

ANGLICISMS AND PERSUASION IN BRAZILIAN FASHION BLOGS

The Effects of Anglicisms in Brazilian Fashion Blog Entries on Persuasion

Alana de Carvalho Ribeiro dos Santos

s4580451

Radboud University

LET-CIWM402 Master's Thesis: International Business Communication

Supervisor: Frank van Meurs

Assessor: Ulrike Nderstigt

August 2016

Abstract

The recent emergence of new media has presented businesses with new manners of communicating with stakeholders. Weblogs have become a powerful tool at the disposal of marketers to reach and influence well segmented, highly engaged online communities. In that context, readers may be affected by a blogger's image and writing style. Often, authors choose to use a marked language - such as code switching - in their blogging activities. Foreign language display has been the object of a number of studies in the field of advertising, but not yet in their sister genre: blogging. The present study investigated the effects of anglicisms on the attitudes towards the blogger, the entry, the products on which a post focuses and purchase intentions. The effects of text mode between niche audience and general public were analyzed based on the premise that eager consumers or fashion media are familiar with anglicisms and would consider these an indication of an in-group relation, and therefore react differently. A total of 564 female Brazilians with high and low interest in fashion participated in a (2)x(2)x(2) between-subjects experiment. The findings indicated more positive attitudes towards the author among the high fashion interest group when anglicisms were present, and no differences among the low fashion interest group. Anglicisms did not affect the attitudes towards the entry among any of the groups. Code-mixing elicited higher purchase intentions among the high fashion interest group as compared to a monolingual text. English proficiency and purism did not moderate any of the effects, but negatively predicted the attitudes towards the author and entry's attractiveness. The present study has evidenced fashion interest as an important factor in reactions to anglicisms, more so than English proficiency itself. Additionally, a further contribution is the influence of purism on those reactions.

Keywords: Code-mixing, foreign-language display, persuasion, purism, attitude towards foreign language, attitude towards English in Brazil, weblogs, fashion blogs

The Effects of Anglicisms in Brazilian Fashion Blog Entries on Persuasion

With audiences which can be as large as those for traditional journalism, unparalleled publishing immediacy and an authorship dynamics that has changed how gatekeeping controls the media, the phenomenon of *blogging* has taken the world by storm: “weblogs are to words what Napster was to music” (Sullivan, 2002). Ratings from the *The Blog Herald* and *Technorati* estimated the size of so-called blogosphere at around 200 million blogs worldwide in 2014 (Quesenberry, 2015). The impacts of weblogging on marketing and brand communication are quite impressive, too. Research conducted by TechnoratiMedia in 2013 found that 29% of interviewees claimed blogs were “their most trusted source of information” and 31% said blogs were “most likely to influence a purchase” (Swartz, 2013). One possible explanation for the extent to which blogs affect their readers’ attitudes and behaviours is how persuasion is achieved and the resistance to it broken. Evidence has been found to suggest those processes can be moderated by empathy towards the author and the presentation form – in the case of weblogs, the extent to which the commercial objective is openly highlighted on the entry (the product or brand is given a “lead role”) or well blended in a personal account or story (the product or brand is given a “supporting role”) (Feenstra, 2005).

In terms of persuasion, language and code choice has been suggested to exert an influence (Piller, 2000) that has been studied by several authors in the context of advertisement. For weblogs, however, the existence and extent of a possible influence is still unclear. Regardless of the lack of theoretical insights, code-mixing has become a common practice, especially in the segments of fashion and sports. A recent fashion blog post from a popular Brazilian blogger, Alice Ferraz, read (English follows Portuguese):

Eu simplesmente amo quando descubro uma marca brasileira que apresenta produtos de qualidade e de muito bom gosto. Sou *super* apoiadora da criatividade *Made In Brazil* e amo contar as histórias de moda e beleza que eu realmente uso e acredito. Dessa vez, a novidade é de *beauty*: os produtos da Océane Femme. O primeiro contato que tive com a marca foi através da minha *expert* em beleza Mariana Saad, que usou um batom *matte* com uma tonalidade mais sóbria que é a cara da temporada! Eu fiquei tão encantada que logo fui atrás para saber mais. O resultado? Além dos batons *matte* com cartela de cores perfeita, fiquei impressionada em conhecer a linha completa de cosméticos! Tão *cool* e *chic*! Um orgulho nacional! (Ferraz, 2016, italics mine)

[I simply love it when I find out about a Brazilian brand that presents high quality products of good taste. I am a super supporter of Made in Brazil creativity and love to tell the fashion and beauty stories that I really use (sic) and believe in. This time, it is a beauty news: the products of Océane Femme. The first contact I had with this brand happened through my beauty expert, Mariana Saad, who used a matte lipstick with a sober tone that is perfect for the season! I got so enthralled that I soon did a research to learn more about it. The results? Besides the matte lipsticks with a perfect colour chart, I was impressed with the complete cosmetic line! So cool and chic! A national pride!] (my translation; underlined words indicate foreign words embedded in the original text)

The excerpt above illustrates code-mixing in weblogs, a practice to which readers' reactions still lack a systematic investigation. The present study aimed at shedding light on the matter, delving into its relationship with the factors category enthusiasm segmentation, purism and English proficiency.

1. Theoretical Background

1.1. Weblogs

Over the years, organisations and institutions have relied on different channels and strategies of communication to establish a dialogue with stakeholders in an attempt to influence their attitudes. In that context, weblogs are a type of channel that has been increasingly trending in the past decade, both among readers and companies that use authors and their networks to build a rapport with (potential) consumers. First used by Jorn Barger in 1997, the term weblog – or its shortened version, blog - describes personally-hosted websites that offer "frequently updated observations, news, headlines, commentary, recommended links and/or diary entries, generally organized chronologically" (Werbach 2001, as cited in Montes-Alcalá, 2007, p. 1). According to Orsi and Formigoni (2014), over the years, blog authors – bloggers – have quickly embedded new discursive purposes in their channels, making them, thus, more similar to advertisements, with a publicity appeal that aims at stimulating consumption in addition to their personal accounts of events, experiences and products.

The extent to which commercial goals permeate the purpose of a blog vary, making them a related, but different genre to advertising. While some bloggers will strictly review products they genuinely consume, others will engage in publishing so-called advertorials – a type of advertisement that is formatted to resemble and blend in editorial content. The practice has been growing in importance as social media evolve, attracting ever more attention from marketing and communication strategists, who seek to build alliances with opinion leaders in order to obtain endorsement for their brands and products. The reason advertorials are attractive to companies is that the engagement between the readers and the content published on blog entries represents a high potential for the generation of electronic word of mouth (eWOM), as defined by Hennig-

Thurau, Gwinner, Walsh and Gremler (2004): “any positive or negative statement made by potential, actual, or former customers about a product or company, which is made available to a multitude of people and institutions via the Internet” (as cited in Chu & Choi, 2011, p. 265). The use of weblogs as a channel for advertising is of high relevance to the market, but academic interest in the segment is still wanting. The question as to whether persuasion can be achieved on weblogs the same way as in traditional advertisements is as of now unanswered, as to date, no research on the subject has been found.

1.2. Persuasion

Persuasion – simply put, a “way to increase the power of a message” (Knowles & Linn, 2004, p. vii) - is a key process in the achievement of a myriad of business objectives, whether they concern increasing the sales of a certain product or promoting a change of behaviour (Knowles & Linn, 2004, p. 253). The drivers and mechanisms of persuasion have been extensively scrutinised by researchers in distinct fields: from Social Psychology, to Social Cognitive Neuroscience, to Advertising (Klucharev, Smidts, & Fernández, 2008). From an International Business Communication perspective, the effects of language on persuasion are of concern, as persuasion affects attitudes, intentions and, ultimately, behaviours. As globalisation brings companies to multinational scenarios, they face linguistic challenges that pervade their relationships with various stakeholders. End-users and prospective consumers are, perhaps, one of the audiences of the highest importance to organisations (Hornikx, van Meurs, & de Boer, 2010), and the effects of the linguistic factor on the relationship between companies and the consumers of their products and services have been investigated under distinct perspectives in different geographic areas.

1.3. The effects of foreign language display on persuasion

The effects of foreign language display have been studied on different geographical areas, contemplating countries with distinct cultural features. In South Korea, Ahn and Ferle (2008) investigated the differences in recall and recognition of brand names and body copy messages in advertisements in response to the use of Hangul and/or the English language, while Krishna and Ahluwalia (2008) conducted a study with a bilingual audience in India, focusing on whether the country of origin (local or foreign) of a company and the type of product (luxury or basic necessity) influenced the preferences for advertisements in English or Hindi. These studies have increased the knowledge about the reactions that a certain language and code choice may elicit among Asian audiences.

The occurrence of foreign language display (FLD) in advertisement in Europe and European consumers' responses to them have also received large academic attention. Gerritsen (1995, as cited in Gerritsen, Korzilius, Van Meurs, & Gijsbers, 2000, p. 18) measured the frequency of English in advertisements in newspapers, news magazines, family magazines and glossy magazines. In terms of comprehensibility, Gerritsen et al. (2000) found that, for Dutch audience, only 36% understood English words spoken in TV adverts and that comprehension negatively predicted their attitudes towards the ads. Their results suggest, however, that when English words were also written, the comprehensibility increased to 50%. Hornikx et al. (2010) investigated the relationship between the difficulty of English used in advertising and the attitudes towards them among Dutch subjects, finding that slogans deemed easy to understand were better appreciated. These findings support the idea that the level of proficiency in a foreign language influences the persuasiveness of an ad that displays that foreign language.

The use of a foreign language in advertisements - mainly English, the most frequent foreign language displayed in ads (Bhatia, 1992; Piller, 2000) – is motivated by a series of factors, such as cost savings and the belief that it will elicit positive associations such as modernity, innovativeness and globalness (Friedrich, 2002). Perhaps as a consequence of those associations, code-mixing - the intercalation of two or more languages in bilinguals' discourse below the clause level (Friedrich & de Figueiredo, 2016, p. 46) - is a fairly common phenomenon among bloggers that write about fashion. As explained by Orsi and Formigoni (2014), the function of using English lexical units in this case does not only compensate for the absence of corresponding words in the local language, but also allows for an equivalence of terms that can be recognised in the fashion niche worldwide. According to Orsi and Formigoni, that role of English in the segment has resulted in the appearance of *fashionese*, an English-based lingua franca that is used in the universe of fashion to facilitate the global communication between specialists and enthusiasts of the category. In fact, the use of a marked style - in this case, the introduction of anglicisms, the “in-group language” - may evoke stereotypes that reinforce in-group associations, eliciting a sense of closeness and belongingness (Myers-Scotton, 1999, 2002 as cited in Krishna & Ahluwalia, 2008, p. 693). As explained by Cargile, Giles, Ryan, and Bradac (1994, p. 211), those stereotypes serve the purpose of “preserving, creating, or enhancing positively valued differentiations between relevant ingroups and outgroups”. In the case of fashion blogs, those individuals who are interested in fashion would represent the in-group, whilst those who are not would be considered the outsiders. The following research questions are, thus, raised:

RQ1a: To what extent does the use of anglicisms affect the attitudes towards the author among individuals who have a high interest in fashion and individuals who have a low interest in it?

RQ1b: To what extent does the use of anglicisms affect the attitudes towards the blog entry itself among who have a high interest in fashion and individuals who have a low interest in it?

In fact, even in the more well-studied genre, advertising, there is hardly a consensus about the effects of the use of English, as previous research results have led to discrepant conclusions on the matter. In contrast to the popularity of anglicisms among advertisers and marketers, when comparing the overall effectiveness of ads in English or a local language in Germany, Spain and the Netherlands, Gerritsen et al. (2007) found no significant differences. In line with that, Gerritsen et al. (2010) found that, for in Belgium, France, Germany, the Netherlands and Spain, the use of English did not affect the image of the product. For Poland, Planken, van Meurs, and Radlinska (2010) also found no differences in perceptions of brand or product image. Negative effects have been reported, too: Gerritsen (1996, as cited in Gerritsen et al., 2000) investigated the attitudes of Dutch subjects towards all-English advertisements in local magazines and found generally unfavourable attitudes. A methodological disadvantage of this study is, however, the lack of comparison between the attitudes towards ads in English and in the local language, Dutch.

Considering the fact that previous studies did not take into account the possible influence of specific interests, in addition to code choice, on attitudes and behavioural intentions, it becomes evident that further research is required in order to provide more nuanced answers as to

whether the implications of the use of anglicisms are positive or negative. Referring back to the fashion blogs and the idea of in-group associations, the following research questions are raised:

RQ1c: To what extent does the use of anglicisms affect the attitude towards the product on which a blog entry focuses among individuals who have a high interest in fashion and individuals who have a low interest in it?

RQ1d. To what extent does the use of anglicisms affect the intention to purchase a product on which a blog entry focuses among individuals who have a high interest in fashion and individuals who have a low interest in it?

Additionally to the aforementioned research gaps, the effects of anglicisms in persuasion in South American and African countries - regions where the level of proficiency in and exposure to English are different from those of Asian and European countries, where most of the existing research has been done - remain unknown, as few or no studies on the subject have been found for those areas.

1.4. English in Brazil

Due to the sociolinguistic situation of Brazil, this is a particularly interesting country for future research on the effects of anglicisms on persuasion. Despite the relatively low proficiency of English (In 2016, the country ranks 41st, out of the 70 countries that are compared on the EF English Proficiency Index), the use of English in Brazilian advertising is said to be already part of the local culture and said not to be perceived as an extraordinary event (Friedrich, 2002). Moreover, not only loanwords, but also pseudoloanwords - English-like words that are generated locally in order to fill in linguistic gaps (Takashi, 1997, as cited in Friedrich, 2002, p. 22) - have become frequent in brand names in the country (Friedrich, 2002), which may suggest the possibility that the low English proficiency would not necessarily hinder the persuasion in

ads when they display words in this language. Recent studies have found that, although the kind of processing triggered by bilingual information is determined by proficiency in that language (Zhang & Schmitt, 2004), proficiency levels failed to correlate to product evaluations (Luna & Peracchio, 2005). The following research question is, thus, raised:

RQ2: When comparing blog entries which contain and do not contain anglicisms, does the level of English moderate (a) the attitude towards the author (blogger), (b) the attitude towards a blog entry, (c) the attitude towards the product on which a blog entry focuses, and (d) the intention to purchase the product on which a blog entry focuses among individuals who have a high interest in fashion and individuals who have a low interest in it?

1.5. Purism

In addition to the proficiency issue, the attitudes towards loanwords and anglicisms could influence how subjects perceive a product, brand or communication channel using loanwords or anglicisms. Two recent language policy moves in Brazil suggest a purist rise in the country: the new Orthographic Agreement and the proposed Anti-Foreign-Word bill (Massini-Cagliari, 2004; Rajagopalan, 2002). There is a dearth of evidence on Brazilian levels of purism and its practical implications. A recent study by Kristiansen (2010) suggested that, despite a purist attitude towards English in some Nordic countries, the overt (self-reported, measured directly) and covert (actual, measured indirectly) language ideologies were fairly different. The study did not, however, investigate whether purism predicted attitudes towards anglicised communication. As of now, the link between purism and the attitudes elicited by texts that contain anglicisms has not yet been studied. In order to fill this gap, the following research question is raised:

RQ3: When comparing blog entries which contain and do not contain anglicisms, to what extent does the level of self-reported purism moderate (a) the attitude towards the author (blogger), (b) the attitude towards a blog entry, (c) the attitude towards the product on which a blog entry focuses, and (d) the intention to purchase the product on which a blog entry focuses among individuals who have a high interest in fashion and individuals who have a low interest in it?

Lastly, because of the frequency with which anglicised words are used in fashion, one may expect that individuals who are interested in it - those who frequently read fashion magazines and blogs, for example - will have a higher exposure to English and, therefore, will become more tolerant towards anglicisms. This phenomenon would be explained by the Mere Exposure Effect – a process through which “repeated, unreinforced exposure to a stimulus increases judgments of liking that stimulus” (Whittlesea & Price, 2001, p. 234). According to this logic, it can be expected that the higher the level of consumption of fashion media, the lower the level of purism. This leads to the following research question:

RQ4: To what extent does fashion interest predict purism?

2. Method

2.1. Materials

Two sets of two texts were presented to the participants. The order in which the texts were displayed was randomised. The texts were selected from blog entries published on the blog *Super Vaidosa*, written by Camila Coelho and rated by *Exame Magazine* as one of the most popular fashion blogs in Brazil in 2015 (Lajes, 2016). The selection was made on the basis of the following criteria: 1) The entries had to come from well-known blogs to ensure the texts were written by persons with an authority status. 2) The entries were older than a year to prevent the

possibility of participants being familiar with them. 3) The anglicisms had to be translatable to standard Brazilian Portuguese. The images presented as part of the blog entries were edited with Adobe Photoshop CS5 in order to anonymise the author, whose face was blurred.

For one of the sets, hereafter referred to as "bilingual version", the use of anglicisms were maintained as originally written by the author. For the other set, "monolingual version", English loanwords and pseudoloanwords were replaced by their Portuguese equivalents. The translations were provided by a group of three product developers working in the fashion industry, who decided on the terms jointly.

The texts were pre-tested with a small group of contacts (five Brazilian females, aged between 23 and 61 years, with educational levels ranging from Bachelor's to Master's degree) to assess whether they sounded natural and realistic, and whether the length was adequate. No necessary changes were identified, and therefore, the questionnaire was maintained as originally proposed.

2.2. Subjects

Female (cisgender or transgender) Brazilian citizens ($N = 564$) who were native speakers of Portuguese, aged between 15 and 70 years old ($M = 32.37$, $SD = 10.38$) took part in the experiment. A t-test ($t(524) = .13$, $p = .150$) revealed that there was no difference in age among subjects who read a bilingual text ($n = 258$, $M = 32.43$, $SD = 10.00$) and who read a monolingual text ($n = 268$, $M = 32.31$, $SD = 10.75$). Similarly, another t-test ($t(524) = .31$, $p = .860$) indicated an homogeneous distribution of "White outfit entry" ($n = 269$) and "Black outfit entry" ($n = 257$), the two different blog entries displayed either on a bilingual or a monolingual version, among different ages ($M_{\text{white}} = 32.51$, $SD_{\text{white}} = 10.30$, $M_{\text{black}} = 32.23$, $SD_{\text{black}} = 10.50$).

Participants who resided in Brazil at the time they participated in the present research comprised 62.9% of the sample, of which 63.4% were inhabitants of the Southeastern region, 25.3% of the Southern region, 6.6% of the Midwestern region and 4.9% of the Northeastern region. There were no residents of the Northern region of Brazil among the subjects.

The remaining 37.1% of the sample were Brazilian citizens who were living abroad at the time they filled in the questionnaire, as shown in Table 1. Chi-square tests revealed a homogeneous distribution of bilingual and monolingual texts for Brazilians living in Brazil and abroad ($\chi^2 (1) = 0.00, p = 1.000$), as well as a homogeneous distribution of “White outfit entry” and “Black outfit entry” between Brazilians living in Brazil and abroad ($\chi^2 (1) = 0.01, p = .933$).

Table 1 Country of residence frequencies.

Country	Frequency	Percentage
Brazil	355	62.9
Netherlands	53	9.4
Germany	34	6.0
France	34	6.0
Austria	15	2.7
Argentina	12	2.1
Portugal	11	2.0
Poland	7	1.2
UK	5	0.9
Australia	4	0.7
Spain	4	0.7
USA	3	0.5
Hungary	3	0.5
Hong Kong	2	0.4
Ireland	2	0.4
Norway	2	0.4
Serbia	2	0.4
Switzerland	2	0.4
Canada	1	0.2
Chile	1	0.2
Colombia	1	0.2

Croatia	1	0.2
Denmark	1	0.2
Finland	1	0.2
Greece	1	0.2
India	1	0.2
Italy	1	0.2
Japan	1	0.2
Mexico	1	0.2
Philippines	1	0.2
Czech Republic	1	0.2
Sweden	1	0.2
Total	564	100.0

The majority of the subjects had achieved a Bachelor’s degree as their highest educational level (55%), in a set ranging from elementary school (0.4%) to PhD level or higher (5%). A chi-square test ($\chi^2 (4) = 3.613, p = .500$) no differences in educational level of participants who read a bilingual or monolingual text, with the exception of subjects that achieved an elementary school degree as their highest level of education ($n = 2$), who were both exposed to a monolingual entry. Another chi-square test showed “white outfit” and “black outfit” entries were similarly displayed among all educational level groups ($\chi^2 (4) = 1.65, p = .801$).

Participants’ English proficiency was measured through self-assessment (reading, writing, listening and speaking skills) and on average, they rated their skills as medium to high level ($M = 3.68, SD = 1.16$) on a scale where 1 = lowest and 5 = highest levels of proficiency. A t-test indicated the display of bilingual and monolingual versions was homogeneous across the different levels of proficiency ($t(562) = 0.66, p = .520$), the same being true to the distribution of white and black outfit entries ($t(562) = 0.47, p = .330$).

The level of purism of the participants was measured through self-report in a scale of 1 to 5 (see instruments) and, on average, a tendency of purist attitudes towards English in Brazil ($M = 3.44, SD = 0.60$) was observed. A t-test revealed no differences in purism levels among subjects

who read a bilingual or a monolingual text ($t(562) = 0.93, p = .860$). Likewise, a subsequent t-test evidenced no differences in purism levels of subjects who read a text about “white outfit” or “black outfit” ($t(562) = 0.15, p = .250$).

A chi-square test confirmed that the language code of the text displayed was homogeneously distributed among participants who reported a high interest in fashion and subjects who reported a low interest in it ($\chi^2(1) = 0.71, p = .400$), the same being true to which of the two texts was displayed ($\chi^2(1) = 0.45, p = .500$).

2.3. Design

In a between-groups design, two sets of subjects - individuals who reported high interest in fashion and individuals who reported low interest in fashion - were exposed to different treatment conditions: reading one short blog entry that either contained anglicised words or were entirely written in Portuguese (subjects exposed to entries completely written in Portuguese were not exposed to entries that contained anglicised words, and vice-versa). To ensure generalisable results, two different blog entries written by the same author were used – one about a white outfit and one about a black outfit. This made for a 2x2x2 design, with as factors “*fashion interest*” (high, low), “*text mode*” (bilingual, monolingual) and “*text topic*” (white, black). This design enabled counter balancing the blog entries, while also preventing the possibility of participants guessing the objective of the research, since they did not have access to both treatment conditions, which could influence in the results.

2.4. Instruments

The independent variables “*fashion interest*”, the moderators “*English proficiency*” and “*purism*” and the dependent variables, “*attitudes towards the author*”, “*attitudes towards the entry*”, “*attitudes towards the product*” and “*purchase intention*” were measured through an

online questionnaire developed in Qualtrics. Five-point scales were used (rather than 7-point scales), as the differences between the middle options may not be clearly discerned in the Portuguese language (there is no accurate equivalent to the word “mostly” that would make sense in a “mostly agree/disagree” construction, leading to its replacement by Portuguese words that can be used interchangeably with “partially” or “somewhat”: “quase totalmente”, “em partes”, “de certo modo”, for example). The questionnaires were pre-tested in order to ensure clarity of the questions and an adequate duration of the experiment, 10 minutes.

2.4.1. Fashion interest. The independent variable “fashion interest” was measured on the basis of fashion media consumption on a continuous, interval level through self-assessment on a five-point Likert-scale question “How frequently do you...” anchored by 1 (never) and 5 (always), comprised by 4 items: “Watch series and/or shows about fashion on TV”, “Watch Youtube channels about fashion”, “Read blogs about fashion”, “Read content about fashion in newspapers and/or magazines”. “Fashion interest” achieved a good reliability (Cronbach’s $\alpha = .82$). This question was presented along with the biodata section and was later split in a dichotomous variable, “High” and “Low”, having the median ($Mdn = 2.89$) as a cutting point.

2.4.2. Attitude towards the author. The dependent variable *attitude towards the author* was measured on a continuous, interval level through an adapted version of the scales developed by El - Dash and Busnardo (2001), Hassall, Murtisari, Donnelly, and Wood (2008), Planken et al. (2010), in addition to three new items. After reading the blog entry to which they were assigned, participants were presented with the statement “Based on these entries, the author seems to me...”, followed by the items “competent”, “highly educated”, “chic”, “successful”, “modest”, “sincere”, “humorous”, “friendly”, “irritating” (reversed), “arrogant” (reversed), “trendy”,

“international”. The items were rated on a 5-point Likert scale, ranging from 1 (completely disagree) to 5 (completely agree).

The 12 items of this scale were evaluated in a principal components analysis (PCA) with Oblimin rotation. The factorability of the data was corroborated by Pearson’s correlations, for which the majority of values were superior to .3; Kaiser-Meyer-Oklín values (.892), which satisfied the recommendation of scores above .6 (Kaiser, 1970, 1974 as cited in Pallant, 2007, p. 181); and Barlett’s test of sphericity (Barlett, 1954 as cited in Pallant, 2007, p. 181), which achieved statistical significance ($p < .001$). A Kaiser criterion analysis suggested a two-factor solution which explains 56%, confirmed by a parallel analysis that resulted in two eigenvalues superior to randomly generated criterion values in a matrix of the same size (12 variables x 564 participants).

Therefore, the variable “*attitude towards the author*” was split in two distinct dimensions, namely: “*competence*”, comprised by 6 items (“competent”, “highly educated”, “chic”, “successful”, “trendy”, “international”), with a good reliability, Cronbach’s $\alpha = .85$; and “*likeability*”, comprised by 5 items (“modest”, “sincere”, friendly, “irritating”, “arrogant”), with a good reliability, Cronbach’s $\alpha = .80$. The item “humorous” presented a low extraction value (.234), as well as the lowest loading on its component, Competence, (.328) and therefore was excluded from the scale.

2.4.3. Attitude towards the entry. The dependent variable *attitude towards the entry* was measured on a continuous, interval level through the scales developed by Van Meurs, Korzilius, and Hermans (2004), Van Meurs, Hendriks, and Sanders (2016) and Hendriks, van Meurs, and van der Meij (2015) via two sub-variables, *Difficulty* and *Attractiveness*. After

reading the blog entry to which they were assigned, participant were presented with the statement “In my opinion, this blog entry is:”, followed by the items presented as below:

2.4.3.1. Difficulty. The sub-variable difficulty was measured on a continuous, interval level through three five-point semantic differentials: “difficult - easy”, “unclear - clear”, “complicated - simple”.

2.4.3.2. Attractiveness. The sub-variable attractiveness was measured on a continuous, interval level through four five-point semantic differentials: “unattractive - attractive”, “not original - original”, “uninteresting - interesting”, “not nice - nice”, “boring - captivating”, “unnatural - natural”, “normal - awkward”.

The 10 items of this scale were evaluated in a principal components analysis (PCA) with Oblimin rotation. The factorability of the data was corroborated by Pearson’s correlations, for which the majority of values were superior to .3; Kaiser-Meyer-Olkin values (.879), which satisfied the recommendation of scores above .6 (Kaiser, 1970, 1974 as cited in Pallant, 2007, p. 181); and Barlett’s test of sphericity (Barlett, 1954 as cited in Pallant, 2007, p. 181), which achieved statistical significance ($p < .001$). A Kaiser criterion analysis suggested a two-factor solution which explains 70%, confirmed by a parallel analysis that resulted in two eigenvalues superior to randomly generated criterion values in a matrix of the same size (10 variables x 564 participants).

Therefore, the variable “*attitude towards the entry*” was split in the dimensions: “*attractiveness*”, comprised by 6 items (“uninteresting – interesting”, “boring – captivating”, “not nice – nice”, “not original – original”, “unattractive – attractive”, “unnatural – natural”), with a good reliability, Cronbach’s $\alpha = .85$; and “*difficulty*”, comprised by 4 items (“complicated – simple”, “difficult – easy”, “awkward – normal”, “unclear – clear”), with a good reliability,

Cronbach's $\alpha = .80$. In accordance with PCA results, the item "awkward - normal" was moved from "*attractiveness*" to "*difficulty*".

2.4.4. Attitude towards the product. The dependent variable attitude towards the product was measured on a continuous, interval level through an adapted version of the scales developed by Gerritsen et al. (2010) and El - Dash and Busnardo (2001), in addition to one new item developed by the author of the present study. After reading the blog entry to which they were assigned, participants were presented with the statement "Based on the blog entry, the product seems:", followed by the items "Trendy", "Innovative", "Fashionable", "Attractive", "Affordable". The items were rated on a 5-point Likert scale, ranging from 1 (completely disagree) to 5 (completely agree). "Attitude towards the product" achieved an acceptable reliability (Cronbach's $\alpha = .75$).

2.4.5. Purchase intention. The dependent variable *purchase intention* was measured on a continuous, interval level through adapted versions of the scales developed by Hornikx, van Meurs, and Hof (2013). After reading the blog entry to which they were assigned, participants were presented with the statement "Based on the blog entry, buying the product is:", followed by the items "Something I certainly want to do", "Something I do would recommend to my friends", "Really not something for me" (Reversed). The items were rated on a 5-point Likert scale, ranging from 1 (completely disagree) to 5 (completely agree). "Purchase intention" achieved an acceptable reliability (Cronbach's $\alpha = .76$).

2.4.6. English proficiency. English proficiency was measured on a continuous, interval level through an adapted version of the scale developed by Rogerson-Revell (2007), using the following statements: "How comfortable do you feel when performing the following actions in English.:", and four items "reading", "listening", "speaking", "writing". The items were rated on

a 5-point Likert scale, ranging from 1 (uncomfortable) to 5 (very comfortable). “English proficiency” achieved a good reliability (Cronbach’s $\alpha = .94$).

2.4.7. Purism. The predictor variable *purism* was measured on a continuous, interval level through an adapted version of the scale developed by Hassall et al. (2008), on a 5-point Likert scale anchored by 1 (completely agree) and 5 (completely disagree), comprised by the following statements: “English loanwords sound attractive,” (reversed), “English loanwords enrich Portuguese,” (reversed), “English loanwords pollute Portuguese”, “We should avoid using English loanwords that can be replaced by a Portuguese word.”, “Portuguese is a beautiful language”, “I am proud of Portuguese as a national language”, “The influence of International culture on Brazilian culture has more positive effects than negative” (reversed). “Purism” achieved an acceptable reliability (Cronbach’s $\alpha = .72$).

2.4.8. Control questions. Even though the factors which determined eligibility for the study were thoroughly explained on the messages posted on Facebook and the questionnaire’s initial instructions, the addition of control questions was deemed necessary to safeguard valid answers.

Firstly, the blog entries selected for the experiment on which this study is based focus on clothing for women, reason for which male participants were not eligible to take part on it. To rule this group out, a dichotomous, two-point question “Regardless of the gender with which you were born, you identify yourself more as:” (Male, Female) was included at the beginning of the questionnaire. Those who selected the option “male” ($n = 24$) had their participation on the experiment terminated.

Secondly, the study focused on Brazilian nationals whose mother tongue was Portuguese. To ensure the subjects’ suitability, two more dichotomous two-point scale questions were added:

“What is your nationality?” (Brazilian/Other) and “Is Portuguese your mother tongue?” (Yes, No). In order to avoid ambiguities, a short explanation of the term “mother tongue” was given along with the question (“Mother tongue is/are the language/s you grew up speaking at home and at which you first became literate”). Participants who were not Brazilians ($n = 8$) and participants who, despite being Brazilians had a mother tongue other than Portuguese ($n = 7$) had their participation terminated.

Lastly, readers of the blog from which the entries were drawn, Super Vaidosa, could have their opinions biased by a series of factors which were not part of the scope of the present study. For this reason, after the subjects read the blog entry to which they were assigned, they were asked the dichotomous two-point scale question “Do you recall having read this text before?” (Yes, No). Participants whose answers were “Yes” ($n = 67$) had their participation terminated.

2.5. Procedure

Participants were recruited via Facebook and invited to fill in an online questionnaire at their convenience. They read a short explanation about the study and the estimated time for completing the questionnaire. Participants began the experiment by reading the text designated to them (“White outfit entry” or “Black outfit entry”, randomly assigned). After reading the text, the subjects answered questions about their attitudes towards the author, the entry, the products and their intention to purchase them. Once the subjects have read the text and answered the questions about attitudes and intention to purchase, they answered biodata questions that included items about English proficiency and purism.

2.6. Statistical treatment

A three-way between-groups MANOVA was conducted to explore the effects of “*fashion interest*” (high/low), use of anglicisms (“*text mode*” – bilingual/monolingual) and additionally the type of text (“*text topic*” – white, black) in fashion blog entries on the dependent variables, “*attitudes towards the author*”, “*attitudes towards the entry*”, “*attitudes towards the product*” and “*purchase intention*”. Possible moderation of English proficiency and purism were also tested.

Additionally, a regression analysis was conducted in order to verify whether fashion media consumption can predict the level of purism.

2.7. Analytical model

The following model illustrates the variables that were considered in this study and the expected relationships between them.

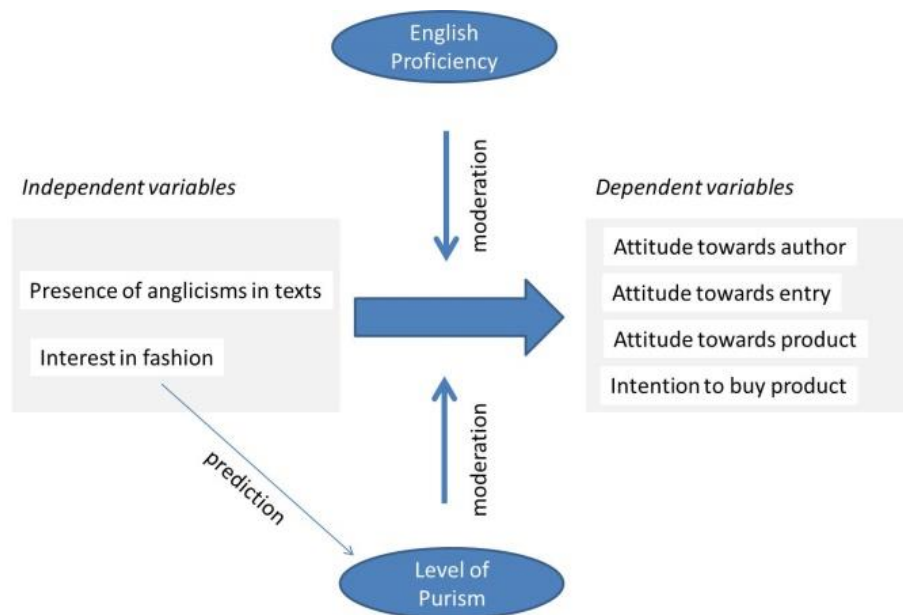


Figure 1. Analytical model

3. Results

3.1. Research question 1

A three-way between-groups multivariate analysis of variance was performed to investigate the research question 1, about how the author (RQ1_a), the text (RQ1_b) and the products (RQ1_{c-d}) referenced in the text were perceived by Brazilian readers as a function of three independent variables (IVs): *Text mode* (bilingual, monolingual); “*fashion interest*” (high, low); and additionally the “*text topic*” (white, black), as explained in the sub-section “*text topic*”.

Preliminary assumptions were tested (normality, linearity, outliers, homogeneity of variance, covariance matrices and multicollinearity) with no serious violations found according to Pallant (2007, pp. 277-282).

The assessment was built upon the test of four dependent variables (DVs): “*attitude towards the author*” (comprised by two sub-variables: “*competence*” and “*likeability*”); “*attitude towards the entry*” (comprised by two sub-variables: “*attractiveness*” and “*difficulty*”); “*attitude towards the product*”; and “*purchase intention*”. The analyses were executed according to and are presented in the following order:

- A) A multivariate analysis, which identified cases in which an independent variable (or the interactions between two and/or three of them) affected all dependent variables simultaneously;
- B) Upon the occurrence of significant multivariate effects, univariate effects were also analysed. Otherwise, univariate effects (even if significant) were not interpreted in compliance to the guidelines proposed by Rencher and Scott (1990 as cited in Haase, 2011, p. 118).

C) In case of a significant interaction, follow-up tests were performed to pinpoint the differences between the conditions, hereafter referred to as HFB (high fashion interest subjects who read a bilingual text), HFM, (high fashion interest subjects who read a monolingual text), LFB (low fashion interest subjects who read a bilingual text) and LFM (low fashion interest subjects who read a monolingual text).

3.1.1. Text topic. Due to the fact that two different blog entries were used as materials for the present study, namely a “White outfit” entry and a “Black outfit” entry, “*text topic*” was treated as a third independent variable, even though comparing the text topic was not among the objectives of this study.

A multivariate analysis of variance yielded a significant effect for “*text topic*” (Wilks’ $\lambda = .89$, $F(6,551) = 11.90$, $p < .001$), indicating a difference in the patterns with which subjects rated the DVs according to the blog entry which was read: the one about a black or the one about a white outfit. This difference was significant for author’s “*competence*” ($F(1,556) = 22.35$, $p < .001$, $\eta_p^2 = .039$), author’s “*likeability*” ($F(1,556) = 34.66$, $p < .001$, $\eta_p^2 = .059$), entry’s “*attractiveness*” ($F(1,556) = 20.26$, $p < .001$, $\eta_p^2 = .035$), entry’s “*difficulty*” ($F(1,556) = 34.46$, $p < .001$, $\eta_p^2 = .058$) and “*purchase intention*” ($F(1,556) = 20.44$, $p < .001$, $\eta_p^2 = .035$), and nonsignificant for “*attitude towards product*” ($F(1,556) = 1.79$, $p = .060$).

A univariate analysis showed that, overall, responses tended to be more positive among those who read a white outfit entry than those who read a black outfit entry. Subjects who read a text about the white outfit perceived the author, on average, as more competent (white outfit: $M_w = 3.08$, $SD_w = 0.61$, black outfit: $M_b = 2.81$, $SD_b = 0.71$) and likeable (white outfit: $M_w = 3.48$, $SD_w = 0.63$, black outfit: $M_b = 3.15$, $SD_b = 0.71$), reported a higher purchase intention (white outfit: $M_w = 2.98$, $SD_w = 1.20$, black outfit: $M_b = 2.53$, $SD_b = 1.11$) and found the entry more

attractive (white outfit: $M_w = 2.68$, $SD_w = 1.06$, black outfit: $M_b = 2.28$, $SD_b = 1.00$) and easier to read (white outfit: $M_w = 4.02$, $SD_w = 0.99$, black outfit: $M_b = 3.51$, $SD_b = 1.05$) than those who read the text about the black outfit, as shown in Table 2.

As no multivariate interactions between “*text topic*” and the independent variables of main interest (two-way interaction between “*text topic*” and “*fashion interest*” or three-way interaction between “*text mode*”, “*text topic*” and “*fashion interest*”) were found to be significant (see sections 3.1.5 and 3.1.6), the subsequent analyses considered the effects jointly, combining the scores of *white outfit, monolingual version* with *black outfit, monolingual version* and the scores of *white outfit, bilingual version* with *black outfit, bilingual version*.

Table 2 Multivariate effects of “*text topic*” on author’s “*competence*” and “*likeability*”, entry’s “*attractiveness*” and “*difficulty*”, “*attitudes towards the product*” and “*purchase intention*”. (1 = negative attitude, 5 = positive attitude. For entry’s *difficulty*, 1 = difficult, 5 = easy)

	White outfit entry <i>n</i> = 286		Black outfit entry <i>n</i> = 278	
	Mean	<i>SD</i>	Mean	<i>SD</i>
Author’s competence	3.08***	0.61***	2.81***	0.71***
Author’s likeability	3.48***	0.63***	3.15***	0.71***
Entry’s attractiveness	2.68***	1.06***	2.28***	1.00***
Entry’s difficulty	4.02***	0.99***	3.51***	1.05***
Attitude towards product	3.24 ^{n.s}	0.74 ^{n.s}	3.11 ^{n.s}	0.69 ^{n.s}
Purchase intention	2.98***	1.20***	2.53***	1.11***

Note: *** $p < .001$, n.s = nonsignificant

3.1.2. Text mode. A multivariate analysis of variance yielded nonsignificant results for Text mode (Wilks' lambda = .98, $F(6,551) = 1.73$, $p = .112$).

3.1.3. Fashion interest. A multivariate analysis of variance yielded nonsignificant results for fashion interest (Wilks' lambda = .99, $F(6,551) = 1.10$, $p = .360$).

3.1.4. Text mode and fashion interest. A multivariate test showed a significant interaction between text mode and fashion interest (Wilks' lambda = .97, $F(6,551) = 2.82$, $p = .010$). Participants rated monolingual and bilingual texts differently according to how interested they were in fashion. A univariate analysis indicated that individuals with a high fashion interest tended to display more positive reactions upon reading a bilingual text, whilst individuals with a low fashion interest preferred a monolingual entry for all the DVs (with the exception of entry's attractiveness), as reported below.

3.1.4.1. Attitude towards the author.

3.1.4.1.1. Competence. The interaction between "text mode" and "fashion interest" had a significant univariate effect on author's "competence" ($F(1,556) = 6.51$, $p = .011$, $\eta_p^2 = .012$).

Follow-up independent-samples t-tests showed a nonsignificant difference in the author's perceived "competence" between the groups of high and low fashion interest when they read a bilingual text ($t(276) = 1.97$, $p = .050$) and when they read a monolingual text ($t(284) = 1.67$, $p = .095$). The differences within the group of high interest in fashion (HFB as compared to HFM) were significant ($t(262.03) = 3.28$, $p = .001$). On average, HFB ($M = 3.10$, $SD = 0.75$) rated the author's "competence" higher than HFM ($M = 2.83$, $SD = 0.63$). The differences within the group of low fashion interest (LFB as compared to LFM) were not significant ($t(280) = .27$, $p = .784$). The means and standard deviations for author's "competence" are presented in Table 3.

Table 3 Author’s “*competence*” in function of fashion interest (high, low) and text mode (bilingual, monolingual) (1 = negative attitude, 5 = positive attitude).

	High fashion interest N = 282			Low fashion interest N = 282		
	Mean	SD	n	Mean	SD	n
Bilingual version	3.10	0.75	134	2.93	0.68	144
Monolingual version	2.83	0.63	148	2.95	0.62	138

3.1.4.1.2. *Author’s likeability.* The interaction between text mode and fashion interest had a significant univariate effect on the author’s “*likeability*” ($F(1,556) = 8.79, p = .003, \eta_p^2 = .016$).

Follow-up independent-samples t-tests showed a significant difference in the author’s perceived “*likeability*” between the groups of high and low fashion interest when they read a bilingual text ($t(276) = 2.51, p = .013$), but not when they read a monolingual text ($t(284) = 1.75, p = .081$). On average, HFB perceived the author as being more likeable ($M = 3.42, SD = 0.69$) than LFB ($M = 3.22, SD = 0.65$). Among subjects who read the monolingual text, however, both groups rated the author’s “*likeability*” alike.

Another independent-samples t-test showed that, within the high fashion interest group, the “*likeability*” ratings differed significantly when they read a monolingual text from when they read a bilingual text ($t(280) = 2.05, p = .042$). Likewise, among the group of low fashion interest, the ratings also differed significantly when they read a monolingual text from when they read a bilingual text ($t(280) = 2.20, p = .028$). On average, HFB found the author more likeable ($M = 3.42, SD = 0.69$) than HFM ($M = 3.25, SD = 0.72$). For the low interest group, the opposite was observed: LFM perceived a higher “*likeability*” ($M = 3.39, SD = 0.69$) as compared to LFB ($M = 3.22, SD = 0.65$). The means standard deviations for author’s “*likeability*” are presented in Table 4.

Table 4 Author’s “likeability” in function of fashion interest (high, low) and text mode (bilingual, monolingual) (1 = negative attitude, 5 = positive attitude).

	High fashion interest N = 282			Low fashion interest N = 282		
	Mean	SD	n	Mean	SD	n
Bilingual version	3.42	0.69	134	3.4	0.65	144
Monolingual version	3.25	0.72	148	3.39	0.68	138

3.1.4.2. Attitude towards the entry

3.1.4.2.1. *Entry’s attractiveness.* The interaction between “text mode” and “fashion interest” had no significant univariate effect on entry’s “attractiveness” ($F(1,556) = 1.35, p = .246$). The means standard deviations for author’s “likeability” are presented in Table 5.

Table 5 Entry’s “attractiveness” in function of fashion interest (high, low) and text mode (bilingual, monolingual) (1 = negative attitude, 5 = positive attitude).

	High fashion interest N = 282			Low fashion interest N = 282		
	Mean	SD	n	Mean	SD	n
Bilingual version	2.68	1.14	134	3.44	1.05	144
Monolingual version	2.42	1.07	148	2.39	0.91	138

3.1.4.2.2. *Entry’s Difficulty.* The interaction between “text mode” and “fashion interest” had a significant univariate effect on entry’s “difficulty” ($F(1,556) = 4.76, p = .029, \eta_p^2 = .008$). However, subsequent analyses showed no differences among any of the conditions: independent-samples t-tests showed a nonsignificant difference in the entry’s perceived “difficulty” between the groups of high and low fashion interest when they read a bilingual text ($t(276) = 1.85, p = .065$) and also when they read a monolingual text ($t(284) = 1.27, p = .204$). There were also no differences in the responses to bilingual or monolingual texts within the groups of high fashion interest ($t(280) = 1.21, p = .228$) or for the low fashion interest ($t(280) = 1.92, p = .056$). The means and standard deviations for entry’s “difficulty” are presented in Table 6.

Table 6 Entry’s “*difficulty*” in function of fashion interest (high, low) and text mode (bilingual, monolingual) (1 = difficult, 5 = easy).

	High fashion interest N = 282			Low fashion interest N = 282		
	Mean	SD	n	Mean	SD	n
Bilingual version	3.86	1.07	134	3.63	1.07	144
Monolingual version	3.72	0.98	148	3.87	1.08	138

3.1.4.3. Attitude towards the product. The interaction between “*text mode*” and “*fashion interest*” did not have a significant univariate effect on “*attitudes towards product*” ($F(1,556) = 3.30, p = .071, \eta_p^2 = .006$). The means and standard deviations for “*attitude towards the product*” are presented in Table 7.

Table 7 “*Attitude towards the product*” in function of fashion interest (high, low) and text mode (bilingual, monolingual) (1 = negative attitude, 5 = positive attitude).

	High fashion interest N = 282			Low fashion interest N = 282		
	Mean	SD	n	Mean	SD	n
Bilingual version	3.26	0.77	134	3.11	0.66	144
Monolingual version	3.09	0.76	148	3.16	0.66	138

3.1.4.4. Purchase intention. The interaction between “*text mode*” and “*fashion interest*” had a significant univariate effect on “*purchase intention*” ($F(1,556) = 6.16, p = .013, \eta_p^2 = .011$). Follow-up independent-samples t-tests showed that the differences within the group of high fashion interest were significant ($t(276) = 3.42, p = .001$). Subjects in HFB reported a higher “*purchase intention*” ($M = 3.03, SD = 1.18$) than HFM ($M = 2.71, SD = 1.18$). For the low interest group, however, the text mode did affect their purchase intentions ($t(280) = 1.32, p = .188$).

Another follow-up independent-samples t-test showed that the differences between the groups were significant for the bilingual version ($t(276) = 3.42, p = .001$), but not for the monolingual version ($t(284) = .23, p = .819$). HFB became more inclined to purchase the product ($M = 3.03, SD = 1.18$) than LFB ($M = 2.56, SD = 1.13$). The means and standard deviations for “purchase intention” are presented in Table 8.

Table 8 “Purchase intention” in function of fashion interest (high, low) and text mode (bilingual, monolingual) (1 = low intention, 5 = high intention).

	High fashion interest <i>N</i> = 282			Low fashion interest <i>N</i> = 282		
	Mean	<i>SD</i>	<i>n</i>	Mean	<i>SD</i>	<i>n</i>
Bilingual version	3.03	1.18	134	2.56	1.13	144
Monolingual version	2.71	1.18	148	2.74	1.18	138

3.1.5. Text topic and fashion interest. A multivariate analysis of variance showed no significant two-way interaction between “text topic” and “fashion interest” (Wilks’ lambda = .99, $F(6,511) < 1, p = .684$).

3.1.6. Text topic, fashion interest and text mode. A multivariate analysis of variance showed no significant three-way interaction between “text topic”, “fashion interest” and “text mode” (Wilks’ lambda = 1.00, $F(6,551) = 1.24, p = .283$).

3.2. Research question 2 and 3

In order to answer the research questions about the influences of “English proficiency” (RQ2_{a-d}) and “purism” (RQ3_{a-d}) on the DVs, the addition of two possible covariates (CVs), namely “English proficiency” and “Purism”, in a MANCOVA with as factors “text mode”(bilingual, monolingual), “fashion interest” (high, low) and “text topic”(white, black) was considered. “English proficiency” and “purism” were proved not to be covariates due to a weak

correlation with the DVs, and were therefore discarded from the multivariate analyses of variance according to the criteria proposed by Tabachnick and Fidell (2013, p. 203). The answer to RQ2, thus, is that “*English proficiency*” and “*Purism*” do not moderate the relationships between “*text mode*”, “*fashion interest*”, “*text topic*” and the dependent variables.

Table 1 Correlations between *English proficiency*, *Purism* and the DVs

Correlations	English proficiency		Purism	
	Pearson’s correlation	Significance (2-tailed)	Pearson’s correlation	Significance (2-tailed)
Author’s competence	-.109	.010	-.113	.007
Author’s likeability	-.082	.050	-.230	.000
Entry’s attractiveness	-.181	.000	-.161	.000
Entry’s difficulty	.006	.886	-.061	.150
Attitude towards product	-.054	.203	-.149	.000
Purchase intention	-.079	.062	-.097	.021

Alternatively, multiple regression analyses were performed to assess whether “*English proficiency*” and “*Purism*” predicted the DVs when anglicisms were or not present, not taking into account “*fashion interest*” and “*text topic*” as those are factors independent to “*English proficiency*” and “*purism*”.

3.2.1. Attitude towards the author. The means and standard deviations for “*attitude towards the author*” are presented in Table 3 and Table 4.

3.2.1.1. Bilingual text. Multiple regression analyses showed that the variables entered explained 4% of the variance in the author’s “*competence*” ($M = 3.01, SD = 0.71, F(2,275) = 5.44, p = .005$) and 9% of the variance in the author’s “*likeability*” ($M = 3.31, SD = 0.68, F(2,275) = 13.94, p < .001$). “*Purism*” was shown to be a significant predictor of “*competence*” ($\beta = - 0.15, p = .012$) and “*likeability*” ($\beta = - 0.29, p < .001$). “*English proficiency*” did not predict “*competence*” ($\beta = - 0.12, p = .051$) or “*likeability*” ($\beta = - 0.08, p = .147$).

3.2.1.2. Monolingual text. Multiple regression analyses showed that the variables entered did not explain the variance in the author's "competence" ($F(2,283) = 1.96, p = .143$), but explained 4% of the variance in the author's "likeability" ($M = 3.32, SD = 0.70, F(2,283) = 5.21, p = .006$). "Purism" was shown to be a significant predictor of it ($\beta = -0.18, p = .003$), but "English proficiency" was not ($\beta = -0.07, p = .215$).

3.2.2. Attitude towards the entry. The means and standard deviations for "attitude towards the entry" are presented in Table 5 and Table 5.

3.2.2.1. Bilingual text. Multiple regression analyses showed that the variables entered did not explain entry's "difficulty" ($F(2,275) = 1.19, p = .307$), but explained 7% of the variance in the entry's "attractiveness" ($M = 2.55, SD = 1.10, F(2,275) = 10.80, p < .001$). "Purism" was shown to be a significant predictor of "attractiveness" ($\beta = -0.20, p = .001$) and so was "English proficiency" ($\beta = -0.17, p = .004$).

3.2.2.2. Monolingual text. Multiple regression analyses showed that the variables entered did not explain entry's "difficulty" ($F(2,283) < 1, p = .834$), but explained 5% of the variance in the entry's "attractiveness" ($M = 2.41, SD = 1.15, F(2,283) = 6.90, p = .001$). "Purism" was shown to be a significant predictor of "attractiveness" ($\beta = -0.12, p = .034$) and so was "English proficiency" ($\beta = -0.18, p = .002$).

3.2.3. Attitude towards the product. The means and standard deviations for "attitude towards the product" are presented in Table 7.

3.2.3.1. Bilingual text. A multiple regression analysis showed that the variables entered explained 3% of the "attitudes towards product" ($M = 3.18, SD = 0.72, F(2,275) = 4.27, p = .015$). "Purism" was shown to be a significant predictor of "attitudes towards the product" ($\beta = -0.16, p = .007$), but "English proficiency" was not ($\beta = -0.06, p = .343$).

3.2.3.2. Monolingual text. A multiple regression analysis showed that the variables entered did not explain “*attitudes towards product*” ($F(2,283) = 3.03, p = .050$).

3.2.4. Purchase intention. The means and standard deviations for “*purchase intention*” are presented in Table 8.

3.2.4.1. Bilingual text. A multiple regression analysis showed that the variables entered did not explain “*purchase intention*” ($F(2,275) = 1.92, p = .149$).

3.2.4.2. Monolingual text. A multiple regression analysis showed that the variables entered did not explain “*attitudes towards product*” ($F(2,283) = 2.62, p = .074$).

3.3. Research question 4

In order to clarify to what extent “*purism*” could be predicted by “*fashion interest*”, a simple regression analysis showed that “*fashion interest*” explained 7% of the variance in “*purism*” ($F(1,562) = 4.16, p = 0.42, \beta = -.09$), significantly predicting it. This negative correlation suggests that the higher the fashion interest of an individual, the lower their level of purism.

4. Discussion and conclusion

The present study aimed at investigating the effects of anglicisms on the perceptions and attitudes of female fashion blogs readers in Brazil, comparing them between groups of subjects with high and low interest in fashion and taking into account English proficiency and purism. A summary of the findings is presented on Table 9.

Table 9

	t-tests		Regression	
	Intragroup	Intergroup	English proficiency	Purism
Competence	HFB > HFM	HFB = LFB	B: n.s.	B: neg.
	LFB = LFM	HFM = LFM	M: n.s.	M: n.s.
Likeability	HFB > HFM	HFB > LFB	B: n.s.	B: neg.
	LFB < LFM	HFM = LFM	M: n.s.	M: neg.
Attractiveness	HFB = HFM	HFB = LFB	B: neg.	B: neg.
	LFB = LFM	HFM = LFM	M: neg.	M: neg.
Difficulty	HFB = HFM	HFB = LFB	B: n.s.	B: n.s.
	LFB = LFM	HFM = LFM	M: n.s.	M: n.s.
Attitude towards product	HFB = HFM	HFB = LFB	B: n.s.	B: neg.
	LFB = LFM	HFM = LFM	M: n.s.	M: n.s.
Purchase intention	HFB > HFM	HFB > LFB	B: n.s.	B: n.s.
	LFB = LFM	HFM = LFM	M: n.s.	M: n.s.

Notes: > denotes a comparatively more favourable response; < denotes a comparatively less favourable response; = denotes statistically equal responses; n.s. denotes a nonsignificant relation; neg. denotes a negative relation; B denotes “bilingual text”; M denotes “monolingual text”; HFB denotes “high fashion interest, bilingual text”; HFM denotes “high fashion interest, monolingual text”; LFB denotes “low fashion interest, bilingual text”, LFM denotes “low fashion interest, monolingual text”.

4.1. Research question 1

The first research question was fourfold and concerned how the use of anglicisms (“*text mode*”) and the level of fashion interest affected the “*attitude towards the author*”, the “*attitude towards the entry*”, the “*attitude towards the products*” and the “*purchase intention*”. No main effects of “*text mode*” and “*fashion interest*”, alone, were proven to be statistically significant. A multivariate main effect of “*text topic*”, however, affected all the DVs (with the exception of “*entry attractiveness*”). The finding could be related to the differential deployment of lexical units (content), which has been associated with differences on recall and opinion change in studies that investigated speech perception (Heaton & Nygaard, 2011; Markel & Roblin, 1965). In that sense, the texts could have been evaluated as more or less pleasant by subjects, influencing their ratings of the DVs. Another possible explanation is that the use of different

pictures in the blog entries could have affected responses according to subjects' preferences for trendier or more casual fashion styles.

An interaction between “*text mode*” and “*fashion interest*” indicated the existence of two attitudinal and behavioural profiles, wherein individuals with a high interest in fashion tended to be positively affected by the use of anglicisms and individuals with a low interest in fashion, who were mostly not affected by the text mode. The findings for each dependent variable are discussed below.

4.1.1. Attitude towards the author. The “*attitudes towards the author*” were partially affected by “*text mode*” and “*fashion interest*”. Overall, the high fashion interest group seemed to be more susceptible to anglicisms than the low fashion interest group, as significant effects for the former were present in more cases than for the latter. A possible explanation for those findings can be found in the Markedness Model of Language (Myers-Scotton, 1993), according to which the insertion of anglicised words in a Portuguese text would increase the salience of those words (“marked words”), activating a specific language schema.

“Schemas”, or “schemata” are a knowledge structure where symbols and meanings get stored and organised according to one’s experiences and views (Ahn, La Ferle, & Lee, 2016; Richgels, 1982), an idea that finds support in linguistic relativism (simply put, “speakers of different languages perceive the world differently”)(Friedrich & de Figueiredo, 2016, p. 114) and operates in distinct social arenas. Social arenas can be understood as a set of social norms that are negotiated by agents involved in specific scenarios or situations. There are three universal social arenas: identity, power and transaction (Gluth, 2008).

As hypothesized by Myers-Scotton and Ury (1977), code-switching occurs when “at least one speaker wishes to redefine the interaction by moving it to a different social arena”. In other

words, by code-mixing, the author would consciously or unconsciously highlight her power status or identity by signaling her linguistic capital and group membership. When readers perceive the author as fluent in the language of the segment, “*fashionese*”, she would then become recognised as a knowledgeable in-group.

Specific knowledge can be considered a desirable trait in a person in the role of opinion leader (Goldsmith & Clark, 2008) – the blogger -, a position which requires validation from opinion seekers – the readers. As noted by Flynn et al. (1996, p.138, as cited in Reinecke Flynn, Goldsmith, & Kim, 2000, p. 112): “opinion leaders give advice and opinion seekers ask for it”. That would explain why the HFB – opinion seekers - displayed most positive *attitudes towards the author*, as the use of anglicisms would elicit in-group associations (El - Dash & Busnardo, 2001) and reinforce the author’s position as an opinion leader.

The Markedness Model can also explain the lack of effects among the low fashion interest group: as those readers are expected to have weak or no links with the “fashion enthusiasts” group, anglicised words would not become marked for them and, therefore, would fail to elicit power and identity associations. Since in this context the low interest group can be considered out-groups, their self-concepts would be less likely to provide a common field of experience (Schramm & Roberts, 1971) as there might not be an equivalence between the symbols expressed by the blogger and understood by the reader. Moreover, individuals in the low interest group are not expected to be opinion seekers and, thus, status and identity associations that might enhance the perceived “*competence*” among the high fashion interest group could simply be too weak or completely invalid for the low fashion interest group. Likewise, the monolingual version of the texts would not elicit such associations, which would

explain the nonsignificant difference in attitudes between high and low fashion interest groups when they read a blog entry entirely written in Portuguese.

The author's "*likeability*" was also affected by the use of anglicisms according to the level of interest in fashion. The opinions were polarised, as the subjects in the high fashion interest group perceived the author as more likeable when they read an anglicised version of the entry, whilst subjects in the low fashion interest group liked her better when they read an entry entirely in Portuguese. The strongest divergences were found between the groups who read the bilingual version, as the highest scores out of four conditions were found for HFB and the lowest, for LFB. Once again, the salience of anglicisms may have activated group membership recognition, making the author more likeable for in-groups (high fashion interest) than for out-groups (low fashion interest), as evidence suggests that social identification makes individuals become "attracted to others with similar views and are repelled by others with dissimilar views" (Byrne, 1971 as cited in Dodd, Clarke, Baron, & Houston, 2000)

The findings for "*attitudes towards the author*" make for an interesting avenue for further research on the mechanisms that underlie reactions to code-mixing, which could be investigated against the theoretical background of Markedness Model of Language with the aid of eye-tracking experiments.

4.1.2 Attitude towards the entry. The "*attitudes towards the entry*" were not affected by "*fashion interest*" and "*text mode*" at all. These findings are in line with those of Van Meurs et al. (2004), who found no significant differences in the attractiveness of job advertisements in three modes, namely monolingual-Dutch, bilingual and monolingual-English. A possible explanation for the lack of influence is the text length, which could be too short to elicit stronger feelings, or, alternatively, the percentage of anglicisms in the text, which might have been too

diluted to yield any different attitudes through salience (cf Hornikx, 2014). In that case, the explanations of the Markedness Model that seemed to apply for “*attitudes towards the author*” would be contradicted. In order to clarify the matter, further investigation about the cognitive and affective processes involved in the elicitation of attitudes through the mixing of codes, in an interdisciplinary approach, is recommended. Yet another explanation would be the distraction of readers by the pictures (cf Hornikx, 2014), which would represent extra information that might compete with the text itself, justifying then the fact that subjects in all of four conditions rated both *attractiveness* and *difficulty* alike.

The lack of effects on “*attitudes towards the entry*” suggests the judgement of the texts might be subject to factors other than “*text mode*” and “*fashion interest*”. Evidence has been found to support that the attitudes of so-called heavy users in the fashion segment are influenced by personality traits (Goldsmith, 2002), therefore, those should be further investigated via factor analysis and nomological studies, for example, in order to identify which factors affect heavy user’s specific attitudes towards blog entries about the segment of their main interest.

4.1.3. Attitude towards the product. The “*attitudes towards the product*” were not affected by “*fashion interest*” and “*text mode*”. The results are in line with those of Planken et al. (2010), who found that Polish participants did not evaluate the product/brand differently when they saw an ad written in English or in Polish. This comparison should, however, be made with the reservation that that study compared monolingual materials in two different languages, whilst the present study compared a monolingual and a code-mixed text. A possible explanation for the lack of effects in “*attitudes towards the product*” in the present study would be that the use of anglicisms elicit in-group feelings towards other members of the group, but not towards objects associated with the group. This process could be related to empathy. It is therefore advised that

future studies focus on shedding light on the question as to whether in-group feelings affect judgements equally towards objects and towards individuals, and if the attitudes elicited are mediated by empathy.

4.1.4. Purchase intention. LFB, LFM and HFM displayed similar intentions to buy the products. For the HF group, however, a bilingual version instigated purchase intention more intensely than a monolingual text. It can be argued that this trend is related to the associations between the type of product and the code choice, as was the case for Krishna and Ahluwalia (2008), who found that for an Indian audience, the use of English language elicited more positive reactions when the advertised product was a luxury good, whilst the use of Hindi elicited more positive reactions when the advertised product was a basic necessity good. In that context, the subjects of the present study who were part of the high fashion interest group would associate the use of anglicisms with fashionable items, enhancing therefore those products' desirability among the group.

4.2. Research questions 2 and 3

Research questions 2 and 3 sought to clarify the existence of possible influences of “*English proficiency*” and “*purism*” on “*attitudes towards the author*”, “*attitudes towards the entry*”, “*attitudes towards the product*” and “*purchase intentions*”.

4.2.1. English proficiency. Out of the six dependent variables investigated – “*attitude towards the author*” (“*competence*” and “*likeability*”), “*attitude towards the entry*” (“*attractiveness*” and “*difficulty*”), “*attitude towards the product*” and “*purchase intention*” - , subjects’ “*English proficiency*” was shown to influence only the entry’s “*attractiveness*”: the more proficient they were, the less attractive they found the entry. It can be said that those results

contradict the findings of Hornikx et al. (2010), whose study suggested that the use of easy English words on slogans made them more attractive for a Dutch audience. They also contradict the findings of Hassall et al. (2008), who found that a better understanding of westernised loanwords (English) elicited more positive attitudes towards them among Indonesians. An explanation for the results in the present study would possibly be a (high) educational level of the more fluent participants, as the study of Portuguese language is compulsory on higher educational levels in Brazil and could possibly foster a purist attitude, a hypothesis that should be investigated on future research as to clarify, firstly, whether higher English proficiency is indeed associated with higher educational levels and, secondly, whether the years of Portuguese language study predict a purist attitude regardless of English proficiency.

The lack of effects of “*English proficiency*” on “*difficulty*” could be traced back to the popularity of the loanwords used on the entries, which corroborates the ideas suggested by Friedrich (2002), that the frequency of English loanwords and pseudoloanwords in Brazilian brand names and advertising practices has allowed FLDs to be incorporated in the local culture, no longer being perceived as an extraordinary event.

A lack of effects “*English proficiency*” on “*attitude towards the product*” and “*purchase intention*” could, again, be related to text length a lack of salience of anglicisms in it (Hornikx, 2014). The entries might either be too short, not anglicised enough, or presented in a distracting manner (pictures), thus failing to convey the desired level of persuasion.

4.2.1. Purism. The level of “*purism*” affected the author’s “*competence*” and “*likeability*”, entry’s “*attractiveness*” and “*attitude towards the product*”. “*Purism*” was shown to be negatively related to “*competence*” and “*likeability*”, implying, unsurprisingly, that the more purist a subject was, the less she found the author competent and likeable if she read a text

containing anglicisms. In that sense, the foreign language display may be seen as an attempt of the author to establish a power relation with her audience through a demonstration of cultural capital. That could, in turn, be perceived as linguistic exhibitionism (Pandey, 2016).

The level of “*purism*” affected “*attitude towards product*” with a negative relation: the higher the level of “*purism*” of a reader, the more negative were her attitudes towards a product. A possible explanation would be that the use of anglicisms could imply that the products are imported and, due to the current economic situation of Brazil and increasingly unfavourable exchange rates, they could affect price perceptions. This dimension should, thus, be added to future studies that aim at investigating the relationships between purism, code-mixing, attitudes toward products and purchase intentions.

Curiously, the variables affected by “*purism*” were subject to the same negative relationships when a bilingual or a monolingual text was displayed (with the exception of “*attitude towards product*”, which was only affected in the bilingual version). The seemingly random occurrence of a purist leaning, even among those groups who, in fact, preferred a bilingual version over a monolingual one, reflects the findings of Kristiansen (2010), where the overt and covert purism levels were often discrepant among Scandinavian subjects. Here, too, that was the case: upon being asked to explicitly rate their levels of purism, subjects leaned in the direction of a negative attitude towards the embedment of English in the Portuguese language in Brazil. However, that attitude did not seem to translate into practice, as measurements of the “*applied*” purism, namely how individuals reacted differently to monolingual and bilingual texts, did reflect those attitudes. A possible explanation for this phenomenon would be that, upon being directly inquired about their language ideologies, an awareness about the subject would be raised,

instigating a more thoughtful response that not necessarily reflects the subjects' realities, but instead their perceptions of what those realities should be.

4.3 Research question 4

Research question 4 aimed at investigating the relationship between “*fashion interest*” and “*purism*”. The present study has found that the former negatively predicted the latter, a relation in which the more fashion media a subject consumed, the less purist she would report to be. That finding corroborates the ideas of Friedrich (2002), who suggested the level of exposure to FLDs increased the attitudes towards that language, and is supported by the Mere Exposure Effect, that implies familiarity elicits a sense of liking.

Theoretical contributions

The present study added the genre of weblogs to the body of research about the effects of foreign language display on persuasion. The originality of this study lies in contrasting the differences in the effects of anglicisms between a niche audience in the general public, while previous research focused on the latter and, frequently, drew samples from student groups with similar ages and educational levels. Additionally, it was the first study to look at English proficiency and purism as predictors of attitudes and behavioural intentions.

Limitations

Despite the significance of part of the results of the present study, the effect sizes were of small magnitude. In statistical terms, that implies a possibility of the significance being a simple product of the relatively large sample size. The findings of this study should, thus, be further investigated by future research in order to shed light on the matter.

Another possible reason for the small effect sizes in the present study would be a flawed characterization of the fashion interest groups. The median split of the variable “*fashion interest*” would create artificial differences for subjects whose scores were close to the median value, that is, the attitudes of a subject who scored 2.50 in fashion media consumption are expected to be more similar to those of a subject who scored 2.75 than those of a subject who scored 1.00, however, 2.50 and 1.00 are placed in the low interest in fashion group, whilst 2.75 is placed in the high fashion interest group.

Another possible limitation would be the fact that personality traits were not controlled for. Factors such as enduring involvement with product or category and subjective knowledge about the products or category could be determinants of purchase intention along with opinion seeking behavior, for example (Reinecke Flynn et al., 2000).

Yet another possible limitation would be an insufficient product information could have had an effect on the results for “*attitudes towards the product*” and “*purchase intention*”, as the blog entries did not contain data about brands, price ranges and availability. The influence of those factors should be considered by researchers in their future studies.

Finally, due to time constraints, the present study did not directly measure “*English proficiency*”, but instead, relied on self-report. That decision limits generalisability of results, since scores were subject to participants’ subjective judgement.

Practical implications

The reactions elicited by the use of anglicisms and the level of fashion interest were most pronounced and divergent in “*attitudes towards the author*”. This information is valuable for bloggers who wish to manage their images in order to become reputable among their target

audience, as well as for professionals working with endorsement marketing and public relations on social media. The use of code-mixing could strengthen a blogger's status as an opinion leader, increasing thus the visibility and value of the channel among a segmented audience and companies who advertise in it.

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Appendices

Appendix A

Dear participant,

This study is part of a Master's project at Radboud University in the Netherlands, and is about fashion blogs in Brazil. Filling out the questionnaire will take about 10 minutes. For the purpose of the present study, only Brazilian women are eligible to participate. By filling out the questionnaire, you authorise the researchers to use your answers for the purposes of this academic study. Your answers are completely confidential and will be processed anonymously. You can interrupt your participation at any moment, however, it will not be possible to resume from the point where you left. Please, answer the questionnaire until the end.

To express my gratitude, by the end of the questionnaire you will receive a symbolic credit of R\$5,00 via PayPal.

In case you have any questions, you can get in contact with me at:

a.decarvalhoribeirodossantos@student.ru.nl

Sincerely,

Alana Carvalho

Regardless of the gender with which you were born, you identify yourself more as a:

- Woman
- Man

What is your nationality?

- Brazilian
- Other

Is Portuguese your mother tongue? Mother tongue is/are the language/s you grew up speaking at home and at which you first became literate.

- Yes
- No

Next, you will read a blog entry and answer a few questions about what you think. There are no right or wrong answers.

[BLOG ENTRY: see Appendices C-H]

Do you recall having read this text before?

- Yes
- No

Based on the entry, the blogger seems...

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
Competent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Highly educated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on the entry, the described products seem:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
Fashionable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trendy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bying any of those products seems...

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
Something I'd definitely do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Something I'd recommend to my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We're almost done:)

Now I just need to learn a little bit about you.

Where do you live?

- Brazil
- Other country _____

In which state?

- AC
- AL
- AP
- AM
- BA
- CE
- DF
- ES
- GO
- MA
- MT
- MS
- MG
- PA
- PB
- PR
- PE
- PI
- RJ
- RN
- RS
- RO
- RR
- SC
- SP
- SE
- TO

What is your age?

How often do you...

	Never	Seldomly	Eventually	Frequently	Always
Watch TV shows about fashion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watch Youtube videos about fashion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read fashion blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read fashion content on newspapers and/or magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your educational level?

- Elementary school
- High school
- Bachelor's
- Master's
- Doctorate

How comfortable do you feel when using English to:

	Very uncomfortable	Uncomfortable	Neither comfortable nor uncomfortable	Comfortable	Very comfortable
Read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate below how strongly you agree or disagree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
English loanwords sound cool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English loanwords enrich our language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English loanwords pollute our language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We should avoid using English words when there is a Portuguese equivalent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Portuguese is a beautiful language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud of Portuguese as my national language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The influences of foreign cultures on Brazilian culture has more positive than negative effects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for helping me graduate! Do you accept a small compensation as a token of my gratitude?

- Yes (only via PayPal)
- No

Appendix B

Prezada participante,

Esta pesquisa faz parte de um projeto de pesquisa para um mestrado na Radboud University, na Holanda, e é sobre blogs de moda no Brasil. O preenchimento do questionário deverá demorar cerca de 10 minutos. Para a proposta deste estudo, apenas mulheres brasileiras são elegíveis a participar. Ao participar desta pesquisa, você autoriza os pesquisadores a utilizarem as suas respostas para os fins do estudo acadêmico. Suas respostas são totalmente confidenciais e serão processadas anonimamente. Você poderá interromper sua participação a qualquer momento, porém, não será possível retomar o questionário a partir do mesmo ponto. Por favor, responda até o fim.

Para expressar minha gratidão, ao término do questionário, você receberá um crédito no valor simbólico de R\$5,00 no PayPal.

Caso tenha alguma pergunta, você pode entrar em contato comigo pelo e-mail:

a.decarvalhoribeirodossantos@student.ru.nl

Atenciosamente,

Alana Carvalho

Independente do gênero que você nasceu, você se identifica mais como:

- Mulher
- Homem

Qual a sua nacionalidade?

- Brasileira
- Outra

Português é sua língua materna? Língua materna é, ou são, o(s) idioma(s) que você cresceu falando em casa e no qual, ou nos quais, você foi alfabetizado.

- Sim
- Não

A seguir, você vai ler uma postagem de um blog e responder algumas perguntas sobre o que você achou. Não existe resposta certa ou errada.

[BLOG ENTRY: see Appendices C and D]

Você se lembra de já ter lido este texto antes?

- Sim
- Não

Com base no post, o que você achou sobre a blogueira?

	Discordo muito	Discordo	Não concordo nem discordo	Concordo	Concordo muito
Competente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Com bom nível educacional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Com base na postagem, os produtos descritos parecem:

	Discordo muito	Discordo	Não concordo nem discordo	Concordo	Concordo muito
Fashion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modernos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tendência	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atraentes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acessíveis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comprar algum destes produtos parece...

	Discordo muito	Discordo	Não concordo nem discordo	Concordo	Concordo muito
Algo que eu definitivamente faria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Algo que eu recomendaria para minhas amigas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Não é para mim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Estamos quase no fim:) Agora eu só preciso saber um pouquinho mais sobre você.

Onde você mora?

- Brasil (1)
- Outro país (2) _____

Em que estado?

- AC (1)
- AL (2)
- AP (3)
- AM (4)
- BA (5)
- CE (6)
- DF (7)
- ES (8)
- GO (9)
- MA (10)
- MT (11)
- MS (12)
- MG (13)
- PA (14)
- PB (15)
- PR (16)
- PE (17)
- PI (18)
- RJ (19)
- RN (20)
- RS (21)
- RO (22)
- RR (23)
- SC (24)
- SP (25)
- SE (26)
- TO (27)

Qual a sua idade?

Com que frequência você...

	Nunca	Raramente	Eventualmente	Frequentemente	Sempre
Assiste programas de televisão sobre moda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assiste vídeos no Youtube sobre moda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lê blogs sobre moda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lê conteúdo de moda em revistas e/ou jornais	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Qual a sua escolaridade?

- Ensino fundamental
- Ensino médio
- Ensino superior (nível técnico ou bacharelado)
- Mestrado/MBA/Pós
- Doutorado

Quão confortável você se sente ao com relação ao inglês para:

	Muito desconfortável	Desconfortável	Nem confortável, nem desconfortável	Confortável	Muito confortável
Ler	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escrever	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escutar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Falar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indique abaixo o quanto você concorda ou discorda com as afirmações a seguir:

	Discordo muito	Discordo	Não concordo nem discordo	Concordo	Concordo muito
Palavras emprestadas do inglês soam legal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Palavras emprestadas do inglês enriquecem a nossa língua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Palavras emprestadas do inglês poluem a nossa língua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deveríamos evitar usar palavras em inglês quando há equivalentes em português	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Português é uma bela língua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sinto orgulho do português como minha língua nacional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A influência de culturas estrangeiras sobre cultura brasileira tem mais efeitos positivos do que negativos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Obrigada por me ajudar a me formar! Você aceita receber uma pequena compensação como forma de agradecimento?

- Sim (apenas via PayPal)
- Não

Appendix C

My *look*: White on White + Denim!

In today's *look* I chose a combination of "white on white" that I love, wearing skinny pants and e tricot. To give a cool and relaxed feel to it, I added a jeans jacket that I love during spring and finalised with nude sandals and a white handbag. Even with the heels, I felt super comfortable, I love *looks* like this one.



Appendix D

Meu Look: White on White + Denim!

No look de hoje, optei por uma combinação “white on white” que eu adoro, usando calça skinny e tricot. Pra dar um toque “cool” e despojado joguei por cima uma jaquetinha jeans que eu adoro na primavera e finalizei com uma sandália nude e bolsa branca! Mesmo com o salto fiquei super confortável, adoro looks assim.



Appendix E

Meu Visual: Branco com branco + jeans!

No visual de hoje, optei por uma combinação “branco com branco” que eu adoro, usando calça ajustada no corpo e tricot. Pra dar um toque “descolado” e despojado joguei por cima uma jaquetinha jeans que eu adoro na primavera e finalizei com uma sandália cor de pele e bolsa branca! Mesmo com o salto fiquei muito confortável, adoro produções assim.



Appendix F

New look – Total black!

I've been super into black those past days, but you gotta agree with me– is there a more chic and versatile colour? A basic black, regardless of the composition, has always some sophistication about it, am I right? In today's look I created a cool total black composition, with a rocker touch to it that I absolutely loooove. I wore a flared skirt (so me) with a delicate crop top, making my composition cooler. I matched it with a fake leather jacket, full of textures, which gave my fake this more rocker feel. I finalised it with an open ankle boot and maxi earrings to make my look more powerful!



Appendix G

Look novo – Preto total!

No look de hoje criei uma produção preto total mais decolada, com um toque rocker que eu amoooo! Usei uma saia rodadinha (bem a minha cara) com um crop top delicado, deixando a produção mais descolada. Combinei com uma joqueta em couro fake, cheia de textura que deu esse ar mais rocker ao look. Finalizei com uma ankle boot aberta e um maxi brinco pra deixar o look mais poderoso!



Appendix H

Look novo – Preto total!

No look de hoje criei uma produção preto total mais decolada, com um toque rocker que eu amoooo! Usei uma saia rodadinha (bem a minha cara) com um crop top delicado, deixando a produção mais descolada. Combinei com uma joqueta em couro fake, cheia de textura que deu esse ar mais rocker ao look. Finalizei com uma ankle boot aberta e um maxi brinco pra deixar o look mais poderoso!

