



**Radboud Universiteit Nijmegen**

**The effect of linguistic complexity on the effectiveness of a  
foreign language slogan in advertising**

Mieke Bekkers Andersen - S1007128

IBC BA thesis - Theme 4: Foreign Language slogans

Supervisor: Dr. Lieke Van Maastricht

Second Assessor: Dr. Frank Van Meurs

## **Abstract**

The purpose of the current study was to examine factors that affect the linguistic complexity of a foreign language (FL) slogan and to evaluate to what extent these factors influence the effectiveness of an advertising slogan in the eyes of consumers. Specifically, this study examined the effect of slogan length and cognate presence on perceived comprehension and actual comprehension of a Spanish slogan by Dutch consumers and their purchase intention concerning the advertised product. Moreover, the study evaluated the relationship between perceived comprehension, actual comprehension and purchase intention. The results showed that slogans containing cognates were better understood than slogans without cognates, independent of slogan length. Additionally, it was found that short slogans were better understood than long slogans, independent of cognate presence. Furthermore, higher perceptions of understanding were associated with higher levels of actual understanding and higher purchase intentions of the advertised product. These results suggest that there is a relationship between comprehension of a FL slogan and purchase intention. The findings of the present study contribute to a better understanding of linguistic complexity in slogans, and thus what makes a FL slogan more comprehensible. This is useful information for marketing practitioners when creating effective slogans

## 1. Introduction

Over the past century, there has been an increase in the standardization of the languages used in international business communication. It is now well established that consumers from Europe are constantly faced with advertising in a FL in which English, the Lingua Franca, dominates (Bhatia & Ritchie, 2006). The choice of a specific language is a conscious and well-meditated choice made by marketers to create a positive advertisement evaluation that positively affects brand evaluation and product sales. A key component of advertising in a FL is the formulation of a slogan. A slogan provides the consumer with information about the product, the brand and the manufacturer in a matter of seconds. It increases brand attitude, strength and awareness (Keller, 1993). Therefore, its concise and careful formulation is key to a brand's identity. However beneficial the use of a FL in a slogan may be, its use can also create the possibility for partial or even complete incomprehension of the slogan. A variety of studies (Hornikx & Starren, 2006; Hornikx, Van Meurs & De Boer, 2010; Hornikx, Van Meurs & Poos, 2017) have established that perceived comprehension as well as actual comprehension of a slogan affects advertisement evaluation and purchase intention. The current challenge is to understand why some FL slogans are better understood than others.

So far, however, there has been little research on how specific linguistic factors, such as slogan length and cognate presence, affect slogan complexity in an advertisement. Nonetheless, this could be fruitful for several reasons. The present study can provide new insights to marketing professionals and perhaps governmental or other social institutions in how they can control the degree of linguistic complexity in their communications to make them as effective as possible. Additionally, the findings could also offer theoretical contributions as it sheds light on linguistic complexity that could be useful to gain a further understanding of how language is processed and could be acquired. This knowledge can be used to understand the mechanisms underlying child language acquisition as well as foreign language acquisition (FLA). Furthermore, it can benefit researchers in other fields such as computational linguistics. In particular, insight into what makes language complex can be useful to computer linguists who are building computer systems to communicate with humans. This study examines two linguistic factors (cognate presence and slogan length) that may affect the complexity of a FL slogan and assesses the extent to which these factors influence the effectiveness of the slogan in the eyes of consumers. To study linguistic

complexity in foreign language advertising (FLA), this paper begins by laying out the theoretical framework of the research.

### **1.1 Foreign language use in advertising**

In this study, the central topic to be discussed is advertising which can be defined as any form of non-personal communication that can be transmitted through channels by an identified source with the goal to increase purchase intention and consequently, sales numbers (De Pelsmacker, Geuens & Van den Bergh, 2007). In advertising, the choice between a standardization or adaptation communication strategy towards consumers is a crucial one. In other words, a marketing professional needs to decide between using the same advertising strategy and language for an international market versus using adapted advertisements for each local market. Adaptation to the local market is supported by the similarity-attraction model (Byrne, 1971). This model states that individuals are more attracted to individuals that are similar to themselves, often due to the desire for consistency. Another widely used tactic by companies to increase purchase intention is the use of a FL in their marketing efforts. To be specific, this refers to using a language that is not the mother tongue of the target group of the advertisement (Hornikx & Van Meurs, 2020).

Reasons for FL display in advertising are not only to evoke a sense of internationalism (using a global majority language, such as English) or belongingness (using a local language or local dialect) but also to attract attention and to elicit the country of origin of the product. Hornikx and Van Meurs (2020) state that the use of a FL is expected to implicitly promote a product's foreignness which would, in turn, could ameliorate product attitudes and positively influence purchase behaviour. First investigated by Schooler (1965), this marketing effect was coined the country-of-origin (COO) effect. It is described as the influence a product's COO can exert on consumer evaluations. It can be conveyed through aesthetic styles, story themes and lastly, the use of a FL, which will be the focus of this study (Alden, Steenkamp & Batra, 1999). An example of a FL as a COO marker is Audi's slogan "Vorsprung Durch Technik" that has been used by the German automobile company for more than 30 years (Rice-Oxley, 2012). This COO marker brings positive associations without having to understand the slogan because Germany has been associated with reliable machinery.

While the most commonly used FL in advertising, this study will not focus on the already frequently investigated use of English in print advertising. Instead, this investigation aims to examine the use of Spanish slogans in a Dutch consumer market. This choice has

been made for several reasons. Firstly, English and Dutch, as Germanic languages, are fairly similar in terms of phonology and morphology. Therefore, one could be interested to see how a less common advertising language and a language that is very different from Dutch, such as Spanish, would perform in advertising. It is expected that a very divergent language will be more difficult to understand. Secondly, Spanish is a global language with 483 million native speakers and 75 million L2 (other language than mother-tongue) speakers, making it the fourth-most spoken language in the world (Instituto Cervantes, 2018). This means that there is a large proportion of Spanish speaking companies in the world that could become more efficient and benefit economically from a standardized or global advertising approach using Spanish as the advertising language towards all consumers. If the use of Spanish performs well in other markets than Spanish-speaking countries, companies with Spanish as their language of communication could standardize their advertising approach which would be more cost-efficient.

A study by Nederstigt and Hilberink-Schulpen (2017) investigated the use of Spanish in a non-Spanish speaking consumer market. The results suggest that advertising slogans aimed at Dutch consumers in Spanish were more effective than their Dutch and German counterparts. The Spanish slogans scored higher on purchase intention, as well as attitude towards the product. Even though Spanish is less widely used than Dutch and German advertising slogans in the Netherlands, the authors found no influence of L2 language proficiency on the attitude towards the product or the purchase intention. This means that irrespective of the language proficiency, the use of Spanish had a positive effect which could be possibly be attributed to the positive associations the language carries.

Previous research has often focused on the match between product and country (Usunier & Cestre, 2007). This is also labelled product congruence, which originates from a consumers' idea of the country in which it is produced. This is strongly linked to linguist Kelly-Holmes' concept of the Cultural Competence Hierarchy (2000). The notion refers to cultures possessing certain characteristic competences to produce certain products. For example, Germany and the German language are often linked with the competence of reliable machinery such as cars as a product. Kelly-Holmes (2000) suggested that this could be explained by the fact that FLs can carry a symbolic function in advertising. That means that the FL creates certain associations in the mind of the consumer linked to the country where the language is spoken. Recent research conducted by Hornikx and Van Meurs (2017) provides empirical support for FLs acting as implicit COO cues in advertising. They carried out three experimental studies. The first study examined how Dutch consumers link a FL

slogan to the COO of the advertised slogan. The second study revealed that the associations evoked by advertisements with a FL coincided with the associations of an advertisement with a congruent COO. The third study found that advertisements with a congruent FL were just as effective as advertisements with only a congruent COO display (label: “French product” for wine). To sum up, by means of three experimental studies, the authors have shown that FLs work well in advertising due to the COO effect.

Thus far, existing literature seems to indicate that there are two opposing views on the topic of FL use in slogans. The viewpoints of Haarmann (1989) and Kelly-Holmes (2000), also referred to as the sociolinguistic perspective, suggest that language carries a symbolic function in which comprehension is of limited importance. They claim that a language itself can transfer certain positive and negative associations to the advertised product as well as the brand without the influence of comprehension. In contrast to Haarmann and Kelly-Holmes, Gerritsen, Korzilius, Van Meurs, and Van Gijbers’ (2000) study into English and Dutch in commercials for Dutch consumers has shown that comprehension does play a large part in the evaluation of an advertisement. Comprehension as a cognitive process is an important criteria for reaching the desired communicative goals (Pieters & Van Raaij, 1992). A low understanding of English language was correlated with a more negative attitude towards the television commercial. The literature refers to this as the psycholinguistic perspective which states that comprehension does affect advertisement evaluation. Various other studies have supported the importance of the comprehension of English for the effectiveness of advertising for Dutch consumers (Hornikx et al., 2010; Hendriks et al., 2017) whereas much less is known about the effect of the comprehension of Spanish slogans in advertising for Dutch consumers.

## **1.2 Linguistic complexity**

To understand what makes a slogan complex and determines comprehension, it is necessary to define the concept of linguistic complexity. In the field of linguistics and FLA, various definitions of linguistic complexity are found. It can be broadly defined as the “complexity directly arising from the number of linguistic elements in an utterance and their interrelationships” (Pallotti, 2014, p.30). The term encompasses structural complexity, cognitive complexity and developmental complexity (Kusters, 2003). Our investigation will focus on structural complexity, one of the formal characteristics of linguistic systems concerning the different number of linguistic elements and how they are related (Pallotti, 2014). One could vary the linguistic complexity of a slogan by making different linguistic

choices at the phonological, lexico-grammatical, syntactic and semantic level. Marketers often change the linguistic complexity in a slogan in an attempt to create the perfect tagline. They frequently use figures of speech, repetitions of phrases, lexical units and sounds (Musté Ferrero, Stuart & Botella Trelis, 2015). In a content analysis of 110 English slogans, Skorupa and Dubovičienė (2016) found that commercial advertising slogans more often adopt several phonological and semantic devices than social advertising campaigns. Their results suggest that many commercial advertising slogans alter normal phonology using mnemonic devices, that is, sound techniques to make their slogan memorable. These include rhyme, rhythm, alliteration, assonance, consonance and onomatopoeia. Commercial advertising slogans also frequently employ different stylistic devices to appeal to a consumer. The most common are the use of personification, hyperboles, euphemisms, similes, metaphors, and puns, which can help shape a positive, memorable and attractive image of the advertised brand. A study by Bradley and Meeds (2002) investigated linguistic complexity by manipulating the syntactic structure of different advertising slogans in print advertisements. The surface-structure transformations included changing the voice of the sentence and moving particles within clauses. The authors found no significant effect of voice or particle movement on comprehension but did find significant effects on recall and recognition. The simplest syntactic structures were the most recognizable and remembered best. The findings of this study suggest changing the syntax of a slogan does not significantly affect comprehensibility and so this variable will not be taken into account.

The following part of this paper moves on to describe in greater detail the factors used to influence the degree of linguistic complexity in this study. As Spanish and Dutch have some etymologically related words, they share cognates. According to Carroll (1992, p.94), cognate-pairing refers to “a form of automatic activation of lexical addresses that have the same or similar shape”. In other words, cognates are structurally similar units of words that are inherited from the same shared parent language that have similar meanings. Their similarity allows for easy recognition of words in a FL and the ability to link them to words in one’s mother tongue. According to the Revised Hierarchical Model (RHM), words are represented at a lexical level and concepts at a conceptual level yet are still interconnected (Grosjean, Kroll & de Groot, 1997). Cognates allow an individual to recognize and link the word much faster to the same concept in their L1 (mother-tongue). Consequently, it could be that the presence of cognates can help people understand and thus process FL slogans with more ease. Research has shown that individuals translated cognates with more ease than non-

cognates, both in L1 to L2 direction and L2 to L2 direction (De Groot & Comijs, 1995) also referred to this as the cognate facilitation effect.

Another factor that could affect linguistic complexity in FL slogans could be slogan length. Previous findings in a longitudinal study by Anwar (2015) suggest that the average word count in English corporate communication slogans ranged between one and five and that most consist of one sentence. These results suggest that most slogans are designed to be short and simple in structure. This is in line with the findings of Miller and Toman (2015) who carried out a content analysis of slogans employed by companies catalogued in the 2011 Fortune 500. They claim that simple slogans predominate with lower semantic complexity as well as lower syntactic complexity. According to the authors, semantic complexity can be increased using metaphors, puns and irony, whereas syntactic complexity can be increased with forms like imperative, passive and interrogative. In fact, approximately 80% of the slogans were categorized as simple, containing no syntactic transformations. This could be because simple slogans are easy to recognize and recall but also easier to understand according to the cognitive cost model (Todd & Benbasat, 1992). The cognitive cost model (Todd & Benbasat, 1992) states that consumers only have a certain cognitive capacity and this influences their attitude towards stimuli. Longer sentences often tend to contain harder grammatical structures and tend to be harder to understand in FLs as more language and content knowledge is required. Consequently, the more words a slogan contains, the more cognitive resources would be required to process the slogan, increasing its complexity. This study will attempt to see if this effect on comprehension is mirrored in shorter and longer FL slogans.

### **1.3 Slogan effectiveness**

As previously stated, our focus will be on the slogan component of the advertisement. Slogans can be of key importance in transmitting the desired message towards the consumer, as they form a fundamental part of a brand's core identity. Slogans communicate the product as well as the brand, in order to achieve brand awareness and a positive brand image (Kohli, Sunil & Raineeshm, 2007). Regarding FLs in advertising, it is generally assumed that FL use makes slogans more difficult to understand. Psycholinguist's claim that consumers form a mental representation of a word with meaning and pronunciation also called a mental lexicon. The RHM can be used to understand the effect of using a FL slogan has on comprehension (Grosjean et al., 1997). A FL is even harder to understand because the speaker has a reduced mental lexicon and there are weaker links between the words and the concepts.

According to the Relevance Theory (Sperber & Wilson, 1995), if consumers have to spend more cognitive effort to understand a message than they believe is needed for the information they obtain from it, it could frustrate them and negatively affect the evaluation of the advertising message. The understanding of a FL slogan is more difficult and could frustrate the consumer and negatively affect the advertising effectiveness.

A study by Gerritsen et al. (2000) provided empirical evidence for the influence of FL use in slogans on comprehension. In their study, they investigated the frequency of English use in Dutch commercials as well as whether these commercials were understood. The results suggest that roughly two-thirds of the participants did not understand a commercial containing English words and phrases. Additionally, they displayed a negative attitude towards the commercial with English. Eagly (1974) argues that comprehension plays an important role in the persuasion process of a consumer. The author claims that if someone understands a message well, they are more likely to appreciate it and be persuaded by it. A prior study by Hornikx and Starren (2006) reported similar results of comprehension on the effectiveness of an advertisement. Their results showed that Dutch consumers scored easy French slogans higher on appreciation than difficult French slogans. Another investigation providing empirical evidence for the effect of comprehension on the effectiveness of an advertisement was that of Hornikx et al. (2010). By means of comparing slogans with varying degrees of difficulty in English and Dutch, they found that the Dutch participants understood as well as liked easier English slogans more than complex English slogans. The study by Hendriks et al. (2017) investigated the effect of slogan complexity on advertisement evaluation for Dutch consumers with difficult and easy English slogans as within-subject factors. They found that slogan complexity negatively affected advertisement effectiveness as easy English slogans were evaluated more positively than difficult English slogans. While previous studies have tended to focus on the relationship between comprehension and effectiveness of an advertisement, few have attempted to identify what exactly makes a slogan less or more difficult. In practice, this could prove useful to marketing specialists trying to create more effective advertising and, in the field of linguistics, this could improve understanding of how linguistic complexity could affect human learning in terms of language acquisition.

Based on this before-mentioned theoretical framework, the following research questions have been established:

*RQ1: What is the effect of slogan length and the presence of a cognate on the perceived comprehension and the actual comprehension of a Spanish slogan in a Dutch advertisement and the consumers' purchase intention of the advertised product?*

*RQ2: What is the relationship between the perceived and the actual comprehension of a Spanish slogan by Dutch consumers and their purchase intention of the advertised product?*

Based on findings by Gerritsen et al. (2000), Hornikx and Starren (2006), Hornikx et al (2010) and Hendriks et al. (2017), the following hypotheses have been established:

*H1: Spanish slogans with cognates will result in higher perceived comprehension, actual comprehension of the slogan and purchase intention for the advertised product for Dutch consumers than Spanish slogans without cognates.*

*H2: Short Spanish slogans will result in higher perceived comprehension, actual comprehension of the slogan and purchase intention for the advertised product for Dutch consumers than long Spanish slogans.*

*H3: There is a positive relationship between the perceived and the actual comprehension of Spanish slogans and the purchase intention of the advertised product for Dutch consumers.*

## **2. Method**

### **2.1 Materials**

In this study, we varied the linguistic complexity of the advertising slogan in a print advertisement using the presence of cognates and slogan length. The stimulus material consisted of three advertisements for three existing Hispanic products unknown to Dutch consumers that contained a Spanish slogan. To study the effect of slogan complexity on comprehension and purchase intention, it was fundamental that the participants saw the advertisement for the first time during the experiment. This prevented the participants from having any existing positive or negative associations with the product and advertisement. The chosen advertisements and products were tailored to the characteristics of our target group, that is, students. An attractive product to them will be a needed and desired product that is relatively affordable. This opens the possibility that participants might be willing to try new

brands in this product category. Additionally, to avoid choosing products that fall within Spanish culture's characteristic competences, the Cultural Competence Hierarchy (Kelly-Holmes, 2000) was referred to. An example of an advertised product was a type of study snack or drink. A neutral study snack does not carry any characteristics belonging to either the Spanish or Dutch cultural competences. As well as being an affordable product, it is also a commonly bought product between students and we can, therefore, assume it is desirable and needed. Based on this we chose the following products: Barritas (a fruit bar), Pozuelo (small cookies) and Café Olé (an iced coffee drink). The chosen advertisements fulfilled the criteria of having a clearly visible image of the product, brand name and slogan. They were also the same size and all included the word "Nieuw" to indicate that these products were going to be new in Dutch supermarkets.

The first independent nominal variable was the use of Dutch cognates in the Spanish slogans. It had two levels: cognate present (C+) and cognate absent (C-). In the C+ condition, the slogans contained one Spanish-Dutch cognate, that is a word which is similar in structure and meaning in both languages. Some examples are: "Koffie / café"; "fruit / frutas" and "perfect / perfectas". This is contrary to non-cognates, that is, words that express the same meaning but have a very divergent form like: "drankje / bebida"; "sabor / smaak" and "bonita / mooi". These FL words are less likely to be recognized and linked to concepts in a consumer's mother tongue.

The second independent variable used was the length of the slogan. Slogan length can be determined by counting the number of words in a slogan. According to content analyses by Anwar (2015) and Miller and Toman (2015), short slogans tend to be preferred with nearly 80% consisting of five or less words, and nearly 60% consisting of four words or less. The present study defined a long slogan is double the length of a short slogan, that is a length of eight words. Therefore, the variable slogan length is measured as a nominal variable and will have two levels: slogans containing four words and slogans containing eight words. As mentioned in the theoretical framework, this variable was chosen based on the fact that slogan length influences the number of cognitive resources necessary to process the message. It is suggested that individuals try to minimize the number of cognitive resources spent and thus prefer options that require the least cognitive resources (Todd & Benbasat, 1992). Furthermore, slogans had to adhere to the following criteria: contain the same elements, avoid other language effects from cognates of English and French, be grammatically correct and other words should be kept to three syllables. Additionally, next to the cognates, the other words in the different slogans should be easily comprehensible for Dutch consumers. An

example of the four conditions for the ‘Barritas’ advertisement is represented in Figure 1. The other advertisements have been included in Appendix A

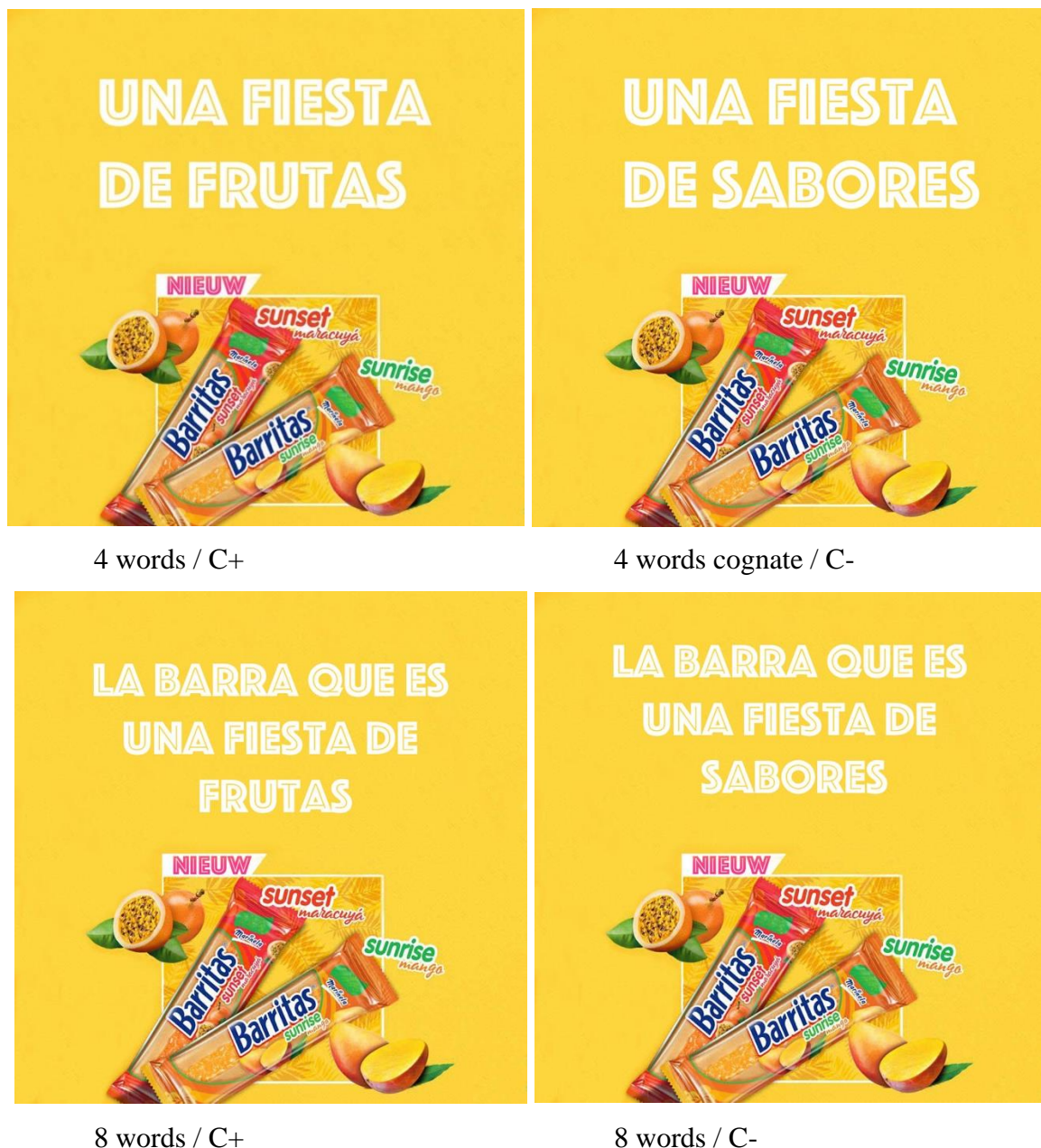


Figure 1. Four conditions of the ‘Barritas’ advertisement

## 2.2 Subjects

The participants were recruited using convenience sampling by the researchers. In total 308 respondents started the questionnaire but 180 remained after passing the selection criteria. These criteria consisted of them being native speakers of Dutch and not speaking Spanish, nor having had any Spanish classes in the past. Furthermore, the respondents that did not complete the questionnaire were taken out of the sample. This resulted in a sample

consisting of 180 participants with a mean age of 32 years old ( $SD = 15.23$  years) ranging between 15 and 75 years-old. 48 of the participants were male (26.7%) and 132 were female (73.3%). The highest achieved educational level of the participants ranged from High school VMBO (1.1%) to PhD level (2.8%) with the most frequently achieved level being Bachelor HBO (30.0%). Our target group was HBO BA (30.3%), WO BA (17.3%), HBO MA (6.7%) and WO MA (19.2%). These made up 73.5% of participants in the sample and thus the majority of the sample. None of the selected participants had knowledge of or experience with speaking Spanish. Participants were also asked whether they spoke or had learnt any other languages. Of the 180 participants, 180 knew English (100.0%), 153 knew German (85.0%), 110 knew French (61.1%), 13 knew other languages (7.2%), 4 knew Portuguese (2.2%) and 3 knew Italian (1.7%). The gender ( $\chi^2(1) = 1.07, p = .301$ ) and the age ( $F(1, 176) = 1.16, p = .284$ ) of the participants was equally distributed amongst the four conditions.

### 2.3 Design

The research design was a between-subjects 2 (cognate present / cognate absent) x 2 (4 word slogan / 8 word slogan) design resulting in four different conditions: C+ / 4-word slogan; C- / 4-word slogan; C+ / 8-word slogan; C- / 8-word slogan. All participants were only exposed to one level of the independent variables and viewed and evaluated all three advertisements within that conditions.

### 2.4 Instruments

The section below discusses the instrumentation of the dependent variables. Data were collected with a questionnaire measuring the following variables: perceived comprehension, actual comprehension and the purchase intention of the participants. First, according to Smith and Taffler (1992) comprehension can be defined as an individual's capacity to understand the appropriate meaning of a message. We adopted the method employed by Gerritsen et al. (2000), where comprehension as a construct is measured in two ways. Firstly, it is measured as perceived comprehension, which refers to the subjective way of self-assessing whether something is perceived to be understandable (Sukhov, 2018). In line with the approach of Gerritsen et al. (2000) and Raedts, Roozen, and De Weerd (2019), this was measured with one item on the ordinal measurement level. The participants indicated whether they thought they understood the slogan with the statement: "I correctly understood the slogan", with possible answers ranging from strongly agree to strongly disagree on a 7-point Likert scale. Second, actual comprehension is measured. Following the approach taken

by Hornikx et al. (2010), this was measured by asking the participants to translate the slogan with the statement: “translate the slogan as accurately as possible to Dutch. Don’t use a dictionary or any other tools” accompanied by some space for the participants to write down their translation. This means the participants had to write down in Dutch what they thought the slogan meant. Two independent judges scored the respondent’s translation using a combination of the lexical and semantic error rate as a speech processing measure (Broersma, Ernestus & Felker, 2019). The error rate of the translations of the Spanish slogans was used as the measure of actual comprehension. A codebook was established to define which words were accepted and which were rejected as suitable translations. This codebook is included in Appendix B. It took synonyms and word combinations like “fruitfeest” (instead of “feest van fruit”) into account. This codebook was used to calculate the proportion of words in the target phrase that was absent in the participant’s translation. The relative importance of words was reflected in the scoring. For example, translating verbs and nouns(1.5pt) correctly generated more points than correct articles (0.5pt). This ensured that if the most important components of the slogan were understood, it would be reflected in having a high score. Spelling or word order mistakes, the use of diminutives and grammar mistakes were not taken into account as they were deemed non-essential for understanding the core meaning of the slogan. An example of a correct translation of “una fiesta de frutas” is: “Een feest van fruit” (4/4 words correct = 0% error rate). An example of an incorrect translation of this is: “een festival voor fruit” (2/4 words correct = 50% error rate). Cohen’s kappa was calculated to determine if there was agreement between the two coders judgment on the scoring of the translations. The intercoder reliability of the variable actual comprehension was moderate:  $\kappa = .558$ ,  $p < .001$  (Altman, 1991). Ultimately, the error rate of one coder was used in the statistical analyses because there will be higher chance that results will be the same when replicating the study.

The third variable used to measure advertisement evaluation was the purchase intention of the participant. Purchase intention is frequently used as an indicator of the success of strategic marketing decisions, predicting consumer behaviour and sales (Morwitz, 2012). It can be broadly defined as the willingness of a consumer to purchase a certain product or service. The measure of purchase intention used in the current study is based on Hendriks et al. (2017) and Hornikx and Hof (2008). These studies used more than one item, but the present study only used one item because the Cronbach’s alpha was high in both prior studies ( $\alpha = .94$  and  $\alpha = .79$  respectively). This means that the items of the construct were internally consistent, reliable and accurately measure the variable of interest: purchase intention. Choosing only one item ensures that questionnaire length was not a barrier in

collecting data. If a questionnaire is short, participants tend to be more inclined to complete it (Rolstad, Adler & Rydén, 2011). This ordinal variable was measured using one item with 7-point semantic differentials. It included the statement: “This product”: “I never want to buy - I certainly want to buy”. The whole questionnaire was in Dutch to avoid language as a confounding variable and to avoid the questionnaire language influencing the results.

## **2.5 Procedure**

This study was conducted using an online questionnaire on the Qualtrics XM (2020) platform to collect quantitative data. The participants accessed the questionnaire via an anonymous link or a QR code sent by the researchers. The participants were not given any incentive or financial reward to take part. They were told that the experiment formed part of Bachelor thesis research about Spanish-speaking companies that wanted to launch their products on the Dutch markets. The subjects were asked to evaluate the advertisements of these future new products individually without the use of a dictionary or any other tools. The questionnaire started with a demographics section containing questions about the participant’s age, gender, mother tongue, education level, and knowledge of other languages. The aim was to select participants that had no knowledge of Spanish so that L2 proficiency did not affect the dependent variables. This was done by asking whether the participants spoke Spanish or had had any Spanish classes in the past. If the participant did, they could not participate in the experiment and were redirected to the end of the questionnaire. In the case that the participant had not followed any Spanish classes in the past they were allowed to continue filling in the questionnaire. The participants were randomly distributed into one of the four conditions and were exposed to all three advertisements with the corresponding slogan complexity condition. All the participants were exposed to advertisements in a random order. Furthermore, if they had any questions, they were invited to contact one of the researchers via the included e-mail address. After having filled in the questionnaire the subjects were thanked and debriefed about the aim of the study. Apart from being distributed to different conditions in the experiment, the procedure was the same for all the participants and took on average about 5 minutes.

## **2.6 Statistical treatment**

To examine whether there is a significant effect of slogan length and cognate presence on perceived comprehension and actual comprehension of a slogan and purchase intention of an advertised product (RQ1), a multivariate analysis of variance (MANOVA) was used.

To assess whether there is a significant relationship between the perceived and the actual comprehension of a slogan in an advertisement and the purchase intention of the product advertised (RQ2), a Spearman's  $r_s$  correlation test was required. All statistical analyses were carried out using IBM SPSS Statistics for Windows version 26 (IBM Corp., 2019).

### 3. Results

A multivariate analysis with perceived comprehension, actual comprehension and purchase intention as dependent variables and slogan length and cognate presence as factors, revealed a significant multivariate effect of slogan length ( $F(3, 174) = 5.48, p = .001$ ). A multivariate analysis for perceived comprehension, actual comprehension and purchase intention, with slogan length and cognate presence as factors, found a significant multivariate effect of cognate presence ( $F(3, 174) = 10.94, p < .001$ ). A multivariate analysis for perceived comprehension, actual comprehension and purchase intention, with slogan length and cognate presence as factors, found no significant multivariate interaction effect of slogan length and cognate presence ( $F(3, 174) < 1, p = .429$ ). In order to interpret the significant main effect of slogan length, a univariate analysis was carried out. A univariate analysis showed an effect of length on perceived comprehension of the slogan ( $F(1, 176) = 11.70, p = .001$ ;  $\eta^2 = .062$ ). A univariate analyses showed no effect of length on actual comprehension of the slogan ( $F(1, 176) < 1, p = .873$ ) and on purchase intention ( $F(1, 176) = 1.48, p = .225$ ). Perceived comprehension was higher for participants exposed to short slogans ( $M = 3.82, SD = 1.34$ ) than for participants exposed to long slogans ( $M = 3.18, SD = 1.26$ ). The results can be visualized in figure 2.

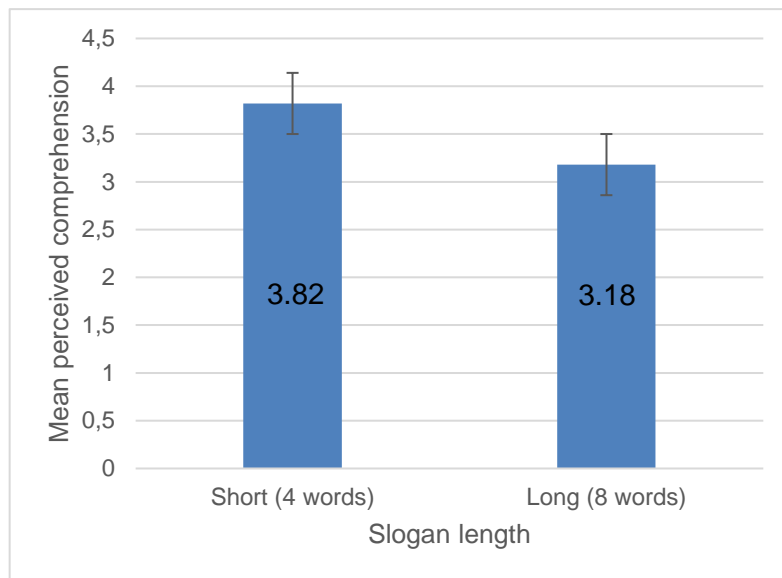


Figure 2. Mean perceived comprehension of short (left) and long (right) Spanish slogans

In order to interpret the significant main effect of cognate presence, a univariate analysis was carried out. A univariate analyses showed an effect of cognate presence on perceived comprehension ( $F(1, 176) = 21.17, p < .001; \eta p^2 = .107$ ) and on actual comprehension of the slogan ( $F(1, 176) = 30.08, p < .001; \eta p^2 = .146$ ). A univariate analyses showed no effect of cognate presence on purchase intention of the advertised product ( $F(1, 176) < 1, p = .475$ ). Perceived comprehension was higher for participants who were exposed to slogans containing cognates ( $M = 3.90, SD = 1.28$ ) than for participants exposed to slogans without cognates ( $M = 3.06, SD = 1.26$ ). The results are visualized in Figure 3. The error rate was lower for participants who were exposed to slogans containing cognates ( $M = .35, SD = .18$ ) than for participants exposed to slogans without cognates ( $M = .52, SD = .23$ ). In this study, a high error rate means low actual comprehension. This means that actual comprehension was higher for participants who were exposed to slogans containing cognates than for participants that were exposed to slogans without cognates. The results are visualized in Figure 4.

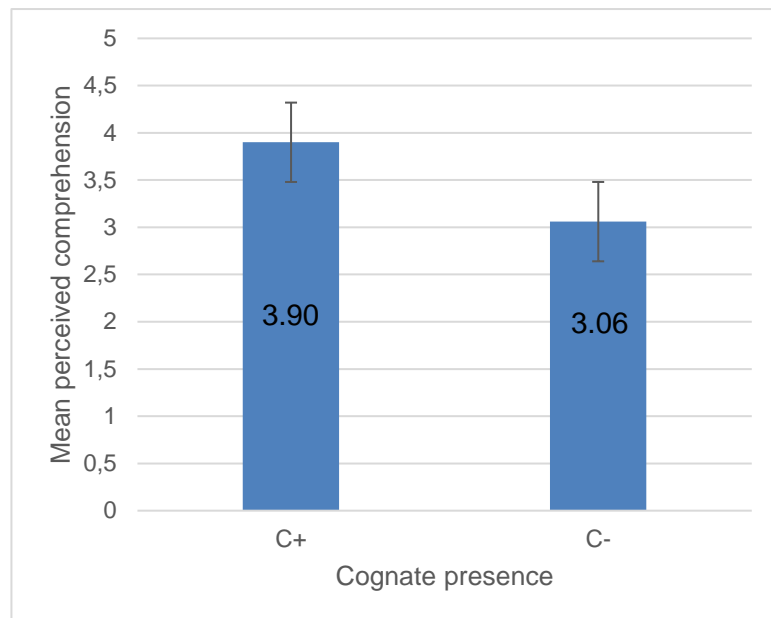


Figure 3. Mean perceived comprehension of Spanish slogans with cognates (left) and without cognates (right)

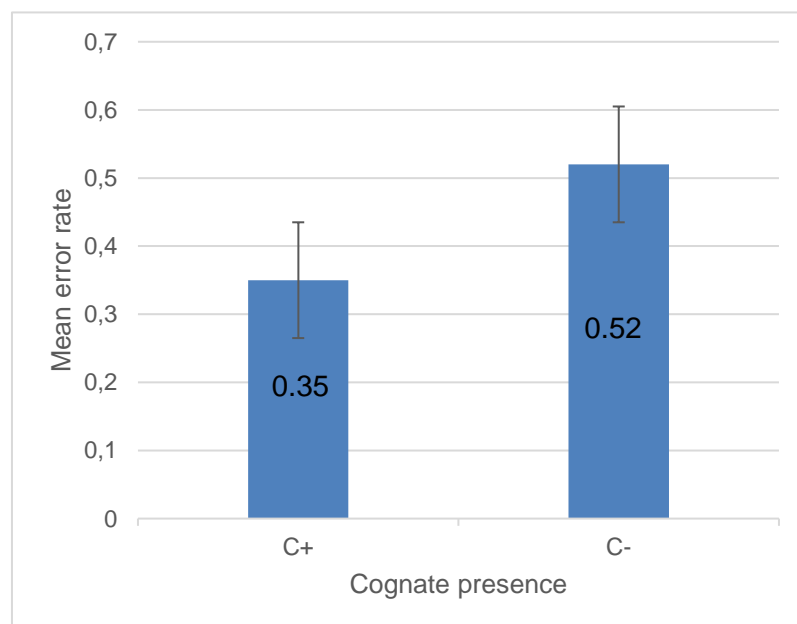


Figure 4. Mean error rate (1 = 0% correct / 0 = 100% correct) of translations of Spanish slogans with cognates (left) and without cognates (right)

In order to assess whether there is a relationship between the perceived comprehension and actual comprehension of Spanish slogans and the purchase intention of the advertised product for Dutch consumers, a one-tailed Spearman's rank order correlation

analysis was carried out (RQ2). A Spearman's rank order correlation analysis found a significant negative correlation between perceived comprehension and error rate ( $r_s(180) = -.61, p < .001$ ), illustrated in figure 6. This means that the error rate decreased with the increase of perceived comprehension of the participants. As the error rate is the inverted measure of actual comprehension, it can be said that actual comprehension increased as perceived comprehension increased. The analysis also revealed a significant positive correlation between perceived comprehension and purchase intention ( $r_s(180) = .37, p < .001$ ), illustrated in figure 7.. Purchase intention of the participants increased with the increase in perceived comprehension. A spearman's rank order correlation analysis found a significant correlation between error rate and purchase intention ( $r_s(180) = -.14, p = .031$ ) illustrated in figure 8. This means that the error rate decreased with the increase of purchase intention. In other words, the actual comprehension increased as purchase intention increased.

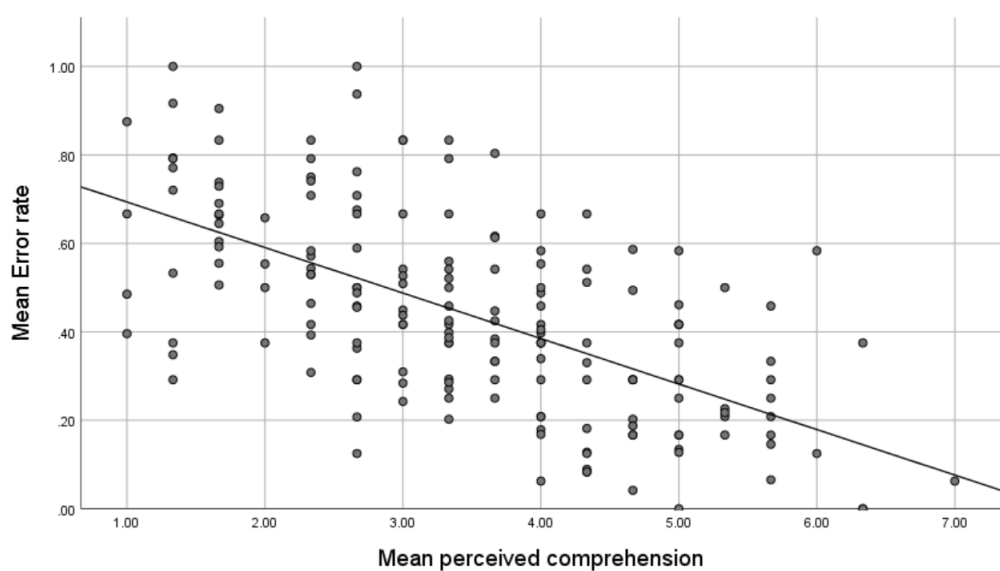


Figure 6. Relationship between mean perceived comprehension and mean error rate.  
 $r_s = -.61$

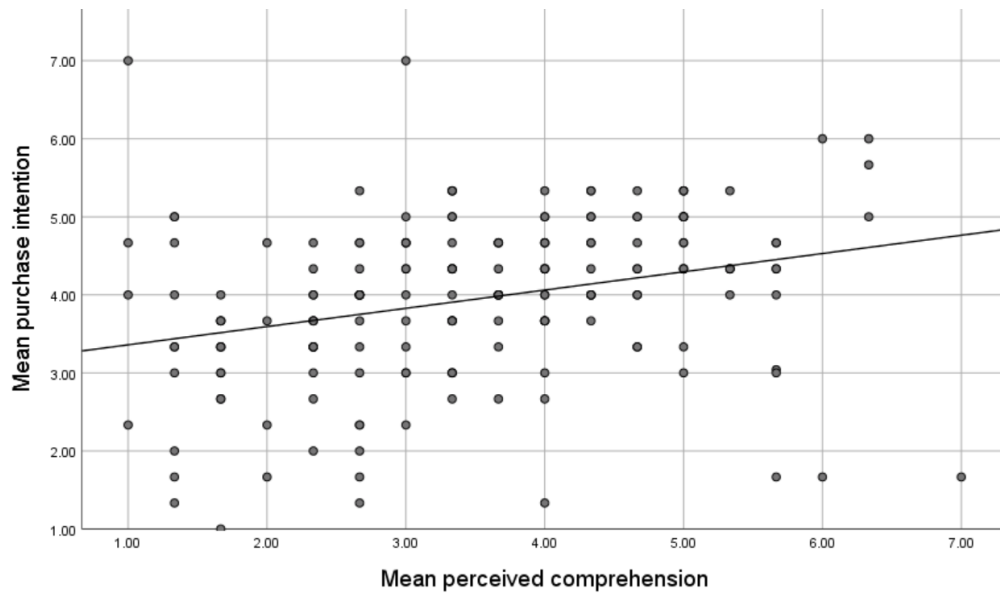


Figure 7. Relationship between mean perceived comprehension and purchase intention.  
 $r_s = .37$

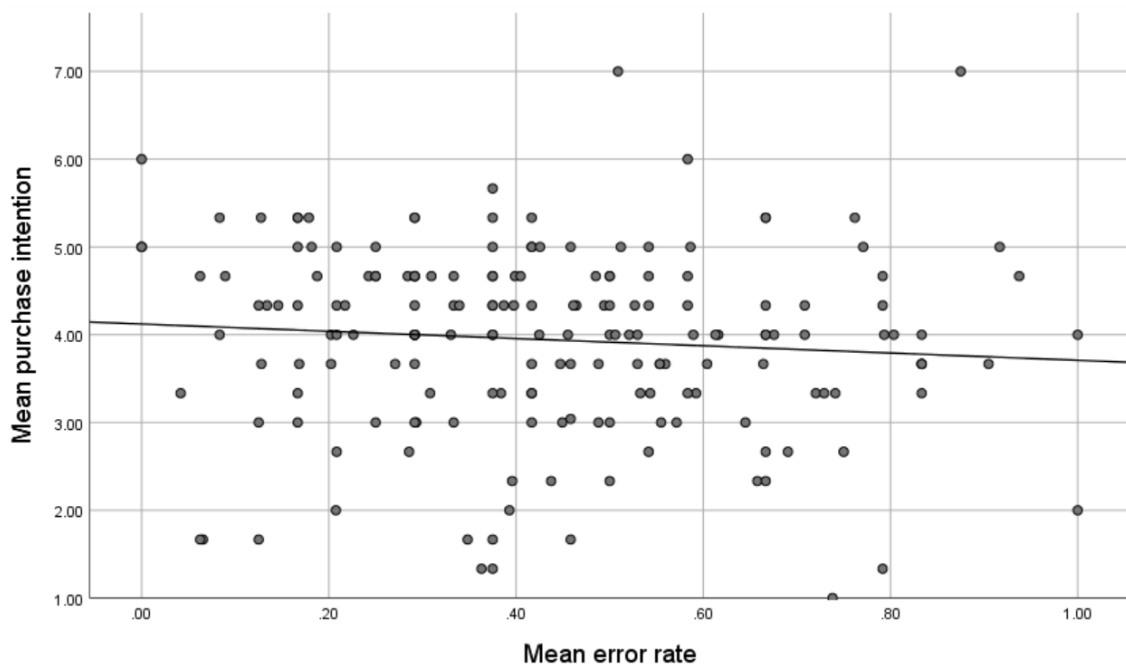


Figure 8. Relationship between mean error rate and purchase intention.  $r_s = -.14$

### **3. Conclusion**

This study aimed to examine two linguistic factors that might affect the complexity of a FL slogan and to assess the extent to which these factors influence the effectiveness of the slogan in the eyes of the consumers. Based on this quantitative experimental investigation, it can be concluded that slogan length affects perceived comprehension of a Spanish slogan. Cognate presence affects both the perceived comprehension and the actual comprehension of a Spanish slogan (RQ1). Short slogans resulted in higher perceptions of understanding and were understood better than long slogans. As for cognate presence, slogans containing cognates led to a higher perception of understanding than slogans without cognates. However, slogan length did not affect actual comprehension and neither of the linguistic factors affected purchase intention. The results did not reveal any interaction effect between the two linguistic factors. Furthermore, the results showed that there was a significant positive relationship between the perceived and the actual comprehension of a slogan, as well as a significant positive relationship between the perceived and actual comprehension of a slogan and purchase intention of an advertised product (RQ2). This means that higher perceptions of understanding were associated with higher levels of actual understanding and higher purchase intention of the advertised product. Lastly, the results revealed a positive correlation between actual comprehension and purchase intention.

### **4. Discussion**

The first research question sought to assess to what extent linguistic factors, such as slogan length and cognate presence, affect the effectiveness of FL slogans in the eyes of Dutch consumers (RQ1). Slogan length was found to have an effect on perceived comprehension of the Spanish slogans. In fact, short slogans (four words) were better understood than longer slogans (eight words) independent of cognate presence. This finding is consistent with the cognitive cost model (Todd & Benbasat, 1992). The more words a FL slogan contains, the more cognitive resources it requires to process it thus making it harder understand. The cognate presence was found to have an effect on perceived comprehension and actual comprehension of the Spanish slogans. Slogans containing cognates were perceived to be understood better and were actually understood better than slogans without cognates independent of slogan length. These results are consistent with the cognate

facilitation effect (De Groot & Comijs, 1995). In line with their findings, the presence of cognates resulted in better translation from the FL slogan to Dutch and thus in better comprehension of the Spanish slogan. It is interesting to note that the effect of cognate presence on perceived comprehension was greater than the effect of slogan length on perceived comprehension. This means that the presence of a cognate was more important in the participant's perceptions of whether they understood the slogan. This could prove useful to marketing professionals when using foreign languages in advertising.

In contrast to earlier findings of Gerritsen et al. (2000), Hornikx and Starren (2006), and Hornikx et al. (2010) this study did not find a significant effect of linguistic complexity on the effectiveness of the slogan. However, these studies did measure advertisement effectiveness in terms of ad appreciation and not purchase intention. Hendriks et al. (2017) were the only ones to measure slogan effectiveness in terms of purchase intention and found that difficult FL slogans negatively affected purchase intention. The differences between the findings may be attributed to the fact that most of the studies investigated the use of English slogans and did not always include actual comprehension as a measure of comprehension. Another possible explanation for the insignificant results of purchase intention could be that other characteristics of the slogan, advertisement or product could affect the purchase intention. It could be that participants could be more inclined to purchase an advertised product based on the advertisement aesthetics, personal taste or product desirability than on the advertising slogan.

The second research question aimed to determine whether there was a significant relationship between the perceived and the actual comprehension of a slogan in an advertisement and the purchase intention of the product advertised (RQ2). As expected, the results showed that perceived comprehension was negatively correlated with the error rate of the translations. This means that as perceived comprehension increased, error rate decreased which means that actual comprehension increased. The study found a significant negative correlation of the error rate with purchase intention. In other words, as actual comprehension increased, purchase intention increased. Additionally, the results showed a significant positive correlation between perceived comprehension and purchase intention. This means as the participants subjective assessment of whether they understood the slogan increased, the purchase intention increased. These findings are in line with Gerritsen et al. (2000) which found that as participants perceived to understand the fragment and translated English fragments more correctly, they had a more positive attitude *towards* the advertisement. However, it is important to bear in mind that attitude towards the advertisement is not the

same as purchase intention and that the participants of Gerritsen et al.'s consisted of two age groups (15 - 18 year old and 50 - 57 year old) differing much from our target group of university students.

The results of correlation analyses and multivariate analysis present strong indications that there is some relationship between linguistic complexity and purchase intention in line with the relevance theory (Sperber & Wilson, 1995), even though no significant effect was found. The insignificant result could be due to the sample of participants being too small, due to the effect size being too small, or due to too much variability in the collected data.

Together, these results corroborate the findings of Gerritsen et al. (2000), Hornikx and Starren (2006), Hornikx et al (2010) and Hendriks et al. (2017), that showed that more comprehensible slogans were evaluated more positively than less comprehensible slogans. This contests the sociolinguistic viewpoint of Haarmann (1989) and Kelly-Holmes (2000) that claimed FLs in advertising are only symbolic and that comprehension does not influence the effectiveness. However, in order to disregard the symbolic function completely, the study must be repeated in comparison with slogans in the subject's native language, Dutch, to see if there is any preference for one language or the other.

Nonetheless, these results must be interpreted with caution due to a number of limitations. The lack of effect on purchase intention could be due to the fact that the product did not appeal to the subject, in terms of preferences, tastes or diet. Additionally, extrinsic factors such as style, aesthetics, product packaging and brand image could have influenced purchase intention as well. One advertisement could be attractive to one individual but may not be to another. Therefore, the products advertised may not be as appealing to the sample population as expected, possibly affecting purchase intention. Another important limitation is related to the instrumentation of the actual comprehension of students. The measure for actual comprehension and the codebook was established based on the lexical error rate and semantic error rate by Broersma et al. (2019) but had to be adapted in order to be effective for the present study. Since a combined measure was taken, the measure itself in this form has not been tested and validated before. It would be interesting to test this measure in future research.

Further research should be undertaken to further investigate the effect of linguistic complexity on advertisement effectiveness and to address some of the research limitations in this study. Even though the majority of the sample fit the criteria of university education level (73.5%), it could be interesting to see if a sample containing only university students would result in higher purchase intention for these exact products. This would reveal if the product-

target group match did not affect the advertisement effectiveness in terms of purchase intention. Additionally, there is room for further progress in establishing a more comprehensive codebook for scoring the translations. Future research should test this measure for actual comprehension and possibly include more accepted translations. It would also be useful to train the coders together and carry out a pre-test of the codebook to ensure that they fully understand the mechanisms of the codebook. The effectiveness of the slogan was only measured with purchase intention. In order grasp the entire concept of effectiveness, it would be interesting to include other measures such as appreciation of the slogan, attitude towards the advertisement and attitude towards the product. Furthermore, it could prove beneficial to investigate to what extent other linguistic factors, such as syntax and the use of stylistic devices, affect advertisement effectiveness in terms of purchase intention. It is expected that linguistic complexity in any area negatively affects comprehension and consequently, affects advertisement effectiveness, but perhaps the use of stylistic devices could result in different outcomes. Many slogans use stylistic devices to increase their appeal, so it would be interesting to test if this has the same effect in FL slogans and compare it to L1 slogans.

The findings of the present study showed that short FL slogans are perceived to be easier to understand than long FL slogans, irrespective of cognate presence. The results also revealed that FL slogans with cognates are perceived to be and are easier to understand than FL slogans without cognates. Additionally, there is also a positive relationship between perceived comprehension, actual comprehension and purchase intention.

## 5. References

- Alden, D. L., Steenkamp, J. B. E., & Batra, R. (1999). Brand positioning through advertising in Asia, North America, and Europe: The role of global consumer culture. *Journal of Marketing*, 63(1), 75-87. doi: 10.2307/1252002
- Altman, D. G. (1991). *Practical Statistics for Medical Research*. London: Chapman and Hall. doi: 10.1002/sim.4780101015.
- Anwar, S. T. (2015). Company slogans, morphological issues, and corporate communications. *Corporate Communications: An International Journal*, 20(3), 360-374. doi:10.1108/CCIJ-09-2013-0056
- Bhatia, T. K., & Ritchie, W. C. (2006). *The handbook of bilingualism*. Malden, MA, USA: Blackwell Pub. doi:10.1002/9780470756997
- Bradley, S., & Meeds, R. (2002). Surface-structure transformations and advertising slogans: The case for moderate syntactic complexity. *Psychology & Marketing*, 19(7-8), 595-619. doi: 10.1002/mar.10027
- Byrne, D. (1971) *The Attraction Paradigm*. New York: Academic Press.
- Carroll, S. E. (1992). On cognates. *Second Language Research*, 8(2), 93-119. doi: 10.1177/026765839200800201
- De Groot, A.M.B., & Comijs, H. (1995). Translation recognition and translation production: Comparing a new and an old tool in the study of bilingualism. *Language Learning*, 45(3), 467–509. doi: 10.1111/j.1467-1770.1995.tb00449.x
- De Pelsmacker, P., Geuens, M., & Van den Bergh, J. (2007). *Marketing communications: A European perspective*. Harlow, England: Pearson education.
- Eagly, A. H. (1974). Comprehensibility of persuasive arguments as a determinant of opinion change. *Journal of Personality and Social Psychology*, 29(6), 758–773. doi: 10.1037/h0036202
- Felker, E. R, Ernestus, M. T. C., & Broersma, M. (2019). Evaluating dictation task measures for the study of speech perception. *Proceedings of the 19<sup>th</sup> International Congress of Phonetic Sciences*. 383-387. Doi: 2066/208218
- Gerritsen, M., Korzilius, H., Van Meurs, F. & Gijsbers, I. (2000). English in Dutch commercials: Not understood and not appreciated. *Journal of Advertising Research*, 40(4), 17-31. doi: 10.2501/JAR-40-4-17-31
- Grosjean, F., de Groot, A. M., & Kroll, J. F. (1997). *Tutorials in bilingualism: Psycholinguistic perspectives*. New York, USA: Psychology Press. doi: 10.4324/9781315806051
- Haarmann, H. (1989). Symbolic values of foreign language use: from the Japanese case to a general sociolinguistic perspective. Berlin: Mouton de Gruyter. doi: 10.1515/9783110868395

- Hendriks, F., Van Meurs, F., & Poos, C. (2017). Effects of difficult and easy English slogans in advertising for Dutch consumers. *Journal of Current issues and Research in Advertising*, 38(2), 184-196. doi: 10.1080/10641734.2017.1291384
- Hornikx, J. & Van Meurs, F. (2017) Foreign languages in advertising as implicit country-of-origin cues: Mechanism, associations, and effectiveness. *Journal of International Consumer Marketing*, 29(2), 60-73. doi: 10.1080/08961530.2016.1243996
- Hornikx, J. & Van Meurs, F. (2020). *Foreign languages in advertising. Linguistic and Marketing perspectives*. Cham: Palgrave Macmillan. doi: 10.1007/978-3-030-31691-4\_3
- Hornikx, J. M. A., & Hof, R. J. (2008). De effectiviteit van vreemde talen in productreclame: moet het product passen bij de taal? *Tijdschrift voor Taalbeheersing*, 30(2), 147-156.
- Hornikx, J., & Starren, M. (2006). The relationship between the appreciation and the comprehension of French in Dutch advertisements. In R. Crijns, & C. Burgers (Eds.), *Werbestrategien in Theorie und Praxis: Sprachliche Aspekte von deutschen und niederländischen Unternehmensdarstellungen und Werbekampagnen*, (pp.129-145). Tostedt: Attikon Verlag.
- Hornikx, J., Van Meurs, F., & de Boer, A. (2010). English or a local language in advertising? The appreciation of easy and difficult English slogans in the Netherlands. *Journal of Business Communication*, 47(2), 169-188. doi: 10.1177%2F0021943610364524
- IBM Corp. (2019). *IBM SPSS Statistics for Window*, Version 26. Armonk, NY: IBM Corp. Retrieved from <https://hadoop.apache.org>
- Instituto Cervantes. (2018). El español: una lengua viva. Informe 2018. *El español en el mundo. Anuario del Instituto Cervantes 2018*, 15-95.
- Keller, K. L. (1993). Conceptualizing, measuring, and managing customer-based brand equity. *Journal of Marketing*, 57(1), doi: 10.1177%2F002224299305700101
- Kelly-Holmes, H. (2000). Bier, parfum, kaas: Language fetish in European advertising. *European Journal of Cultural Studies*, 3(1), 67-82. doi: 10.1177%2Fa010863
- Kohli, C., Suri, R. & Thomas, S. (2013). Are you in good hands?: Slogan recall: What really matters. *Journal of Advertising Research*, 53(1), 31-42. doi: 10.2501/JAR-53-1-031-042
- Kusters, W. (2003). *Linguistic complexity: The Influence of Social Change on Verbal Inflection*. Utrecht: Landelijke Onderzoekschool Taalwetenschap (Netherlands Graduate School of Linguistics).
- Miller, D.W. & Toman, M. (2015). An analysis of the syntactic complexity in service corporation brand slogans. *Services Marketing Quarterly*, 36(1), 37-50. doi: 10.1080/15332969.2015.97652
- Morwitz, V. (2012). Consumers' purchase intentions and their behavior. *Foundations and Trends in Marketing*, 7(3), 181-230. doi: 10.1561/17000000036.
- Musté Ferrero, P., Stuart, K. D. C., & Botella Trelis, A. P. (2015). Linguistic choice in a corpus of brand slogans: repetition or variation. *Procedia Social and Behavioral Sciences*, 198, 350-358. doi: 10.1016/j.sbspro.2015.07.454.

- Nederstigt, U. & Hilberink-Schulpen, B. (2018) Advertising in a foreign language or the consumers' native language? *Journal of International Consumer Marketing*, 30(1), 2-13. doi: 10.1080/08961530.2017.1363008
- Pallotti, G. (2015). A simple view of linguistic complexity. *Second Language Research*, 31(1), 117-134. doi: 10.1177%2F0267658314536435
- Pieters, R. G. M., & Van Raaij, W. F. (1992). *Reclamewerking*. Leiden, the Netherlands: Stenfert Kroese.
- Qualtrics XM. (2020). Qualtrics XM - Experience Management Software. Retrieved from <https://www.qualtrics.com/>
- Raedts, M., Roozen, I., & De Weerd, E. (2019). The effectiveness of subtitles in cross-cultural television commercials. *World Englishes*, 38(3), 387-403. doi: 10.1111/weng.1243
- Rice-Oxley, M. (2012, 18 september). Vorsprung durch Technik—Ad slogan that changed how we saw Germany. *The Guardian*. Consulted at: <https://www.theguardian.com/world/2012/sep/18/vorsprung-durch-technik-advertising-germany>
- Rolstad, S., Adler, J., & Rydén A. (2011). Response burden and questionnaire length: is shorter better? a review and meta-analysis. *Value in Health : The Journal of the International Society for Pharmacoeconomics and Outcomes Research*, 14(8), 1101–8. Doi: 10.1016/j.jval.2011.06.003
- Schooler, R.D. (1965) Product bias in the central American common market. *Journal of Marketing Research*, 2(4), 394-397. doi: 10.2307/3149486
- Skorupa, P., & Dubovičienė, T. (2015). Linguistic characteristics of commercial and social advertising slogans. *Coactivity: Philology, Educology*, 23(2), 108-118. doi:10.3846/cpe.2015.275
- Smith, M., & Taffler, R. (1992). Readability and understandability: Different measures of the textual complexity of accounting narrative. *Accounting, Auditing & Accountability Journal*, 5(4), 0-0. doi: 10.1108/09513579210019549
- Sperber, D., & Wilson, D. (1995). *Relevance: Communication and cognition*. Oxford, UK: Blackwell
- Sukhov, A. (2018). The role of perceived comprehension in idea evaluation. *Creativity and Innovation Management*, 27(2), 183-195. doi: 10.1111/caim.12262
- Todd, P., & Benbasat, I. (1992). The use of information in decision making: An experimental investigation of the impact of computer-based decision aids. *Management Information Systems Quarterly*, 16(3), 373-393. doi:10.2307/249534
- Usunier, J. C., & Cestre, G. (2007). Product ethnicity: Revisiting the match between products and countries. *Journal of International Marketing*, 15(3), 32-72. doi: 10.1509/jimk.15.3.32.

## Appendix A

### Advertisement Barritas:



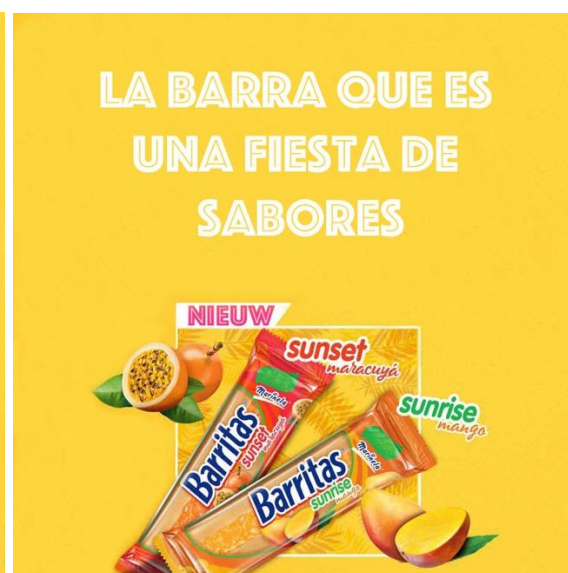
4 words / C+



4 words / C-



8 words / C+



8 words / C-

Advertisements Café Olé:



4 words / C+



4 words / C-



8 words / C+



8 words / C-

Advertisements Pozuelo:



4 words / C+



4 words / C-



8 words / C+



8 words / C-

## Appendix B

### Codebook:

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

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

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

		son dulces y todas bonitas	zoet(ig) / zoetigheid en allemaal mooi / prachtig / aantrekkelijk / perfect  <b>Alternatives</b> Zoetste  <b>Exclude</b> <i>Todas</i> Heel / helemaal / alles / altijd / enorm / totaal  <i>Dulces</i> Zacht / lekker  <i>Bonitas</i> Lekker / smakelijk / heerlijk / appetijtelijk / verrukkelijk Goed	1.5 1.5 0.5 0.5 1.5  1  Total = 8
<b>Café Olé</b>	cognate present / 4 words	el café más rico	de / een / het koffie / koffiesmaak meest lekkere / smakelijke / heerlijke / rijke(re) / appetijtelijk / verrukkelijk  <b>Alternatives</b> lekkerste / smakelijkste / heerlijkste / rijkste / appetijtelijkste / verrukkelijkste  <b>Exclude</b> Intense	0.5 1.5 0.5 1.5  2  Total = 4
	cognate absent / 4 words	la bebida  más rica	de / het / een drankje / drinken / drank meest lekkere / smakelijke / heerlijke / rijke  <b>Alternatives</b> lekkerste / smakelijkste / heerlijkste / rijkste	0.5 1.5 0.5 1.5  2  Total = 4
	cognate present / 8 words	El café más rico	De / het / een koffie / koffiesmaak meest lekkere / smakelijke / heerlijke / rijke	0.5 1.5 0.5 1.5

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

## Appendix C

### Thesis questionnaire

---

#### Start of Block: Intro

Intro Beste deelnemer,

Fijn dat je deze enquête voor ons wilt invullen!

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

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

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

Alvast bedankt namens het onderzoeksteam!

#### End of Block: Intro

---

#### Start of Block: Demographics

Q1 Wat is je geslacht?

- ☐ Man (1)
  - ☐ Vrouw (2)
  - ☐ Anders (3)
- 

Q2 Wat is je leeftijd?

---

Q3 Wat is je huidige of hoogst afgeronde opleiding?

▼ Basisonderwijs (1) ... PhD (10)

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

- ☐ Ja (4)
- ☐ Nee (5)

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

- ☐ Engels (113)
- ☐ Frans (114)
- ☐ Duits (115)
- ☐ Spaans (116)
- ☐ Italiaans (117)
- ☐ Portugees (118)
- ☐ Anders, namelijk.. (119) \_\_\_\_\_

Q6 Heb je weleens Spaanse les gehad?

- ☐ Ja (1)
- ☐ Nee (2)

End of Block: Demographics

Start of Block: End demographics

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

Barritas\_ad\_C1



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

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

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Geheel oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Geheel eens

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

\_\_\_\_\_

Q9 Dit product..

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Zou ik nooit willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Zou ik zeker willen kopen

Start of Block: Pozuelo: With cognate / 4 words

Pozuelo\_ad\_C1



Q10 Geef aan of je het eens bent met de volgende stelling:

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

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Geheel oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Geheel eens

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

\_\_\_\_\_

Q12 Dit product..

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Zou ik nooit willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Zou ik zeker willen kopen

End of Block: Pozuelo: With cognate / 4 words

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

Olé\_ad\_C1



Q13 Geef aan of je het eens bent met de volgende stelling:

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

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Geheel oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Geheel eens

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

\_\_\_\_\_

Q15 Dit product..

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Zou ik nooit willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Zou ik zeker willen kopen

End of Block: Café Olé: With cognate / 4 words

Start of Block: Barritas: Without cognate / 4 words



Q16 Geef aan of je het eens bent met de volgende stelling:

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

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Geheel oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Geheel eens

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

\_\_\_\_\_

Q18 Dit product..

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Zou ik nooit willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Zou ik zeker willen kopen

End of Block: Barritas: Without cognate / 4 words

Start of Block: Pozuelo: Without cognate / 4 words



Q19 Geef aan of je het eens bent met de volgende stelling:

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

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Geheel oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Geheel eens

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

\_\_\_\_\_

Q21 Dit product..

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Zou ik nooit willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Zou ik zeker willen kopen

End of Block: Pozuelo: Without cognate / 4 words

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

Olé\_ad\_C2



Q22 Geef aan of je het eens bent met de volgende stelling:

"Ik heb de Spaanse woorden en uitdrukkingen in de advertentie begrepen."

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Geheel oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Geheel eens

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

\_\_\_\_\_

Q24 Dit product..

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Zou ik nooit willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Zou ik zeker willen kopen

End of Block: Café Olé: Without cognate / 4 words

Start of Block: Barritas: With cognate / 8 words



Q25 Geef aan of je het eens bent met de volgende stelling:

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

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Geheel oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Geheel eens

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

\_\_\_\_\_

Q27 Dit product..

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Zou ik nooit willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Zou ik zeker willen kopen

End of Block: Barritas: With cognate / 8 words

Start of Block: Pozuelo: With cognate / 8 words

Pozuelo\_ad\_C3



Q28 Geef aan of je het eens bent met de volgende stelling:

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

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Geheel oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Geheel eens

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

\_\_\_\_\_

Q30 Dit product..

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Zou ik nooit willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Zou ik zeker willen kopen

End of Block: Pozuelo: With cognate / 8 words

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



Q31 Geef aan of je het eens bent met de volgende stelling:

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

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Geheel oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Geheel eens

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

\_\_\_\_\_

Q33 Dit product..

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Zou ik nooit willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Zou ik zeker willen kopen

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

Start of Block: Barritas: Without cognate / 8 words



Q34 Geef aan of je het eens bent met de volgende stelling:

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

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Geheel oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Geheel eens

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

\_\_\_\_\_

Q36 Dit product..

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Zou ik nooit willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Zou ik zeker willen kopen

End of Block: Barritas: Without cognate / 8 words

Start of Block: Pozuelo: Without cognate / 8 words



Q37 Geef aan of je het eens bent met de volgende stelling:

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

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Geheel oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Geheel eens

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

\_\_\_\_\_

Q39 Dit product..

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Zou ik nooit willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Zou ik zeker willen kopen

End of Block: Pozuelo: Without cognate / 8 words

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



Q40 Geef aan of je het eens bent met de volgende stelling:

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

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Geheel oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Geheel eens

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

---

Q42 Dit product..

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Zou ik nooit willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Zou ik zeker willen kopen

End of Block: Café Olé: Without cognate / 8 words

## Appendix D

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

Student name: Mieke Andersen  
Student number: S1007128

PLAGIARISM is the presentation by a student of an assignment or piece of work which has in fact been copied in whole or in part from another student's work, or from any other source (e.g. published books or periodicals or material from Internet sites), without due acknowledgement in the text.

### DECLARATION:

- a. I hereby declare that I am familiar with the faculty manual (<http://www.ru.nl/stip/english/rules-regulations/fraud-plagiarism/>) and with Article 16 "Fraud and plagiarism" in the Education and Examination Regulations for the Bachelor's programme of Communication and Information Studies.
- b. I also declare that I have only submitted text written in my own words
- c. I certify that this thesis is my own work and that I have acknowledged all material and sources used in its preparation, whether they be books, articles, reports, lecture notes, and any other kind of document, electronic or personal communication.

Signature:



Place and date:

Nijmegen, June 15th