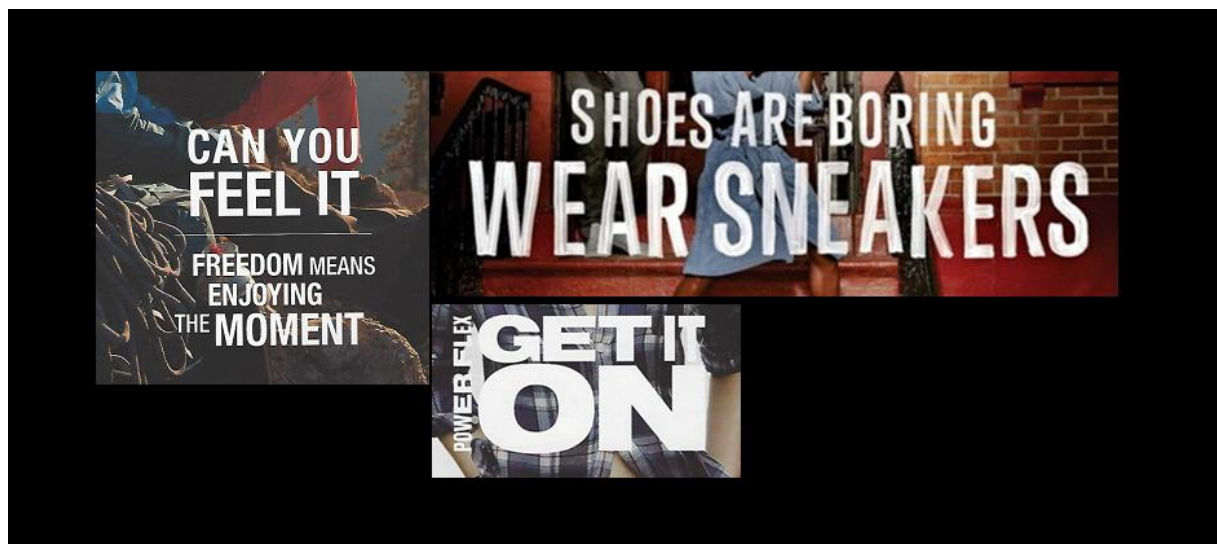# Appreciation and Comprehension of English in Dutch Advertising

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BA Thesis – Engelse Taal en Cultuur

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Information

Title: Appreciation and Comprehension of English in Dutch Advertising

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Abstract

English is increasingly used in Dutch advertising. Previous studies already revealed that the appreciation of these advertisements and commercials is dependent on the comprehension of them (Gerritsen et al. 2000; Hornikx, Van Meurs, and De Boer, 2010). However, these studies only took into account the comprehension of the commercials themselves. The present study set out to explore whether appreciation of English in Dutch advertisements is correlated with general English translation skills. Subjects from two different age groups (20-25 and 70+) filled in a questionnaire and completed various English proficiency tasks. Whereas previous studies measured comprehension of English by asking subjects to translate the commercials/advertisements, this study uses a general English translation task, a self-assessment task, and the advertisement translation task to measure English proficiency. Results show that the young group understands the English language significantly better than the older group. This effect was visible in all three translation tasks. Since all three tasks reveal similar scores, general English proficiency appears not only to be effectively measured with a general English translation task, but with all three tasks independently. Surprisingly, no differences in appreciation were found between the age groups in their assessment of the attractiveness, persuasiveness, and reliability of the advertisements. This study therefore suggests that the appreciation of English is no longer dependent on its understanding.

Contents

1. Introduction

In the Western World, in the twenty-first century, it is almost impossible to escape English words or phrases in daily life. English is the most frequently used foreign language in Europe. In 2006 already 31% of Europeans claimed that they spoke English as a foreign language on a daily basis (Eurobarometer, 2006). Six years later the number of speakers had increased. In 2012 38% of Europeans reported that they used English as a foreign language on a daily basis. Moreover, 67% of Europeans considered English as one of the two most useful languages to know for themselves (Eurobarometer, 2012).

European commercials and advertisements use the English language continuously. In the Netherlands more than 65% of the print advertisements contain English words and phrases (Gerritsen, Nickerson, Van Hooft, Van Meurs, Nederstigt, Starren, & Crijns, 2007). For example, few people will fail to recognise the phrase, "Nespresso what else?" However, for some the use of English in commercials and advertisements might not be a welcome change. Various studies revealed a relation between the understanding of English commercials and the appreciation of it. When people do not understand what is being said in a commercial or advertisement, they do not appreciate it (Gerritsen, Korzilius, Van Meurs, & Gijsbers, 2000; Hornikx, Van Meurs, and De Boer, 2010).

These studies, however, only focused on the understanding of the English text that is used in the commercial or advertisement. The commercials and advertisements used in these studies had already been published and the subjects may have been familiar with them. Thus, they might have known the English translation. Moreover, the translation of one English phrase does not necessarily reflect someone's general translation skills. Therefore, this study will not only address the question whether the understanding of English in advertisements influences its appreciation, but an additional task will be included that will test subjects'

general ability to translate English sentences. Then, the general research question is whether appreciation of English in Dutch advertisements is influenced by general English proficiency?

This paper has been divided into five sections. The first section offers a review of recent studies in the field and leads to the research question of this study. The second section of this paper contains the methodology. The following section presents the results of the present study. The fourth section of this paper is a discussion, wherein results are discussed and compared to previous literature. Finally, the fifth section contains a discussion which is dedicated to the limitations of this study and the implications for future research.

2. Literature Review

Companies and advertising agencies have different reasons for the extensive use of English in advertisements in non-English speaking countries. Primarily, English is used to standardise advertisements, hence enabling a company to have one commercial that can be displayed anywhere in the world. For multinationals it is less expensive to have one, standardised, English campaign than various different local commercials. Moreover, standardised advertisements allow companies to have more control over their international activities. Furthermore, the use of one language helps to create a global brand image in different international markets (Hornikx, Van Meurs, & De Boer, 2010).

The use of English in advertisements, however, appears to have some negative effects. De Mooij (2005) claimed that the adaptation of advertisements to local cultures is necessary for successful advertising (as cited in Hornikx, Van Meurs, & De Boer, 2010). According to her, cultures differ in their needs and tastes, and in the values they consider important. Advertisements that appeal to a culture's values appear to be more persuasive and better appreciated than advertisements which ignore these cultural values (Hornikx and O'Keefe, 2009). Hence, when one standardised advertisement is used, this advertisement might not be suited to the cultural values of every country in which it is used. This can have a negative impact on the appreciation of the product or brand.

Furthermore, opinions about the need to understand English to appreciate it in advertisements vary. Some studies propose that foreign languages can be used as a symbol of certain values. English, in that case, is associated with a sense of globalism, modernity and prestige (Haarmann, 1989). Haarmann (1989) studied different European languages that were used in Japanese advertising. He concluded that the Japanese do not understand these languages. Hence, these languages are exclusively used for symbolic meaning, to provoke certain associations. Following Haarmann (1989), it could be suggested that English in Dutch

advertisements can also only be used to evoke symbolic meaning. In that case, knowing the literal translation would not be necessary. Alternatively, Sperber and Wilson (1995) proposed the relevance theory (as cited in Hornikx, Van Meurs, & De Boer, 2010). This theory claims that when people have to put too much effort into understanding a message, they become frustrated. Hence, when it takes more effort to understand what is being said, this will have a negative effect on the appreciation.

In an attempt to settle this debate, Gerritsen et al. (2000) studied whether subjects' understanding of English had an effect on their appreciation of it in Dutch television commercials. In their study subjects from two different age groups were tested (15-18 and 50-57 year olds). Male and female subjects participated with a variety of educational backgrounds (high, middle, and low). Appreciation of the commercials was tested via a questionnaire and understanding was tested with the help of two questions: (1) Do you think you can translate the English slogan? (2) What do you think is meant with the English text in the commercial? The results revealed that 80% of the subjects believed they understood English, but only 36% were able to translate the commercial. Young subjects were significantly better at translating the sentences than older subjects. Additionally, understanding depended on level of education, with people with higher education understanding the sentences better than those with lower educational backgrounds. Furthermore, the understanding of spoken English increased with 30% when the English text was also shown on the screen. The attitude towards English was overall negative, but the young subjects appreciated the English commercials significantly more than the older subjects. Moreover, small differences between levels of education were reported, with subjects with higher education appreciating the commercials more.

The fact that the younger subjects appreciated the English commercials significantly more than the older subjects may have important implications. There are two possible

scenarios. Either appreciation of English is age-grading, which means that the attitude of the younger subjects will become more negative as they grow older, or appreciation of English is really changing and youngsters will still appreciate English as they grow older (Hornikx, Van Meurs, & De Boer, 2010). The latter seems to be a more plausible explanation. According to Hornikx, Van Meurs, and De Boer (2010) knowledge of a language does usually not decrease over time. Moreover, they claim that the Anglicisation of Dutch society is a quite recent development.

Another study by Gerritsen et al. (2010) revealed that 34% of the English used in Dutch commercials is not understood. The study only focused on young, highly educated females (19-25 year olds) because this was the target group of the commercials that were tested. Additionally, the study revealed no effect on the perceived image and price of the product. The respondents did not view the products which were advertised in English as more modern or expensive. Hence, in this study the English language does not appear to have this symbolic meaning Haarmann (1989) mentioned.

Hornikx, Van Meurs, and De Boer (2010) used English advertisements instead of commercials to test the appreciation and understanding of it. Subjects included males and females of different educational backgrounds. All subjects were between 20 and 63 years old. The test material consisted of six different car advertisements, containing English phrases with different levels of difficulty. In the first part of their task the researchers showed the English slogans and asked subjects about their appreciation and comprehension. Comprehension of the English texts was measured with the same two questions Gerritsen et al. (2000) used. For the second part of the task the advertisements were translated into Dutch, which allowed subjects to compare them. Subjects were asked whether they preferred the English or Dutch slogan. Results showed that easy-to-understand English slogans were preferred over difficult-to-understand English slogans. Moreover, English was preferred to

Dutch when the English slogan was easy-to-understand. When the English slogan was difficult-to-understand, English was appreciated as much as Dutch. Hence, these results support the role comprehension plays in the appreciation of English.

In the current literature the possible differences between commercials and advertisements in appreciation and understanding of English have not yet been investigated. Nevertheless, since commercials contain spoken English and advertisements contain written English, there might be some important differences. When either spoken or written English is easier to understand there could be a difference in appreciation, since the current literature claims that appreciation is dependent on comprehension. Gerritsen et al. (2000) revealed that only 36% of the subjects was able to translate the English commercial. However, when the English phrase was also shown on the screen (as in advertisements) 66% of the subjects was able to translate the commercial. Hence, it might be easier to read English phrases than to hear them. Unfortunately, in this study appreciation did not increase when the English phrase was shown on the screen. Future research is necessary in this area.

In short, different studies revealed that English in Dutch advertising is not always understood (Gerritsen et al., 2000; Gerritsen et al., 2010). Moreover, when the English phrase in a commercial or advertisement is not understood the appreciation of the product is negatively affected (Gerritsen et al., 2000; Hornikx, Van Meurs, & De Boer, 2010). Furthermore, younger subjects seem to appreciate and understand English better than older subjects participating in the experiments, and also small differences in appreciation between different levels of education have been reported (Gerritsen et al., 2000). Nevertheless, the comprehension of English in commercials seems to be changing over the years. Gerritsen et al. (2010) revealed that, whereas in 2000 only 36% of the subjects was able to translate the English phrases, in 2010 66% of the English phrases was understood. These studies used

different measurements and different age groups, but also revealed that the comprehension of English might be changing over the years.

With these past studies in mind, the present study focuses on the appreciation and understanding of English in Dutch advertisements. Whereas in previous studies researchers only focused on the subject's ability to translate the commercial/advertisement, this study also focuses on the subjects' general comprehension of English. Therefore, comprehension of English in this study will be tested by asking subjects to translate different advertisements, self-assess their translation skills, and complete a general English translation task. The general research question is:

Is appreciation of English in Dutch advertisements influenced by general English proficiency?

Since previous research by Gerritsen et al. (2000) revealed that appreciation and comprehension of English in Dutch commercials are age-dependent, the present study investigated two different age groups (20-25 and 70+). Therefore, the sub questions used to answer the research question are:

(1) Is there a difference in comprehension of English in Dutch advertisements between an old and young age group?

(2) Is there a difference in appreciation of English in Dutch advertisements between an old and young age group?

(3) Can general English proficiency accurately be measured by tasks used in previous studies?

3. Method

3.1 Subjects

To explore whether the appreciation and understanding of English are age-dependent, two different groups of subjects were tested. The first group contained 15 subjects in the ages of 20 to 25 (mean age 22.33 (Sd. 1.88)), and the second group was composed of 15 subjects ranging from 71 to 91 years old (mean age 76.93 (Sd. 6.51)). These different age groups were tested because previous research by Gerritsen et al. (2000) revealed that younger people appreciated English in Dutch commercials more than older people. Both groups contained both men and women with different educational backgrounds. Table 1 shows the percentages of men and women and the different levels of education per age group.

Table 1: Division of males and females, and level of education between both groups in percentages.

	Gender		Level of Education		
	Male (%)	Female (%)	Low (%)	Average (%)	High (%)
Group 20-25 (N=15)	53.3	46.7	0.0	46.7	53.3
Group 70+ (N=15)	53.3	46.7	73.3	13.3	13.3

Since, the old age group had a different educational system than the young age group, educational background was divided into three categories: low, middle, and high[1]. The low

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[1] Nowadays, in the Netherlands, secondary education is divided into three levels: *vmbo*, *havo*, and *vwo*. When subjects in the old age group attended secondary school this

category was composed of subjects who have finished high school at *vmbo*[2] level, subjects

who have a *mbo* degree, and subjects who have only finished primary school. Additionally,

elderly who have attended "household school" (*huishoud* school) were put in the low

category, because it is reminiscent of what is now *mbo*. The middle category contained

subjects who have finished secondary school at *havo* or *vwo* level. Elderly who have finished

multiple higher educated courses after secondary school were also assigned to this category.

Finally, the high category enclosed subjects with a *hbo* or *wo* degree (Verweij, 2000).

Because English has become the most used language in higher education, people with higher

educational background possibly understand English better than people who have enjoyed

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division of education did not exist yet. Not until 1968 the *Mammoetwet* was installed, which

divided Dutch education into the three levels mentioned above to match the student's personal

levels of development (Dekkers & Evrengun, 2002). The subjects in the old age group all

attended secondary school before this division. Moreover, the levels *mbo*, *hbo*, and *wo* were

not installed until the early nineties (Van Lange, 2013; Leraar24, 2010).

[2] In the Netherlands the lowest level of secondary education is v*mbo*, the middle level

is *havo*, and the highest level is *vwo*. After they have finished secondary school, students can

attend either *mbo*, *hbo* or *wo* education. Students go to *mbo* when they have an *vmbo* degree,

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to *hbo* when they have a *havo* degree, and to *wo*, which is reminiscent of university, when

they have a *vwo* degree.

lower education. English was already used in higher education when the older subjects were in school, but the use of English has only increased over the years (Ammon, 2001).

Furthermore, all subjects had Dutch as their native language. The subjects, however, originated from different regions within the Netherlands, which might have influenced their appreciation and understanding of English. Additionally, subjects were asked about their experience with English. For obvious reasons, students and graduates of any kind of English study were excluded from the experiment.

Subjects were gathered via acquaintances or/and a note in which they were asked whether they would like to participate in an experiment about advertisements. The note can be found in Appendix A.

3.2 Material

The research question was answered with the help of a questionnaire. This questionnaire contained two sections. Additionally, at the beginning of the questionnaire subjects were asked to state their age, gender, and educational background. The test, however, was anonymous. Subjects were also asked to self-asses their own English reading skills by means of two different questions: (1) How much experience do you have with reading English texts? Much, average, or little. (2) Rate your English reading skills with a grade between 1 (low) and 10 (high).

The first part of the actual questionnaire mainly focused on the appreciation of three advertisements. Subjects were asked to give their opinions about four different constructs: attractiveness, persuasiveness, reliability, and intelligibility. These opinions were gathered by asking subjects to what extent they agreed or disagreed with four statements belonging to each of the constructs. Two of these statements always had a positive formulation and two had a negative formulation. These constructs and the statements belonging to them can be

found in Appendix B. There were seven possible answers subjects could choose from: completely disagree, disagree, sort of disagree, neutral, sort of agree, agree, and completely disagree. Added to these sixteen different statements were two questions. These questions are reminiscent of the questions Gerritsen et al. (2000) and Hornikx, Van Meurs, and De Boer (2010) used. Namely, (1) Do you think you can translate the English slogan? (2) What do you think the English phrase in the advertisement means? This total of 18 questions was asked three times, about three different advertisements.

The advertisements used in the questionnaire were obtained from a Pepe Jeans, Jack Wolfskin, and Converse campaign (Appendix C). The first two are from campaigns which were launched in 2016. The latter is from a 2013 campaign. All were displayed in the Netherlands. These three brands were chosen because they are not specifically aimed at either males or females. Furthermore, the advertisements were collected with the idea in mind that they had to appeal to both older and younger subjects. Completely neutral English advertisements were difficult to collect. Hence, the possibly stronger appeal of the brands to a young public might play a role in the results. There are three different versions of the questionnaire, presenting the advertisements in different order. In this way the possibility that results of this study could be assigned to an effect of order could be eliminated.

The second part of the questionnaire was devoted to the translation of ten different English sentences. These English sentences were used to test the general understanding of written English by the subjects. The translation of the different advertisements might have been easier for the subjects because they possibly had seen the advertisements several times, and learned the translation. The results of these general English sentences were not only compared with the results from the translated advertisements, but also with subjects' self-assessment of their English language skills. This made it possible to investigate whether tasks used in previous studies effectively measured general English proficiency.

The English sentences that were used were chosen because their level of English matches the level of English that is generally necessary to understand advertisements. According to the *Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)*, A2 level is necessary in order to read simple English advertisements. The definition of this level is:

> I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. (Council of Europe, 2016)

As reported by the *College voor Examens* (2015), the final exams for *vmbo b* have the *CEFR* level A2. Hence, sentences that students from *vmbo b4* are supposed to be able to translate were used in this task. These sentences were collected from the course book: *Stepping Stones vmbo b4 (*Diemen, Van Drongelen, Geeraedts, & Scholtens, 2012).

The language used in this questionnaire was Dutch, since this was the native language of all subjects. Moreover, the Dutch language was used because previous studies suggested that the Dutch are not particularly competent in English (Gerritsen et al., 2000). Since, the first part of this questionnaire focussed on appreciation of advertisements and not on the ability to understand English, the Dutch language was used. The complete questionnaire, including the ten sentences, can be found in Appendix D.

3.3 Procedure

Before the testing started a pilot study was conducted. In the pilot one subject from the young age group and one subject from the old age group filled in the questionnaire. The results of the pilot revealed some lexical mistakes and some confusion in the order of the questions. These inaccuracies were adjusted. For this reason, the results of the pilot are not included in the final results of this study.

The actual questionnaire was made on paper. This format was chosen because not everyone in the older age group was able to work with a computer. To keep the procedure between both age groups as equal as possible, the young age group took the test on paper as well. Each subject took the test individually. Thus, subjects were not able to discuss the questions. Additionally, no information about the goal of this study was given to the subjects. Subjects were only told that they had to fill in a questionnaire about different advertisements.

The researcher was always present when the subjects made the test. Subjects were allowed to ask questions, but these were only answered if they concerned something about the layout of the task, not about something that could have possibly influenced their results. The fact that the researcher was present might have had an effect on the validity of this study. Possibly, the researcher's hypotheses about this subject have unintentionally influenced the answers subjects gave. There was no time limit on taking the task, but the task took about twenty minutes. Furthermore, the three different versions of the task were equally distributed. Hence, in both groups, each of the three versions was filled in by five subjects.

3.4 Analysis

The results of this study were analysed with the help of SPSS, version 22. In the appreciation section subjects were asked to give their opinion with the help of a seven point Likert scale. Because there were seven different options, the results can be interpreted at an interval level, which means that it is possible to calculate a mean score.

In the first section of the questionnaire the reliability of the four constructs (attractiveness, persuasiveness, reliability, and intelligibility) was checked. This was calculated with the help of Cronbach's alpha. Cronbach's alpha higher than 0.7 is seen as reliable within this study. Additionally, the negative statements were first made positive to make analysis possible. When the questions belonging to the construct measured the same

thing, the four questions were put together in one construct in the rest of the analysis. When the questions did not measure the same thing, hence, when Cronbach's alpha was lower than 0.7, the questions were analysed separately.

In the advertisement about Pepe Jeans and Jack Wolfskin the calculated Cronbach's alpha belonging to the construct persuasiveness was low (α = .605, and α = .688). However, after removing statement four in the Pepe Jeans advertisement and statement three in the Jack Wolfskin advertisement, the calculated Cronbach's alpha became reliable, respectively α = .772 and α = .741 (statements can be found in appendix B). Hence, in the analysis these two statements are removed and the other statements belonging to persuasiveness are seen as one construct. Moreover, in the Converse advertisement the calculated Cronbach's alpha belonging to persuasiveness was high (α = .784), hence in the analysis it was seen as one construct.

Furthermore, the statements belonging to the construct of intelligibility revealed a high Cronbach's alpha in all three advertisements (Pepe Jeans α= .814; Jack Wolfskin α = .850; Converse α = .801). Hence, these statements were seen as one single construct in the rest of the analysis (intelligibility). Another reliable construct was attractiveness in the advertisement about Pepe Jeans (α = .819) and about Converse (α = .836). In the Jack Wolfskin advertisement the construct of attractiveness was not reliable (α = .392). Hence, this advertisement will not be used in the analysis of attractiveness. Furthermore, the calculated Cronbach's alpha revealed that the construct of reliability was not reliable in all three advertisements (Pepe Jeans α= .494; Jack Wolfskin α = .266; Converse α = .398). For this reason, the statements belonging to this construct were analysed separately.

In the translation task the correctness of the translations was scored as follows: (3) the translation is completely correct; (2) the gist of the sentence is correct; the subject knew what was meant but did not translate the sentence correctly; (1) the subject was able to

translate a few words from the sentence, but did not understand the gist of it; (0) the translation is completely wrong. This same scoring was also used in the translations of the advertisements. The correctness of the sentences was checked by the researcher alone. It is better for the validity of a study, when more than one researcher analyses the results. This was, however, not possible within this study. As mentioned above, to investigate whether tasks used in previous studies also measured general English proficiency, scores on the general English translation task were compared to the scores on the translation of the advertisements. Additionally, the scores on the translation task were compared to the self-assessment task to study whether self-assessment is a reliable measure of English proficiency.

To compare the scores on the different constructs between the two age groups an independent samples-test was used. Different ANOVA tests were used to see if differences can be explained by either gender or level of education. Differences between these groups were considered significant when $p<.05$. Additionally, correlation analyses were used to compare the scores on these four constructs to the different English tasks to see whether a better understanding of English improved its appreciation..

4. Results

One of the aims of the present study was to investigate whether there was a difference in comprehension of English in Dutch advertisements between a young and old age group. Therefore, scores of the two different age groups are compared on different comprehension tasks in the following sections.

4.1 Self-Assessment

At the start of the questionnaire, two questions were asked related to the subject's knowledge of English, namely: (1) How much experience do you have with reading English texts? Much, average, or little (max. score 3). (2) Rate your English reading skills with a grade between 1 (low) and 10 (high). Table 2 shows the mean scores and standard deviations on these two questions per group.

Table 2: Means and Standard Deviations of Experience with English and English Reading Skills per Group

	Mean (Sd.) Experience with English	Mean (Sd.) English Reading Skills
Group 20-25 (N=15)	2.60 (.51)	7.87 (.83)
Group 70+ (N=15)	1.27 (.46)	4.87 (1.96)

An independent samples t-test revealed that the group with 20-25 year olds thought they had significantly more experience with reading English texts than the group with 70+ year olds [t(28) = 7.56, p<.001]. Additionally, another independent samples t-test showed that 20-25

year olds rated their own English reading skills significantly higher than 70+ year olds

[t(18,91) = 5.46, p<.001].

4.2 Translating Advertisements

Another task used to measure subjects' comprehension was asking subjects to translate the

three different advertisements. Table 3 shows the means and standard deviations of the total

score on the translation of the different advertisements per group (max. 9).

Table 3: Means and Standard Deviations of Total Scores on Translating Advertisements per Group

	Mean (Sd.) Total Score Advertisements
Group 20-25 (N=15)	8.53 (.64)
Group 70+ (N=15)	3.07 (3.17)

An independent samples t-test revealed that 20-25 year olds translated the advertisements

significantly better than the 70+ year olds [t(15,14) = 6.54, p<.001]. Moreover, another

independent samples t-test revealed no differences between men and women in scores on

translating the advertisements [t(28) = .322, p = .750]. Table 4 shows the means and standard

deviations of the total score on the translation of the different advertisements per level of

education (max. 9).

Table 4: Means and Standard Deviations of Scores on Translating Advertisements per Level of Education

	Mean (Sd.) Total Score Advertisements
Low (N=11)	3.36 (3.41)
Average (N=9)	6.67 (3.32)
High (N=10)	7.70 (2.54)
Total (N=30)	5.80 (3.58)

A one-way ANOVA revealed a significant effect of level of education [$F(2,27) = 5.56$, $p = .010$]. A Scheffe's Post Hoc analysis showed that subjects with a high level of education scored significantly better than subjects with a low level of education ($p = .011$). This effect was only visible when both the old and young age group were analysed together. Separately, no effect of level of education could be reported.

In the questionnaire not only the translation of the advertisements was asked, but initially subjects were asked whether they knew the translation of the slogan (yes or no). The table below shows the percentage of subjects who believed they knew the English translation. Additionally, table 6 shows the means and standard deviations of the scores per advertisements divided by whether the subject thought they knew the translation or not (max. 3).

Table 5: Percentage of Subjects Who Believe to Know the Correct English Translation of the Advertisement

	Pepe Jeans (%)	Jack Wolfskin (%)	Converse (%)
Group 20-25 (N=15)	86.7	100.0	100.0
Group 70+ (N=15)	53.3	66.7	53.3

Table 6: Means and Standard Deviations of the Scores per Advertisement and Divided by Whether the Subject Answered Yes or No

	Mean (Sd.) Pepe Jeans	Mean (Sd.) Jack Wolfskin	Mean (Sd.) Converse
Knows Translation	2.24 (1.09)	2.48 (.92)	2.48 (.95)
Unknown Translation	.44 (1.01)	.40 (.55)	.29 (.49)

For each of the three advertisements an independent samples t-test revealed that subjects who answered "yes" had a significantly better score on the translation of the advertisements than subjects who answered "no" (Pepe Jeans [$t(28)=4.21$, $p<.001$], Jack Wolfskin [$t(28)=4.85$, $p<.001$], and Converse [$t(28)=5.84$, $p<.001$]). Moreover, another independent samples t-test concerning only the older group revealed that this similar effect is also visible in all three advertisements (Pepe Jeans [$t(13)=2.84$, $p=.014$], Jack Wolfskin [$t(13)=2.55$, $p=.024$], and Converse [$t(13)=2.76$, $p=.016$]). For the young group, however, this effect is not present.

4.3 General Translation Task

The present study set out to investigate whether general English translation skills had an influence on the appreciation of English advertisements. Therefore, a general English translation task was used to measure the subjects' general English translation skills, and not

only their ability to understand the advertisements. In the general English translation task subjects were asked to translate ten different English phrases. The table below shows the means and standard deviations of the total scores on the general translation task (max. 30).

Table 7: Means and Standard Deviations of Scores on General Translation Task per Group

	Mean (Sd.)
Group 20-25 (N=15)	29.53 (.92)
Group 70+ (N=15)	17.47 (10.59)

An independent samples t-test revealed that the group with 20-25 year olds scored significantly better on translating general English sentences than the group consisting of 70+ year olds [t(14,21) = 4.40, p<.001]. Another independent samples t-test revealed no significant differences between men and women [t(28) = .225, p = .824]. Table 8 shows the means and standard deviations of the scores on the general English translation task per level of education (max. 30).

Table 8: Means and Standard Deviations of Scores on General Translation Task per Level of Education

	Mean (Sd.)
Low (N=11)	17.27 (11.67)
Average (N=9)	26.11 (7.27)
High (N=10)	28.00 (4.69)
Total (N=30)	23.50 (9.60)

Similar to the results for the translations of the advertisements, a one-way ANOVA revealed a significant effect concerning level of education [F(2,27) = 4.70, p = .018]. A Scheffe's Post

Hoc analysis showed that subjects with a high level of education scored significantly better on the general translation task than subjects with a low level of education (p = .024).

In short, all three comprehension tasks revealed that the younger subjects are significantly better in English than the older subjects. Moreover, subjects with a high level of education scored significantly better than subjects with a low level of education on both translation tasks.

Moreover, a correlation analysis between the scores on different comprehension tasks has been done to investigate whether general English proficiency can accurately be measured by tasks used in previous studies. Table 9 shows the mean scores and standard deviations on the general English translation task (max. 30) and the translations of the advertisements (max. 9).

Table 9: Means and Standard Deviations of Total Scores on General Translation Task and Translations of Advertisements

	Mean (Sd.)
Total General Translation Task (N=30)	23.50 (9.60)
Total Translation Advertisements (N=30)	5.80 (3.58)

A correlation analysis revealed that the correlation between the scores on the translation of the advertisements and the scores on the general English task is high (r = .89, p<.001). Moreover, correlation analyses also revealed a high correlation between the general English translation task and self-assessed experience with English (r = .67 p<.001), and between the general English translation task and the self-assessed grade for reading English (r = .79, p<.001). Hence, apparently all three comprehension tasks can be used to measure general English proficiency. Therefore, these results suggest that general English proficiency can also accurately be measured by tasks used in previous studies.

4.4 Appreciation of the Different Advertisements

Finally, to investigate whether there is a difference in appreciation of English in Dutch advertisements between an old and young age group, subjects' opinions were asked for all three advertisements in the questionnaire with the help of four different constructs: persuasiveness, intelligibility, attractiveness, and reliability.

The construct of persuasiveness revealed a positive correlation between the Pepe Jeans and Jack Wolfskin advertisement ($r = .36$, $p = .049$), the Pepe Jeans and the Converse advertisement ($r = .52$, $p = .003$), and the Jack Wolfkin and Converse advertisement ($r = .36$, $p = .051$). Moreover, an independent samples t-test revealed no difference in persuasion between the old and young subjects in all three advertisements together [$t(28)=.33$, $p = .745$]. Hence, the young subjects did not believe the advertisements to be more persuasive than the older subjects, or vice versa.

Furthermore, the construct of intelligibility also showed a significant positive correlation across all three advertisements. Pepe Jeans correlated with Jack Wolfskin ($r = .38$, $p =.039$), and with Converse ($r =. 38$, $p=.039$), and Jack Wolfskin correlated with Converse ($r = .41$, $p = .025$). Moreover, an independent samples t-test concerning all three advertisements together revealed that the young subjects understood the advertisement significantly better than the older subjects [$t(28)=2.32$, $p=.028$].

A correlation analysis revealed no correlation between the Pepe Jeans advertisement and the Converse advertisement concerning the construct of attractiveness ($r = .19$, $p = .319$). Hence, for both of these advertisements a separate independent samples t-test has been done. Neither advertisements showed a significant difference between the age groups concerning the attractiveness of the advertisements, respectively Pepe Jeans [$t(28) = .96$, $p = .345$], and Converse [$t(28) = .31$, $p = .756$].

In none of the advertisements could reliability be seen as one single construct. Therefore, in the correlation analyses all statements have been analysed separately (Statements can be found in Appendix B). For statement one, only the Pepe Jeans and Converse advertisement correlated significantly positive with each other ($r = .53$, $p = .003$). Statement two and three showed no correlations between the different advertisements. Moreover, statement four revealed a mildly positive correlation between the Pepe Jeans and Jack Wolfskin advertisement ($r = .38$, $p = .362$), between the Pepe Jeans and Converse advertisement ($r = .362$, $p = .049$), and between the Converse and Jack Wolfskin advertisement ($r = .47$, $p = .009$). Different independent samples t-tests, however, revealed no significant differences between the two age groups concerning all these statements. Moreover, in none of the constructs or separate statements effects of gender or level of education have been found.

In short, only for the construct of intelligibility an effect of age has been reported. Hence, younger subjects understood the advertisements significantly better than older subjects. Moreover, no differences between the two age groups could be reported for the constructs of persuasiveness, attractiveness, and reliability.

Furthermore, to study whether the appreciation of different advertisements is related to a general understanding of the English language, different correlation analyses have been done between scores on the different translation tasks and appreciation of the advertisements. Table 10 shows the means and standard deviations for the mean scores on the different translation tasks and constructs for the three advertisements together. The maximum score possible for the constructs was 7.

Table 10: Means and Standard Deviations Concerning the Mean Scores on the Different Language

Tasks and Constructs Taken the Three Advertisements Together

	Mean (Sd.)
Total General Translation Task (N=90)	23.50 (9.49)
Total Translation Advertisements (N=90)	5.80 (3.54)
Total English Proficiency (N=90)	14.65 (6.37)
Persuasiveness (N=90)	3.27 (1.26)
Attractiveness (N=60)	4.04 (1.30)
Intelligibility (N=90)	4.90 (1.33)

Table 10 also contains an English proficiency score. This score is the mean score

from both the general English translation task and scores on the translation of the

advertisements together (max. 19.5). It was possible to calculate this mean proficiency score

because both tasks revealed a high correlation ($r = .89$, $p<.001$). Hence, both tasks measured

general English comprehension. The English proficiency score revealed a positive correlation

with the construct of intelligibility ($r = .36$, $p = .001$), with correlations variating between ($r =$

.23, $p = .232$) and ($r = .45$, $p = .013$). Thus, subjects who were generally better in English

found the advertisements to be better intelligible than subjects who were generally poorer in

English.

Moreover, analysing both language tasks separately also revealed a positive

correlation with intelligibility. Hence, there was a positive correlation between the general

English translation task and intelligibility ($r = .36$, $p = .001$), variating between ($r = .22$, $p =$

.249) and ($r =.46$, $p = .010$). Additionally, there was a positive correlation between the

translation of advertisements and intelligibility ($r = .33$, $p =.001$), variating between ($r = .23$, p

$= .226$) to ($r = .42$, $p = .023$).

Furthermore, a correlation analyses split by group revealed that the construct of intelligibility had a positive correlation with English proficiency in the older age group ($r = .32$, $p = .034$), but a negative correlation in the young age group ($r = -.30$, $p = .049$). Apparently, in the older group a high score on the translation tasks correlates with a better appreciation of intelligibility of the advertisements, while in the younger group a high score on the translation task correlates with a lesser appreciation of intelligibility of the advertisements. Moreover, the constructs of persuasiveness, attractiveness, and reliability showed no correlations with the English language proficiency tasks. Hence, in these constructs appreciation is not effected by the understanding of the advertisements.

Furthermore, the mean scores for the appreciation of the different constructs varies between 3.27 (Sd. 1.26) and 4.90 (Sd. 1.33). Hence, generally, subject's appreciation of advertisements is neither very positive nor negative.

5. Discussion

The objective of the present study was to investigate whether the appreciation of English in Dutch advertising is dependent on general English proficiency. Moreover, this study also set out the investigate whether the translation tasks used in previous studies about this subject already gave an adequate picture of the general English translation skills of a subject.

5.1 Translation Tasks

In prior studies about the appreciation and understanding of English in Dutch advertisements or commercials, comprehension of English was measured by asking subjects to translate the advertisement or commercial (Gerritsen et al., 2000; Hornikx, Van Meurs, & De Boer, 2010). Hence, comprehension was only indicated by the ability to translate the commercial. One of the aims of the present study was to determine whether appreciation of English in Dutch advertisements is also dependent on general English translation skills. Therefore, a general English translation task was used in this study. To compare these methods this study not only used a general translation task, but also a task, used in previous studies, whereby the subjects had to translate the advertisements. The correlation between these two tasks was high ($r = .89$, $p<.001$). By asking the subjects to translate the advertisements, general English translation skills were already measured. Additionally, subjects in the present study were asked to self-assess their English skills. These results also revealed a high correlation with the general English translation task, respectively ($r = .67$ $p<.001$) and ($r = .79$, $p<.001$).

These findings may have implications for future research. They suggest that in developing new questionnaires related to the appreciation and understanding of English all these tasks by themselves can reliably be used. Especially the self-assessment task has many advantages for future studies. Asking subjects to assess their own skills is less time-

consuming than using different translation tasks for both the subjects and the researcher. Then, only a few simple questions have to be answered and analysed.

The current results are consistent with the study by Gerritsen et al. (2000) confirming that the young age group is significantly better in translating English phrases than the older age group. Young subjects scored significantly higher on both translation tasks, and assessed their own English skills better in the self-assessment task. Hence, these findings suggest that over the past 16 years not much has changed in the understanding of English by both age groups.

5.2 Appreciation of Advertisements

Previous studies indicated that the appreciation of English in Dutch advertising is dependent on understanding (Gerritsen et al., 2000; Hornikx, Van Meurs, & De Boer, 2010). When subjects understood the advertisements or commercials, they appreciated them more. Because the understanding of the English language could possibly have changed over the past few years, the present study focused on the same question. However, this study focused on general English comprehension skills, and not only the ability to translate the advertisements. To measure the subjects' appreciation, opinions about four different constructs were asked in this study, respectively: persuasiveness, attractiveness, intelligibility, and reliability. Moreover, two different age groups were compared in their appreciation of English in Dutch advertising.

One important finding was that the young subjects thought the advertisements to be significantly easier to understand than the older subjects. However, contrary to expectations, this study did not find a significant difference between the old and young subjects in the constructs of persuasiveness, attractiveness, and reliability. Moreover, only for the construct of intelligibility was the appreciation of the advertisements dependent on the understanding.

When subjects scored higher on the translation tasks, they thought the advertisements to be more intelligible.

These results may be explained by the fact that the construct of intelligibility is most closely related to the comprehension of English and thus the understanding of the advertisements. More surprising, however, is that in this study no correlation between the comprehension of English and the constructs of persuasiveness, attractiveness, and reliability can be reported. Hence, these findings, while preliminary, suggest that over the past few years the appreciation of English by elderly has changed. In the study by Gerritsen et al. (2000) the older subjects did not appreciate the advertisements as much as the younger subjects, and in the study by Hornikx, Van Meurs, and De Boer (2010) appreciation was dependent on the understanding of the advertisements. The present study, however, reveals that appreciation does not seem to be dependent on comprehension, and elderly seem to appreciate the advertisements as much as the younger subjects.

A possible explanation for this discrepancy between appreciation and understanding might be that for Dutch elderly (and possibly younger age groups) the English language has gained symbolic meaning. Thus, the elderly do not need to know the exact translation of the English phrase to appreciate the advertisement, but rather the symbolic meaning makes them appreciate the advertisements (Haarmann, 1989). The present study, however, is small and used another method than previous studies to measure the subjects' appreciation. Hence, the results might be different when another method is used. Therefore, further research on the topic is recommended.

6. Conclusion

The main goal of the present study was to determine whether the appreciation of English advertisements in the Netherlands is dependent on general English proficiency. Scores of two different age groups (20-25 and 70+) were compared with the help of a questionnaire. The first part of the questionnaire focused on the appreciation of English in Dutch advertisements, and the second part of the questionnaire contained tasks measuring subjects' English translation skills. Moreover, a second goal of the present study was to investigate whether tasks used in previous studies also measured general English proficiency. Hence, two different translation tasks and a self-assessment task were used. This study has shown that 20-25 year olds scored significantly better on all English proficiency tasks than 70+ year olds. In general, therefore, it seems that the young age group is significantly better at reading English than the older age group, which is reminiscent of what was found in other studies (Gerritsen et al. 2000).

Moreover, all English proficiency tasks highly correlated with each other. This finding suggests that all tasks, including the self-assessment task, can independently be used. They all appear to measure general English comprehension. Another important finding in this study is that in the advertisements only the scores on the construct of intelligibly were dependent on the comprehension of English. Possibly, for the other three constructs (persuasiveness, attractiveness, reliability) the English language has gained symbolic meaning (Haarmann, 1989). Hence, it is no longer important to know the exact translation of the English phrase to appreciate the advertisement, but the symbolic meaning of the phrase makes the consumers appreciate it.

These findings enhance our knowledge of the appreciation and understanding of English in Dutch advertising. Moreover, the present study provides additional evidence suggesting that different English proficiency tasks can independently be used and all measure

general English comprehension. However, the generalisability of these results is subject to certain limitations. First, the small sample size of this study makes it difficult to generalise the findings. Moreover, the two different age groups do not have equal levels of education. In the group with 20-25 year olds most subjects are highly educated, some have average level of education, and none have a low level of education. In the group with 70+ year olds most subjects have a low level of education, and only a few have an average or high level of education. Possibly, these differences in education can explain some of the differences between both groups. Differences between low and high level of education were significant in the translation tasks.

A second limitation, as mentioned in the methodology, is that the researcher was present while the subjects filled in the questionnaire. Therefore, subjects might have been influenced by the hypotheses of the researcher. Third, the advertisements used in this study are generally aimed at a younger audience, which is a disadvantage for the appreciation of the older subjects. Finding advertisements in English that are compelling to both young and old is difficult, but should be done so that the results are not affected by the age-related appreciation of the products.

A fourth limitation of the present study is that the *CEFR* level of the advertisements was unknown. According to the *CEFR*, advertisements generally use A2 level. However, this was not checked within the present study. Possibly, the used advertisements were either easier or more difficult than A2 level. Hence, the level of the sentences used in the general translation task could have been different from the level used in the advertisements. Fifth, the answers given to the translation tasks are only checked by one researcher. It is better for the validity of a study when more than one researcher checks the results. Unfortunately, this was not possible within this study. Finally, it is relatively difficult to compare the results of this study with other studies concerning the appreciation of English in Dutch advertising. These

other studies used a different method to measure appreciation. Hence, the findings in this study can either be contributed to the use of another method or to a real change in appreciation.

This study has shed light on some interesting questions in need of further investigation. Future research should be undertaken to explore whether the appreciation of English in Dutch advertisements has really changed. More subjects should be tested and possibly a different method should be used measuring the appreciation of the advertisements. In this way future research can determine whether the appreciation of English has changed over the past couple of years. More research using controlled trials, controlling level of education, is also needed to study whether the different English language tasks give the same results. If different English tasks give similar results this has very promising implications for future research. A simple self-assessment task can then be used to estimate English proficiency, which is time-saving for both the subject and the researcher.

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8. Appendices

<u>8.1 Appendix A:</u> The Note

Beste Heer/Mevrouw,

Ik ben Lisette van der Heijden, een derdejaars Engelse Taal en Cultuur student aan de Universiteit Utrecht. Op het moment ben ik bezig met mijn afstudeeronderzoek en ik vroeg mij af of u mij daarbij wil helpen. Voor mijn onderzoek heb ik ouderen (man/vrouw) nodig in de leeftijd van 70 jaar en ouder. Het onderzoek bestaat uit het invullen van een vragenlijst, dit zal ongeveer 20 minuten duren. Ik zal hier zelf bij aanwezig zijn en kan gewoon naar u toekomen! Het onderzoek zal ergens in de eerste 3 weken van mei plaatsvinden.

Ik hoop dat u mij hierbij kunt helpen en hoor graag van u.

Met vriendelijke groeten,

Lisette van der Heijden

8.2 Appendix B: The Statements (belonging to each of the four constructs)

Betrouwbaarheid (Reliability)

(+) 1 Na het zien van deze reclame vertrouw ik erop dat dit een goed product is

(-) 2 Deze reclametekst geeft mij de indruk dat het merk onbetrouwbaar is

(+) 3 Gebaseerd op deze reclame denk ik dat dit merk betrouwbaar is

(-) 4 Ik vertrouw dit merk niet/minder na het zien van deze reclame

Aantrekkelijkheid (Attractiveness)

(+) 5 Dit is een mooie reclameposter

(-) 6 Ik vind dit geen aantrekkelijke reclame

(+) 7 Deze reclame maakt het product voor mij aantrekkelijker

(-) 8 Ik vind dat deze reclame het product niet goed tot zijn recht laat komen

Overtuigingskracht (Persuasiveness)

(+) 9 Ik zou nu graag dit product willen kopen

(-) 10 Het staat mij tegen om geld aan dit product uit te geven

(+) 11 Na het zien van deze reclame zou ik dit product aanschaffen

(-) 12 Deze reclame heeft mij niet overtuigd om dit product te kopen

Begrijpelijkheid (Intelligibility)

(+) 13 Het is duidelijk waar deze reclame over gaat

(-) 14 Het is voor mij niet duidelijk waar hier reclame voor wordt gemaakt

(+) 15 Ik vind deze reclame makkelijk te begrijpen

(-) 16 Ik vind het moeilijk om deze reclame te begrijpen

8.3 Appendix C: The Advertisements

8.3.1 Pepe Jeans
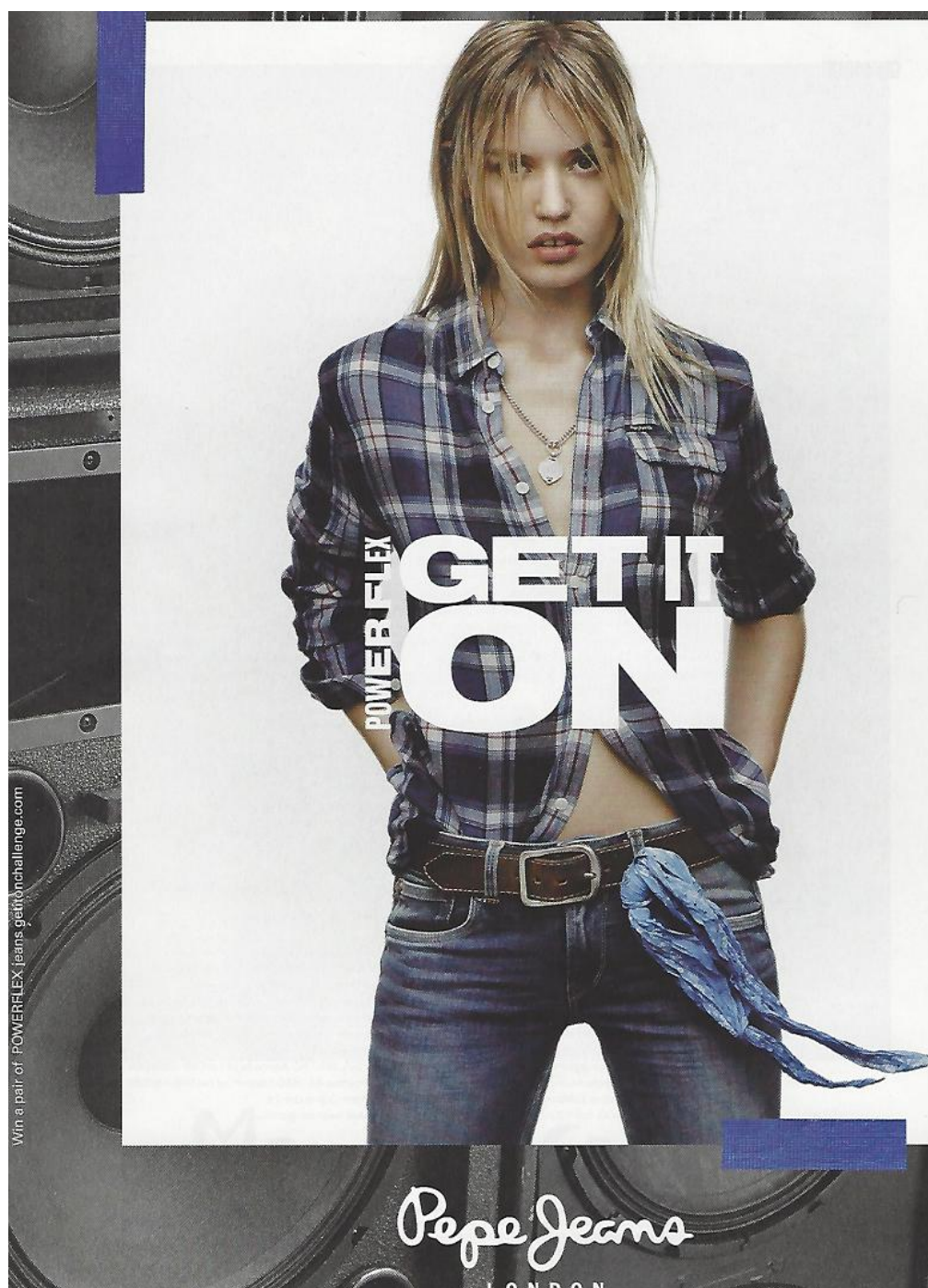
8.3.2 Jack Wolfskin

8.3.3 Converse

8.4 Appendix D: The Questionnaire

Heel fijn dat u mee wilt werken aan dit onderzoek! De vragenlijst die u zo dadelijk gaat invullen bestaat uit twee verschillende delen. Het eerste deel zal uw mening bevragen over verschillende advertenties en in het tweede deel moet u een aantal Engelse zinnen vertalen. Graag wil ik u vragen om de volgorde van deze vragenlijst aan te houden.

Bij voorbaat heel erg bedankt voor het invullen van deze vragenlijst.

Leeftijd:
_____

Geslacht:
_____

Geboorteplaats:
_____

Woonplaats:
_____

Hoogst afgeronde opleiding:
_____

Moedertaal:
_____

Hoeveel ervaring heeft u met het lezen van Engelse teksten?
        0 weinig
        0 gemiddeld
        0 veel

Geef een cijfer tussen de 1 (laag) en 10 (hoog) aan uw begrip van de Engelse taal. Omcirkel het antwoord dat op u van toepassing is:

        1 2 3 4 5 6 7 8 9 10

<u>Deel I</u>

In dit onderdeel zal uw mening gevraagd worden over 3 verschillende advertenties. Geef bij de onderstaande stellingen aan in welke mate u het hiermee eens/oneens bent. Kruis het juiste bolletje aan.

Onderstaande vragen hebben betrekkingen op advertentie 1.

1 Denkt u dat u de Nederlandse vertaling van deze tekst weet?
     0 Ja
     0 Nee

2 Ik vind dat deze reclame het product niet goed tot zijn recht laat komen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

3 Deze reclame heeft mij niet overtuigd om dit product te kopen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

4 Het is voor mij niet duidelijk waar hier reclame voor wordt gemaakt

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

5 Ik vind deze reclame makkelijk te begrijpen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

6 Het staat mij tegen om geld aan dit product uit te geven

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

7 Na het zien van deze reclame vertrouw ik erop dat dit een goed product is

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

8 Gebaseerd op deze reclame denk ik dat dit merk betrouwbaar is

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

9 Ik zou nu graag dit product willen kopen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

10 Dit is een mooie reclameposter

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

11 Deze reclametekst geeft mij de indruk dat het merk onbetrouwbaar is

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

12 Na het zien van deze reclame zou ik dit product aanschaffen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

13 Ik vind het moeilijk om deze reclame te begrijpen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

14 Ik vind dit geen aantrekkelijke reclame

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

15 Het is duidelijk waar deze reclame over gaat

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

16 Ik vertrouw dit merk niet/minder na het zien van deze reclame

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

17 Deze reclame maakt het product voor mij aantrekkelijker

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

18 Hoe zou u de tekst in deze advertentie vertalen?

Onderstaande vragen hebben betrekking op advertentie 2.

1 Denkt u dat u de Nederlandse vertaling van deze tekst weet?

    0 Ja

    0 Nee

2 Ik vind dat deze reclame het product niet goed tot zijn recht laat komen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

3 Deze reclame heeft mij niet overtuigd om dit product te kopen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

4 Het is voor mij niet duidelijk waar hier reclame voor wordt gemaakt

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

5 Ik vind deze reclame makkelijk te begrijpen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

6 Het staat mij tegen om geld aan dit product uit te geven

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

7 Na het zien van deze reclame vertrouw ik erop dat dit een goed product is

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

8 Gebaseerd op deze reclame denk ik dat dit merk betrouwbaar is

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

9 Ik zou nu graag dit product willen kopen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

10 Dit is een mooie reclameposter

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

11 Deze reclametekst geeft mij de indruk dat het merk onbetrouwbaar is

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

12 Na het zien van deze reclame zou ik dit product aanschaffen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

13 Ik vind het moeilijk om deze reclame te begrijpen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

14 Ik vind dit geen aantrekkelijke reclame

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

15 Het is duidelijk waar deze reclame over gaat

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

16 Ik vertrouw dit merk niet/minder na het zien van deze reclame

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

17 Deze reclame maakt het product voor mij aantrekkelijker

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

18 Hoe zou u de tekst in deze advertentie vertalen?

Onderstaande vragen hebben betrekking op advertentie 3.

1 Denkt u dat u de Nederlandse vertaling van deze tekst weet?
    0 Ja
    0 Nee

2 Ik vind dat deze reclame het product niet goed tot zijn recht laat komen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

3 Deze reclame heeft mij niet overtuigd om dit product te kopen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

4 Het is voor mij niet duidelijk waar hier reclame voor wordt gemaakt

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

5 Ik vind deze reclame makkelijk te begrijpen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

6 Het staat mij tegen om geld aan dit product uit te geven

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

7 Na het zien van deze reclame vertrouw ik erop dat dit een goed product is

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

8 Gebaseerd op deze reclame denk ik dat dit merk betrouwbaar is

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

9 Ik zou nu graag dit product willen kopen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

10 Dit is een mooie reclameposter

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

11 Deze reclametekst geeft mij de indruk dat het merk onbetrouwbaar is

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

12 Na het zien van deze reclame zou ik dit product aanschaffen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

13 Ik vind het moeilijk om deze reclame te begrijpen

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

14 Ik vind dit geen aantrekkelijke reclame

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

15 Het is duidelijk waar deze reclame over gaat

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

16 Ik vertrouw dit merk niet/minder na het zien van deze reclame

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

17 Deze reclame maakt het product voor mij aantrekkelijker

Helemaal niet mee eens	Oneens	Een beetje mee oneens	Niet mee eens/ niet mee oneens	Een beetje mee eens	Eens	Helemaal mee eens
0	0	0	0	0	0	0

18 Hoe zou u de tekst in deze advertentie vertalen?

<u>Deel II</u>

Schrijf van de onderstaande Engelse zinnen de juiste Nederlandse vertaling op.

1 I'm sorry. I don't understand what you mean.

_____

2 Within twenty years we will be living on the moon.

_____

3 This afternoon the weather will be fine.

_____

4 She is a friendly person.

_____

5 Last week somebody stole my laptop.

_____

6 Don't worry. You will feel better soon.

_____

7 I hate cooking.

_____

8 I look forward to hearing from you.

_____

9 We'd like to have the soup of the day, please.

_____

10 I don't think I can trust him.

_____

<u>Deel II</u>