

National, Regional, Emotional

Research into the effect of using a standardised language or a regional language on its perceived emotional intensity and its effect in advertising.

Abstract

Previous research has demonstrated a dampening effect of perceived emotional intensity of second language (L2) as opposed to first language (L1) use. This study is the first to expand the scope to encompass languages that are even closer to home. This study provides research into the difference in emotional intensity between a standard and a regional language. Moreover, it also contributes to a novel field of marketing research by analysing the effect of using a standard or regional language in written advertisements employing emotional or neutral appeals for influencing the attitude towards the advertisement and organisation and the intention to use a product or service. This study used participants who spoke Dutch as a standard language and Limburgian (regions middle and north) as a regional language. The research was conducted through an online survey that contained two sets of materials. The first set of materials consisted of eight emotional statements (e.g., I love you, I hate you) in both the standard language and the regional language in order to analyse whether there is a difference in the perceived emotional intensity between the two languages. Participants were asked to indicate how emotional they perceived each statement. Furthermore, the second set of materials included four advertisements promoting the use of the train in the Netherlands. All advertisements contained a different combination of language (standard vs. regional) and type of appeal (emotional vs. neutral). Participants were randomly shown one of the four advertisements and were asked to indicate their attitude towards the product, attitude towards the organisation and their intention to use the service. Results indicate that there is a significant difference between the perceived emotional intensity of the standard language as opposed to the regional language. As hypothesised, the regional language was perceived as more emotional. Moreover, the advertisements in the regional language had the tendency to lead to a more positive attitude towards the advertisement and organisation and to a higher intention to use. In addition, emotional appeals were significantly more effective than neutral appeals for influencing the attitude towards the advertisement and organisation. Contrary to what was expected the regional language effect was not greater for advertisements using emotional appeals as opposed to neutral appeals. For the variable attitude towards the advertisement there was a significant interaction present. However, this interaction went in the opposite direction of what was expected as it indicated that the advantage of using Limburgian in an advertisement was greater for the neutral appeals as opposed to the emotional appeals. Based on the significant results, this study serves a starting point into a novel domain of research by expanding the scope and paving the way for future research focused on regional and stand language use in advertising.

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1. Introduction

Nelson Mandela once said “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart” (Mandela, n.d. in Noah 2017, p. 236). A quote in which Mandela seems to describe the difference in emotional resonance between languages. According to previous research many bilinguals frequently report greater emotional intensity in their first language (L1) as compared to a second language (L2) (e.g. Caldwell-Harris & Dinn, 2008; Deweale, 2008; Eilola & Havelka, 2010). Communicating in an L2 can therefore have a dampening effect on perceived emotionality. Worldwide there is a vast variety of dialects and regional languages (Eberhards et al., 2022). Surprisingly, no research has been conducted studying the role of dialects and regional languages in relation to the emotional intensity of language. This while many regional language speakers indicate that they perceive their regional language as an official language, state that this is the language they feel most comfortable in and would consider it their first language (Nortier, 2014). For that reason one could wonder if communicating in a regional language would lead to a greater emotional intensity as opposed to communicating in a standard language. Providing a deeper understanding of the role of regional languages and dialects on the perceived emotional intensity of language could contribute to existing theories about the causes and consequences of this dampening effect. Moreover, it could extend research into language emotionality to encompass a language that is even closer to home than what is now described as the “native” language.

In addition, the strategic use of emotions for persuasion is prominent in many fields. Expanding the foreign language theory to include regional languages or dialects could be beneficial for several sectors in which emotions and communication play an important role. A sector in which emotions are often used strategically is the marketing sector. Emotional appeals are a popular marketing tool that have proven to be effective (e.g. Albers-Miller & Stafford, 1999; Akbari, 2015; You, Zhang & Komaya, 2013). Moreover, the choice of language also has an effect on the persuasiveness of a message (e.g. Hornikx, van Meurs & Hof, 2013). The display of a foreign language in advertising can have positive effect on the attitude towards the product, the purchase intention and memory of the ad (Hornikx, van Meurs & Hof, 2013; Luna & Peracchio, 2001). Furthermore, research into the use of minority languages in advertising indicates that the display of this minority language can result in a more positive attitude towards an organisation (Koslow et al., 1994). Consequently, as the choice of language and the use of emotional appeals can have an effect on the persuasiveness of a message and as language can have an effect on the perceived emotional intensity of a message, one could argue that this potentially creates an interesting intersection.

However, there has been little to none research conducted covering this intersection between language and emotional appeals. A study by Puntoni et al. (2009) found that marketing slogans are perceived as more emotional when expressed in a consumers' native language versus their second language. These results imply an important connection between language choices and emotionality in marketing. Yet this connection remains unexplored. Researching the relation between regional language use, emotionality and the strategic use of emotions in marketing could lead to novel insights about the persuasive effectiveness of advertisements. In addition, it could also result in new marketing strategies for countries that are home to many different dialects and regional languages.

In conclusion, the role of regional languages or dialects in relation to emotional intensity and marketing has long remained unexplored. A greater understanding of the possible difference in emotional intensity between a standard language and a regional language or dialect can contribute to existing theories by expanding the scope to include a more diverse set of languages. Moreover, it could lead to new theoretical and practical implications for sectors in which language and emotion play an important part, such as in marketing communication. This study aims to bridge to existing research gap and provides research into the difference in emotional intensity between a standard and a regional language. Moreover, this research also studies the effect of standard or regional language use in written advertisements employing emotional or neutral appeals for influencing the attitude towards the advertisement and organisation and the intention to use a product or service. The present research focuses on regional language speakers in the Netherlands, as this country is home to a wide variety of regional languages and dialects (Bennis, 2012). One experiment consisting of two parts is conducted in order to answer the posed research questions. The first part consisted of a within-subject experiment in which participants were asked to indicate the emotional intensity set of statements in both the standard and regional language based on Harris (2004). The second part of the experiment consisted of a between-subject design in which participants were randomly assigned to one of four conditions that each display a different combination of the type of appeal and language used. The results are discussed and limitations and recommendations are given.

2. Theoretical framework

2.1 Regional languages

Even though there are only 195 officially recognized countries in the world, there are 7.151 languages known to be spoken today (Kershner, 2020; Eberhard et al., 2022). However, this number is constantly changing and might be just a fraction of how diverse the world in reality is in terms of language (Eberhard et al., 2022). One explanation for the discrepancy between the number of countries and the number of languages worldwide is that besides from the official standard language of a country there is a vast variety of regional languages and dialects. For example, in Spain the official state language is Castilian (Spanish), but aside from the state language there are four co-official languages (Basque, Catalan, Valencian, and Galician) and many more unofficial regional languages and dialects (Gulnara, 2014).

The European Charter for Regional or Minority languages defines a regional or minority language as *“a language that is traditionally used with a given territory of a State by nationals of the State who form a group numerically smaller than the rest of the State’s population; they are different from the official language(s) of the state. It does not include either dialects of the official language(s) or the languages of migrants”* (Council of Europe, 1992, p. 2). This definition is solely focused on regional languages and excludes dialects. However, the national language landscape is of course enriched by the vast number of dialects that can be spoken within a country. The definitions provided for dialects are often to a certain degree similar to those of regional languages. A dialect is also defined as a form of speech that is different from the standard language of a country, however it is not seen as a language on its own but rather as a variation of a standard language particular to a certain territory (Wurm & Laycock, 1961; Siegel & Hargrove, n.d.). Moreover, a dialect is often also defined as an unwritten language without written literature (Wurm & Laycock, (1961)

In addition, another country that is home to a large variety in languages is the Netherlands. The majority language or standard language in the Netherlands is Dutch. In addition, there are two other legally recognised languages, Frisian and Dutch Sign Language, and two officially recognised regional languages, Low Saxon and Limburgian (Ministerie van Binnenlandse Zaken en Koninkzrelaties, 2021). The officially recognized regional languages are not standardized and contain many different dialects and variations. In addition, more dialects can be distinguished within the Netherlands such as Brabants, Zeeuws and Hollands (Bennis, 2012). Bennis (2012.) poses that it is nearly impossible to indicate how many dialects are spoken in the Netherlands as it is highly dependent on how one defines a dialect. According to Bennis (2012), the number of dialects in the

Netherlands could range from 4 to 613 or more. Since the Netherlands has an extremely diverse linguistic landscape, this country was chosen as the subject for this research.

Regional languages and dialects are often of special meaning to their speakers. Many regional language speakers indicate that they perceive their regional language as an official language, state that this is the language they feel most comfortable in and would consider it their mother-tongue (Nortier, 2014). Jaspal (2009) states that the mother tongue of a person is an especially important aspect of one's identity. Furthermore, language can signal both where a person is from geographically and aspects of who a person is socially (e.g. social class) (Ghafournia, 2014). In addition, besides from the role language plays in one's own (social) identity it also plays a crucial role in group membership (Jaspal, 2009). In particular, language can have the power to form specific in-groups and out-groups (Barner-Rasmussen & Björkman, 2007). A theory that provides more insights in the mechanisms of group forming is the social identity theory as explained by Tajfel (1982). Social identity theory posits that group membership can function as base from which members can derive a positive self-identity and distinguish themselves from non-members (Tajfel, 1982). The creation of these in-groups (members) and out-groups (non-members) has an impact on the attributes one prescribes to members and non-members (Barner-Rasmussen & Björkman, 2007). In other words, language is more than a communicative tool as it influences one's (social) identity and group membership. One could argue that this is not limited to standard languages as regional language speakers indicate that they view their regional language as their first language. Therefore, a regional language or dialect can have a special (social) meaning to an individual and to a group.

2.2 Emotional intensity and second language use

Previous research has shown that many bilinguals frequently report greater emotional intensity in their L1 compared to a L2 (Caldwell-Harris & Dinn, 2009). A study by Dewaele (2008) researched the difference in the perceived emotional weight of the phrase 'I love you' between a first and a second language. The majority of the participants in this study reported a higher emotional intensity for the phrase 'I love you' in their first language compared to a second language. Moreover, Eilola and Havelka (2010) measured skin conductance levels of native and non-native participants during Stroop tasks that used emotional and taboo words. They found that native English speakers had a higher level of arousal produced by negative English taboo words than non-native speakers. Research by Garrido and Prada (2018) produced similar results in their study. They found that first-language words were rated as more familiar and extreme in valence than second-language words — here only negative words were observed to lead to an increase of emotional intensity.

Possible explanations for the difference in emotionality between a L1 and L2 have also been studied (extensive review in Caldwell-Harris, 2015). The first explanation is the degree of proficiency in the second language (Eilola & Halvelka, 2010). When an individual is more proficient in both languages the difference in perceived emotionality has the tendency to be lower. In addition, research by Dong et al. (2005) showed that a higher second language proficiency in general resulted in a higher conceptual representation of emotions across languages. However, not all previous research indicates a great influence of proficiency on the level of emotionality of a language. The researchers Opitz and Degner (2012) state that a second language will never achieve the same emotional intensity as a mother tongue regardless of how perfectly an individual knows the emotional meaning of its words.

The second explanation for the dampening effect on perceived emotional intensity when using a second language is the frequency with which both languages are used and the automaticity of lexical access (Caldwell-Harris, 2015). When a language is used less frequently or when there is a weaker automaticity of lexical access this can lead to a greater dampening effect of emotion in an L2 compared to an L1. Caldwell-Harris (2015) states that proficiency and frequency of use should not be viewed as root causes as two bilinguals with similar proficiency and frequency of use could still report different levels of emotional intensity.

Thirdly, the age of learning a specific language is also considered to influence the perceived emotional intensity of a language (Caldwell-Harris, 2015). Based on a review of multiple studies Harris et al. (2006) conclude that the dampening effect on emotional intensity when communicating in an L2 only occurred when the L2 was learned after the age of 7. The languages that were learned before the age of 7 did not elicit different patterns in terms of emotional arousal. A potential explanation for this is the development of language and emotional regulation within children. During early childhood the emotional regulation system and the language skills of a child are developing (Bloom & Beckwith, 1989). Eisenberg et al. (2005) state that it is probable that language skills and emotional regulation affect one another. Language skills provide crucial tools for the comprehension and regulation of children's emotions and in its turn, the development of this emotional regulation enriches the meaning of the language and can lead to advanced language skills (Eisenberg et al., 2005). One could argue that when learning a language later in life this connection between emotional representation and language is perhaps shallower — the emotional regulation system is already developed and the connection will perhaps be less thorough.

A fourth explanation, that is of particularly interesting in the context of regional and standard language use, is the context of learning and use theory (Harris et al., 2006). The context of learning and use theory proposes that the context and process in which a first and second language are learned

have a great influence on the emotional intensity of this language. A first language is often learned in a naturalistic setting. In this situation, the first language is deeply connected with emotional contexts, familiar situations and personal relationships. Therefore, the meaning of the language will be associated with innumerable emotional settings and experiences (Harris et al., 2006). In contrast, a second language is often learned in a professional or academic setting — for example, learning Spanish in school. Instead of having a connection between emotional experiences and language, language now will have a connection to a learning environment focused on control. This difference in connection has the tendency to lead to a lower emotional intensity of the second language (Harris et al., 2006). In support of this theory, a study by Dewaele (2004) researched negative swear words and taboo words in a second language and found that participants who learned a language in a naturalistic setting perceived them as more emotional than participants who learned a language in an instructed or institutional setting. In addition, building on this theory Puntoni et al. (2009) propose a language-specific episodic trace theory of language emotionality. Episodic trace theory is built upon the belief that every experience leaves a separate episodic trace in memory that are integral to later perception. The authors argue that episodic traces may also contain L1 or L2 lexical representations that are dependent upon the language in which an event was originally experienced. As, in general, most emotional events are experienced in L1 this could contribute to the higher perceived emotionality in this language.

Moreover, the context of learning and use theory and the episodic trace theory could potentially support the idea that there is a difference in perceived emotional intensity between a standard language and a regional language. Regional language speakers often learn how to speak their regional language by their parents or guardians and speak this language within familiar settings. The regional language could therefore be connected to countless emotional experiences and memories. In contrast, the standard language could be connected to an academic setting. For example, in the Netherlands children are obligated to speak standard Dutch at their schools and Dutch is also a mandatory school subject. The context in which people learned and spoke their regional and standard language could therefore possibly influence their perceived emotional intensity. However, following the age of learning theory the difference in emotional intensity between the standard and regional language could be diminished as Caldwell-Harris (2014) states that the dampening effect of language is mainly found when a second language is learned after early childhood. Expanding the scope of research into emotionality differences between L1 and L2 use to encompass standard and regional languages has the potential to contribute to a better understanding of this phenomenon and its causes. In specific, the results could provide new insights in the relation between age of learning theory and the context of learning and use theory.

2.3 Emotion in advertising

Understanding the role of language on perceived emotional intensity can be of great importance as emotion can be a key factor in influencing attitudes and making decisions (e.g. Petty & Briñol, 2014; Schwarz, 2000). Petty and Briñol (2015) delved further into the underlying mechanisms behind the use of emotion to change attitudes by proposing the elaboration Likelihood Model (ELM). The ELM explains that changes in judgement processes and attitudes are dependent on several psychological processes that are reliant on the degree of elaboration used when a person is being influenced (Petty & Briñol, 2015). Petty and Briñol (2015) suggest that emotions influence attitudes differently depending on how much thinking is used. For example, when thinking is constrained to be low (ability to think is low because distracting factors constrain the thinking process) emotions influence the attitude through relatively simple processes as opposed to when thinking is constrained to be high (ability to think is high, for example when motivation to process is high). Their research provides a new perspective about the way emotions influence attitudes. Moreover, emotion also plays an important role in the decision-making process (e.g. Schwarz, 2000). The way a person feels prior to, during and after the decision making has an influence in the process (Schwarz, 2000; Johnson & Tversky, 1983; Yuen & Lee, 2003). In addition, deciders can also be influenced by the anticipation of a certain emotion that fits a possible outcome (Schwarz, 2000). Individuals have the tendency to make decisions that avoid negative emotions or that guarantee positive emotions (Bell 1982; Loomes & Sugden, 1986).

As emotion plays an essential part in decision making and attitude forming it can also be used as an effective tool for influencing consumers. In marketing communication various persuasive appeals are used. According to Jovanović, Vlastelica and Kostić (2016) advertising appeals can be divided into two categories — emotional appeals and informational appeals (also called rational appeals). Emotional appeals attempt to influence consumers by making them feel a certain way about a product or service and is thus reliant on emotions for effectiveness (Albers-Miller & Stafford, 1999). According to Long Yi (2011) emotional appeals are aimed at meeting a consumers' psychological, social or symbolic needs. This type of appeal can include negative emotions like fear, guilt and shame, or positive emotions like love, humour, pride and joy (You, Zhang & Koyama, 2013). On the other hand messages with informational appeals highlight the characteristics of a product — such as product quality, efficiency of use and benefits of usage (Kotler & Armstrong 2012 in Jovanović, Vlastelica and Kostić 2016).

Research into the effectiveness of emotional and informational appeals has gained substantial attention over the past years. Nonetheless, there is no clear indication which type of appeal is the most

effective. On one hand research suggests the effectiveness of emotional appeals over informational appeals. Teichert et al. (2018) researched the effectiveness of both informational and emotional appeals to create a framework to aid advertisers to choose the appropriate type of appeal for their message. The results of the study by Teichert et al. (2018) indicated that for almost all marketing objectives emotional appeals were more effective. In addition, You, Zhang and Komaya (2013) researched the use of emotional and informational appeals in logos. They found that although most people indicated they valued informational appeals higher, the emotional appeals were tested as more effective for influencing purchase intentions. Furthermore, emotional appeals can also have a positive effect on brand positioning, recognition, positive association and higher advertisement and brand recall (Panda et al., 2013). Panda et al. (2013) emphasise the effective role of emotional appeals on strategic bonding between a consumer and a brand. A stronger brand-consumer bond can lead to higher brand loyalty and reduced price-sensitivity (Panda et al., 2013).

On the other hand studies highlight the effectiveness of informational or rational appeals. Stafford and Day (1995) analysed the effectiveness of rational and emotional appeals on the attitude towards an advertisement. Their results indicate that in general informational appeals generated a more positive attitude towards the advertisements than emotional appeals. The authors state that informational appeals can reduce uncertainty and perceived risk that are associated with the purchase of a product or service. Stafford and Day (1995) tentatively conclude that the category of a product or service does not determine the effectiveness of an appeal type as in general informational appeals are more effective. Moreover, Golden and Johnson (1983) researched thinking (informational appeals) and feeling (emotional appeals) advertisements and found that the thinking advertisements with informational appeals had the tendency to be perceived as more likeable, providing more (useful) information and resulted in higher purchase intentions than the advertisements with emotional appeals.

However, a large category of studies suggest that the success of an appeal type could be dependent on several other factors such as the type of product or service, culture and gender (e.g. Akbari, 2015; Albers-Miller & Stafford 1999; Schiffman & Kanuk, 2004). A study by Akbari (2015) showed the importance of product type on the effectiveness of appeals. Results indicate that for low involvement products, products that are bought without much thought, emotional appeals are more effective than informative appeals. Moreover, Albers-Miller and Stafford (1999) analysed the use of appeal types across cultures and suggest that culture plays a significant role in the effectiveness of the type of appeal in advertising — for example, in cultures that value group membership over individualism emotional appeals that are relating to belonging and affiliation were most effective. In addition, Jovanović, Vlastelica and Kstić (2016) found that the effectiveness of the type of advertising

appeal for influencing purchase intention is dependent on the characteristics of a consumer. Their results indicate that emotional appeals are generally more effective for increasing the purchase intention of women, while for men rational appeals appear to be more effective.

All in all, emotion plays an important role in influencing attitudes and behaviour and is widely used as a persuasive marketing tool. Nonetheless, there is an ongoing debate about the effectiveness of emotional appeals versus informational or rational appeals in advertising. Nonetheless, it appears that in most recent studies emotional appeals were generally more effective than informational appeals. Moreover, the effectiveness can also be dependent on or moderated by several factors such as culture, gender and product type. Nonetheless, emotional appeals have proven their effectiveness. Knowing that the perception of emotion can be influenced by language one could wonder how language choices in combination with the use of emotional appeals influence the effectiveness of the persuasive attempt.

2.4 Language in advertising

Aside from the type of appeal, the choice of language has an effect on the persuasiveness of a message on its own as well. Previous research has shown that foreign-language display is extremely common in advertising (Hornikx, van Meurs & Hof, 2013). The display of a foreign language in advertising can have positive effect on the attitude towards the product, the purchase intention and memory of the ad (Hornikx, van Meurs & Hof, 2013; Luna & Peracchio, 2001). Moreover, previous research has focused on advertising language when targeting. Luna and Peracchio (1999) state that it is preferred to advertise in a bilingual's L1 because of the easier comprehension and processing of the message resulting in a better recall of the message. In addition, Noriega and Blair (2008) emphasise the importance of identity and in-group versus out-group on the persuasiveness of the advertisement for bilinguals. Based on previous research Noriega and Blair (2008) suggest that advertisements are more likely to be persuasive when the bilingual consumers can identify with the content, for example, on the basis of the language.

While advertisers frequently use a foreign language when advertising due to its effectiveness, it could also potentially function as a moderator for the effectiveness of the used emotional appeals, which in turn could diminish the overall persuasiveness of the advertisement. According to Leonidou and Leonidou (2009) the degree of persuasiveness of an emotional appeal is dependent on the level of emotional intensity it conveys. As second language use can dampen the emotional intensity of a message, advertisements that use both a foreign language and emotional appeals create an interesting intersection. Puntoni et al. (2009) studied the effect of first or second language use on the emotional intensity of advertising language. Following the Episodic Trace theory the researchers proposed that

textual information in marketing slogans could potentially activate memories and feelings of emotions experienced in same-language contexts. In general, the number of memories in an L1 context outnumbers the events experienced in an L2 and this could lead to a difference in perceived emotional intensity. Puntoni et al. (2009) conducted five different experiments to determine the link between advertising language and emotional intensity. Their results show that marketing slogans are perceived as more emotional when expressed in a consumers' native language versus their second language due to episodic memory and the difference between L1 and L2 frequency of use. Moreover, their results indicate that the emotional advantage of L1 use is not explained by the difference in comprehension between the L1 and L2. Another interesting finding by Puntoni et al. (2009) is that when a concept is predominantly encountered in L2 language contexts the effect was observed to be reversed, resulting in L2 words being rated as more emotional than L1 words. This finding appears to support the context of learning theory and the episodic trace theory as in this case the emotional memories are linked to the L2 instead of the L1. Even though research into the effectiveness of advertising language for targeting bilingual often suggests that the mental associations and emotions connected to different languages have an effect on response to advertising (e.g. Santello, 2013), Puntoni et al. (2009) have been the only researches to have conducted actual research in this field. Moreover, the interaction between language and type of appeal on the persuasive effectiveness of a message remain currently undiscovered.

When comparing a standard language to a regional language one could argue that for regional language speakers the regional language serves as the L1 and the standard language as the L2. Therefore, it is possible that marketing communication in the native, standard language leads to a different effectiveness for regional language speakers as opposed to those for who the native language is their L1. Changing advertising language to the regional, hyper-local language could potentially increase the perceived emotional intensity of the advertisement. However, the influence of using a regional language or dialect in advertising has received limited attention. Most research has focused on the role of accentedness in spoken advertisements (e.g. Hendriks, van Meurs & Behnke, 2019) and has paid no attention to its effects on emotionality.

A study by Koslow et al. (1994) did focus on the effect of using advertisements targeted at minority subcultures in their ethnic language. They researched Hispanic consumers in the USA and found that Spanish-language advertising increased their perception that the advertisers were sensitive towards Hispanic culture and people, and this in turn improved the attitude of these consumers towards the advertisement. Surprisingly, the attitude decreased when advertising was exclusively Spanish as this possibly evoked Hispanic insecurities about language use. The research by Koslow et al. (1994) illustrates that using a minority language could possibly have a positive effect on the

attitude towards the advertisement. More research into the use of minority or regional languages, and particularly in combination with emotional appeals, could therefore be beneficial for the success and optimisation of an advertisement

2.5 Proposed research

The use of a second language can have an influence on the degree of emotional intensity a person experiences (Caldwell-Harris & Dinn, 2008). In previous research it has been demonstrated that using a second language can dampen emotional intensity (Caldwell-Harris & Dinn, 2008). However, these studies have all used official state languages and there has been no attention for the role of regional languages and dialects yet. This, while worldwide there are many more languages spoken than solely the official state languages, making the scope for possible implications far reaching (Eberhard et al., 2022). Following the context of learning and use theory and episodic trace theory one could argue that there could indeed be a difference in the perception of emotional intensity between a standard language and a regional language or dialect. Extending the context of learning and use theory to not only explain L1 and L2 differences but also regional and standard language differences could potentially be an important theoretical contribution. Moreover, understanding more about the influence of dialects or regional languages on the emotional intensity of a message could also have important practical implications — in particular, for several sectors in which emotions and language play an important role. One of these sectors is marketing, in which emotion is often used as a tool in advertising. Additionally, previous research has shown that the use of minority languages could have a positive effect on the attitude towards an advertisement and organisation (Koslow et al., 1994). The intersection between language choices and emotional appeals is an interesting topic that has the potential to aid more effective and optimal advertising. Nonetheless, the influences of using a regional language or dialect have not received sufficient attention in research yet. This study aims to bridge the existing research gap and provides research into the difference in emotional intensity between a standard and a regional language and its influences in marketing by posing the following research questions and hypothesis:

RQ1: To what extent does perceived emotional intensity differ between the standard language and a regional language?

H1: It is expected that there is a difference in the perceived emotionality between the regional and standard language. Due to the context of learning and use theory by Harris et al (2006) it is anticipated that using the regional language will be rated as more emotional than the standard language.

RQ2: What is the effect of using a standard or regional language in written advertisements employing emotional or neutral appeals for influencing the attitude towards the advertisement and organisation and the intention to use a product or service?

H2a It is anticipated that using a regional language in an advertisement leads to a more positive attitude towards the advertisement and organisation and a higher intention to use the product or service than a standard language advertisement regardless of the type of appeal. This expectation is based on Koslow et al. (1994) in which the results indicated that using a minority language had a positive effect on the attitude towards the advertisement and organisation. Moreover, advertising in the regional language can also have positive effect on the potential to identify with the advertisement for regional language speakers. Noriega and Blair (2008) suggest that advertisements are more likely to be more persuasive when the bilingual consumers can identify with the content

H2b: It is expected that the emotional appeals will lead to a more positive attitude towards the advertisement and organisation and a higher intention to use the product or service regardless of the language. This hypothesis is based on previous research by Teichter et al., (2018), You, Zhang and Komaya (2013) and Panda et al. (2013) in which positive appeals appeared to be the most effective persuasive appeal.

H2c: It is anticipated that there will be an interaction effect between the type of appeal and the language of the message. It is presumed that the advantage of using a regional language in advertisements is greater in the emotional ad as opposed to the neutral ad. This is expected due to the effect of language use on perceived emotionality and the effectiveness of emotional appeals (Caldwell-Harris & Dinn, 2008; Puntoni et al., 2009; You, Zhang & Komaya, 2013)

This study conducts one experiment consisting of two parts in order to answer the previously defined research questions. As mentioned in 2.1 this research will focus on the Netherlands. Therefore, the standard language used in this research is Dutch and the regional language used in this research is Limburgian. This regional language was chosen as it is one of the two most spoken regional languages in the Netherlands (Ministerie van Binnenlandse Zaken en Koninkzrelaties, 2021b)

3. Method

3.1 Materials

In order to answer RQ1 and RQ2 two sets of materials were used. The first set of materials was designed to analyse whether there is a difference in perceived emotional intensity between a standard language and a regional language (RQ1). This set of materials consisted of eight statements in the standard language (Dutch) and the regional language (Limburgian). The eight statements that were

included were based on Harris (2004). Harris (2004) used multiple statements in English and Spanish with either a positive or a negative load (reprimands, insults and endearments) to identify a possible difference in emotional reactivity of bilinguals. Two statements from the insult category, which represents negative emotions, and two statements from the endearment category, which represents positive emotions, by Harris (2004) were included (e.g. *'I've missed you so much'*, *'I hate you'*). These categories were chosen in order to include both negative and positive emotional wording, this to avoid a strong effect of the polarity of the emotions. Moreover, Harris (2004) also analysed responses to single words that were either aversive, neutral or positive. Based on the single word valuation by Harris (2004) four more statements were composed using words from the positive and negative word category.

The independent variable 'language' consists out of two dimensions: standard and regional language. Even though there are two levels to the independent variable language, three versions of the statements were used. Since Limburgian is a language that contains many sub dialects (Veldeke, n.d.), two dialect versions were used to be able to include more participants from different regions of the province of Limburg. One set was written in the dialect of Venlo (Venloos), northern region, and the other one in the dialect of Echt (Echts), central region. See Table 1 for the complete set of statements. All the Limburgian versions of the materials were translated from Dutch and verified by a member of the Limburgian dialect association Veldeke.

Table 1. Statements material set one for analysing the possible difference in perceived emotional intensity between the standard language Dutch and regional language Limburgian

	<i>Dutch</i>	<i>Limburgian Echts</i>	<i>Limburgian Venloos</i>
Positive	Ik hou van je Ik heb je gemist Je bent zo mooi Ik ben blij dat je er bent	Ich hoaj van dich Ich höb dich gemis Doe bös zo sjaon Ich bön bliej detse d’r bös	Ik hald van dich Ik heb dich gemis Dich bis zoeë schoeën Ik binn bliej detse d’r bis
Negative	Ik haat je Ben je gek? Je doet me pijn Ik ben ernstig ziek	Ich haat dich Bösse gek? Doe duis mich pien Ich bön ernstig krank	Ik haat dich Biste gek? Dich duis mich pien Ik bin ernstig krank

The second set of materials was designed to analyse whether there is an the effect of using a standard or regional language in written advertisements employing emotional or neutral appeals for influencing the attitude towards the advertisement and organisation and the intention to use a product or service (RQ2).

The second set of materials consists of multiple versions of an advertisement promoting train use in the Netherlands. This advertisement subject was chosen for multiple reasons. Firstly, travelling by train is ageless; children, teenagers, adolescents, adults and elderly all use the train in the Netherlands. Secondly, travelling by train can evoke a neutral feeling as well as an emotional one. For instance, using the train can have a neutral meaning — it is something that can be done daily and does not have a special status in the Netherlands. However, it can also have an emotional meaning — for example, when taking the train to visit your friends or to go to a party. There are many moments in which taking the train is the first step to a fun day, which in turn can make the train associated with a certain emotional value (van Hagen & Exel, 2014). Thirdly, there are more than 400 train stations in the Netherlands that are located all across the country (Nederlandse Spoorwegen, n.d.). Therefore, it would be a realistic scenario that the Dutch railway company, NS, would use advertisements on specific stations written in their respective dialect or regional language.

The variable type of appeal consisted of two levels: emotional appeals and neutral appeals. Emotional appeals attempt to influence consumers by making them feel a certain way about a product or service and is thus reliant on emotions for effectiveness (Albers-Miller & Stafford, 1999). The developed stimulus material contains only positive emotional appeals as this will best fit the service promoted in the stimulus material (Zheng, 2020). The positive emotional appeals that are used are centred around connectedness. The second type of appeals, neutral appeals, are operationalised as

appeals that lack emotion and are neutral in nature. This type of appeal contains objective elements and language. In addition, the variable language consisted of two levels: standard, Dutch, and regional, Limburgian. For the regional language advertisements a slogan was chosen that was the same in Venloos as in Echts, meaning that there was no difference in version between the two sub-dialects.

Moreover, four versions of the advertisement displaying all the specific research conditions were used. These four research conditions were: regional language with emotional appeals, regional language with informational appeals, standard language with emotional appeals and standard language with informational appeals. The advertisements consisted of a poster with a written slogan and the logo of NS visibly placed on a train station, see Figure 1. A pre-test was carried out to determine the slogans that were used in the materials. During the pre-test participants were shown four slogans, of which two were neutrally formulated and two were emotionally formulated. The participants had to indicate how emotional they perceived the slogans (7-point Likert scale anchored from 1 = very unemotional to 7 = very emotional). After analysing the results, the neutral slogan with the lowest mean score and the emotional statement with the highest mean score that were significantly different from each other in terms of perceived emotional intensity were chosen. The neutral slogan used in this research is ‘the train takes you to your destination’ and the emotional slogan is ‘together out, together at home’. The emotional slogan is a well known emotionally loaded saying in Dutch. See Appendix A for more information about the pre-test.

Figure 1. Materials set two, advertisements promoting train use with either emotional or neutral appeals and either written in Dutch or Limburgian.



Notes: above left: Dutch and neutral, above right Limburgian and neutral, below left: Dutch and emotional, below right: Limburgian and emotional.

3,2 Subjects

A total of 952 subjects participated in this research¹. After omitting data from participants that either did not meet the requirements or did not complete the survey, 718 responses were left (age: $M = 45.30$; $SD = 14.93$, range 18-87; gender: 71.0% woman, 28.7% man, .2% other gender; educational level: most frequent: HBO; range VMBO-WO²; dialect: 86.4% Echt-Susteren, 13.6% Venlo). There were two requirements that participants had to meet in order to be included in the research. Firstly, the participants needed to be native Dutch speakers and needed to be able to speak Limburgian.

¹ This data was collected in the span of a single week. The response rate far exceeded the expected response rate but the data was kept and analysed to benefit from a higher level of statistical power.

² The educational levels are used as they are in the Netherlands. HBO is University of Applied Sciences, VMBO is preparatory secondary vocational education and WO is University education (bachelor - master).

Limburgian has many dialect variations throughout the province (Veldeke, n.d.). Therefore, only participants that speak a dialect similar to Venloos and Echts were used, this to make sure that participants received the stimulus materials written in their dialect.

Moreover, all subjects were asked to indicate information concerning their regional language. Firstly, the most common context in which participants learned Limburgian was by learning it from their parent(s) or guardian(s) (92.1% parent/guardian, 7.5% other). In addition, the majority of the participants were taught how to speak Limburgian during early childhood (84.9% 0-2 years old, 9.2% 3-5 years old, 5.9% older than 10) and in general the subjective Limburgian proficiency, measured on a 7-point Likert scale (1 = lowest, 7 = highest), was high ($M = 5.25$, $SD = .59$). Furthermore, the frequency in which participants indicated to speak their dialect was generally high (49% multiple hours a day, 43.4% daily, 7.2% weekly or less). Lastly, participants stated that in most everyday contexts they speak their dialect (88.8% with family, 79.2% with acquaintances, 65.5% with people on the street, 86.0% with friends, 72.1% in stores, 35.2% with everyone). In contrast, in educational contexts participants rarely indicated to speak Limburgian (6.7% at school during education, 17.5% at school during recess or in the hallways).

To analyse whether the background characteristics were equally distributed across the four conditions of the NS advertisement multiple one-way ANOVAs and Chi-square tests were carried out. There were no significant differences found between the four condition groups for the variables *age*, *gender*, *educational level*, *Limburgian proficiency*, *context of learning*, *age of learning* and *frequency of usage*. All statistical interpretations can be found in Appendix B.

3.3 Design

In order to answer the research questions, the design of this study was separated into two parts. First of all, to answer the first research question about the possible difference in perceived emotional intensity between a regional language (Limburgian) and a standard language (Dutch) a within-subject design was used — see Figure 2. All participants indicated the emotional intensity of the statements in Dutch and Limburgian.

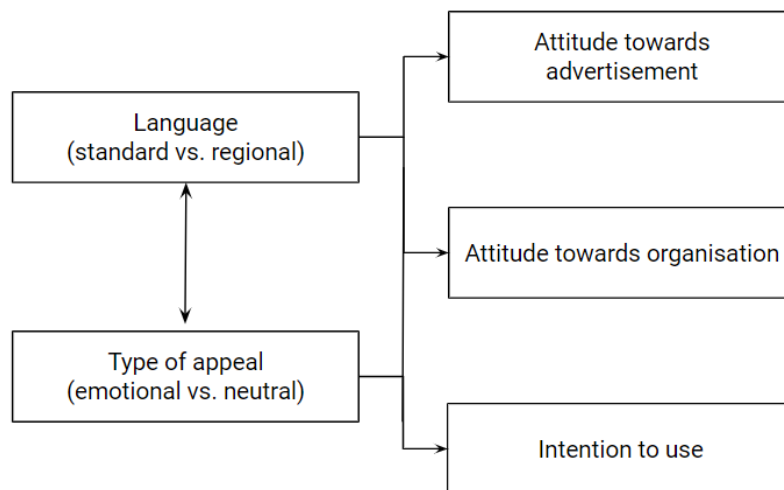
Figure 2. Dependent and independent variables within subject design



Notes: Overview of independent and dependent variables between-subject design research

Moreover, for answering the second research question, about the effect of type of appeal and Dutch or Limburgian on the persuasiveness of the message, a quantitative 2x2 between-subject research design was used; see Figure 3. Participants were randomly assigned to one of the conditions of the experiment.

Figure 3. Dependent and independent variables between subject design



Notes: Overview of independent and dependent variables between subject design research

3.4 Instruments

The experiment was conducted using a survey in Qualtrics. The instruments and information in the survey was presented in Dutch. This language was chosen as the research focused on participants with Dutch as their mother tongue.

3.4.1 Emotional intensity

The difference in emotional intensity between the standard language and regional language was researched by presenting all participants eight statements in both standard Dutch and Limburgian as described in 3.1. All statements were accompanied by a 7-point Likert scale, anchored from ‘very unemotional’ (=1) to ‘very emotional’ (=7). The two sub-dialect versions in Limburgian (Echts and Venloos) were first computed into two mean variables named ‘*emotional intensity Echts*’ ($\alpha = .81$) and ‘*emotional intensity Venloos*’ ($\alpha = .84$). An independent samples t-test showed no significant difference between the indicated emotional intensity between the sub-dialects from the region of Echt

and Venlo ($t(126.10) = .02, p = .679$). Therefore, the data of the two sub-dialects was combined to indicate the emotional intensity of the regional language Limburgian. Next, two mean variables indicating the overall emotional intensity were created including all eight statements for both languages. These variables were named *emotional intensity Dutch* ($\alpha = .78$) and *emotional intensity Limburgian* ($\alpha = .81$).

3.4.2 Attitude towards advertisement

The attitude towards the advertisement was measured by using four 7-point Likert scales anchored from a negative to a positive response (1 = strongly disagree and 7 = strongly agree). The four Likert scales were accompanied by the following four statements: 'This advertisement is attractive', 'This advertisement catches my attention', 'I like the content of this advertisement' and 'I would share this advertisement within my circle'. The scores from these different Likert scales were computed into one mean variable indicating the overall attitude towards the advertisement ($\alpha = .88$).

3.4.3 Attitude towards organisation

The attitude towards the organisation was measured by using four 7-point Likert scales anchored from a negative to a positive response (1 = strongly disagree to 7 = strongly agree). The statements measuring the attitude towards the organisation were 'This advertisement makes me feel more positive about this organisation', 'I feel like this organisation values me', 'I feel connected to this organisation' and 'I have the feeling that this organisation recognizes me'. These different Likert scales were computed into one mean variable indicating the overall attitude towards the organisation ($\alpha = .92$).

3.4.4 Intention to use service

Four 7-point Likert scales anchored from a negative to a positive response (1 = strongly disagree and 7 =strongly agree) measured the intention to use the train. This variable is similar to purchase intention but is framed as intention to use as it deals with a service. The statements accompanying the Likert scales were: 'This advertisement motivates me to take the train', 'I would likely take the train next time', 'I feel more positive about taking the train next time' and 'Based on this advertisement I would recommend taking the train to others. These different Likert scales were computed into one mean variable indicating the overall attitude ($\alpha = .93$).

3.4.5 Background variables

Background variables concerning demographics that were measured were: *age*, *gender*, and *educational level*. Moreover, a number of background variables concerning the regional language were included. Firstly, *frequency of use of regional language* was measured by asking participants in a multiple-choice question how often they speak their regional language (e.g. every day, once a week, once a month). Secondly, participants indicated in a multiple selection question in which contexts they use their regional language for the variable *context of usage*. Thirdly, participants were asked to indicate their *age of learning* of the regional language and where presented a multiple-choice question to indicate *the context of learning*. Lastly, participants indicated their *Limburgian proficiency* using proficiency scales by Flaitz (1988). The proficiency scales measure the subjective proficiency in four domains: ‘reading’, ‘writing’, ‘speaking’ and ‘listening’. For each domain a 7-point Likert scale anchored ‘very bad’ to ‘very good’ was included. The four measures were computed into one mean variable indicating the overall subjective Limburgian proficiency ($\alpha = .69$).

3.5 Procedure

The Qualtrics survey was distributed using social media channels such as WhatsApp, Facebook and LinkedIn. The survey can be found in Appendix C.

Before starting the survey participants first received general information about the research, how to contact the researcher and the treatment of the data. After reading this information participants were asked to agree to participate in the experiment. Moreover, participants had to indicate whether their mother tongue is Dutch. If a participant answered ‘no’ to the question this person was directed to the end of the research. If a participant answered ‘yes’, they were asked to indicate whether they speak Limburgian, at what age they learned speaking Limburgian and whether they speak Limburgian similar to the Echts’ dialect, Venloos’ dialect or a different dialect. Again, if a participant indicated that they do not speak Limburgian or if the dialect was not (similar to) Echts or Venloos they were directed to the end of the research. The participants were randomly assigned to one of the conditions and were shown one of the four corresponding advertisements in either Dutch or Limburgian and with either emotional or neutral appeals. They were asked to indicate their attitude towards the advertisement, attitude towards the organisation and the intention to use the service by filling out several 7-point Likert scales. Next, the statements, were presented and participants were asked to indicate how emotional they perceived the statements. First the statements in Dutch were shown on one page, after completing rating the Dutch statements, the Limburgian statements were shown on the next page. The Limburgian statements were either in Echts or in Venloos, depending on the dialect

the participant indicated to speak. After completing these questions, participants indicated relevant background information. Lastly, they were thanked for their cooperation before ending the survey.

3.6 Statistical treatment

The results from this research were analysed using IBM SPSS Statistics 27.0. The difference in perceived emotional intensity between the Dutch and Limburgian statements was researched by using a paired samples t-test. Furthermore, for analysing whether there was an effect of language, type of appeal or an interaction of the two on the intention to use service, the attitude towards the advertisement and attitude towards the organization multiple two-way ANOVAs were used. For all the two-way ANOVAs a Levene's test was carried out to test whether the assumption of homogeneity was met, in case the assumption was violated a Welch ANOVA was used. Moreover, to analyse significant interaction effects multiple one-way ANOVAs in the split file function was used. Lastly, to analyse the equal distribution of background variables several one-way ANOVAs and Chi-square tests were used.

4. Results

4.1 Emotionality difference

Table 2. Mean *emotionality*

<i>M</i>	<i>SD</i>	<i>N</i>		
Dutch		5.25	.69	718
Limburgian		5.40	.74	718

Notes: Mean scores (*M*), standard deviations (*SD*), number of observations (*N*); min = 1, max = 7

The descriptive statistics are presented in Table 2. A paired samples t-test showed a significant difference in perceived emotionality (positive and negative) between standard Dutch and the regional language Limburgian ($t(717) = 7.97, p < .001$). The statements in Limburgian ($M = 5.40, SD = .74$) were generally perceived as more emotional by the participants than the statements in Dutch ($M = 5.25, SD = .69$).

4.2 Emotionality, language and persuasion

4.2.1 Attitude towards advertisement

Table 3. Mean Attitude towards advertisement

	Neutral			Emotional			Total		
	M	SD	N	M	SD	N	M	SD	N
Dutch	3.04	1.01	180	3.83	1.14	175	3.43	1.15	355
Limburgian	4.89	1.36	181	5.31	1.20	182	5.10	1.30	363
Total	3.97	1.52	361	4.58	1.38	357	4.27	1.48	718

Notes: Mean scores (M), standard deviations (SD), number of observations (n); min = 1, max = 7

The descriptive statistics are presented in Table 3. A Levene's test showed that for the analysis of the attitude towards the advertisement with regards to the type of appeal and the language of the message the assumption of homogeneity was violated ($p < .001$). A two-way ANOVA with the type of appeal and language of the message as factors showed a significant main effect of language on the attitude towards the ad ($F(1, 714) = 355.19, p < .001$). The advertisements in Limburgian ($M = 5.10, SD = 1.30$) had the tendency to lead to a more positive attitude towards the advertisement than the advertisements in Dutch ($M = 3.43, SD = 1.15$). There was also a significant main effect found of type of appeal on the attitude towards the advertisement ($F(1, 714) = 46.23, p < .001$). In general, the advertisements with the emotional appeal ($M = 4.58, SD = 1.38$) were evaluated as more positive than the advertisements with a neutral appeal ($M = 3.97, SD = 1.52$). The interaction effect found between the type of appeal and the language of the advertisement on the attitude towards the advertisement was statistically significant ($F(1, 714) = 4.48, p = .035$), indicating that the language effect was greater for the neutral ads as opposed to the emotional ads. A Levene's test showed that for the analysis of the language of the ad on the attitude towards the advertisement for advertisements with emotional appeals the assumption of homogeneity was met ($p = .677$). A one-way ANOVA showed a significant effect of language on the attitude towards the advertisement for the advertisements portraying emotional appeals ($F(1, 355) = 142.90, p < .001$). For the advertisements portraying emotional appeals the advertisements in Limburgian ($M = 5.31, SD = 1.20$) had the tendency to lead to a more positive attitude towards the advertisement than the ones in Dutch ($M = 3.83, SD = 1.14$). A Levene's test showed that for the analysis of the language of the ad on the attitude towards the advertisement for advertisements in portraying neutral appeals the assumption of homogeneity was violated ($p < .001$). A Welch one-way ANOVA showed a significant effect of language of the ad on the attitude towards the advertisement for the advertisements portraying neutral appeals ($F(1, 359) = 215.69, p < .001$). For the advertisements in portraying neutral appeals the use

of Limburgian ($M = 4.89$, $SD = 1.36$) had the tendency to result in a more positive attitude towards the organisation than the use of Dutch ($M = 3.04$, $SD = 1.01$).

4.2.2 Attitude towards organisation

Table 4. Mean Attitude towards organisation

	<i>Neutral</i>			<i>Emotional</i>			<i>Total</i>		
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>
Dutch	2.91	1.15	180	3.35	1.31	175	3.13	1.25	355
Limburgian	4.23	1.47	181	4.52	1.35	182	4.39	1.42	363
Total	3.57	1.48	361	3.94	1.45	357	3.76	1.48	718

Notes: Mean scores (M), standard deviations (SD), number of observations (n); min = 1, max = 7

The descriptive statistics are presented in Table 4. A Levene's test showed that for the analysis of the attitude towards the organization with regards to the type of appeal and the language of the message the assumption of homogeneity was met ($p = .107$). A two-way ANOVA with the type of appeal and language of the message as factors showed a significant main effect found of language on the attitude towards the organization ($F(1, 714) = 158.24$, $p < .001$). The advertisements in Limburgian ($M = 4.39$, $SD = 1.42$) had the tendency to lead to a more positive attitude towards the organization than the advertisements in Dutch ($M = 3.13$, $SD = 1.25$). There was also a significant main effect of type of appeal on the attitude towards the organization ($F(1, 714) = 13.67$, $p < .001$). In general, the organization was evaluated more positively after seeing the advertisement with the emotional appeal ($M = 3.94$, $SD = 1.45$) than with the neutral appeal ($M = 3.57$, $SD = 1.48$). No significant interaction effect was found between the type of appeal and the language of the advertisement ($p = .424$).

4.2.3 Intention to use service

Table 5. Mean intention to use

	<i>Neutral</i>			<i>Emotional</i>			<i>Total</i>		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
Dutch	2.65	1.24	180	2.90	1.24	175	2.77	1.25	355
Limburgian	3.56	1.41	181	3.48	1.30	182	3.52	1.35	363
Total	3.10	1.40	361	3.20	1.30	357	3.15	1.35	718

Notes: Mean scores (M), standard deviations (SD), number of observations (n); min = 1, max = 7

The descriptive statistics are presented in Table 5. A Levene's test showed that for the analysis of the intention to use the promoted service with regards to the type of appeal and the language of the message the assumption of homogeneity was met ($p = .590$). A two-way ANOVA with the type of appeal and language of the message as factors showed a significant main effect of language used in the advertisement on the intention to use the promoted service ($F(1, 714) = 59.44, p < .001$). The ads in Limburgian ($M = 3.52, SD = 1.35$) had the tendency to lead to a higher intention to use the service in ad than the advertisements in Dutch ($M = 2.77, SD = 1.25$). There was no significant main effect found of type of appeal on the intention to use ($p = .366$). No significant interaction effect was found between the type of appeal and the language of the advertisement ($p = .087$).

5. Conclusion

The purpose of this study was to analyse whether there is a difference in perceived emotional intensity between a standard language and a regional language. There was a significant difference found between the perceived emotional intensity of the standard language Dutch as opposed to the regional language Limburgian. Statements in the regional language had the tendency to evoke a stronger emotional intensity than the sentences in the standard language. This result is in line with H1.

Secondly, it was anticipated that the advertisements in the regional language would be more effective than the advertisements in the standard language (H2a). The persuasiveness of the message was divided into three categories being: the attitude towards the attitude, the attitude towards the organization and the intention to use the service. This hypothesis was confirmed as there was a significant difference in the attitude towards the advertisement, attitude towards the organisation and the intention to use between the standard language and the regional language. The attitude towards the advertisement and organisation had the tendency to be more positive and the intention to use the service was in general higher when the advertisements were displayed in the regional language as opposed to the standard language.

Moreover, for two of the three outcome variables there was a significant main effect of type of appeal regardless of the language. The emotional appeals had a tendency to lead to a more positive attitude towards the advertisement and a more positive attitude towards the organization. However, the use of emotional appeals did not seem to lead to a higher intention to use the service. It was hypothesised that the emotional appeals had a positive effect on all three persuasive outcome variables. As the intention to use the service was not higher for ads using emotional appeals than neutral appeals, H2b was only partially confirmed.

Lastly, this study aimed to answer the question whether there is an effect of emotional appeals in relation with the language used in advertisements on the persuasiveness of a message. Only for the variable *attitude towards the advertisement* a significant interaction effect was found. For the attitude towards the advertisement the language effect was greater depending on the type of appeal displayed in the advertisement. In detail, the advantage of using Limburgian over Dutch was greater for the advertisement containing neutral appeals than for the advertisement containing emotional appeals, contrary to what was expected. Moreover, the variables *attitude towards organisation* and *intention to use service* did not produce significant interaction effects. Therefore, H2c was not confirmed.

6. Discussion

The results of this research have shed a light on a novel topic within the field of communication research and have provided new insights into the difference in emotional intensity between standard and regional language and its implication in marketing. Moreover, limitations, implementations and recommendations for future research are discussed.

6.1 Differences in perceived emotional intensity between a standard and regional language

The results suggest that there is a difference in perceived emotional intensity between a standard language and a regional language. This is in correspondence to earlier research that focused on the difference in emotionality between an L1 and L2 (e.g. Caldwell-Harris & Dinn, 2008; Eilola & Havelka, 2010). As expected in the hypothesis, a possible explanation for the difference in emotional intensity between the standard and the regional language could be rooted in the context of learning and use theory. The majority of the participants in this present research indicated that they have learned Limburgian from their parents or guardians and mostly use the language when communicating with family, friends or others in everyday situations. In contrast, only few participants indicated that they learned Limburgian in school or even spoke it at school at all. This could potential indicate that the regional language is more connected to familiar settings while the standard language might be more connected to academic settings. As Eilola and Havelka (2010) describe, the associations of these contexts may connect with the language spoken in these contexts. Therefore, it could be that the regional language is connected to emotions and the standard language more to control due to the academic setting.

Additionally, other explanations originating from previous research for the difference in emotional intensity between the two languages seems less likely. Firstly, earlier studies indicated a possible role of proficiency on the difference in emotional intensity (Eilola & Halvelka, 2010; Dong et al., 2005). However, this plausible cause seems improbable as the proficiency in the second

language, Limburgian, was rather high for all participants. In addition, as all participants were native Dutch speakers it is presumed that their standard language proficiency was also high, making it appear rather unlikely that a difference in L1 and L2 language proficiency played a great role in explaining the emotionality difference. Secondly, the dampening effect on emotionality was also partly explained by the frequency of use of these languages, which explains that a language that is used less frequently has the tendency to contain less emotional resonance (Caldwell-Harris, 2015). It is hard to contradict or support this explanation as there was no data collected on the frequency of use of the standard language. Lastly, Caldwell-Harris (2015) states that the age at which a language is learned also has an influence on the perception of emotions in these languages. The preponderance of participants learned how to speak the regional language during early childhood. As all participants indicated Dutch as their mother tongue, we can assume that they have also learned how to speak Dutch during early childhood. Therefore, it is likely there is no difference between the age of learning of both languages making it implausible there is an effect of the age of learning on the perceived emotional intensity differences.

It has to be noted that more research specifically into the factors influencing the difference in emotional intensity between a standard and regional language should be conducted to fully support this claim. One limitation to this study that has to be pointed out is the absence of data about the language background variables (age of learning, context of learning and use, proficiency and frequency of usage) for the standard language. Even though some of this information may seem self-evident as the standard language is the mother tongue of the participants, it is important to collect this data. Due to the absence of this information it is difficult to draw well grounded conclusions about the explanations of the encountered effect. Future research that focuses on the influences of the language background in relation to the emotional intensity of a standard language as opposed to a regional language would be beneficial to deepen the understanding in this novel field of research.

6.2 Advertising language, emotional appeals and persuasiveness

Moreover, the results of this study also indicate several effects of language use and the use of emotional appeals in advertising. As expected in H2a, the results suggest a positive influence of communicating in the regional language on the attitude towards the advertisement, attitude towards the organisation and the intention to use the service. This is in congruence with research by Koslow et al. (1994) who also found that using a minority language when targeting advertisements at this specific group had a positive influence on the attitude towards the advertisement. An explanation given for this increase in attitude was the belief that advertisers were more sensitive towards the culture of this minority group (Koslow et al., 1994). Furthermore, Nortier (2014) states that regional

language speakers often indicate that they feel most comfortable in their regional language and would consider the regional language as their first language. Based on this notion one could argue that the regional language is viewed as an important aspect of a persons' identity. Noriega and Blair (2008) highlight that the degree of persuasiveness of an advertisement has the tendency to be depended on the degree a bilingual can identify with the content. The regional language advertisements could therefore have evoked a stronger sense of identification than the standard language advertisements potentially resulting in a higher degree of persuasiveness. A recommendation for future is to research the emotional meaning of advertising in a regional language and its effect on persuasiveness. It appears that the emotional connotations possessed by a regional language and the process of identification play an important role on the effectiveness of an advertisement. However, there has not been sufficient attention for regional languages as opposed to official languages. Further research focusing on a more local scope could aid the understanding of the effect communicating in a regional language has.

In addition, according to the results the type of appeal had an influence on the attitude towards the advertisement and organisation, partly confirming H2b. The emotional appeals had the tendency to lead to more positive attitudes. This is inline with previous research that indicates that in general emotional appeals are more effective in marketing than other type of appeals (Teichter et al., 2018; You, Zhang & Komaya, 2013). In contrast with H2b, there was no influence of the type of appeal on the intention to use the service. One could argue that influencing attitudes and influencing the actual intention to use or purchase take different approaches as the intention to use or purchase is a larger commitment than just being more positive about a product, service or company. Stafford and Day (1995) emphasise the use of informational appeals has the tendency to reduce uncertainty related to purchasing a product or using a service. Moreover, Golden and Johnson (1983) also stress the important role of informational appeals on purchase intention. As the emotional and neutral advertisements used in this research contained no actual information about the service it could be that the uncertainty was high and that necessary information to form a decision about the intention to use was lacking. Moreover, the anticipation effect by Schwarz (2000) could also play an important role as the participants potentially had previous experience with using the train.. As the Dutch railway company is such a well-known company in the Netherlands it is hard to draw strong conclusions on previous research as there are many factors influencing the intention to use (e.g. attitude towards public transport, motivations to use the train, previous experiences and beliefs).

Contrary the what was expected the language effect was not greater for advertisements using emotional appeals as opposed to neutral appeals. For the variables attitude towards the organisation and intention to use service no significant interaction was found. Moreover, for the variable attitude

towards the advertisement there was a significant interaction present. However, this interaction went in the opposite direction of what was expected as it indicated that the advantage of using Limburgian in an advertisement was greater for the neutral appeals as opposed to the emotional appeals. Even though the results of the first part of this study indicate that there is a difference in perceived emotional intensity between Limburgian and Dutch, this does not have the expected effect on the effectiveness of regional language advertisements using emotional appeals. If anything, an opposite result was found for the attitude towards the advertisement.

Taking into account the results of the study by Puntoni et al. (2008) two possible explanations for these results can be given. First of all, the results by Puntoni et al. (2008) indicate the importance of episodic trace theory of language emotionality. The authors explain that the textual information in marketing slogans possibly functions as memory probes that activate certain feelings or emotions experienced before in same-language context. Their results indicate that in the rare case that words are experienced more often in the L2 context there is an emotional advantage of L2. The slogan 'Samen uit, Samen thuis' (Together out, together home) used in this experiment is a popular Dutch saying. As the original saying is in Dutch and not in Limburgian it could be that participants encountered this saying more in Dutch and do not have strong episodic traces of this saying in Limburgian, resulting in the absence of an emotional advantage in the L2. Moreover, Puntoni et al. (2008) suggest that when emotional factors are important for the product or service type this has the potential to lead to a higher language advantage of L1 (e.g. promoting the taste of a chocolate cake in L1 vs. L2). However, the service in this research, the train, contains both emotional and neutral meanings for consumers. Therefore, it could be due to the nature of the service advertised that the language effect was diminished.

Other possible explanations could be due to limitations of this study. Although the materials were selected from a pre-test, the pre-test only tested the slogans in Dutch and did not test the perceived emotional intensity of the advertisements in Limburgian. It would have been valuable to measure the perceived emotional intensity of the advertisements during the experiment. This information could have provided more insight in the emotionality of the ads and the reliability of the results. Moreover, the word length of the statements was unequal and one could argue that the words used in the neutral appeal advertisement were less similar to the standard language than the words in the emotional advertisement, potentially making the neutral advertisement appear 'more Limburgian' than the emotional one. This could potentially explain the significance of the language effect for the neutral advertisement as the neutral slogans may be perceived as more distinctly Limburgian. It is recommended for future research to keep in mind these limitations. However, even when avoiding

these limitations it is possible that the language effect does not occur for advertisements in a standard and regional language.

6.3 Theoretical and practical implications

The outcomes of this study suggest several theoretical and practical implications. First of all, this paper contributes to the understanding of the influence of language on perceived emotional intensity. Specifically, this research broadens the scope of emotionality and language research towards the influence of regional languages. This opens a new door towards further research in this field — for example, research into the causes of the difference in emotionality between standard and regional languages. This study focused on the influence of language and emotion within the field of marketing. However, the results of this study could be relevant for other disciplines as well. For example, in the healthcare sector communication can also be emotionally loaded. Being able to adjust healthcare communication to convey the right emotions or allowing patients to communicate in a language that enables them to convey their emotions best could be fruitful. This present study could be a theoretical starting ground for more research in different fields where communication and emotionality play a role. In addition, this paper also highlights the importance of the choice of appeal in advertisements. In accordance with previous research, the effectiveness of emotional appeals has been underlined yet again. Therefore, it would be advised to communication professionals to consider the important role emotional appeals can serve when designing persuasive content. Moreover, this research also highlights the importance of language choices in advertising. As the results suggest that advertising in a regional language can have a beneficial effect on influencing attitudes and the intention to use a service, it would be advised that marketers take this into account when developing new advertisements. Being able to adapt marketing efforts to the regional consumer could potentially lead to positive persuasive outcomes.

6.3 Further limitations and recommendations

Several limitations to this study remain undiscussed. First of all, it is important to take into account the large variety of language differences within the chosen regional language in this research. The regional language Limburgian is for some people more closely related to the standard language as for others. This could also possibly have an influence on the perception of emotional intensity. The participants in this research only represented two municipalities within the region and thus only two regional language variations. Moreover, the participants mostly represented the municipality of Echt-Susteren and a smaller group represented the municipality of Venlo. Therefore, the results of this study are mostly based on the middle region of Limburg. However, aside from the geographical location this region can also linguistically be seen as ‘average’ Limburgian as the regional language

tends to become more distant from the standard language the further south one goes. Further research that includes either more different regional variations or focusses on a regional language with less variations could be feasible to strengthen the theory that there is a difference in perceived emotional intensity between regional languages or dialects and a standard language. One could wonder whether the difference in emotional intensity could also be influenced by lexical similarity. Puntoni et al. (2008) emphasise that the lexical representation of L1 and L2 are asymmetric — the link between a word in L2 to their L1 translation is stronger than the other way around. They highlight that consumers may unconsciously translate L2 words to L1 and state that consumers may activate emotional traces from L2 and L1 (due to translation or lexical representation) when reading an L2 word.

Secondly, One could wonder whether for languages with strong lexical similarities this leads to a stronger activation of episodic traces across languages, possibly diminishing the language effect on emotional intensity. One of the experiments by Puntoni et al. (2008) still revealed a difference in emotional intensity between L1 and L2 when similar words were used. However, this experiment was designed to reduce comprehension problems and might not be completely representable for the potential effect of lexical similarity on the language effect. It is recommended for future research to analyse the relation between lexical similarity of an L1 and L2 with regards to emotional intensity.

third of all, certain previous studies indicate a difference between perceived emotional intensity of positive as opposed to negative words (e.g. Garrido & Prada, 2018). However, this study did not specifically take into account the polarity of the statements. After the research several participants indicated that they noticed that for them the perceived emotional intensity of the negative and positive statements was not equal. A participant explained that due to the academic context in which they learned standard Dutch the negative statements felt more intense in Dutch than in Limburgian. Based on the feedback provided by several participants it would be recommended to further study the influence of polarity on perceived emotional intensity. Fourthly, this study viewed the standard language of the participants as their mother tongue. However, as feedback several participants indicated that they viewed their regional language as their mother tongue instead of their standard language. This poses an interesting discussion about the definition of a mother tongue and the role of regional and standard language.

Fifthly, there are several limitations to the materials did have not been discussed yet and that have a potential influence on the reliability of this research. The first part of the experiment only consisted of eight statements measuring the emotional intensity of the standard and regional language. This is a rather small number of measures. Providing more statements and words could lead to more sensitivity of results. Moreover, the manner and order in which the statements were displayed could

also potentially have influenced the results. The statements were presented after the advertisements and the Dutch statements were presented before the Limburgian statements. A different order could potentially influence the results. Furthermore, the advertisements in the experiment were shown using pictures. One could wonder whether using actual posters on train stations and asking participants to fill out a survey on the spot could have provided better results as it is a truer to live situation. Lastly, this study focused on Dutch and Limburgian as the standard and regional language. However, to ensure better validity of the study it is recommended to include more standard and regional languages in future research to test whether the difference in emotional intensity is observed on a larger scale.

6.4 General conclusion

In conclusion, this study has found several promising results with regards to emotional intensity and standard and regional language use. The results indicate a difference in emotional intensity between a regional and standard language. This finding opens the door for future research into emotionality and its causes. Moreover, the results indicate the effectiveness of using regional languages and emotional appeals in advertising. It is recommended that advertisers keep in mind the beneficial effect of using local languages in advertising. Furthermore, this research did not find the expected interaction between regional language use and the use of emotional appeals, possibly due to limitations encountered in this study. Therefore, it is advised to develop future research that avoids the limitations encountered in this study to reliably determine whether the emotionality advantage of a regional language would be strengthened by the use of emotional appeals. All things considered, the findings suggest the important role of regional languages on emotional intensity and its beneficial implications in marketing communication. In a globalising world in which standardisation and internationalisation seems to become an increasingly more popular topic in research and marketing, this study underlines the importance of keeping in mind a local viewing point as well.

7. References

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Appendix A. Pre-test materials advertisements

1. Introduction pre-test

This pre-test was designed to develop materials for research into the effect of language and the use of emotional appeals in written advertisements on the attitude towards an advertisement, the attitude towards an organization and the intention to use a service. These materials needed to contain one slogan with an emotional meaning and one slogan with a neutral meaning. Therefore, this pre-test aimed to determine which slogan was perceived as the most emotionally neutral and emotionally loaded out of four different slogans and whether these slogans differed significantly in their perceived emotional intensity.

2. Method

2.1 *Materials*

Participants were shown four statements in Dutch in order to choose the statement that could be best classified as neutral (lack of emotion) and emotional. Two of the four statements contained neutral and factual language, while the other two contained emotional language. The two neutral statements are ‘De trein brengt je naar je bestemming’ (The train takes you to your destination, neutral slogan one) and ‘500 treinen brengen je op weg’ (500 trains will get you on your way, neutral slogan two). The two emotional statements were ‘samen uit, samen thuis’ (together outside, together home; it is a popular Dutch saying which translates difficult to English, emotional slogan 1) and ‘Pak de trein voor een gezellig dagje uit’ (take the train for a fun day out, emotional slogan 2).

2.2 *Instruments*

Emotionality was initially measured in two ways: by four 7-point Likert scales that were to be computed into one overall measure and by one 7-point Likert scale asking participants to indicate how emotional they perceived a slogan. However, due to problems with internal consistency, only the single question Likert scales were used. The single question Likert scale consisted of the slogan accompanied by a 7-point Likert scale anchored from ‘very unemotional’ to ‘very emotional’.

2.3 *Participants*

In total, 19 participants started the survey. After omitting incomplete data 17 participants' entries were left (*age*: $M = 26.58$; $SD = 4.52$, range 22-36; *gender*: 73.7%-woman, 26.3% man; *educational level*: most frequent: WO; range VWO-WO). The only criteria for participation were to speak Dutch.

2.4 Procedure

The survey was conducted online with the use of the program Qualtrics. The survey was distributed using the social media channel WhatsApp.

Participants were first given written information about the survey and were consequently asked for their consent to participate. Followingly, participants were asked to indicate their age, gender, and educational level. Next, participants were shown the four slogans and were asked to indicate how emotional they perceived each slogan. Lastly, participants were thanked for their cooperation.

2.5 Statistical treatment

The results from this research were analysed using IBM SPSS Statistics 27.0. All slogans were systematically compared to each other by using paired samples t-tests to test whether there were differences in the perceived emotional intensity between the slogans. These analyses together with the means scores were used to determine what slogans would be used for further research.

3. Results

A paired samples t-test showed no significant difference between neutral slogan one and neutral slogan two in terms of perceived emotional intensity ($p = .908$).

A paired samples t-test showed a significant difference between emotional slogan one and emotional slogan two in terms of perceived emotional intensity ($t(16) = 2.50, p = .024$). Emotional slogan one ($M = 5.26, SD = .65$) was perceived as more emotional than emotional slogan two ($M = 4.71, SD = .85$).

A paired samples t-test showed a significant difference between neutral slogan one and emotional slogan one in terms of perceived emotional intensity ($t(18) = 9.99, p < .001$). Emotional slogan one ($M = 5.26, SD = .65$) was perceived as more emotional than neutral slogan one ($M = 2.53, SD = 1.22$).

A paired samples t-test showed a significant difference between neutral slogan two and emotional slogan two in terms of perceived emotional intensity ($t(16) = 4.12, p = .001$). Emotional slogan two ($M = 4.71, SD = .85$) was perceived as more emotional than neutral slogan two ($M = 2.58, SD = 1.47$).

A paired samples t-test showed a significant difference between neutral slogan one and emotional slogan two in terms of perceived emotional intensity ($t(16) = 6.88, p < .001$). Emotional slogan two ($M = 4.71, SD = .85$) was perceived as more emotional than neutral slogan one ($M = 2.53, SD = 1.22$).

A paired samples t-test showed a significant difference between neutral slogan two and emotional slogan one in terms of perceived emotional intensity ($t(18) = 6.63, p < .001$). Emotional slogan one ($M = 5.26, SD = .65$) was perceived as more emotional than neutral slogan one ($M = 2.58, SD = 1.47$).

4. Conclusion pre-test

As there was no significant difference between the two neutral slogans in terms of perceived emotional intensity and there are significant differences between all neutral and emotional slogans, the neutral slogan with the lowest mean score was chosen to use in further research. This means the neutral slogan one, 'de trein brengt je naar je bestemming', was used for further research. Moreover, there was a significant difference in the perceived emotional intensity between the two emotional slogans and therefore emotional slogan with the highest-rated emotional score, 'samen uit, samen thuis', was used in the experiment.

Appendix B. Distribution background variables across conditions

For the analysis of the distribution of *age* across conditions a Levene Test showed that the homogeneity assumption of variance was met ($p = .218$). A one-way ANOVA showed no significant difference between the age of the participants across the four conditions of the advertisement ($p = .653$).

For the analysis of the distribution of *gender* across conditions a Chi-square test showed no significant relation between the gender of the participants and the distribution of the four conditions of the advertisement ($p = .284$).

For the analysis of the distribution of *educational level* across conditions a Chi-square test showed no significant relation between the educational level of the participants and the distribution of the four conditions of the advertisement ($p = .142$).

For the analysis of the distribution of *Limburgian proficiency* across conditions a Levene Test showed that the homogeneity assumption of variance was met ($p = .063$). A one-way ANOVA showed no significant difference between the age of the participants across the four conditions of the advertisement ($p = .334$).

For the analysis of the distribution of *context of learning* across conditions a Chi-square test showed no significant relation between the context of learning of the participants and the distribution of the four conditions of the advertisement ($p = .626$).

For the variable *age of learning* a Levene Test showed that the homogeneity of variance assumption is violated ($p = .020$), therefore the Welch ANOVA is interpreted. A Welch one-way analysis of variance showed no significant difference between the age of learning Limburgian across the four conditions of the advertisement ($p = .204$).

For the analysis of the distribution of *frequency of usage* across conditions a Chi-square test showed no significant relation between the frequency of usage of Limburgian and the distribution of the four conditions of the advertisement ($p = .733$).

Appendix C. Survey

Beste deelnemer,

Bedankt dat u wilt deelnemen aan dit Master scriptie onderzoek. In deze enquête zullen een aantal vragen worden gesteld die te maken hebben met het Limburgs dialect.

De procedure van het onderzoek bevat het invullen van een online enquête. Eerst zult u basisvragen beantwoorden over uw taalkennis. Het onderzoek bestaat daarna uit twee delen. In het eerste deel wordt een advertentie getoond en wordt uw mening hiernaar gevraagd. In het tweede deel zult u een aantal vragen worden gesteld over verschillende Limburgse zinnen. Als laatste worden er nog wat algemene vragen over uw achtergrond gesteld.

Uw deelname is volledig vrijwillig en u kunt stoppen op ieder moment. Al uw antwoorden zijn ten allen tijde vertrouwelijk en worden anoniem verwerkt. De antwoorden zullen ook alleen voor dit Master scriptie onderzoek verwerkt worden.

Met het starten van de enquête geeft u aan dat:

- u bovenstaande informatie heeft gelezen;
- u vrijwillig instemt deel te nemen aan dit onderzoek;
- u minstens 18 jaar oud bent.

Wilt u meer informatie willen over het onderzoek neem dan contact op met l.dirchs@student.ru.nl
Nogmaals bedankt voor uw deelname.

Wilt u deelnemen aan dit onderzoek?

Ja

Nee

Is Nederlands uw moedertaal?

Ja

Nee

Spreekt u Limburgs dialect?

Ja

Nee

Spreekt u een dialect verwant aan een van de volgende regio's?

Echt-Susteren

Venlo

Nee

Hoe vaak spreek u Limburgs?

Nooit

Jaarlijks

Maandelijks

Wekelijks

Dagelijks

Meerdere uren op een dag

Met wie of waar spreek u Limburgs? (meerdere antwoorden mogelijk)

Met familie

Met vrienden

Met kennissen

Ik spreek iedereen in het Limburgs aan

Met personen op straat

In de winkel

Op school (in de pauze, in de gang)

Op school tijdens onderwijs

Niet

Op welke leeftijd heeft u Limburgs geleerd?

Van wie heeft u Limburgs geleerd?

- Ouders/verzorgers
- Andere familieleden
- Partner
- Vrienden
- Op school
- Anders

Hoe vaardig bent u in het Limburgs met betrekking tot de volgende vaardigheden?

	Zeer slecht	Slecht	Matig	Voldoende	Goed	Uitstekend
Lezen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spreken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

U zult nu een advertentie te zien krijgen waarnaar een aantal vragen gesteld zullen worden.

Er zal nu een advertentie getoond worden van de NS. Vervolgens zult u gevraagd worden hier een aantal vragen over te beantwoorden. Bekijk de advertentie aandachtig.

Versie 1, 2, 3, 4 van de advertentie wordt getoond, zie 3.1 materials voor de advertenties

Vink aan wat van toepassing is

	Totaal oneens	Oneens	Een beetje oneens	Neutraal	Een beetje eens	Eens	Totaal eens
Ik vind deze advertentie aantrekkelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind de inhoud van deze advertentie leuk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou deze advertentie delen met anderen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deze advertentie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

grijpt mijn
aandacht

Vink aan wat van toepassing is

	Totaal oneens	Oneens	Een beetje oneens	Neutraal	Een beetje eens	Eens	Totaal eens
Door deze advertentie denk ik positiever over de organisatie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het voelt alsof deze organisatie mij waardeert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel me verbonden met deze organisatie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ik voel me
erkend
door deze
organisatie

Vink aan wat van toepassing is

	Totaal oneens	Oneens	Een beetje oneens	Neutraal	Een beetje eens	Eens	Totaal eens
Door deze advertentie wil ik graag de trein nemen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waarschijnlijk zou ik een volgende keer de trein nemen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel mij positiever ten opzichte van het nemen van de trein	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Door deze
advertentie
zou ik ook
anderen
aansporen de
trein te nemen

○ ○ ○ ○ ○ ○ ○ ○

Er zullen nu een aantal uitspraken worden getoond waarnaar u wordt gevraagd aan te geven hoe emotioneel u deze uitspraken ervaart. Probeer goed na te denken over hoe deze uitspraken voor u voelen als u ze tegen iemand zegt of als deze tegen u gezegd worden.

Er zullen nu een aantal uitspraken volgen. Geef voor de volgende zinnen aan op de schaal hoe emotioneel u deze zinnen ervaart. Probeer hierbij te denken aan hoe deze zinnen voor u voelen als ze in het dagelijks leven gebruikt worden.

Geef aan hoe emotioneel u de volgende uitspraken ervaart (probeer u voor te stellen dat iemand dit tegen u zegt)

	Heel erg onemotioneel	Onemotioneel	Beetje onemotioneel	Neutraal	Beetje emotioneel	Emotioneel	Heel erg emotioneel
Ik hou van je	○	○	○	○	○	○	○
Ik heb je gemist	○	○	○	○	○	○	○

Je
bent
zo
mooi

Ik
haat
je

Ben
je
gek?

Je
doet
me
pijn!

Ik
ben
ernsti
g ziek

Ik
ben
blij
dat je
er
bent

Nu volgen de statements of in het Echts dailect of in het Venloos dialect

Geef aan hoe emotioneel u de volgende uitspraken ervaart (probeer u voor te stellen dat iemand dit tegen u zegt)

	Heel erg onemotioneel	Onemotioneel	Beetje onemotioneel	Neutraal	Beetje emotioneel	Emotioneel	Heel erg emotioneel
Ich hoaj van dich	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich höb dich gemis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doe bösj so sjaon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich haat dich	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bösse gek?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Doe
duis
mich
pien

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Ich
bön
ernsti
g
krank

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

Ich
bön
bliej
detse
d'r
böös

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

OF

Geef aan hoe emotioneel u de volgende uitspraken ervaart (probeer u voor te stellen dat iemand dit tegen u zegt)

	Heel erg onemotioneel	Onemotioneel	Beetje onemotioneel	Neutra al	Beetje emotioneel	Emotioneel	Heel erg emotioneel
--	--------------------------	--------------	------------------------	--------------	----------------------	------------	------------------------

Ik
hald

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

van
dich

Ik
heb
dich
gemis

Dich
bis
zoeë
moeë
j

Ik
haat
dich

Biste
gek?

Dich
duis
mich
pien

Ik bin
ernsti
g
krank



Ik bin
bliej
detse
d'r bis

Er zullen nu nog een aantal achtergrond vragen over u worden gesteld

Age Wat is uw leeftijd?

Hoe identificeert u zich?

- Man
- Vrouw
- Non-binair
- Anders
- Wil ik niet zeggen

Wat is uw hoogst genoten opleiding?

- vmbo

havo

vwo

mbo

hbo

wo

We thank you for your time spend on this survey

Your response has been recorded