibility than for a slogan in one's L1 (Kroll & de Groot, 1997; Lengyel & Navracsics, 2007). Initially, consumers not being able to understand what is said in an advertisement would seem detrimental given the fact that advertising is extremely costly. Nevertheless, standardized advertising campaigns (containing a FL) remain unabatedly popular, possibly due to the widely established support for the effectiveness of FL's in advertising (Hornikx & Starren, 2006; Hornikx & Van Meurs, 2017; Hornikx et al., 2013). So, FLA is proven to be effective, however this leaves us wondering what the effect of slogan complexity is on the effectiveness of FLA's.

Previous business communication studies on slogan complexity have established that whether consumers perceive a slogan as easy or difficult, as well as their comprehension of the slogan, has a significant positive effect on slogan appreciation or preference. Hornikx et al. (2010) found that when given the choice between an English slogan and Dutch slogans, Dutch participants preferred the English slogan if its comprehensibility was high. When the English slogan was difficult to comprehend, the participants did not have a language preference. Additionally, Raedts, Roozen, Peeters, Dupré and Ceuppens (2016) showed that when participants were unable to correctly translate complex English slogans, they preferred

the slogan in their local language (German, Italian, Dutch, French). Participants that provided a correct translation demonstrated no preference for a language. Finally, in a study by Hendriks, van Meurs and Poos (2017), Dutch participants evaluated easy English and French slogans as more preferable than the Dutch equivalent of those easy slogans. The same participants showed no preference for the English and French slogans when they were difficult.

The current study

So far, it has been demonstrated that a plethora of research has already been carried out on the use of FL slogans and the complexity of these. However, what remains understudied is what classifies a FL slogan as either simple versus complex. Although past linguistic research has already established which linguistic factors may influence the complexity of language itself, and business communication studies have established the effectiveness of FLA, very few scholars have successfully interconnected these two fields of study. The lack of integrated insights from one field to the other hampers the overall research progress on FLA (Hornikx & Van Meurs, 2020). As previously mentioned in the introduction, incorporating these insights could be of importance for both disciplines. Therefore, the goal of the current study is, on the one hand, to study which linguistic factors may affect the complexity of a FL slogan and the effectiveness of the advertisement in which the slogan is used, and on the other hand how these variables are correlated.

Previous studies have mostly focussed on English and French as FL's (Hendriks et al., 2017; Hornikx et al, 2010; Hornikx & Starren, 2006), but the language that remains understudied in this regard is Spanish. Admittedly, some studies have already used Spanish as FL (Hornikx et al., 2013; Nederstigt & Hilberink-Schulpen, 2018), but there is still new scientific ground to be covered. Therefore, the FL slogans in the current study will be in Spanish. These slogans will be evaluated by native Dutch participants. Because Spanish is rarely taught in Dutch schools and is not a FL that is frequently spoken by the Dutch (European Commission, 2012), the Dutch proficiency of Spanish is generally low, which is ideally ensures that the comprehension and effectiveness of FL slogans is only affected by the manipulations in linguistic complexity and not by language proficiency.

The products advertised in the experiment will be affordable and non-necessity products that the consumer is willing to experiment with. These are low-involvement products where little risk is attached to the purchase and therefore results in fast decision making prior to the purchase. Previous studies have also used low-involvement products: toothpaste

(Raedts et al., 2016), chocolate (Hendriks et al., 2017) and wine (Raedts & Dupré, 2015). However these studies have focussed on the effect of English and Italian FL slogans, not on Spanish. The current study aims to fill this gap.

Hence, our first research question is:

 RQ1: What is the effect of linguistic complexity in Spanish FL slogans on the PC, AC and PI of a low-involvement product?

Complexity will be operationalised in terms of the number of words used per slogan. Based on findings by Miller and Toman (2015) and Anwar (2015) on average slogan lengths, the simple slogans will consist of four words, and the complex slogans will consist of eight words. Additionally, complexity will also be operationalised in terms of whether or not a Spanish-Dutch cognate is present in the slogan. In the simple slogans, a cognate will be present whereas in complex slogans, a cognate will be absent.

Additionally, our second research question is:

RQ2: Is there a relationship between PC and AC of a Spanish FL slogan, and PI for a low-involvement product?

This research question is formulated to investigate if there is any correlation between the three dependent variables studied. Studying the effect of complexity of FL on PI for this product type could be insightful to advertisers as low-involvement products are frequently advertised. Possibly the effect of complexity on the effectiveness of FL slogans for lowinvolvement products is different than for other product types. A previous study on the response to banner advertisement already demonstrated different consumer responses for PI for low- versus high-involvement products (Dahlén, Ekborn & Mörner; 2000), the same could possibly apply to the effect of linguistic complexity

Based on previous studies, the following five hypotheses have been created. In line with Kohli et al. (2013), who stated that longer English slogans were found to be more complex than short slogans by participants whose L1 was English, and Hendriks et al. (2017) who stated that easy English slogans resulted in a higher PI than complex slogans for Dutch participants, we expect:

- ♦ *H1a: Long slogans will result in lower PC than short slogans.*
- ✤ H1b: Long slogans will result in lower AC than short slogans.
- *H1c: Long slogans will result in a lower PI than short slogans.*

Based on Caroll (1992) and Cheshire and Moser (1994), who state that cognates help us recognize (and thus translate and understand) words, we expect:

- H2a: The presence of a cognate will result in higher PC than when a cognate is absent.
- H2b: The presence of a cognate will result in higher AC than when a cognate is absent.

Because Hornikx et al. (2010) reported a positive correlation between PC and AC, we similarly hypothesise:

✤ H3: PC and AC are positively correlated.

Similar to Raedts et al. (2016), who found that higher PC and AC lead to higher PI, we expect:

- ✤ H4a: Higher PC will result in higher PI.
- ✤ H4b: Higher AC will result in higher PI.

3 Method

In an experiment, native Dutch participants rated Spanish advertisements of fruit bars, cookies and ice coffee with slogans differing in terms of slogan length and cognate presence. Subsequently, they rated the advertisement in terms of PC and PI, and were asked to translate the Spanish slogan to Dutch to measure their AC.

3.1 Materials

The independent variables studied in this experiment were slogan length and the presence of Spanish-Dutch cognates, both consisting of two levels. Slogans were comprised of four or eight words, with either a cognate present or absent. Stimulus materials consisted of three advertisements for three different brands, promoting fruit bars (Barritas), cookies (Pozuelo) and ice coffee (Café Olé). All advertisements have previously been released in Hispanic markets and were altered for the experiment, including the addition of Spanish slogans and the Dutch word "nieuw" ('new') to signal the product's novelty. Because the majority of the target group were expected to be students, the three products advertised were selected for their appeal and affordability. An additional prerequisite is that the products were not supposed to fall within Spain's and the Netherlands', 'cultural competence hierarchy', as studied by Kelly-Holmes (2000). This is to avoid evocation of the symbolic function of a language. According to Kelly-Holmes, it is unnecessary for consumers to comprehend FL words used in an advertisement, as long as it evokes the cultural stereotypes of the country

with which the language is associated. Because this study focusses on the comprehension of a FL, this symbolic function should not be present in the slogans.

For every advertisement, four different slogan versions were created corresponding to the four experimental conditions: (1) 4P: consisting of four words, with a cognate, (2) 4A: consisting of four words, without a cognate, (3) 8P: consisting of eight words, with a cognate, and (4) 8A: consisting of eight words, without a cognate. In total, twelve different advertisements were created with the slogan being the sole difference across conditions (see Appendix A for all the advertisements). Although across conditions the slogans differed in length and cognate presence, they were designed to be as similar as possible. Figure 2 shows four Café Olé advertisements with the four slogan conditions with similar sentence structures. Slogans were designed to not include Spanish cognates of English and French as these last two languages are compulsory in Dutch schools and could thus influence comprehension scores (Otwinowska, 2015). Moreover, to not overcomplicate the slogans, a majority of one-and two-syllable words were used, with the exception of a few comprehensible (mostly cognate) three-syllable words (e.g. '*perfectas*') that were used consistently throughout a slogan condition.



Figure 2. The four slogan conditions for the Café Olé advertisements (from left to right, top to bottom: 4P, 4A, 8P and 8A).

3.2 Subjects

A total of 308 participants took part in the experiment. After the exclusion of 100 participants who did not meet the criteria, the data of 180 participants were analysed. Exclusion criteria included not finishing the questionnaire, participants' L1 not being Dutch, the participants speaking Spanish as a FL and/or ever having taken or taking Spanish classes. Participants were randomly assigned to one of the slogan conditions: 4P (n = 44), 4A (42), 8P (47) or 8A (47).

The mean age of the participants was 32.4 years (SD = 15.2), ranging between 15-75 years. 59.4% of participants were aged 25 or lower. A majority of the participants were female (73,3%) and over three-thirds (78.3%) followed or had followed higher vocational education (Dutch equivalent: HBO) or higher. All participants indicated to be able to speak English, followed by German (85%), French (61.1%), Portuguese (2.2%) and Italian (1.7%). 7.2% of the participants indicated to be able to speak and/or write other FL's among which Latin, Japanese and Swedish.

Although a Chi-square analysis found an unequal distribution for gender across slogan conditions ($\chi^2(3) = 9.11$, p = .028; see Table 1), there are no previous studies on the effect of gender in advertising that give reason to believe that an unequal distribution of gender will influence the results within the context of this study. The background variables for age (F (3, 176) = .88, p = .45) and education ($\chi^2(24) = 34.9$, p = .069) were distributed evenly across slogan conditions.

	Condition						
	4P	4A	8P	8A			
Male	43.2% (19)	15.9% (7)	23.4% (11)	26.7% (11)			
Female	56.8% (25)	84.1% (37)	76.6% (36)	73.3% (34)			
Total	100% (44)	100% (44)	100% (47)	100% (45)			

 Table 1.
 Distribution in % of male and female participants (n) per slogan condition.

3.3 Design

This experiment has a between-subjects design, with slogan length and cognate presence as independent variables. Dependent variables are PC, AC and PI. Slogan length consisted of two levels: 4 words or 8 words. Cognate presence also consisted of two levels: a cognate was either present or absent in the slogan. This resulted in four slogan conditions to

which participants could be assigned. Respondents filled in an online questionnaire in which they were asked to evaluate three advertisements each. They were randomly assigned to one of four conditions and were only shown advertisements that belonged to this particular condition.

3.4 Instruments

PC was measured with a 7-point Likert-scale anchored by 'completely disagree – completely agree' following the statement 'I have fully understood the Spanish slogan in the advertisement' (Raedts, Roozen & De Weerdt, 2019). The statement by Raedts et al. was slightly altered as their study looked at the linguistic elements of a commercial as a whole, whereas the present study only looked at the Spanish slogan in the advertisement.

To measure AC, respondents were asked to translate the Spanish slogan to Dutch without the use of a dictionary or other forms of aid. Responses were independently coded by two coders with the help of a codebook (see Appendix B for the codebook). This is a hybrid codebook that combined the lexical and semantic error rate as described by Felker, Ernestus and Broersma, (2019). Although lexical error rate calculates the proportion of words in the target phrase that are absent in the participant's translation, it does not allow weight to be added to key conceptual elements to test how well a translation conveys the broad meaning of the target phrase. Semantic error rate calculates the proportion of key conceptual elements that are absent in the translation, but does not allow linguistic elements to be scored individually. The hybrid codebook combined elements of both methods as such that every correctly translated word was allocated a number of points, with the relative importance of words reflected in the scoring. For example, verbs and nouns (1.5) weigh more than articles and prepositions (0.5) because as thematic words they are more essential to the understanding of a slogan. In addition, the hybrid codebook takes into account synonyms (translation of fruit can be 'fruit' or 'vruchten'), word combinations (e.g. 'fiesta de frutas' (a party of fruit) can be translated as 'feest van fruit' or 'fruitfeest'), diminutives ('fruitfeestje'), disregards errors in spelling (Gerritsen et al, 2000) and word order as grammaticality does not matter for comprehension. The error rate was calculated based on the number of points appointed for correct translations, with an error rate of 0 representing a perfect translation and 1 representing a completely incorrect translation. Interrater reliability of the variable AC was moderate: $\kappa = .56$, p < .001 (Altman, 1991). In order to increase the replicability of the study, analyses were run using the coding of only one coder as using mean scores would not be

attainable for individual coders. Should the study be replicated, using this coding method allows similar error rates to be obtained.

PI was measured with a 7-point semantic differential scale anchored by 'I would never buy – I would definitely buy' following the statement 'This product...' based on Hendriks et al. (2017). To keep the questionnaire as short as possible to prevent participants dropping out before finishing, one of three questions from Hendriks et al. (2017) was chosen to measure PI. This was possible because the Cronbach's alpha for the three questions was excellent (α = .94). The high internal consistency shows that the three items are closely related and therefore one question is reliable to measure PI.

3.5 Procedure

Respondents were invited to take part in the experiment through convenience sampling. Invitations were sent to the research team's personal and professional network. Connections were asked to individually fill in a questionnaire on the online questionnaire tool Qualtrics (www.qualtrics.com). Participants first read a brief introduction in which they were thanked for their participation but not informed about the actual purpose of the study. As participation was voluntary, participants could withdraw from the questionnaire at any time. Additionally, they were informed about the expected length of the questionnaire which was approximately 5 minutes (300 seconds, the actual mean experiment length was 361 s, SD =694 s). The introduction of the questionnaire concluded with the statement that answers would be processed anonymously and used solely for the purpose of this study, followed by the information of a contact person for questions. No form of incentive or reward was provided.

Subsequently, respondents filled in questions regarding their age, gender, and current or highest received level of education. Moreover, they were asked what FL's they speak and if they had ever attended a Spanish class. Respondents who did not fit the experiment's criteria were redirected towards the end and thanked for their effort. In contrast, respondents that did meet the criteria were shown three advertisements. They were asked to carefully study the advertisements prior to answering the questions and to not make use of a dictionary or other forms of help. The questionnaire ended by thanking the participants for their time and effort, and by debriefing them about the actual purpose of the study (see Appendix C for the full questionnaire).

3.6 Statistical treatment

The collected data was analysed using a two-way multivariate analysis of variance (MANOVA) to test for main effects for slogan length and cognate presence on PC, AC and PI and an interaction between the independent variables. Additionally, Spearman's correlation coefficient (one-tailed) was calculated to measure a possible correlation between the three dependent variables.

4 Results

The main purpose of this study was to investigate the effect of slogan length and cognate presence on the complexity of a Spanish slogan and the PI of Dutch consumers concerning the product advertised with that slogan. Complexity was measured in terms of PC and AC.

A two-way MANOVA with slogan length and cognate presence as factors revealed a main effect of slogan length on PC (F(1, 176) = 11.70, p = .001). Moreover, main effects of cognate presence on PC (F(1, 176) = 21.17, p < .001), and AC (F(1, 176) = 30.08, p < .001) were found. For PI, no main effects were found for slogan length (p = .225) and cognate presence (p = .475). Finally, no significant interaction effects were found between slogan length and cognate presence for the dependent variables (for all variables: all p's > .140).

Univariate analyses found PC for short slogans to be significantly higher (M = 3.82, SD = 1.34) than for long slogans (M = 3.18, SD = 1.26). Moreover, Figure 2 shows that PC was also significantly higher when a cognate was present (M = 3.90, SD = 1.28) than when absent (M = 3.06, SD = 1.26).



Figure 2. Mean perceived comprehension for slogan length and cognate presence. Error bars represent confidence intervals.

Furthermore, univariate analyses for AC in function of error rate, found that the error rate was significantly lower when a cognate was present (M = 0.35, SD = 0.18) as opposed to when a cognate was absent (M = 0.52, SD = 0.23; see Figure 3). Because a low error rate corresponds to a high AC, the results could be reformulated as follows: AC was significantly higher when a cognate was present than when no cognate was present (see Table 1 for means and standard deviations of all three dependent variables). No significant differences in error rate were found for slogan length (p = .873).



- *Figure 3.* Mean error rate for cognate presence and slogan length. Error bars represent confidence intervals.
- Table 1. Mean ratings and scores (and standards deviations) for perceived comprehension (1 = very low comprehension, 7 = very high comprehension), actual comprehension (0 = very low error rate, 1 = very high error rate) and purchase intention (1 = very low purchase intention, 7 = very high purchase intention) in function of slogan length and cognate presence.

	Slogar	n length	Cognate presence		
	Short Long		Present	Absent	
	M (SD)	M(SD)	M(SD)	M (SD)	
Perceived	3.82 (1.33)	3.18 (1.26)	3.90 (1.28)	3.06 (1.26)	
comprehension					
Actual comprehension	.43 (.23)	.44 (.22)	.35 (.18)	.52 (.23)	
Purchase intention	4.04 (1.06)	3.85 (1.05)	3.99 (1.00)	3.89 (1.12)	

A one-tailed Spearman correlation test was performed to test for correlation between PC, AC and PI. A significant negative correlation was found between PC and AC ($r_s = -.61$, p < .001). Because AC was measured as an error rate, a low error rate corresponds to a high AC. Therefore, as PC increased, error rate decreased and AC increased. Similarly, a significant negative correlation was found between AC and PI ($r_s = -.14$, p = .031). As the error rate decreased, the PI increased. Finally, a significant positive correlation was found between PC and PI ($r_s = .37$, p < .001). The PI increased with PC.

5 Conclusion and discussion

The aim of this study was to determine which linguistic factors may affect the complexity of a FL slogan (and thereby the comprehension of that slogan), and the effect of these linguistic factors on the effectiveness of the advertisement in which that FL slogan is used (by measuring the PI).

Returning to the first research question of this study, the effect of linguistic complexity on the PC and AC, and PI should be answered twofold as linguistic complexity was measured in terms of slogan length as well as cognate presence. Firstly, slogan length affects PC as such that the longer the slogan, the more complex the slogan becomes which leads to a lower PC. Secondly, cognate presence was found to have an effect on PC and AC. This effect should be interpreted as follows, the presence of a cognate makes a slogan less complex and causes PC and AC to be higher than when a cognate is absent.

Slogan length

Regardless of cognate presence, short slogans were found to lead to higher PC than long slogans. This confirms hypothesis H1a, which predicted that long slogans would result in lower PC than short slogans. Although an effect of slogan length on PC was found, no significant effects were found for slogan length on AC, which leads us to reject hypothesis H1b which predicted that long slogans would lead to lower AC than short slogans. These results partly concur with studies by Hornikx and Starren (2006) and Hornikx et al. (2010) who found a clear link between complexity, and PC and AC. This difference may be methodologically explained. Whereas in the current study complexity of slogans was linked to linguistics, in Hornikx et al. (2010) it was not. In a borrowed pre-test design from Hornikx and Starren (2006), Dutch participants translated 18 English slogans. For the main experiment, six advertisements were selected: three with slogans that were translated in accordance with the researchers' translations (easy slogans), and three that were incorrectly translated by the majority of the participants (difficult slogans). No information was provided with regards to what made up a correct translation and what made a slogan particularly easy or difficult. Moreover, Hornikx et al. (2010) used a within-subject design and showed participants both easy and difficult slogans, whereas the current study had a between-subjects design and only showed participants one level of complexity across three different advertisements. Future research might combine the research design of Hornikx et al. (2010) and the operationalization of complexity of the current study to investigate if this will yield an effect for slogan length on AC.

Contrary to hypothesis H1c that predicted that long slogans would result in lower PI than short slogans, no effect of slogan length on PI was found, hence disproving the hypothesis. An earlier study by Hornikx et al. (2010) did find this effect: PI was higher for advertisements with easy FL slogans (English) than for advertisements with difficult English slogans. This difference in results could be caused by the FL used. Whereas Hornikx et al. (2010) used the English as FL, the current study used Spanish. Given the Netherlands' high proficiency in English (Education First, 2019) this could have an influence on the effect of difficulty on PI. Dutch participants' comprehension of the English slogans in Hornikx et al. (2010) were likely to be higher than the participants' Spanish comprehension in this study, who were specifically selected for their non-existent Spanish proficiency. Therefore, the content of the English slogans are expected to be understood better in the study by Hornikx et al. (2010) than the Spanish slogans in this study. Consequently, the persuasive intend of English slogans could be more effective and explain the main effect for complexity. Another

possible reason for the difference in results for PI is the very different way in which complexity is operationalized in the current study compared to Horniks et al. (2010) as already discussed in the previous paragraph.

Cognate presence

In addition, slogans with a cognate present resulted in higher PC, regardless of slogan length. Moreover, slogans with a cognate present were found to lead to higher AC, regardless of slogan length. In other words, participants assigned to the 4P and 8P conditions perceived themselves significantly more capable of correctly comprehending the Spanish slogan than participants in the conditions where a cognate was absent in the slogan (4A and 8A). These findings concur with hypotheses H2a and H2b, and are in line with Cheshire and Moser (1994) as well as Kroll and De Groot (1997) who found that comprehension of a FL was higher when cognates are used. The same could apply in this study, where consumers did not know the meaning of a Spanish word in the slogan but were nevertheless able to deduce its meaning because it was cognate in Dutch, ultimately leading to a higher comprehension because of cognate presence.

Correlations between dependent variables

Furthermore, we found several significant relationships between PC, AC and PI. A positive correlation was found between PC and AC. This correlation confirms hypothesis H3, which is in line with similar findings by Hornikx et al. (2010), who also found positive relationships between the PC and AC. When participants thought they correctly translated the slogan, the probability of the translation to be correct was higher.

Additionally, positive correlations were found between PC and PI, and AC and PI. When participants' PC was higher, they were more willing to buy the product advertised. Likewise, participants who were more capable of correctly translating the slogan, were more interested in buying the advertised product. These findings confirm hypotheses H4a and H4b, and are similar to those reported in Raedts et al. (2016) who also found higher PC and AC rates to correspond to higher PI.

The second research question addressed the possible relationships between PC, AC and PI, which were all found to be positive. It should be noted that although there was no significant main effect of the linguistic manipulations on PI, it is possible that an indirect effect of linguistic complexity on PI occurred, as supported by the multivariate effects. Because of the positive correlation between PC and PI, and the fact that linguistically

complex slogans (longer and cognate absent) lead to significantly lower PC, this should also lead to a lower PI. Whereas comprehension is a cognitive process that can objectively be measured (e.g. by means of translation), purchase behaviour is a conative process and involves influencing the behaviour of the consumer (Raedts & Dupré, 2015). PI is subjective as it can depend on the context and we do not know a participant's train of thought before deciding on whether or not they want to buy a product, for example lack of money. Therefore, future research that examines the (indirect) effect of linguistic complexity on PI may be best administered in an interview study to provide a more elaborate image of the factors that may influence PI.

Limitations and suggestions for further research

The present study has several limitations. A first limitation concerns the materials used in the study. The slogans used in the experiment differed not only in terms of complexity (expressed in slogan length and cognate presence), but also in the presence of stylistic aspects that were present in some slogans but absent in others. For example, the Pozuelo slogans all contained parallelism because of the repetition of the word 'todas'. Additionally, the Barritas slogans with a cognate both contained alliteration of the 'f' as initial consonant sound, consonance ('fiesta', 'frutas'), and assonance ('la', 'barra', 'una', 'fiesta', 'frutas'), but the Barritas slogans without a cognate did not. Moreover, assonance could also be found in the Café Olé advertisement in the slogans where a cognate was absent ('La bebida más rica (en todo el mundo))'. The presence of a stylistic aspect in a slogan could influence the PI of a product because it might increase its catchiness or buy appeal. As Kohli et al. (2013) stated, a stylistic aspect such as rhyme "possesses an element of effectiveness that may not be present in a semantically equivalent but nonrhyming phrase". Therefore, future research should try to control for these stylistic aspects within slogan condition as much as possible. Naturally, stylistic aspects would be allowed if present in all slogan versions within one slogan condition as was the case with the Pozuelo slogans.

Another limitation of the study might be the fact participants were asked about their comprehension of the slogan and their PI based on the advertisement, but were not asked to evaluate the advertisements in terms of advertisement preference or likeability. Although the three products advertised were all low-involvement products that were chosen to appeal to the target group, the advertisements themselves differed stylistically. For example, whereas the Barritas advertisement was very bright and festive, the Café Olé advertisement was dark-coloured and minimalistic (see Figure 4). Possibly, this could have led to a particular

preference in participants for a product based on the style of the advertisement rather than the slogan. Future studies are therefore advised to (like Hendriks et al., 2017) design FL advertisements as such that the product is shown on a white backdrop with the slogan in a basic font. This way the advertisements are stylistically the same and therefore ensure that differences in PI can be solely ascribed to the slogan manipulation.



Figure 4. Comparison of advertisement style for Barritas (left) and Café Ole (right).

Finally, the effectiveness of FLA was measured only in terms of PI but no significant effects were found. Future instrumentations may also include variables such as attitude toward the brand as well as appreciation of the slogan and advertisement. Measuring effectiveness of a FL advertisement for these variables may be useful as previous research (Raedts et al., 2016) has already found a correlation between these variables and PI for comprehension and complexity.

Contributions and practical implications of this study

This experiment only sheds a small light on the contribution of linguistic complexity on the effectiveness of FL's in advertising. The approach of this study was to study the effect of two linguistic factors (slogan length and cognate presence) on the complexity of a FL slogan. However, due to the broad scope of linguistic complexity there are numerous other linguistic aspects to be studied in the context of FLA's.

An example of a linguistic aspect that could be studied is word frequency as a measure of complexity, with frequently used words expected to lead to lower complexity (Cheshire & Moser, 1994). Another suggestion is word order as a measure of complexity, with less

complex slogans having similar verb-subject order as the participants' L1 to avoid syntactic complexity, even though this might be grammatically incorrect in the FL. In a study on the effect of word order on listening comprehension Glisan (1985) exposed native English learners of Spanish to three principal word order patterns of Spanish: subject-verb-object, verb-subject-object and object-verb-subject. Findings demonstrated that compared to the other patterns, the subject-verb-object sentences yielded significantly higher comprehension rates, which is a word order that is also frequently used in the English language. Based on this study we can assume that FL slogans with a similar word order as one's L1 might lead to higher comprehension.

Findings from this study provide the start of a theoretical framework on the effect of linguistic complexity on the effectiveness of FL use in marketing communication. Future studies on alternative linguistic factors should further extend and supplement this framework. Moreover, this study provides new insights in the field of linguistics, psycholinguistics specifically. The findings lend support to the psycholinguistic perspective that linguistically complex language is more difficult to understand than linguistically simple language. Contrarily, the findings do not provide evidence for the sociolinguistic perspective that stresses the minor role of comprehension in ad effectiveness, as low comprehension did not lead to higher PI as a measure of advertisement effectiveness. Finally, this study has attempted to integrate academic insights from both the business and linguistic domain by incorporating insights from marketing and advertising with applied linguistics, sociolinguistics and psycholinguistics.

6 Literature

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7 Appendices

7.1 Appendix A – advertisements

Appendices 7.1.1 to 7.1.12 show the twelve advertisements used in the online questionnaire for Barritas, Pozuelo and Café Olé.

- Appendices 7.1.1 7.1.3 show the advertisements for the 4P condition.
- Appendices 7.1.4 7.1.6 show the advertisements for the 4A condition.
- Appendices 7.1.7 7.1.9 show the advertisements for the 8P condition.
- Appendices 7.1.10 7.1.12 show the advertisements for the 8A condition.

7.1.1 Condition 4P: Barritas



7.1.2 Condition 4P: Pozuelo



7.1.3 Condition 4P: Café Olé



7.1.4 Condition 4A: Barritas



7.1.5 Condition 4A: Pozuelo



7.1.6 Condition 4A: Café Olé



7.1.7 Condition 8P: Barritas



7.1.8 Condition 8P: Pozuelo



7.1.9 Condition 8P: Café Olé



7.1.10 Condition 8A: Barritas



7.1.11 Condition 8A: Pozuelo



7.1.12 Condition 8A: Café Olé



7.2 Appendix B - Codebook

Product	Condition	Slogan	Translation	Rating
Barritas	(4P) 4 words, cognate present	una fiesta de frutas	een / het / de feest(je) / festijn van / aan vruchten / fruit	0.5 1.5 0.5 1.5
			Alternatives fruitfeest(je) vruchtenfeest(je) fruitig feest(je) fruitfestijn feestelijke	Total = 4 3.5 3.5 3.5 3.5 1.5
			Exclude festiviteit festival viering fuif genot met voor	
	(4A) 4 words, cognate absent	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) smaaksensatie	3.5 1.5
	(8P) 8 words, cognate present	la barra que es una fiesta de frutas	de / het / een reep / bar / reepkoek die / welke / dat is / bevat een feest / feestje van / aan fruit / vruchten	0.5 1.5 0.5 1.5 0.5 1.5 0.5 1.5
			Alternatives fruitfeest(je) vruchtenfeest(je) fruitig feest(je)	Total = 8 3.5 3.5 3.5

			fruitfestijn feestelijke	3.5 1.5
	(8A) 8 words, cognate absent	la barra que es una fiesta de sabores	de / het / een reep / bar / reepkoek die / welke is / bevat een feest / feestje van / aan smaken / smaak	0.5 1.5 0.5 1.5 0.5 1.5 0.5 1.5 Total = 8
			Alternatives smaakfeest(je) smaakpapillen smaaksensatie	3.5 1.5 1.5
Pozuelo	(4P) 4 words, cognate present	todas dulces, todas perfectas	allemaal / allen zoet(ig) / zoetigheid allemaal perfect(ie) / uitmuntend / uitstekend	0.5 1.5 0.5 1.5
			Alternatives Zoetste	Total = 4 1
			Exclude <i>Todas</i> Heel / helemaal / alles / altijd / enorm / totaal	
			<i>Dulces</i> Zacht / lekker	
			<i>Perfectas</i> Lekker / smakelijk / heerlijk / appetijtelijk / verrukkelijk	
	(4A) 4 words, cognate absent	todas dulces, todas bonitas	allemaal / allen zoet(ig) / zoetigheid allemaal mooi / prachtig / aantrekkelijk	0.5 1.5 0.5 1.5
			Alternatives Zoetste	Total = 4 1
			Exclude <i>Todas</i> Heel / helemaal / alles / altijd /enorm / totaal	

		<i>Dulces</i> Zacht / lekker	
		Bonitas Lekker / smakelijk / heerlijk / appetijtelijk / verrukkelijk (refers to taste > bonitas generally refers to beauty)	
		Goed	
(8P) 8 words, cognate present	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
		Alternatives Zoetste	Total = 8 1
		Exclude <i>Todas</i> Heel / helemaal / alles / altijd / enorm / totaal	
		<i>Dulces</i> Zacht / lekker	
		<i>Perfectas</i> Lekker / smakelijk / heerlijk / appetijtelijk / verrukkelijk	
(8A) 8 words, cognate absent	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 0.5 1.5 Total = 8
		Alternatives Zoetste	1
		Exclude <i>Todas</i> Heel / helemaal / alles / altijd / enorm / totaal	

			<i>Dulces</i> Zacht / lekker <i>Bonitas</i> Lekker / smakelijk / heerlijk / appetijtelijk / verrukkelijk Goed	
Café Olé	(4P) 4 words, cognate present	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 Total = 4 2
	(4A) 4 words, cognate absent	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
	(8P) 8 words, cognate present	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	0.5 1.5 0.5 1.5 2 0.5 0.5 0.5 1.5 Total = 7 1 3

		Wereldsmaak	1
		Exclude: over complete intense verrijkt	
(8A) 8 words, cognate absent	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
		Alternatives Ter Wereldse koffie Wereldsmaak	1 otal = 7 1 3 1
		Exclude: over complete verrijkt	

7.3 Appendix C – online questionnaire Thesis survey

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

Wat is je geslacht?

🔿 Man

○ Vrouw

○ Anders

Wat is je leeftijd?

Wat is je huidige of hoogst afgeronde opleiding?
○ Basisonderwijs
O Middelbare school: VMBO
O Middelbare school: HAVO
O Middelbare school: VWO
O Middelbaar Beroepsonderwijs: MBO (alle niveaus)
O Bachelor: HBO
O Bachelor: WO
O Master: HBO
O Master: WO
○ PhD
Is Nederlands je moedertaal? (Is Dutch your native language?)
◯ Ja
○ Nee

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

Heb je weleens Spaanse les gehad?

🔾 Ja

○ Nee

End of Block: Demographics

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: Barritas: With cognate / 4 words



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

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



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

Dit product								
\bigcirc	O 1	\bigcirc 2	\bigcirc 3	\bigcirc 4	O 5	0 6	\bigcirc 7	0
O Zo u ik nooit willen kopen	0	0	0	0	0	0	0	O Zo u ik zeker willen kopen

End of Block: Barritas: With cognate / 4 words

Start of Block: Pozuelo: With cognate / 4 words



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

"Ik heb de Spaanse slogan in de advertentie begrepen." \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc 1 2 3 4 5 7 6 O Gehe) Gehe \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc el el eens oneens

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

Dit product							1	
0	\bigcirc 1	O 2	\bigcirc 3	\bigcirc 4	O 5	0 6	\bigcirc 7	\bigcirc
O Zo u ik nooit willen kopen	\bigcirc	0	0	0	0	0	\bigcirc	O Zo u ik zeker willen kopen

End of Block: Pozuelo: With cognate / 4 words

Start of Block: Cafe Ole: With cognate / 4 words



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

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



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

Dit product								
\bigcirc	\bigcirc 1	\bigcirc 2	\bigcirc 3	\bigcirc 4	O 5	0 6	\bigcirc 7	0
O Zo u ik nooit willen kopen	\bigcirc	0	0	0	0	0	0	O Zo u ik zeker willen kopen

End of Block: Cafe Ole: With cognate / 4 words

Start of Block: Barritas: Without cognate / 4 words



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

"Ik heb de Spaanse slogan in de advertentie begrepen." \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc 2 3 4 5 7 1 6 O Gehe) Gehe \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc el el eens oneens

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

Dit product							I	
0	\bigcirc 1	O 2	\bigcirc 3	\bigcirc 4	O 5	0 6	\bigcirc 7	\bigcirc
O Zo u ik nooit willen kopen	\bigcirc	0	0	0	0	0	\bigcirc	O Zo u ik zeker willen kopen

End of Block: Barritas: Without cognate / 4 words

Start of Block: Pozuelo: Without cognate / 4 words



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

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



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

Dit product								
\bigcirc	\bigcirc 1	\bigcirc_2	\bigcirc 3	\bigcirc 4	O 5	0 6	\bigcirc 7	\bigcirc
O Zo u ik nooit willen kopen	\bigcirc	0	0	0	0	0	0	O Zo u ik zeker willen kopen

End of Block: Pozuelo: Without cognate / 4 words

Start of Block: Cafe Ole: Without cognate / 4 words



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

"Ik heb de Spaanse woorden en uitdrukkingen in de advertentie begrepen." \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc 2 3 4 5 7 1 6 O Gehe) Gehe \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc el el eens oneens

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

Dit product							I	
\bigcirc	\bigcirc 1	O 2	\bigcirc 3	\bigcirc 4	O 5	0 6	\bigcirc 7	\bigcirc
O Zo u ik nooit willen kopen	\bigcirc	0	0	0	0	0	\bigcirc	O Zo u ik zeker willen kopen

End of Block: Cafe Ole: Without cognate / 4 words

Start of Block: Barritas: With cognate / 8 words



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

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



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

Dit product								
\bigcirc	O 1	\bigcirc 2	\bigcirc 3	\bigcirc 4	\bigcirc 5	0 6	O 7	\bigcirc
O Zo u ik nooit willen kopen	0	0	0	0	0	0	0	O Zo u ik zeker willen kopen

End of Block: Barritas: With cognate / 8 words

Start of Block: Pozuelo: With cognate / 8 words



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

"Ik heb de Spaanse slogan in de advertentie begrepen." \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc 1 2 3 4 5 7 6 O Gehe) Gehe \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc el el eens oneens

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

Dit product								
\bigcirc	\bigcirc 1	\bigcirc 2	\bigcirc 3	\bigcirc 4	O 5	0 6	\bigcirc 7	\bigcirc
O Zo u ik nooit willen kopen	\bigcirc	0	0	0	0	0	\bigcirc	O Zo u ik zeker willen kopen

End of Block: Pozuelo: With cognate / 8 words

Start of Block: Cafe Ole: With cognate / 8 words



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

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



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

Dit product								
\bigcirc	O 1	\bigcirc 2	\bigcirc 3	\bigcirc 4	O 5	0 6	\bigcirc 7	0
O Zo u ik nooit willen kopen	0	0	0	0	0	0	0	O Zo u ik zeker willen kopen

End of Block: Cafe Ole: With cognate / 8 words

Start of Block: Barritas: Without cognate / 8 words



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

"Ik heb de Spaanse slogan in de advertentie begrepen." \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc 2 3 4 5 7 1 6 O Gehe) Gehe \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc el el eens oneens

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

Dit product							1	
0	\bigcirc 1	O 2	\bigcirc 3	\bigcirc 4	O 5	0 6	\bigcirc 7	\bigcirc
O Zo u ik nooit willen kopen	\bigcirc	0	0	0	0	0	\bigcirc	O Zo u ik zeker willen kopen

End of Block: Barritas: Without cognate / 8 words

Start of Block: Pozuelo: Without cognate / 8 words



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

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



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Dit product								
\bigcirc	\bigcirc 1	\bigcirc_2	\bigcirc 3	\bigcirc 4	O 5	0 6	\bigcirc 7	\bigcirc
O Zo u ik nooit willen kopen	\bigcirc	0	0	0	0	0	\bigcirc	O Zo u ik zeker willen kopen

End of Block: Pozuelo: Without cognate / 8 words

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



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

"Ik heb de Spaanse slogan in de advertentie begrepen." \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc 2 3 1 4 5 7 6 O Gehe) Gehe \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc el

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

Dit product							1	
0	\bigcirc 1	O 2	\bigcirc 3	\bigcirc 4	O 5	0 6	\bigcirc 7	\bigcirc
O Zo u ik nooit willen kopen	\bigcirc	0	0	0	0	0	\bigcirc	O Zo u ik zeker willen kopen

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

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 (<u>M.C.vanWel@student.ru.nl</u>).

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