



# **ENGLISH LANGUAGE IN INTERNATIONAL ADVERTISING IN THE NETHERLANDS:**

THE EFFECT OF THE DIFFICULTY OF ENGLISH  
LANGUAGE IN ADS ON BRAND EVALUATIONS OF  
CONSUMERS IN DIFFERENT AGE GROUPS

MASTER THESIS | LEONIE SCHOENMAKER

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L.L. SCHOENMAKER  
S1498983

SUPERVISORS:  
DR. J. KARREMAN  
S.J. POTHOF MSC

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## ABSTRACT

Due to the increased usage of English language in the Netherlands, Dutch consumers are nowadays more often confronted with English in different commercials and advertisements. Marketing professionals will therefore have to make a strategic choice to either standardize or adapt their international advertisements. The present study explored the effect of the difficulty of English language in ads in the Netherlands on the brand evaluations of Dutch consumers in different age groups. These brand evaluations were examined by looking at the consumers' overall appreciation of the ad, perceived product quality, attitude toward the brand and purchase intentions. Also, the preferences for Dutch or English language in advertisements in the Netherlands were examined.

An experiment was set up, in which a distinction was made between two easy to understand English advertisements and two difficult to understand English advertisements. Also, a distinction was made between age groups under 40 years old and 40 years old and over.

The experiment was conducted by using an online questionnaire which was completed by a total of 188 participants. The results of the study show that the difficulty of English language in ads in the Netherlands had no effect on the brand evaluations of Dutch consumers. Main effects were found for the different age groups on brand evaluations, which means consumers under 40 years of age indicate significantly higher brand evaluations on both difficult and easy English ads. Also, the results of the study show that participants under 40 years of age prefer the English version of the advertisements while participants aged 40 years and over prefer the Dutch version of the advertisements.

Overall it can be concluded that when businesses operate on an international level they have to make a strategic choice between a standardization or adaption strategy for their marketing activities. In doing so, it is important to take the age of the target audience into consideration as consumers in different age groups have different attitudes toward the use of a foreign language in advertisements.

**KEYWORDS:** Difficulty of English language, preferences for English or Dutch, international advertising, brand evaluations, age

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I hope you will enjoy reading my thesis about the effect of the difficulty of English language in ads on brand evaluations of Dutch consumers in different age groups.

Leonie Schoenmaker

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## TABLE OF CONTENTS

1. INTRODUCTION .....	6
2. THEORETICAL FRAMEWORK.....	9
2.1 ENGLISH LANGUAGE IN INTERNATIONAL ADVERTISING.....	9
2.1.1 STANDARDIZATION OF INTERNATIONAL ADVERTISEMENTS .....	9
2.1.2 ADAPTION OF INTERNATIONAL ADVERTISEMENTS .....	10
2.2 THE DIFFICULTY OF ENGLISH LANGUAGE IN INTERNATIONAL ADVERTISING.....	11
2.3 DIFFERENCES IN ATTITUDE TOWARD ENGLISH LANGUAGE BETWEEN AGE GROUPS .....	12
2.4 THE OVERALL APPRECIATION OF THE AD.....	13
2.5 PERCEIVED PRODUCT QUALITY .....	14
2.6 ATTITUDE TOWARD THE BRAND .....	15
2.7 PURCHASE INTENTIONS.....	16
2.8 PREFERENCE FOR DUTCH OR ENGLISH LANGUAGE IN ADVERTISEMENTS .....	17
3. METHODOLOGY.....	18
3.1 RESEARCH DESIGN.....	18
3.2 PRETEST .....	19
3.3 PARTICIPANTS.....	20
3.4 PROCEDURE.....	21
3.5 STIMULUS MATERIALS.....	22
3.6 MEASURES .....	24
4. RESULTS .....	27
4.1 OVERALL APPRECIATION OF THE AD .....	28
4.2 PERCEIVED PRODUCT QUALITY .....	28
4.3 ATTITUDE TOWARD THE BRAND .....	29
4.4 PURCHASE INTENTIONS.....	30
4.5 LANGUAGE AWARENESS .....	31
4.6 PREFERENCES FOR DUTCH OR ENGLISH LANGUAGE IN ADVERTISEMENTS.....	32
5. DISCUSSION .....	35
5.1 CONCLUSIONS .....	35
5.2 LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH .....	41
5.3 PRACTICAL IMPLICATIONS.....	43
REFERENCES .....	45
APPENDIX A - PRETEST .....	49
APPENDIX B - ONLINE SURVEY MAIN STUDY .....	56

## 1. INTRODUCTION

Millions of people in the Netherlands are competently using the English language on a regular base. In the late 1980s English became an obligatory subject in primary education in the Netherlands (Ytsma, 2000), and in 1989 the Dutch minister of education proposed that English should be the official working language at Dutch universities (Ridder, 1995). Since then, the offering of fully English-taught bachelor's and master's programmes at Dutch universities has increased extensively (Edwards, 2010). In the early 1990s some researchers already stated that English was a national language in the Netherlands based on the fact that it was widely used and understood (Edwards, 2010).

Due to the increased usage of English language in the Netherlands, Dutch consumers are nowadays also more often confronted with English in different commercials and advertisements. Foreign language usage in commercials and advertisements is a worldwide phenomenon as different studies have been performed on this in for instance Asia, Europe, South America and the US (Hornikx, Van Meurs & Hof, 2013). In international marketing, and therewith also in the Netherlands, companies commonly standardize their marketing activities and use English to communicate a certain message to consumers in both English and non-English speaking countries through television and print advertisements (Piller, 2000; Hornikx, Van Meurs & De Boer, 2010). Gerritsen (1995) suggests that English language was found in 22% of the advertisements in France, 19% of the advertisements in Germany and the Netherlands, and 7% in Spain. Additionally, more recent research by Gerritsen (2007) suggests that 63% of the analyzed ads in France contained one or more English words, 57% of the ads in Germany, 64% in the Netherlands and 77% of the ads in Spain. Some of these ads were fully in English while others were partly in English. This also shows the extent to which companies choose to (partly) standardize their marketing activities to English instead of adapting the language for every country and the enormous growth in this over the last couple of decades.

Many companies are spending a fair sum of money on their marketing and advertising activities as it can help in building a favourable brand image and high brand loyalty (Macdonald & Sharp, 1996). As marketing nowadays plays such an important role in managing a company, it is important that marketing professionals think carefully about whether to take on an adaptive or standardization approach in their advertisements.

Due to the increase of English language usage in the last couple of decades, the adaption and standardization of commercials and advertisements is a popular research topic among scholars. Previous research on the use of English language in foreign advertisements mostly focused on people's preferences, appreciation of advertisements (Hornikx et al., 2010), the impact and persuasiveness of the advertisements (Luna & Peracchio, 2005), the effectiveness of the advertisements (Hornikx et al., 2013), people's attitude toward the advertisements and the frequency of the English language usage (Gerritsen et al., 2000). Less research has been done on the effect of the difficulty of English language in foreign advertisements, although for instance Gerritsen et al. (2000) state that in order for a persuasive message such as advertisements to be effective, the understanding of the foreign language that is used is of great influence. Also, Hornikx et al. (2010) state that slogans that are easy to understand are appreciated more than slogans that are difficult to understand. Little is known about the effect the difficulty of English language in advertisements on a consumer's overall appreciation of the ad, perceived product quality, attitude toward the brand and purchase intentions.

Another phenomenon that is important for marketing professionals is their target audience, while the number of older adults in society is continuously growing and keep representing a bigger group of consumers. It is therefore important for marketing professionals to put together a fitting strategy in order to reach their target group (Day & Strafford, 1997), as the needs and values of consumers in different age groups might differ (Kapes & Strickler, 1975). Little research has been done on the effect of age on consumers' brand evaluations in standardized or adapted advertisements.

The present study therefore focussed on understanding the effect of the difficulty of English language in ads in the Netherlands on the brand evaluations of consumers in different age groups. The dependent variables in this study were the overall appreciation of the ad, perceived product quality, attitude toward the brand, purchase intentions and preferences for Dutch or English language in advertisements. The independent variables were the difficulty of English language and age. In order to get more insight in how marketers can use English language to communicate the right brand image to consumers, the following main research question was formulated:

*"What is the effect of the difficulty of English language in ads in the Netherlands on brand evaluations of consumers in different age groups?"*



## 2. THEORETICAL FRAMEWORK

### 2.1 ENGLISH LANGUAGE IN INTERNATIONAL ADVERTISING

When businesses operate on both national- and international level, they have to deal with continuously growing markets and communicate with a wide number of national and international stakeholders (Hornikx et al., 2010). One of the biggest and most important stakeholders are consumers, with which companies communicate through advertising. If a company operates both nationally and internationally, businesses have to make a strategic choice between standardizing or adapting (the language of) their advertisements (Hornikx et al., 2010). Choosing an effective advertising strategy is important because the chosen strategy can "enhance the persuasive impact of an advertisement" (Hornikx & Starren, 2006, p. 125). For decades, standardization and adaption of advertising for international markets has been a field of research that is popular amongst scholars. The main interest of scholars within this field of research is the question whether to adapt or standardize advertising strategies across the international markets and therefore whether businesses can use the same advertisement in different countries or whether they have to adapt the advertisement (Samiee, Jeong, Hyeon Pae & Tai, 2003; Hornikx et al., 2010). Even though the phenomenon of standardization or adaption has been studied for decades, most studies focus on whether standardization or adaption would be the best option for businesses, and not so much on which factors and preferences may play a role in making standardization or adaption work for a company. In the present study, standardization refers to using the English language in advertisements, and adaption refers to using the Dutch language as the study was performed in the Netherlands.

#### 2.1.1 STANDARDIZATION OF INTERNATIONAL ADVERTISEMENTS

There are many different reasons for choosing the standardization strategy within international advertising. Standardization in this context refers to using English language in advertisements as English language is globally understood by a wide number of people. One of the reasons for choosing standardization is for instance for financial motives. It is most of the time less expensive for international companies to keep the communication with customers in English than having to invest a lot of money in translating everything for all the different countries (Hornikx & Starren, 2006). On the other hand, standardization might be more suitable for saving money for the company than it is maximizing the actual business

potential (Jain, 1989). Another reason for standardization is that there simply is no real translation for the words used (Gerritsen et al., 2000). This happens for instance when you want to translate the English word 'airbag' to Dutch, because there is no Dutch translation for this word. A third reason for choosing standardization of advertisements is to get the attention of new customers (Gerritsen et al., 2000). The last reason that will be mentioned as to why international business can choose the standardization strategy is because of image reasons (Gerritsen et al., 2000). By using English in advertisements, a company could try to create an international image and position itself as a global player (Hornikx & Starren, 2006). Also, English language in advertisements can be good for a brand- or product's image because English is often associated with an energetic and young lifestyle (Gerritsen et al., 2000). Additionally, Samiee et al. (2003) state that the issue in taking on standardization as an advertising strategy is supporting and keeping up with one uniform global image and strategy. Besides that, Samiee et al. (2003) also state that it is a natural step for businesses to take on a standardization approach when they broaden their scopes of operating internationally.

### **2.1.2 ADAPTION OF INTERNATIONAL ADVERTISEMENTS**

While some companies might choose to take on a globalization approach by standardizing marketing activities and advertising, other companies might prefer taking on a localization approach and adapt their advertisements to local markets (Walters, Whitla & Davies, 2008). Even though the previous section shows that there are many reasons for taking on a standardization approach when choosing an advertising strategy, the standardization approach also receives a lot of criticism among scholars (Hornikx et al., 2010). Most of these scholars allocate the preference for adaption to cultural reasons, as not only the language of the advertisement can be localized and adapted to local markets, also certain brand- or product characteristics can be adapted locally to cultural beliefs and values (Walters et al., 2008). For instance, de Mooij (2005) states that a successful ad has to meet the needs and tastes of every local culture of the country the ad is displayed in, and therefore ads need to be adapted. Ghauri, Wang, Elg and Rosendo-Rios (2016) suggest that adapting a company's marketing strategy to local preferences may results in a quick acceptance within the market. Nevertheless, Ghauri et al. (2016) also state that a company that is continuously adapting to local markets has to be careful not to lose long-term focus and not to let the adaption result in competitive disadvantages. Hornikx and O'Keefe (2009) did a meta-analysis on the

outcomes of various cultural studies and state that in general the ads that were adapted to different cultures by changing the English language to a local language were more persuasive and liked by consumers than ads that were not culturally adapted to language and certain beliefs and values (Hornikx et al., 2010). This shows that in some situations adaption might be more effective when asked for by cultural reasons, but on the other hand, financial and image reasons are not taken into account.

## **2.2 THE DIFFICULTY OF ENGLISH LANGUAGE IN INTERNATIONAL ADVERTISING**

In international advertising English language is used very often by businesses as a strategy to enhance the persuasive effect of the advertisement. As mentioned before, these reasons can for instance be related to finances, image, lack of translation available and seeking the consumer's attention (Gerritsen et al., 2000). English can thus be used as a way of getting a consumer's attention, and not necessarily as a way to make an advertisement comprehensible for the target audience. However, Gerritsen et al. (2007) state that the main reason for using English language in advertisements is to make the advertisement understandable for a wide number of consumers, and less for image reasons or symbolic functions. The subject of comprehension of foreign languages in advertisements has been a popular research area for decades. In 1993, Eastman and Stein suggested that foreign languages in advertisements not only communicate meaning (denotation), but also communicate certain symbolic associations with the foreign language (connotation). Also, Haarmann (1989) states that the literal meaning of a foreign language is not that important, and mostly the symbolic function of the foreign language is effective. Hornikx and Starren (2006) assume that when people collect positive connotations with a certain language, an advertisement in that language will be effective, regardless of whether people understand the actual advertisement or not. On the other hand, they state it would not be illogical to hypothesize that an advertisement could be less appreciated when the actual words are not understood (Hornikx & Starren, 2006).

Gerritsen et al. (2000) state that in order for an advertisement to be effective the understanding of the language that is used is of great influence. Gerritsen et al. (2000) studied the appreciation and comprehension of English slogans of six Dutch commercials, and found that the appreciation for the English that was used increased when the comprehension was higher. Hornikx et al., (2010) confirm this by stating that participants in

their study preferred English slogans when they were easy to understand, and people had no preferences when a difficult English slogan was used. Some studies have been focussing on the comprehensiveness of foreign language in advertisements, when looking at consumers' appreciation and preferences. However, little is known about the effect of easy and difficult English language in advertisements on aspects such as overall appreciation of the ad, perceived product quality, attitude toward a brand and purchase intentions, while these aspects can be of great influence on consumers' actual buying behaviour and consequently business success.

### **2.3 DIFFERENCES IN ATTITUDE TOWARD ENGLISH LANGUAGE BETWEEN AGE GROUPS**

In this study, the age of the participants will be taken in to account as an independent variable by indicating two different age groups. There is almost no more important demographic that has to be taken into consideration by marketers and researchers than age, as age plays such an important role in identifying consumer behaviour (Roberts & Manolis, 2000). Another reason for taking age into account in the study is because previous research on the attitude toward English in advertisements and the comprehension of English language showed that younger people have a better understanding of the English language and show a more positive attitude toward the language than older people (Gerritsen et al., 1995). Additionally, more recent research by Gerritsen et al. (2000) state that advertising agencies claim that English commercials are mostly focussing on a younger audience while their study showed that most of the commercials that contained English were broadcasted after eight o'clock when 52% of the viewers was 50 years old or over.

According to Kapes and Strickler (1975) the values and needs of consumers keep changing until they get older and will then get more stable. Therefore the values and needs might differ for people within different age groups. Not only people's values and needs can differ among different age groups, but also people's perceptions and intentions can depend on someone's age. When looking at the standardization or adaption and comprehension of the language in advertisements, people's brand evaluations might therefore differ for consumers in different age groups.

Furthermore, more recent research by Simpson and Licata (2010) suggests that the attitudes of adult consumers keep changing throughout their life span but they also point out some differences between younger and older adult consumers. They for instance state

that consumers have a more positive attitude toward marketing strategies and advertisements in their younger years than in later stages of their lives. As people's attitudes toward marketing strategies and advertisements could possibly change over time, it is relevant to take a respondent's age into consideration when looking at people's perceptions and intentions on standardized or adapted advertisements using both difficult and easy English language.

One of the most accepted frameworks for research in age differences is the life stage theory by Erikson (1963). Erikson (1963) states that a person develops him or herself in every stage of life, although the adolescent stage is crucial for the development of a person's identity. Most scientific research distinguishes the age demographic by looking at generational cohort. Generational cohort refers to a group of individuals who were born in the same particular period of time and share similar life experiences (Jackson, Stoel & Brantley, 2011). Commonly studied generations are Baby Boomers (1946-1964), Generation X (1965-1975) and Generation Y (1976 - 1994) (Pentecost & Andrews, 2010). According to Pentecost and Andrews (2010), the attitudes of consumers within Generation Y often differ from those within both Generation X and Baby Boomers, while Generation X and Baby Boomers often have more similar attitudes and evaluations. Parment (2013) partly confirms this by stating that there are significant differences between the buying behaviour and buying involvement of Generation Y and Baby Boomers. Consequently, instead of looking at the independent variable age per generation the present study focused on consumers under 40 years of age (<40), born after the year of 1975, and consumers aged 40 years and over ( $\geq 40$ ), born in the year 1975 or earlier.

## **2.4 THE OVERALL APPRECIATION OF THE AD**

Sperber and Wilson's (1995) relevance theory states that people can become frustrated when they have to put more effort into comprehending something than what they expect to get out of it (Hornikx et al., 2010). When the language used in an ad is too difficult it can cause the same effect and consumers can become frustrated and therefore it can have a negative effect on someone's appreciation of the advertisement. There have been some studies that focused on this phenomenon. For instance, Gerritsen et al. (2000) showed that the appreciation of an ad by their participants was higher when they understood the English in commercials better. Hornikx and Starren (2006) confirm this by showing that participants

appreciated slogans that were easy to understand better than slogans that were hard to understand. Hornikx et al. (2010) also confirm this statement by saying that easy to understand ads were appreciated more than ads in which difficult English language was used. On the other hand, they state that the ads in which difficult English language was used, were appreciated as much as their Dutch equivalent (Hornikx et al., 2010). This shows us that perhaps the comprehension does not matter as much, as long as a foreign language is used.

As mentioned earlier, people's perceptions and intentions can differ among different age groups, and previous research has shown that younger adults can be more appreciative toward English language than older adults. The age of consumers might therefore also be of influence to the consumer's overall appreciation of an ad when English language is used. It was therefore expected that there is a bigger difference in appreciation between the two age groups for the difficult English ads, compared to the easy English ads. To test the effect of the difficulty of English language in Dutch advertisements on Dutch consumers' overall appreciation of the ad, the following hypotheses are formulated:

*H1a. Consumers under 40 years (<40) of age appreciate the English ads overall better than consumers aged 40 years and over (≥40).*

*H2a. The difference between consumers under and over 40 years of age with regard to the overall appreciation of the ad is bigger for difficult to understand English ads than for easy to understand English ads.*

## **2.5 PERCEIVED PRODUCT QUALITY**

When trying to define the concept of perceived product quality, many scholars use the approach of Pirsig (1974), who considers product quality as an innate excellence that cannot be analysed or examined but only be recognized by experience (Oude Ophuis & Van Trijp, 1995). According to Zeithaml (1988), perceived product quality can be defined as the judgment of consumers about the excellence and superiority of a product. Product quality has been acknowledged by leading marketing researchers to be a substantial factor in building customer value and satisfaction (Oude Ophuis & Van Trijp, 1995). The excellent quality of products and services can help companies in creating customer value and can help create long-lasting competitive advantages in the market and therefore can have an impact

on the profits a company makes (Oude Ophuis & Van Trijp, 1995). Oude Ophuis and Van Trijp (1995) also state that understanding perceived product quality by consumers is crucial for every company that not only wants to produce products but also wants to sell them. They state that it is very important for companies to identify relevant quality indicators so that the company will be able to adjust their product quality to the wants and needs of their customers and consumers in general.

When consumers are deciding on their perception of a product's quality, managers need to find a plausible way to influence this perception (Thomas, Shane & Weigelt, 1998). One way for consumer's to learn about a brand's quality, besides user experiences, is through brand names and advertising content (Erdem, Keane & Sun, 2008), as it highlights brand attributes (Anand & Shachar, 2002). Also, many researchers state that product quality can be measured by looking at a firm's advertising expenses (Kihlstrom & Riordan, 1984; Milgrom & Roberts, 1986; Horstmann & MacDonald, 2002). Besides that, as previous research has stated that consumers have a more favourable attitude toward marketing strategies and advertisements when they are younger, the perceived product quality of consumers might also depend on someone's age. To test the influence of the difficulty of English language in Dutch ads and age on perceived product quality the following hypotheses were formulated:

*H1b. Consumers under 40 years (<40) of age evaluate the perceived product quality of English ads more positively than consumers aged 40 years and over (≥40).*

*H2b. The difference between consumers under and over 40 years of age with regard to the perceived product quality is bigger for difficult to understand English ads than for easy to understand English ads.*

## **2.6 ATTITUDE TOWARD THE BRAND**

Companies often try to establish certain favourable associations with a product through their messages and advertisements to consumers, so that consumers will be positively affected by those messages and a relationship between the ad associations and the attitude toward the brand will be determined (Keller, 2003). Advertisements often emit certain brand beliefs and feelings that a brand wants to send out to consumers. Those brand beliefs can affect attitudes toward both the ad itself and the brand behind the advertisement (Suh & Yi, 2006). MacKenzie, Lutz and Belch (1986) showed that attitudes toward an ad can have a

direct effect on both brand attitudes and purchase intentions. Berger and Mitchell (1989) found that indirect experiences such as advertisements are equally influential as direct experiences with the brand or product.

Companies are relying heavily on the formation of favourable brand attitudes through advertising and marketing activities (Kokkinaki & Lunt, 1998). As people's attitudes toward marketing strategies and advertisements could possibly change over time and advertisements are of great influence on someone's brand attitude, it is relevant to take a respondents age into consideration when looking at consumers' attitude toward a brand after seeing certain advertisements. Therefore, to test the effect of the difficulty of English language in Dutch ads and the respondents age on people's attitude toward the brand the following hypotheses were formulated:

*H1c. Consumers under 40 years (<40) of age have a more positive attitude toward the brand when English ads are used than consumers aged 40 years and over ( $\geq 40$ ).*

*H2c. The difference between consumers under and over 40 years of age with regard to their attitude toward the brand is bigger for difficult to understand English ads than for easy to understand English ads.*

## **2.7 PURCHASE INTENTIONS**

The concept of purchase intentions is one that is studied an enormous amount of times in marketing literature and research (Tsotsou, 2006). The reason that marketing researchers are so interested in purchase intentions is because it is strongly related to consumers' actual buying behaviour, and a positive correlation between purchase intentions and purchase behaviour was found in several studies (Tsotsou, 2006). It is therefore very important for marketing professionals within organisations to be able to forecast future sales of both new and existing products which might be predicted by people's purchase intentions. Studies of purchase intentions can therefore help marketers to make certain decisions concerning product demands and promotional strategies (Tsotsou, 2006). Also, MacKenzie et al. (1986) showed that attitudes toward an ad can have a direct effect on both brand attitudes and purchase intentions. As people's attitudes toward a brand or product can differ for people within different age groups, age might also be of great influence on people's purchase intentions after seeing a certain advertisement. Therefore, knowing whether or not the



difficulty of English language in advertisements in the Netherlands has an influence on Dutch consumers' buying behaviour can help marketing professionals in making decisions concerning a companies' marketing and advertising strategies. This leads to the following hypotheses:

*H1d. Consumers under 40 years (<40) of age indicate higher purchase intentions after seeing English ads than consumers aged 40 years and over (≥40).*

*H2d. The difference between consumers under and over 40 years of age with regard to purchase intentions is bigger for difficult to understand English ads than for easy to understand English ads.*

## **2.8 PREFERENCE FOR DUTCH OR ENGLISH LANGUAGE IN ADVERTISEMENTS**

As mentioned in the previous sections on adaption and standardization of international advertisements, the language used in advertisements is something that should be considered carefully by marketing professionals when taking on an advertising strategy, as different consumers will have different attitudes and preferences for the language of an ad. Some marketing strategists choose to take on an adaptive approach while others choose to standardize the advertisements to for instance create a certain brand image, save costs and avoid mistranslations (Flores, Chen & Ross, 2014). According to Chen, Ross, Yen and Akhapon (2009), consumers will most of the time prefer content that is written in their own local language. Hornikx and O'Keefe (2009) confirm this by stating that ads that were adapted to a local language were more persuasive, liked and preferred by consumers than ads that were not culturally adapted to a local language. On the other hand, Hornikx and Starren (2006) suggest that consumers might prefer the use of English in advertisements as it creates an international image which could be attractive to consumers. To test the preferences for Dutch or English language in advertisements of consumers in the Netherlands the following hypotheses were formulated:

*H3a. Dutch consumers under 40 years (<40) of age prefer English language in advertisements over Dutch language more than Dutch consumers aged 40 years and over (≥40).*

*H3b. Dutch consumers prefer the use of English language in advertisements over Dutch language when easy English language is used, and prefer Dutch language over English language in advertisements when difficult English language is used.*

### 3. METHODOLOGY

To investigate the effect of the difficulty of English language in advertisements in the Netherlands on consumers' overall appreciation of the ad, perceived product quality, attitude toward the brand, purchase intentions and preferences for Dutch or English language in advertisements, an experiment was set up. Data was gathered through an online questionnaire via the online research software tool 'Qualtrics.com'. In the present study, the effect of the difficulty of English language in the advertisements was measured by using both easy and difficult English language. Afterwards, the easy and difficult English advertisements were compared to their Dutch equivalent. To see which slogans in the advertisements could be defined as easy or difficult, a pretest was set up which measured both the actual and the perceived comprehension of the English slogans. Also, distinction was made within the main study for the variable 'age' for people under 40 years of age (<40) and 40 years and over (≥40). In the following section the research methodology is defined in more detail.

#### 3.1 RESEARCH DESIGN

The present study has a mixed 2x2 repeated measures experimental design. As shown in figure 1, the independent variables in the study were the difficulty of English language (easy English vs. difficult English language) and age (<40 vs. ≥40) and the dependent variables were 'overall appreciation of the ad', 'perceived product quality', 'attitude toward the brand', 'purchase intentions' and 'preferences for Dutch or English language in advertisements'. The factor age was measured between-subjects, and the study is a partly within-subjects design as all participants within the experiment were exposed to all four advertisements with both two easy- and difficult English advertisements.

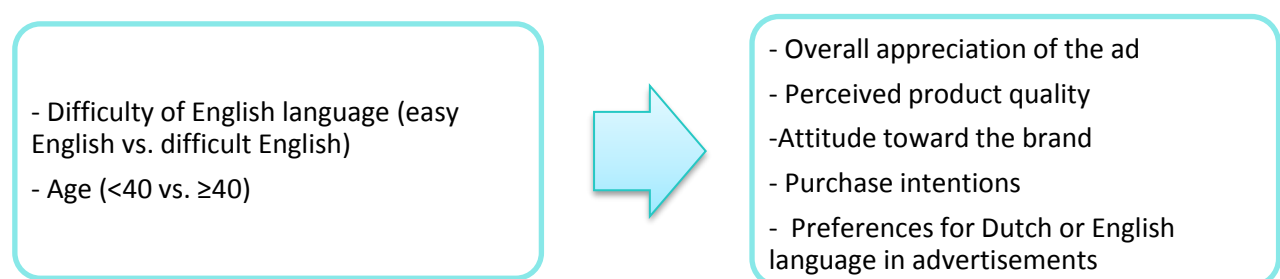


Figure 1 - Conceptual model

### 3.2 PRETEST

To make sure that the main study included English slogans that could be accounted for as either difficult English language or easy English language a pretest was conducted. The pretest was completed by a total of 30 Dutch respondents (age:  $M = 33.23$ ,  $SD = 13.98$ ). In the pretest both the perceived comprehension and actual comprehension of participants were measured. The reason for this is because previous research by Hornikx et al. (2010) and Gerritsen et al. (2000) showed that the participants' perceived and actual comprehension of the English language could differ.

In the pretest, the participants were shown 18 English brand slogans, which were all used by the accompanied brands in the past. All eighteen brands behind the advertisements were existing brands from companies operating on an international level and were considered as having to deal with international advertising.

First the participants were shown the English slogan accompanied by the brand logo. Then they were asked to indicate on what level they would be able to translate the English slogan into Dutch on a 5-point Likert scale ranging from very bad to very good. After that, they were asked to actually translate the slogan from English to Dutch.

Based on the number of correct translations and the equality between the age groups, four advertisements in total were selected for the main study, of which two were listed as 'easy' and two were listed as 'difficult'. In the pretest therefore a clear difference was found as to which slogans could be selected as difficult, and as to which slogans could be selected as easy. This is displayed in table 1.

Table 1

*Number of correct and incorrect translations in the pretest*

		Correct	Incorrect	Partly incorrect
Easy	Sportlife	28	0	2
	Dr. Oetker	27	2	1
Difficult	Doritos	10	14	6
	Sprite	14	16	0

Also, a Chi-square test of the pretest showed no significant differences between the number of actual correct and incorrect translations between the two age groups for all of the four selected slogans/advertisements (Sportlife:  $\chi^2 (1, N-1 = 29) = 0.29$ ,  $p = 0.61$ , Dr. Oetker:  $\chi^2$

(1,N-1 = 29) = 4.67,  $p = 0.10$ , Doritos:  $X^2 (1,N-1 = 29) = 1.37$ ,  $p = 0.50$  and Sprite:  $X^2 (1,N-1 = 29) = 0.27$ ,  $p = 0.61$ ). On the other hand, an ANOVA of the pretest showed that for the two difficult slogans no significant difference was found between the expected knowledge of the respondents throughout the different age groups (Doritos:  $t(28) = 0.34$ ,  $p = 0.74$  and Sprite:  $t(28) = 1.49$ ,  $p = 0.15$ ), but the two easy slogans did show a significant difference (Sportlife:  $t(28) = 2.65$ ,  $p = 0.01$  and Dr. Oetker:  $t(28) = 4.92$ ,  $p < 0.001$ ), whereas the group of respondents aged 40 years and over indicated a lower expected knowledge compared to respondents under 40 years of age. As a result, the questions from the pretest were also included in the main study to see whether the expected knowledge of the respondents should be included in the analyses as a co-variable.

### 3.3 PARTICIPANTS

In total, 279 respondents started the online questionnaire in Qualtrics. Ninety-one of these respondents were excluded from the main study because of incomplete or insufficient data. Data was found insufficient when the respondent for example gave the same answer to every single question, which indicated the respondent to not take the questionnaire seriously. After exclusion of these respondents the sample size for the main study had a total of 188 respondents ( $N = 188$ ). The sample for the main study included 80 men (42,6%) and 108 women (57,4%).

The present study focused on the differences in brand evaluation between people under 40 years of age (<40) and people aged 40 years and over ( $\geq 40$ ) and therefore it is very important that there were no significant difference in the amount of people within these two age groups. Table 2 shows that the group of respondents under 40 years of age contained 93 people (49.5%,  $M = 29.03$ ,  $SD = 4.79$ ) and the group of respondents aged 40 years and over contained 95 people (50.5%,  $M = 52.86$ ,  $SD = 8.16$ ). It is shown that the number of men and women within the age group <40 is more or less equally distributed, while there are considerable more women than men within the age group  $\geq 40$ .

The level of education varied with 30.9% respondents who studied at MBO level, 34% for HBO, and 18.1% for University level. 1 respondent did not have any education and 24 respondents followed HAVO or VWO. This can be found in table 3.

Table 2

*Sample distribution of age groups and gender*

Age groups	Gender		Total
	Male	Female	
<40	46	47	93
≥40	34	61	95
Total	80	108	188

Table 3

*Sample distribution of age groups and level of education*

Age groups	Level of Education						Total
	No	HAVO/					
	Education	LBO/VBO/VMBO	MBO	VWO	HBO	WO	
<40	0	1	22	7	37	26	93
≥40	1	6	36	17	27	8	95
Total	1	7	58	24	64	34	188

### 3.4 PROCEDURE

For gathering the data of the experiment for the main study an online questionnaire was used through the online research software tool 'Qualtrics.com'. Potential participants were approached to take part in the study through social media and other personal networks. Participants were then provided with a URL to this online questionnaire. As the study has a partly within-subjects experimental design every respondent was shown all the four different advertisements and therefore no different versions of the questionnaire were necessary. Including different versions of the questionnaire in which the ads were shown in a different order was taken into consideration, but it was considered not to be of great influence on the results of the study.

The questionnaire started by asking the respondent for his or her age, to be able to assign the respondent to one of the age groups and to be able to draw conclusions about the variable 'age'. Also, the respondents' gender and level of education were asked. After that, the participant was shown the first ad, which was the Sportlife ad. A series of 5- and 7-point Likert scales were then included in the questionnaire for the respondent to indicate his or her overall appreciation of the ad, their perceived product quality, attitude toward the brand

and purchase intentions. After the participant had assessed all four ads they were asked which language was displayed in the ads they had just seen to measure if that was something the respondent would even notice.

As mentioned before, the pretest showed that people's expected knowledge of the English language was not in line with the actual knowledge that was indicated by a correct/incorrect translation and some differences were found between the expected and actual translations of the two age groups. Therefore it was chosen to include the pretest questions again in the main study for the four ads to see whether conclusions can be drawn from this and whether the expected knowledge should be measured as a co-variable in the analysis of the main study.

Finally, respondents were shown both English and Dutch versions for the four advertisements and were asked which of the versions they would prefer. The questionnaire took approximately 15 minutes to complete. The participants were able to pause the questionnaire and finish it later but could not go back to previous questions and answers as this could influence the initial outcomes.

### **3.5 STIMULUS MATERIALS**

For the main study, four different advertisements were created containing a simple background, the brand logo, the corresponding product and of course the English brand slogan. The advertisements were kept as simple as possible to reduce any side effects on people's perceptions about the ads. Also, for the comparison at the end of the questionnaire the exact same advertisement was manipulated with the brand slogan in the Dutch language instead of English. The four advertisements with English slogans as used in the questionnaire can be found in figures 2, 3, 4 and 5.



Figure 2 - Stimulus material Sportlife ad



Figure 3 - Stimulus material Doritos ad



Figure 4 - Stimulus material Dr. Oetker ad



Figure 5 - Stimulus material Sprite ad

### 3.6 MEASURES

Different 5- and 7- point Likert scales were used to measure the attitudes of respondents. The Likert scales were used for the respondents to indicate to which extent they do or do not agree to certain statements or series of items. As all respondents have seen all four advertisements using the same Likert scales, for every dependent variable four Cronbach's alpha values were measured.

The first 5-point Likert scale was used to measure the overall appreciation of the ad. The scale included eight different items, including 'I find the ad functional', 'I find the ad sympathetic' and 'I find the ad irritating'. All eight items were derived from earlier research by Gerritsen et al. (2000) and Hornikx et al. (2010). The Cronbach's alpha for all four advertisements can be read in table 4.

Table 4

*Cronbach's alpha values for the overall appreciation of the ad for all four advertisements*

Brand	Cronbach's alpha
Sportlife	0.78
Doritos	0.82
Dr. Oetker	0.84
Sprite	0.88



Another 5-point Likert scale was used to measure the attitude toward the brand of the respondents. This scale included seven items such as 'I find the brand interesting', 'I find the brand attractive' and 'I find the brand reliable'. The items in this Likert scale were partly derived from de Pelsmacker, Geuens and Anckaert (2002). One item ('I find the brand reliable') was added to the original construct in order to increase the reliability. The Cronbach alpha outcomes of all four advertisements are displayed in table 5.

Table 5

*Cronbach's alpha values for the attitude toward the brand for all four advertisements*

<b>Brand</b>	<b>Cronbach's alpha</b>
Sportlife	0.83
Doritos	0.88
Dr. Oetker	0.90
Sprite	0.89

The last 5-point Likert scale that was used in the study was to measure the respondents' purchase intentions. The scale included three items which were: 'I would definitely buy this product', 'I would consider buying this product' and 'I would like to try this product'. The items are partly derived from Moon et al. (2008). Two items of the original scale were deleted ('I would like to recommend this product to my friends' and 'Given a choice, my friends would choose this product') due to irrelevance to this study. One item was added to the scale ('I would like to try this product') to increase the reliability. The outcomes of the Cronbach's alpha for all four advertisements can be found in table 6.

Table 6

*Cronbach's alpha values for the purchase intentions for all four advertisements*

<b>Brand</b>	<b>Cronbach's alpha</b>
Sportlife	0.91
Doritos	0.94
Dr. Oetker	0.95
Sprite	0.92

For the variable perceived product quality the semantic differential technique was used. Within this scale, respondents were asked to indicate their perception on for instance: 'This product is of very bad quality' versus 'this product is of very good quality'. The four items to measure the perceived product quality were partly derived from Sprott and Shimp (2004). All three original items of the scale were used, and one extra item was added ('This product would definitely not satisfy my needs' versus 'this product would absolutely satisfy my needs') to increase the reliability of the construct. The Cronbach's alpha for the four advertisements can be found in table 7.

Table 7

*Cronbach's alpha values for the perceived product quality for all four advertisements*

<b>Brand</b>	<b>Cronbach's alpha</b>
Sportlife	0.89
Doritos	0.94
Dr. Oetker	0.96
Sprite	0.96

#### 4. RESULTS

As mentioned before, the questions from the pretest were also included in the main study as a manipulation check to see whether the expected knowledge of the participants should be taken into account in the analyses as a co-variable. The results from the pretest were verified in the main study as no difference was found on expected knowledge in age groups for both difficult slogans Doritos ( $t(186)=0.73$ ,  $p=0.47$ ) and Sprite ( $t(186)=-0.01$ ,  $p=0.99$ ) and a significant difference in age groups was found for the easy slogans Sportlife ( $t(186)=2.30$ ,  $p=0.02$ ) and Dr. Oetker ( $t(186)=2.22$ ,  $p=0.03$ ). This is also shown in table 8. Both the pretest and the main study showed that people <40 rate their expected knowledge higher than people  $\geq 40$  when a slogan is easy (regardless the fact whether they had actually translated the slogan correctly). This is why the expected knowledge of the respondents was included in the analysis as a co-variable.

To see whether the level of education of the respondents would influence the outcomes of the main study, one-way ANOVAs were performed to check whether there were any differences in means of the different levels of education on the dependent variables. The one-way ANOVAs showed that for the dependent variables none of the ads suggested a difference in mean scores between the different levels of education, except the ad of Doritos on the dependent variable purchase intentions ( $F(5)=2.33$ ,  $p=0.04$ ). As no differences were shown for all other dependent variables on all four ads the result of the Doritos ad on purchase intentions could be neglected.

Table 8

*Overview of the actual and expected translations on all four slogans per age group*

Type	Brand	Age group	Translated correctly	Expected knowledge	
				M	SD
Easy	Sportlife	<40	92.5%	4.19	0.96
		$\geq 40$	84.2%	3.89	0.82
	Dr. Oetker	<40	87.1%	4.35	0.72
		$\geq 40$	90.5%	4.12	0.76
Difficult	Doritos	<40	36.6%	3.02	1.14
		$\geq 40$	31.6%	2.91	1.05
	Sprite	<40	39.8%	3.41	1.07
		$\geq 40$	48.4%	3.41	1.01

#### 4.1 OVERALL APPRECIATION OF THE AD

To measure the effects of age on the dependent variable 'overall appreciation of the ad' a one-way ANCOVA was performed for each of the four brands separately. For the analysis of each of the four brands, the expected knowledge of the English language was included as a co-variable. The means and standard deviations of the four advertisements on overall appreciation of the ad can be found in table 9.

Table 9

*Mean and standard deviation per age groups for all four advertisements on overall appreciation of the ad measured on a 5-point Likert scale*

Age groups	Easy				Difficult			
	Overall		Overall		Overall		Overall	
	Appreciation		Appreciation		Appreciation		Appreciation	
	Sportlife		Dr. Oetker		Doritos		Sprite	
	M	SD	M	SD	M	SD	M	SD
<40	3.33	0.54	3.41	0.68	3.07	0.56	3.27	0.74
≥40	3.37	0.52	3.17	0.61	2.88	0.63	3.23	0.67
Total	3.35	0.53	3.29	0.66	2.97	0.60	3.25	0.71

The one-way ANCOVA for the Sportlife and Sprite ads showed that there was no significant difference between the adjusted means of the two age groups (Sportlife:  $F(1, 185) = 0.42$ ,  $p = 0.52$  and Sprite:  $F(1, 185) = 0.23$ ,  $p = 0.63$ ). This means that the variable age does not have an effect on the respondents' overall appreciation of the Sportlife and Sprite ads.

On the other hand, the one-way ANCOVA for both the Doritos and Dr. Oetker ads showed that there is a difference between the two age groups on their overall appreciation of the ad, with  $F(1, 185) = 4.66$ ,  $p = 0.03$ ,  $\eta^2 = 0.03$  for Doritos and  $F(1, 185) = 6.50$ ,  $p = 0.01$ ,  $\eta^2 = 0.03$  for Dr. Oetker. A main effect was therefore found of age groups on the overall appreciation of the Doritos and Dr. Oetker ads, which means that the overall appreciation of the Doritos and Dr. Oetker ads is influenced by the participant's age.

#### 4.2 PERCEIVED PRODUCT QUALITY

The effects of age on the dependent variable 'perceived product quality' were measured by using a one-way ANCOVA. This analysis was performed for the two ads with easy slogans as well as the two ads with difficult slogans. The expected knowledge of English language was

included in the analyses as a co-variable for all four advertisements. The means and standard deviations of the four advertisements on perceived product quality can be found in table 10.

Table 10

*Mean and standard deviation per age groups for all four advertisements on perceived product quality measured on a 7-point Likert scale*

Age groups	Easy				Difficult			
	Perceived product quality Sportlife		Perceived product quality Dr. Oetker		Perceived product quality Doritos		Perceived product quality Sprite	
	M	SD	M	SD	M	SD	M	SD
<40	4.74	1.23	4.76	1.48	4.64	1.18	4.74	1.38
≥40	4.49	1.09	4.33	1.32	4.05	1.16	4.23	1.23
Total	4.61	1.17	4.54	1.42	4.34	1.21	4.48	1.33

The one-way ANCOVA for Sportlife on perceived product quality showed that there is no statistical difference between the perspectives of the two different age groups on perceived product quality ( $F(1, 185) = 1.39, p = 0.24$ ). This means that the two age groups do not evaluate the perceived product quality of the Sportlife ad differently.

On the contrary, all the other ads showed a significant difference between the adjusted means of the two age groups on perceived product quality, as Dr. Oetker ( $F(1, 185) = 4.49, p = 0.04, \eta^2 = 0.02$ ), Sprite ( $F(1, 185) = 7.38, p = 0.01, \eta^2 = 0.04$ ) and Doritos ( $F(1, 185) = 11.23, p = <0.001, \eta^2 = 0.06$ ) all showed a main effect of age on perceived product quality.

#### 4.3 ATTITUDE TOWARD THE BRAND

To measure the effects of the attitude toward the brand for the different age groups one-way ANCOVAs were performed for each of the four brands. This way the influence of the variable 'age' on the respondents' attitude toward the brand was tested. For the analysis of each of the four brands, the expected knowledge of the English language was included as a co-variable. The means and standard deviations of the four advertisements on attitude toward the brand can be found in table 11.

Table 11

*Mean and standard deviation per age groups for all four advertisements on attitude toward the brand measured on a 5-point Likert scale*

Age groups	Easy				Difficult			
	Attitude toward		Attitude toward		Attitude toward		Attitude toward	
	the brand		the brand Dr.		the brand		the brand	
	Sportlife		Oetker		Doritos		Sprite	
	M	SD	M	SD	M	SD	M	SD
<40	3.43	0.60	3,39	0.72	3.21	0.60	3.29	0.71
≥40	3.24	0.56	3.24	0.72	2.85	0.70	3.07	0.72
Total	3.34	0.58	3,31	0.72	3.03	0.68	3.18	0.72

The one-way ANCOVA for the effect of age on the respondents' attitude toward the brand showed that no statistical difference was found between the attitude toward the brand of the two different age groups for the Dr. Oetker ad ( $F(1, 185) = 1.91, p = 0.17$ ).

On the other hand, a statistical difference between the age groups on attitude toward the brand was found for the Sportlife, Doritos and Sprite ads. Sportlife illustrated a main effect of age groups on attitude toward the brand, with  $F(1, 185) = 4.39, p = 0.04, \eta^2 = 0.02$  and Sprite with  $F(1, 185) = 4.41, p = 0.04, \eta^2 = 0.02$ . The Doritos ad also showed that there is a main effect ( $F(1, 185) = 13.99, p = <0.001, \eta^2 = 0.07$ ).

#### 4.4 PURCHASE INTENTIONS

The effects of age on the dependent variable 'purchase intentions' were measured by using a one-way ANCOVA. This analysis was performed for the two ads with easy slogans as well as the two ads with difficult slogans. The expected knowledge of English language was included in the analyses as a co-variable for all four advertisements. The means and standard deviations of the four advertisements on purchase intentions can be found in table 12.

Table 12

*Mean and standard deviation per age groups for all four advertisements on purchase intentions measured on a 5-point Likert scale*

Age groups	Easy				Difficult			
	Purchase intentions Sportlife		Purchase intentions Dr. Oetker		Purchase intentions Doritos		Purchase intentions Sprite	
	M	SD	M	SD	M	SD	M	SD
< 40	3.49	0.85	3.50	1.03	3.28	0.87	3.22	0.93
≥40	2.95	1.01	3.07	1.03	2.51	1.00	2.79	0.97
Total	3.22	0.97	3.28	1.05	2.89	1.01	3.01	0.97

In contrast with the one-way ANCOVAs for overall appreciation of the ad, perceived product quality and attitude toward the brand, the ANCOVA for the variable purchase intentions showed that all the different ads showed a main effect of the independent variable age on the dependent variable purchase intentions. The Sportlife ad showed a main effect of the age groups on purchase intentions with  $F(1, 185) = 14.34$ ,  $p < 0.001$ ,  $\eta^2 = 0.07$ , Dr. Oetker with  $F(1, 185) = 8.26$ ,  $p = 0.01$ ,  $\eta^2 = 0.04$  and Sprite with  $F(1, 185) = 9.55$ ,  $p < 0.001$ ,  $\eta^2 = 0.05$ . Also a main effect was found for the ad of Doritos with  $F(1, 185) = 30.90$ ,  $p < 0.001$ ,  $\eta^2 = 0.14$ ) which shows that the age of the respondents has an influence on the respondent's purchase intentions after seeing the ads.

In conclusion, all four ads show that there is a difference between the purchase intentions of respondent's aged <40 and ≥40 after seeing the different ads.

#### 4.5 LANGUAGE AWARENESS

After letting the respondents indicate their overall appreciation of the ad, perceived product quality, attitude toward the brand and purchase intentions, the respondents were asked which language was used in the ads they had just seen. This question was asked to see whether the respondents had actually noticed the displayed language or whether this was something they did not take into consideration when answering the questions. Table 13 shows that a large majority of 176 respondents answered this question correctly and were able to recall the actual language which was displayed. 7 respondents answered the

question incorrect and said that they had seen the Dutch version of the ads. 5 respondents did not know which language they had seen earlier.

Table 13

*Distribution of answers as to which language the respondents think they have seen in the ads*

		N	Percentage
Valid	Dutch	7	3.7%
	English	176	93.6%
	I don't know	5	2.7%
	Total	188	100.0%

#### 4.6 PREFERENCES FOR DUTCH OR ENGLISH LANGUAGE IN ADVERTISEMENTS

At the end of the questionnaire respondents were shown both the English version of the ad they had seen earlier and a new version of the ad which was exactly the same, except it was in Dutch. The respondents were asked to indicate which of the two ads they would prefer. The results of these questions were then analysed through a Chi-Square test to see whether there were significant differences in outcomes for the different age groups and to see which of the two ads was preferred by both age groups. The Chi-Square test was performed for each of the four brands individually.

The Chi-Square test for the Sportlife ad suggests that there is a significant difference between the preferences of the different age groups for the English or Dutch slogans ( $\chi^2 (1, N-1 = 187) = 30.86, p = < 0.001$ ). The crosstabs table 14 shows that the large majority of respondents aged <40 preferred the English ad, while the majority of respondents aged  $\geq 40$  preferred the Dutch ad.

Table 14

*Cross tabulation of age vs. preferred language for the Sportlife ad*

Age groups	Preferred language				Total	
	English		Dutch			
	N	Percentage	N	Percentage	N	Percentage
<40	75	80.6%	18	19.4%	93	100.0%
≥40	39	41.1%	56	58.9%	95	100.0%
Total	114	60.6%	74	39.4%	188	100.0%



The Chi-Square test for the Doritos ad showed no significant difference between the preferences of the different age groups for the English or Dutch slogans ( $\chi^2 (1, N-1 = 187) = 2.60, p = 0.11$ ). This shows that the preferences of <40 and  $\geq 40$  aged respondents do not differ. The results are also displayed in table 15.

Table 15

*Cross tabulation of age vs. preferred language for the Doritos ad*

Age groups	Preferred language				Total	
	English		Dutch			
	N	Percentage	N	Percentage	N	Percentage
<40	54	58.1%	39	41.9%	93	100.0%
≥40	44	46.3%	51	53.7%	95	100.0%
Total	98	52.1%	90	47.9%	188	100.0%

The Chi-Square test for the Dr. Oetker ad displays another significant difference between the preferences of the different age groups for the English or Dutch slogan ( $\chi^2 (1, N-1 = 187) = 25.31, p = < 0.001$ ). Cross tabulations table 16 therefore shows that the majority of the <40 aged respondents prefer the English ad, and a majority of the  $\geq 40$  aged respondents prefer the Dutch slogan.

Table 16

*Cross tabulation of age vs. preferred language for the Dr. Oetker ad*

Age groups	Preferred language				Total	
	English		Dutch			
	N	Percentage	N	Percentage	N	Percentage
<40	48	51,6%	45	48,4%	93	100,0%
≥40	16	16,8%	79	83,2%	95	100,0%
Total	64	34,0%	124	66,0%	188	100,0%

Finally, the Chi-Square test for the Sprite ad also shows that there is a significant difference between the preferences of the different age groups for the English or Dutch slogan ( $\chi^2 (1, N-1 = 187) = 5.58, p = 0.02$ ). Table 17 shows that both the <40 aged group as the  $\geq 40$  aged group prefer the Dutch slogan, but the  $\geq 40$  aged group shows a significantly bigger majority.

Table 17

*Cross tabulation of age vs. preferred language for the Sprite ad*

Age groups	Preferred language				Total	
	English		Dutch			
	N	Percentage	N	Percentage	N	Percentage
<40	44	47.3%	49	52.7%	93	100.0%
≥40	29	30.5%	66	69.5%	95	100.0%
Total	73	38.8%	115	61.2%	188	100.0%

## 5. DISCUSSION

In this section the results of the study are discussed and investigated further, and the research question is answered. Also, the hypotheses as mentioned in the theoretical framework are either accepted or rejected, followed by the limitations and suggestions for future research. Finally, practical implications are given for marketers and business strategists to help them with their advertising strategies.

### 5.1 CONCLUSIONS

The main goal of this study was to test the effect of the difficulty of English language in ads in the Netherlands on the brand evaluations of consumers in different age groups. This section is focussing on discussing and drawing conclusions to whether age and the difficulty of English language were of any influence on people's brand evaluations and whether this is in line with the earlier stated hypotheses.

Previous research has stated that younger generations have a more favourable attitude toward advertising than older generations, as it is suggested that younger adults like looking at advertisements and are more comfortable with advertisements than older adults (Shavitt, Lowrey & Haefner, 1998). Gerritsen et al. (2000) state that younger adults also have a more positive attitude toward the English language than older adults. It was therefore expected that participants of the present study under 40 years of age would have higher brand evaluations after seeing an English ad than participants aged 40 years and over. Subsequently, the differences in brand evaluations were investigated by firstly looking at the influence of age on Dutch consumers' **overall appreciation of English ads**. The results suggest that no statistical difference was found between the overall appreciation of the ad by the two age groups and the advertisements of Sportlife and Sprite. The Dr. Oetker and Doritos advertisements on the other hand showed that participants under 40 years (<40) of age indicated a higher overall appreciation of the English ads than participants aged 40 years and over (≥40). As two out of the four English advertisements were evaluated significantly more positively by consumers under 40 years of age compared to consumers aged 40 years and over, and no differences were found between the two other advertisements, H1a was partly accepted. The present study therefore partly confirms the before mentioned literature, which is also underlined by Roberts and Manolis (2000), who state that younger adults have a more positive attitude toward advertising than older adults, despite the fact

that younger adults were continuously exposed to marketing efforts since the day they were born.

Besides the expectations that the brand evaluations of consumers under 40 years of age would be higher after seeing the English ad compared to the group of respondents aged 40 years and over, the present study also focused on the difficulty of English language of the ads by distinguishing easy- and difficult to understand English ads. Literature on the effects of the difficulty of English language in advertisements suggests that consumers are more appreciative toward advertisements in which easy English language is used, than toward advertisements in which difficult English language is used (Gerritsen et al., 2000). Besides that Gerritsen et al. (2007) state that younger people often have a better understanding of the English language than older adults, and the understanding of a foreign language in an advertisement is of great influence on the appreciation and effectiveness of the advertisement. It was therefore expected that the difference between consumers under and over 40 years of age with regard to the overall appreciation of the ad is bigger for difficult to understand English ads than for easy to understand English ads. Nevertheless, the results of the present study show that consumers under 40 years of age evaluate the overall appreciation of only one of the two difficult advertisements (the Doritos ad) and one of the easy advertisements (the Dr. Oetker ad) higher than participants aged 40 years and over. Also, the results show that the difficult advertisement of Doritos did not indicate a much bigger difference in overall appreciation of the ad than the easy Dr. Oetker advertisement. This is also shown by the more or less same effect sizes of the two ads. H2a is therefore rejected. A possible explanation for this would be that an advertisement in a foreign language will be effective when the consumer has positive connotations about the language, regardless whether people understand the words used in the advertisement (Hornikx & Starren, 2006). Haarmann (1989) confirms this by stating that the actual meaning of the words used in an advertisement are not that important, but it is the symbolic function of a foreign language that is more effective. This would indicate that the difficulty of the English language in advertisements is not that important as long as the consumer has positive feelings about the language itself.

Besides the overall appreciation of the English ads, the **perceived product quality** of consumers in different age groups was measured as one of the other brand evaluations. The

results of the study for the dependent variable perceived product quality indicate that the advertisement of Sportlife showed no statistical difference in perceived product quality for the two age groups. This means that participants under 40 years of age do not indicate the perceived product quality for the Sportlife ad higher than participants aged 40 years and over. On the other hand, participants under 40 years of age evaluated the perceived product quality of the Dr. Oetker, Doritos and Sprite ads higher than the group of participants aged 40 years and over. Since three out of the four English ads in total were evaluated significantly more positive by consumers under 40 years of age compared to consumers aged 40 years and over, H1b can be accepted for the majority of the advertisements. As mentioned earlier, this result was expected as younger adults have a more positive attitude toward marketing and advertising in general (Shavitt et al., 1998). Also, advertisements are commonly used by companies to communicate with consumers about the quality of their products, and a better appreciation of the advertisements by younger adults can therefore also cause higher perceived product quality of the ad by younger adults (Erdem, Keane & Sun, 2008).

When looking at the result for perceived product quality in combination with the difficulty of English language in the ads, the results of the present study show that consumers under 40 years of age evaluated the perceived product quality of both difficult advertisements (Doritos and Sprite) higher than consumers aged 40 years and over, but also one of the easy advertisements (Dr. Oetker) was evaluated higher by consumers under 40 years of age. When looking at the mean scores on both difficult and easy advertisements it is suggested that the two difficult advertisements show a slightly bigger difference and effect size than the easy advertisements. This is why H2b can be partly accepted and it can be stated that the difference between consumers under and over 40 years of age with regard to the perceived product quality is slightly bigger for difficult to understand English ads than for easy to understand English ads. An explanation for this could be that, as mentioned earlier, adults who are in their younger years are often understanding the English language better than older adults, and English language is often associated with a young and modern lifestyle which could lead to a more favourable attitude and a higher perceived product quality by younger adults (Gerritsen et al., 2007).

Another variable in the present study that measured the brand evaluations of consumers was the **attitude toward the brand**. It was expected that participants of the present study under 40 years of age would have a more positive attitude toward the brand than participants aged 40 years and over, as previous research suggests that younger consumers think more positively about image oriented marketing strategies (such as using English language in advertisements) than older adults. The use of English language in advertisements could therefore evoke associations to image oriented strategies which simultaneously could be a deal breaker for older adults (Roberts & Manolis, 2000). The results of the study show that no statistical difference was found between the evaluations on attitude toward the brand and the different age groups when looking at the Dr. Oetker ad. The advertisements of Sportlife, Doritos and Sprite on the other hand show a significant more positive attitude toward the brand by participants aged under 40 years old compared to the evaluations of participants aged 40 years and over. As three out of four of the English advertisements show a significantly more positive attitude toward the brand by consumers under 40 years of age, H1c is accepted for the majority of the ads.

The effect of the difficulty of English language in ads was also tested for the variable attitude toward the brand. The present study showed that consumers under 40 years of age evaluate the attitude toward the brand for both difficult advertisements (Doritos and Sprite) higher than consumers aged 40 years and over. Also, one of the easy advertisements (Sportlife) was evaluated higher by the group of participants under 40 years of age. When looking at the mean scores and effect sizes on attitude toward the brand for the two age groups, it is shown that the difference between consumers under and over 40 years of age with regard to their attitude toward the brand is bigger for only one of the difficult to understand English ads (Doritos) compared to the easy to understand English ads. This means that even though both two difficult ads show a significant difference between age groups, only one of the difficult ads shows a bigger difference than the easy advertisements. H2c is therefore partly accepted.

One of the biggest goals of marketing professionals when implementing advertising is to influence the consumers' **purchase intentions** as this is strongly related to the consumer's actual buying behaviour. Previous research suggests that younger adults will be more likely to believe the good intentions of advertisements and believe that the advertised products

will have lower prizes, which increases their purchase intentions (Shavitt et al. 1998). Shavitt et al. (1998) also state that younger adults are more comfortable with purchasing items through direct-response advertising. It was therefore expected that the purchase intentions of participants under 40 years of age would be higher than the purchase intentions of participants aged 40 years and over. This was confirmed by the results of the present study as it showed that participants under 40 years of age indicate higher purchase intentions than the group of participants aged 40 years and over on all four advertisements used in the study. H1d is therefore accepted and it can be concluded that consumers under 40 years of age evaluate their purchase intentions after seeing English ads more positively than consumers aged 40 years and over.

As mentioned above, a difference in evaluation of the two age groups on purchase intentions was found for all four advertisements and therefore participants under 40 years of age evaluated the purchase intentions of both two difficult- and easy advertisement higher than participants aged 40 years and over. However, when looking at the mean scores and effect sizes to see whether this difference between the two age groups is bigger for the difficult advertisements than for the easy advertisements it is shown that no bigger difference can be found for the two difficult advertisements. Therefore H2d is rejected and it can be concluded that the difference between consumers under and over 40 years of age with regard to the purchase intentions is not bigger for difficult to understand English ads than for easy to understand English ads. These results implicate that the difficulty of the English language in the ads is not of influence on the purchase intentions and this can be explained by the earlier mentioned symbolic function of foreign language in advertising.

The last dependent variable that was measured in the present study is **preferences for Dutch or English language in advertisements**. When looking at the preferences for Dutch or English language in advertisements for participants within the two different age groups it is shown that significant evidence was found that consumers under 40 years of age preferred the English versions of the ads for Sportlife, Dr. Oetker and Sprite, while participants aged 40 years and over preferred the Dutch versions of these ads. Only the Doritos ad showed no significant difference in preferences between the two age groups. H3a is therefore accepted for the majority of the advertisements, and it can therefore be concluded that the preferences for Dutch or English language in advertisements are therefore depending on

someone's age. These results can be explained by the same reason as to why younger adults indicate higher brand evaluations on the English ads compared to older adults, as Gerritsen et al. (2000) state that younger adults have a more positive attitude toward English language as they are often able to understand it better. Also, younger adults appear to have a more positive attitude toward advertisements in general, which could also be an explanation for the results.

Previous research on the effect of the difficulty of English language in international advertising showed that English advertisements were better appreciated when the English language used was easy to understand (Hornikx & Starren, 2006; Hornikx et al., 2010). It was therefore expected that Dutch consumers prefer the use of English language in advertisements over Dutch language when easy English language is used, and prefer Dutch language over English language in advertisements when difficult English language is used. However, when looking at the results of the difficulty of English language in ads and the preferences of all respondents combined, disregarding someone's age, the English version was preferred for the easy Sportlife ad and the difficult Doritos ad, while the Dutch version of the ad was preferred for the easy Dr. Oetker ad and the difficult Sprite ad. H3b can therefore be rejected and it can be concluded that the difficulty of English language in this study did not influence people's preferences for the English or Dutch advertisements.

Hypothesis	Result
<b>H1a.</b> Consumers under 40 years (<40) of age appreciate the English ads overall better than consumers aged 40 years and over (≥40).	Partly accepted
<b>H1b.</b> Consumers under 40 years (<40) of age evaluate the perceived product quality of English ads more positively than consumers aged 40 years and over (≥40).	Accepted
<b>H1c.</b> Consumers under 40 years (<40) of age have a more positive attitude toward the brand when English ads are used than consumers aged 40 years and over (≥40).	Accepted
<b>H1d.</b> Consumers under 40 years (<40) of age indicate higher purchase intentions after seeing English ads than consumers aged 40 years and over (≥40).	Accepted
<b>H2a.</b> The difference between consumers under and over 40 years of age with regard to the overall appreciation of the ad is bigger for difficult to understand English ads than for easy to understand English ads.	Rejected
<b>H2b.</b> The difference between consumers under and over 40 years of age with regard to the perceived product quality is bigger for difficult to understand English ads than for easy to understand English ads.	Partly accepted



<b>H2c.</b> The difference between consumers under and over 40 years of age with regard to their attitude toward the brand is bigger for difficult to understand English ads than for easy to understand English ads.	Partly accepted
<b>H2d.</b> The difference between consumers under and over 40 years of age with regard to purchase intentions is bigger for difficult to understand English ads than for easy to understand English ads.	Rejected
<b>H3a.</b> Dutch consumers under 40 years (<40) of age prefer English language in advertisements over Dutch language more than Dutch consumers aged 40 years and over (≥40).	Accepted
<b>H3b.</b> Dutch consumers prefer the use of English language in advertisements over Dutch language when easy English language is used, and prefer Dutch language over English language in advertisements when difficult English language is used.	Rejected

*Figure 6 - Overview of the results for the hypothesis*

The **main question** of this study was to find out what effect the difficulty of English language in ads in the Netherlands has on brand evaluations of consumers in different age groups. The present study has indicated that the difficulty of English language in ads in the Netherlands has no effect on the brand evaluations of Dutch consumers, as the results for the difficulty of English language showed no big differences between the brand evaluations for the two difficult and two easy advertisements. Main effects were found for the different age groups and consumers' brand evaluations, which means that people from different age groups indicate their brand evaluations significantly different, as consumers under 40 years of age indicate significantly higher brand evaluations. Also, it was suggested that no matter how easy or difficult the slogan in the ad was, for the majority of the advertisements the younger adults would prefer the English ads, while the older adults preferred the Dutch ads. In conclusion, it can be stated that the difficulty of the English language in ads in the Netherlands did not affect the consumer's brand evaluations, but the age of the respondent did affect the consumer's brand evaluations for almost all advertisements. Also, it can be concluded that consumers under 40 years of age would generally prefer the English version of the ads while consumers aged 40 years and over would prefer the Dutch version of the ads.

## 5.2 LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

To almost all scientific studies there are limitations that can be addressed, and therefore also to the present study there are some limitations which have to be considered. Also, based on

the present study and its limitations some suggestions for future research are made. The limitations and suggestions for future research will therefore be discussed in this section.

First of all, this study looked at the dependent variables overall appreciation of the ad, perceived product quality, attitude toward the brand, purchase intentions and preferences for Dutch or English language in advertisements. For future research it would be interesting to see whether there are any effects of the difficulty of English language and age on other dependent variables such as identification with the brand, as it becomes increasingly important for businesses to create and stimulate consumer-brand relationships and brand love.

Also, all of the advertisements used in the pretest and main study are big international brands operating in many different countries, and therefore might already been associated with the English language by the participants. For future research it might be interesting to test the effects of the difficulty of English language and age for both national and international brands, and whether this influences people's preferences for either English or Dutch in the advertisements.

The partly within-subjects design of the study is one of the strengths of the study as it allowed the researcher to collect a lot of data at the same time as all participants are confronted with all the different advertisements. At the same time, the design of the study is one of the biggest limitations as well. It is considered a limitation because it caused the corresponding questionnaire to be fairly long which could lead to participants not completing the questionnaire. Secondly, the partly within-subjects design limited the ability to compare the easy and difficult slogans as a group as each of the ads had to be analyzed separately and could not instantly be grouped as either an easy or a difficult advertisement. In the present study it was considered to be specifically useful to look at all the advertisements independently as different kinds of products were displayed, but future research could take on a between-subjects design so the difficulty of English slogans could be analyzed better by categorizing and grouping the easy and difficult advertisement more precisely and using the same type of products.

Also, it could be interesting for future research to see whether there are any effects measurable within other product categories as well, as the present study included four brands/advertisements which were all within the product category food and beverages and mostly represents low-involvement products. It was consciously chosen to include brands

from one product category, but therefore the results of the study might differ for other product categories and high-involvement products as people's buying behavior and intentions for those products might differ.

Another suggestion for future research would be to focus on consumers in different age groups as well. The two age groups used in this study were determined based on previous research, but nevertheless other age specifications could have been chosen at the beginning of the study which might have influenced the outcomes in other ways. Besides that, future research could focus on the effects of (easy and difficult) English language in advertisements in other countries and regions as well, as the present study is only representative for Dutch consumers.

Even though the advertisements in the study were 100% manipulated and the participants could not be influenced by having seen the advertisements before, the research materials could nevertheless be a limitation of the study. The advertisements used were kept as simple as possible so the participant would not be influenced by other external factors. On the other hand, the participants could have been influenced when they found the advertisement too simple and not attractive enough. Additionally, even though the advertisements were 100% manipulated for the study, participants probably already know the brands behind the ads, and were influenced in their evaluations by their own experiences with the brand and whether or not they like the product that was displayed. This way their response to the advertisement might have been influenced by external factors that had nothing to do with what the study was supposed to measure. Future research could therefore use other advertisements with fictional brands or products to reduce the influence of recognition and own experiences as an external factor or finding the advertisement too simple.

### **5.3 PRACTICAL IMPLICATIONS**

The subject of standardization and adaption of advertisements is one that is very popular among scientific researchers. Businesses that operate in different countries have to make the strategic choice between choosing a standardization or adaption strategy for their marketing activities. As businesses often invest a fair amount of money in their marketing activities and it is therefore essential for managers and marketers to choose a successful strategy. The present study provides a guideline for marketers as to when to use the

standardizing strategy and when to use the adaptive strategy as it shows marketing professionals that their strategy is depending on their target audience. According to the present study, consumers under 40 years of age prefer an advertisement in which English language is used (standardization) and consumers aged 40 years and over prefer an advertisement in which Dutch language is used (adaption). Businesses may consider the results of this study as support for choosing the right marketing strategy when looking at when to standardize and when to adapt their international marketing plans. Also, the study can help marketers in their decision of how to approach consumers when they want to influence the consumer's overall appreciation of the ad, perceived product quality, attitude toward the brand and purchase intentions.

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## APPENDIX A - PRETEST

Beste respondent,

Als onderdeel van mijn afstudeeronderzoek voor mijn Master Communication Studies aan Universiteit Twente is deze vragenlijst opgesteld. Om te beginnen zal ik u een aantal algemene vragen stellen over u als deelnemer aan het onderzoek. Vervolgens zijn een aantal Engelse slogans voor u geformuleerd, en zal u worden gevraagd hoe goed u denkt deze zin naar het Nederlands te kunnen vertalen. Daarna vraag ik u hoe u de desbetreffende slogan daadwerkelijk naar het Nederlands zou vertalen. Het is hierbij erg belangrijk dat er geen woordenboek wordt gebruikt. Het is niet erg om fouten te maken. De data zullen anoniem worden verwerkt en zullen dus niet te traceren zijn naar u. De vragenlijst zal ongeveer 10 minuten van uw tijd in beslag nemen. Met de inzending van de vragenlijst gaat u akkoord met uw deelname aan het onderzoek.

Alvast heel erg bedankt voor uw deelname. Mocht u nog vragen hebben over het onderzoek dan kunt u mailen naar [l.l.schoenmaker@student.utwente.nl](mailto:l.l.schoenmaker@student.utwente.nl).

Met vriendelijke groet,

Leonie Schoenmaker

---

Wat is uw geslacht?

- ☐ Man
- ☐ Vrouw

Wat is uw leeftijd?

.....

Wat is de hoogste opleiding die u hebt afgerond of op dit moment nog volgt?

- ☐ Geen
  - ☐ Basisschool/lagere school
  - ☐ LBO/VBO/VMBO
  - ☐ Middelbaar beroepsonderwijs (MBO)
  - ☐ Hoger voortgezet onderwijs (HAVO/VWO)
  - ☐ Hoger beroepsonderwijs (HBO)
  - ☐ Wetenschappelijke onderwijs (universiteit)
- 

"Keeps you going"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"Dedicated to flavour"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"Thirst quencher"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"Drink positive"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"For the bold"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"Obey your thirst"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"Eat fresh"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"Seduce life"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"Refresh your senses"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"Always one of a kind"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"Quality is the best recipe"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"The lighter way to enjoy chocolate"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"Unleash the beast"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"Spread the happy"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

15. "Live young"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"Unexpected freshness"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"What else?"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

"It's all good"



a) Hoe goed denkt u de bovenstaande zin te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hoe zou u de bovenstaande zin vertalen naar het Nederlands?

.....

## APPENDIX B - ONLINE SURVEY MAIN STUDY

Beste deelnemer,

Heel erg bedankt dat u wilt meewerken aan mijn onderzoek. Met dit onderzoek hoop ik af te studeren voor mijn Master Communication Studies aan de Universiteit Twente. U kunt mij een stapje dichterbij mijn diploma helpen door deze vragenlijst zorgvuldig in te vullen.

De vragenlijst bevat een aantal vragen en stellingen over vier verschillende advertenties. Er zijn geen goede of foute antwoorden. Het invullen van de vragenlijst zal ongeveer 10 à 15 minuten van uw tijd in beslag nemen. De antwoorden die gegeven worden zullen anoniem worden verwerkt en zijn daarom niet te herleiden naar een persoon.

Met het invullen en opsturen van de vragenlijst gaat u akkoord met uw deelname aan het onderzoek. Het invullen van de vragenlijst is geheel vrijwillig en kan op ieder gewenst moment worden onderbroken of beëindigd.

Nogmaals heel erg bedankt voor uw deelname! Voor vragen of informatie over het onderzoek neemt u gerust contact met mij op via [l.l.schoenmaker@student.utwente.nl](mailto:l.l.schoenmaker@student.utwente.nl)

Met vriendelijke groet,  
Leonie Schoenmaker

---

Wat is uw geslacht?

- ☐ Man
- ☐ Vrouw

Wat is uw leeftijd?

.....

Wat is de hoogste opleiding die u hebt afgerond of nog volgt?

- ☐ Geen
- ☐ Basisschool/lagere school
- ☐ LBO/VBO/VMBO
- ☐ Middelbaar beroepsonderwijs (MBO)
- ☐ Hoger voortgezet onderwijs (HAVO, VWO)
- ☐ Hoger beroepsonderwijs (HBO)
- ☐ Wetenschappelijk onderwijs (Universiteit)



U krijgt nu vier verschillende advertenties te zien. Per advertentie worden er een aantal vragen gesteld over wat u van de advertentie en het bijbehorende merk/product vindt. Er zijn geen goede of foute antwoorden, het gaat hierbij om uw eigen mening.



Ik vind deze advertentie....

	Helemaal mee oneens	Oneens	Neutraal	Eens	Helemaal mee eens
Poëtisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aangenaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doeltreffend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sympathiek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overbodig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overdreven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dit product....

	1	2	3	4	5	6	7	
is van een lage algemene kwaliteit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	is van een hoge algemene kwaliteit
is kwalitatief erg slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	is kwalitatief erg goed
is een erg slecht product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	is een uitstekend product
zou mij erg ontevreden maken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zou mij erg tevreden maken

Ik vind dit merk....

	Helemaal mee oneens	Oneens	Neutraal	Eens	Helemaal mee eens
Interessant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Echt iets voor mij	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geloofwaardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overdreven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aantrekkelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Betrouwbaar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ik zou bovenstaand product....

	Helemaal mee oneens	Oneens	Neutraal	Eens	Helemaal mee eens
absoluut willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zeker overwegen te kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
graag willen uitproberen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Ik vind deze advertentie....

	Helemaal mee oneens	Oneens	Neutraal	Eens	Helemaal mee eens
Poëtisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aangenaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doeltreffend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sympathiek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overbodig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overdreven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dit product....

	1	2	3	4	5	6	7	
is van een lage algemene kwaliteit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	is van een hoge algemene kwaliteit
is kwalitatief erg slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	is kwalitatief erg goed
is een erg slecht product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	is een uitstekend product
zou mij erg ontevreden maken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zou mij erg tevreden maken

Ik vind dit merk....

	Helemaal mee oneens	Oneens	Neutraal	Eens	Helemaal mee eens
Interessant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Echt iets voor mij	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geloofwaardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overdreven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aantrekkelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Betrouwbaar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ik zou bovenstaand product....

	Helemaal mee oneens	Oneens	Neutraal	Eens	Helemaal mee eens
absoluut willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zeker overwegen te kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
graag willen uitproberen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Ik vind deze advertentie....

	Helemaal mee oneens	Oneens	Neutraal	Eens	Helemaal mee eens
Poëtisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aangenaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doeltreffend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sympathiek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overbodig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overdreven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dit product....

	1	2	3	4	5	6	7	
is van een lage algemene kwaliteit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	is van een hoge algemene kwaliteit
is kwalitatief erg slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	is kwalitatief erg goed
is een erg slecht product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	is een uitstekend product
zou mij erg ontevreden maken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zou mij erg tevreden maken

Ik vind dit merk....

	Helemaal mee oneens	Oneens	Neutraal	Eens	Helemaal mee eens
Interessant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Echt iets voor mij	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geloofwaardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overdreven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aantrekkelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Betrouwbaar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ik zou bovenstaand product....

	Helemaal mee oneens	Oneens	Neutraal	Eens	Helemaal mee eens
absoluut willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zeker overwegen te kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
graag willen uitproberen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Ik vind deze advertentie....

	Helemaal mee oneens	Oneens	Neutraal	Eens	Helemaal mee eens
Poëtisch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aangenaam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doeltreffend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sympathiek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overbodig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overdreven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dit product....

	1	2	3	4	5	6	7	
is van een lage algemene kwaliteit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	is van een hoge algemene kwaliteit
is kwalitatief erg slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	is kwalitatief erg goed
is een erg slecht product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	is een uitstekend product
zou mij erg ontevreden maken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zou mij erg tevreden maken

Ik vind dit merk....

	Helemaal mee oneens	Oneens	Neutraal	Eens	Helemaal mee eens
Interessant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Echt iets voor mij	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geloofwaardig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overdreven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aantrekkelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Betrouwbaar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ik zou bovenstaand product....

	Helemaal mee oneens	Oneens	Neutraal	Eens	Helemaal mee eens
absoluut willen kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
zeker overwegen te kopen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
graag willen uitproberen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Welke taal werd er gebruikt in de slogans van de vier advertenties die u zojuist hebt gezien?

- ☐ Nederlands
- ☐ Engels
- ☐ Weet ik niet

Er volgen nu een aantal korte vragen over het vertalen van de slogans die u zojuist hebt gezien.



Hoe goed denkt u de slogan in deze advertentie te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hoe zou u de bovenstaande slogan vertalen naar het Nederlands? (Gelieve hierbij geen woordenboek of vertaal website te gebruiken)

.....



Hoe goed denkt u de slogan in deze advertentie te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hoe zou u de bovenstaande slogan vertalen naar het Nederlands? (Gelieve hierbij geen woordenboek of vertaal website te gebruiken)

.....



Hoe goed denkt u de slogan in deze advertentie te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hoe zou u de bovenstaande slogan vertalen naar het Nederlands? (Gelieve hierbij geen woordenboek of vertaal website te gebruiken)

.....



Hoe goed denkt u de slogan in deze advertentie te kunnen vertalen naar het Nederlands?

	Zeer slecht	Slecht	Redelijk	Goed	Zeer goed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hoe zou u de bovenstaande slogan vertalen naar het Nederlands? (Gelieve hierbij geen woordenboek of vertaal website te gebruiken)

.....

Bekijk de twee onderstaande advertenties nauwkeurig.



Advertentie 1



Advertentie 2

Welke van de bovenstaande advertenties spreekt u het meest aan?

- ☐ Advertentie 1
- ☐ Advertentie 2

Bekijk de twee onderstaande advertenties nauwkeurig.



Advertentie 1



Advertentie 2

Welke van de bovenstaande advertenties spreekt u het meest aan?

- ☐ Advertentie 1
- ☐ Advertentie 2



Bekijk de twee onderstaande advertenties nauwkeurig.



Advertentie 1



Advertentie 2

Welke van de bovenstaande advertenties spreekt u het meest aan?

- ☐ Advertentie 1
- ☐ Advertentie 2

Bekijk de twee onderstaande advertenties nauwkeurig.



Advertentie 1



Advertentie 2

Welke van de bovenstaande advertenties spreekt u het meest aan?

- ☐ Advertentie 1
- ☐ Advertentie 2