

EXPLORING ADVERTISING CAMPAIGNS AND BILINGUAL CONSUMERS: STUDYING  
THE EFFECTS OF CODESWITCHING AND THE ACCOMMODATION THEORY

By

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To future bilingual advertising campaigns

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Abstract of Thesis Presented to the Graduate School  
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Codeswitching occurs when a bilingual person, namely Spanish-English bilinguals switch between English and Spanish during a conversation, even within a single sentence. Although there are many recent studies about advertising to Spanish speakers, there is limited research on the specific topic of codeswitching and how it might be used in advertising. Advertisers are already engaging in codeswitching in their ads in the hopes that their reflection of colloquial speech might improve attitudes towards advertisers and their brands (e.g. McDonald's, Ford). This thesis tests four different hypotheses that examine the relationship between advertisers' efforts to accommodate to Hispanics through codeswitching and how these consumers perceive these ads.

The methodology involves an experimental design in which subjects' attitudes toward four types of advertising slogans (English only, Spanish only, Spanish to English switch, and English to Spanish switch) are measured based on their level of bilingualism, strength of ethnic identification and level of acculturation. The results indicate a weak relationship between the accommodation effort of a codeswitched ad and the positive attitude of bilingual consumers. The results suggest that bilingual consumers are indeed complex requiring more than linguistic cues for advertising to have a more meaningful effect.

## CHAPTER 1 INTRODUCTION

*Scrubs* is a popular television show about a group of young doctors at a learning hospital. The cast is somewhat diverse featuring characters from a variety of ethnic backgrounds. Actress Judy Reyes plays the role of Dominican nurse Carla Espinosa. Although she is very fluent in English, Carla often peppers her language with Spanish terminology first to assert her ethnicity and second to illustrate a particular mood. She acknowledges her use of “Spanglish” as a means of power amongst her friends and colleagues. In the episode “Her Story II” (Schwartz, 2006) in which Carla narrates the story line, she and a group of friends go to a college club. Carla wants to drink away her feelings of being over the hill but the other women feel out of place and want to leave. The audience hears Carla’s thoughts: “Time to dial-up the Spanish. It always makes them feel guilty that they haven’t spent more time with minorities.” She pleads to her friends, “C’mon mis amigas [I really want to stay here],” and she orders a round of drinks to solidify her request.

Nurse Carla’s internal dialogue and interactions with the other cast members is not the fantasy of an imaginative writer, it is a true reflection of real life for bilingual individuals. This phenomenon is often referred to as Spanglish in popular culture. The word itself is a combination of the English terms “Spanish” and “English.” There is a Spanish equivalent, “inglañol” but this term has not gained as much popularity. However Spanglish is a term that has come to mean a variety of bilingual linguistic consequences including the lexical use of false cognates (e.g. “rentar” means “to rent”, but the appropriate Spanish word is “alquilar”); calquing or loan translation (e.g. the use of “librería” to mean a “library”, when in standard Spanish “librería” is a bookstore. The appropriate word would be “biblioteca.”); and the use of new vocabulary that has no linguistic match (e.g. “correo electrónico” is a calque for the English “email”). The term also

refers to what Silva-Corvalan (2003) calls a simplification or reduction of the Spanish language (e.g. the limited use of the subjunctive verb tense). Most importantly to this paper, Spanglish also refers to the sociolinguistic phenomenon of “codeswitching”. David Luna and Laura Peracchio have conducted extensive research on bilingual individual behavior and codeswitching. Luna and Peracchio (2005a) define the word as “the insertion of a foreign word or expression into a sentence (e.g. into an advertising slogan), resulting in a mixed-language message” (p. 760). Grosjean (1982), as cited in de Jongh (1990) extends this definition: “switching ‘is different from borrowing a word from the other language and interpreting it phonologically and morphologically into the base language. In code-switching, the switched element is not integrated; instead there is a total shift to the other language’” (p. 276).

How might interest in bilingual speech patterns be of interest to social researchers and marketers? U.S. Census data (2000) reveals that approximately 35 million or 13% of the population is composed of self-reported Hispanics or Latinos. A more recent American Community Survey (2006) noted an increase in the population of almost 10 million people in just six years. The rise of the Hispanic/Latino population implies that new immigrants, and next generation individuals must assimilate into the culture of the United States, which includes learning the language and adopting the customs. Hoyer and MacInnis (2007), citing Koslow, et al. (1994), describe this assimilation as acculturation or how “members of a subculture [learn] to adapt to the host culture [by acquiring] knowledge, skills and behavior through social interaction, modeling the behavior of others, and reinforcement” (p. 317).

Targeting Hispanics/Latinos is as difficult as it is to target many of the consumer segments within the United States without taking race and ethnic identity into account. In fact, merely finding an appropriate label for the ethnic group sparks debate among themselves and those

outside the ethnicity. Some have described either term to be identifiers of people from a specific geographic region of the Spanish-language countries in Central and South America, Africa and Europe. Several studies (Deshpande et al., 1986; Koslow et al., 1994; Silva-Corvalan, 2003; Hoyer and MacInnis, 2007) divide Hispanics/Latinos into three main categories based on their level of acculturation or assimilation and the intensity of ethnic identification (Deshpande et al., 1986): (1) highly acculturated/assimilated individuals who were most likely born in the U.S. and speak mostly in English; (2) bilingual or bicultural individuals who straddle the divide between the cultures and the language; and (3) traditional individuals who are more likely to speak Spanish and identify strongly with Hispanic/Latino cultures or values. Multicultural studies have revealed, however, that individuals may belong to any of these groups no matter where they were born, or what generation they belong to because of other socioeconomic factors such as family ties, education, occupation and income.

A rapidly increasing and diversified bilingual population fosters a need for better communication towards and among these individuals. Current research and strategy by advertising agencies and advertisers have revealed that speaking one's language means more than simply targeting Latinos in Spanish. Jeff Valdez, cofounder of Sí TV, a Los Angeles based television cable network is quoted in the Washington Post (Valdez, 2005) in an article about Spanish language advertising; "When a lot of people talk about the Hispanic market, they really mean the Spanish-speaking market, which is only part of the market...you're only reaching a segment of a very big population" (¶ 6-7). Jeff Valdez applauds recent real world experiments by marketers like Vehix.com who are inserting Spanish-language ads in English-language television spots. This particular advertising tactic recognizes that bilingual highly acculturated Latinos are

not always watching Spanish-language television. For Vehix.com, it has been a success – they have noticed a 300% increase of Latino users visiting their website (Valdez, 2005).

The Ford Motor Company is following suit. Last year, the company hired Miami-based Zubi Advertising agency to work on mixed language spots for the 2007 Ford Edge SUV. According to an article on Adweek.com (Lemann, 2006), the spots were aired on major cable networks with a majority Latino audience, such as CNN en Español, Discovery en Español, and Telemundo and featured codeswitching in action.

Perhaps the most obvious example of codeswitching in the media is on the radio. Latin urban radio, a relatively new format, “serves as a major platform for English, Spanish, and Spanglish songs to coexist” (Ben-Yehuda, 2007, ¶ 9). Not only are popular songs showing how codeswitching can communicate solidarity with the young bilingual community, radio personalities and local commercials constantly switch from English to Spanish to communicate with a diverse audience. Television is borrowing the radio format and hopes to have the same success. Long-time cable network Telemundo aired their first bilingual talk show, *Mas Vale Tarde* (“Better late than never.”) in November 2007 and hopes to target bilingual bicultural viewers (Wentz, 2007). Many in the profession see the codeswitching movement as a way to tell Hispanics/Latinos, and even other ethnicities, that “it’s cool to speak Spanish” (Ben-Yehuda, 2007, ¶ 16).

Making it cool to speak Spanish might be a way for advertisers to reach Hispanic/Latino consumer segments. It is also a way for Latino/Hispanic culture to become part of the mainstream. Integrated marketing agency CMO has coined the term “interacculturation” to infer that “when a new culture is introduced into a host culture, each will inevitably affect and influence the other” (MacFarlane and Semple, 2007, para. 3). MacFarlane and Semple (2007)

write that the assumption that Latinos will eventually assimilate and leave their cultures behind is an understatement of the affect of the melting pot that is the United States. Codeswitching lies in the center of this phenomenon.

## CHAPTER 2 LITERATURE REVIEW

### **Some Background on the Research**

Early research concerning the growing minority population (Kassarjian, 1969; Wilkes and Valencia, 1989) notes that despite growing numbers, Hispanics were largely underrepresented in the traditional media. A content analysis of prime time television on the major networks by Wilkes and Valencia (1989) revealed that the representation of Hispanics in advertising did not mirror their proportion in the general population. The results of this study still apply, however advertising and media planners are making great strides to create a more realistic reflection of Hispanics in the media. Many advertisers of national products are reducing media expenditures and allocating budgets towards Spanish-language advertising campaigns, however special attention to bilingual phenomena will result in more effective multicultural advertising.

In his doctoral dissertation about how advertising in bilinguals involves controlling thoughts, Jaime Noriega (2006) discusses how language can become an important part of an experience – that its usage can create and influence thought. This basic principle has also been cited in Koslow, Shamdassani, and Touchstone’s (1994) study of the Whorfian hypothesis of linguistic relativity in that “language serves as a kind of schema through which the world is understood” (p. 575) Noriega maintains the same idea in that “context can cue the language we use to communicate” (p. 6).

The use of a particular language and the form of this usage exists in the linguistic use of codeswitching. Luna et al. (2005a.), Mendieta-Lombardo and Cintron (1995) cite Carol Myers-Scotton’s Markedness Model (2002) as a means to explore the use of codeswitching in persuasive messages and poetic messages, respectively. The model states that a codeswitched word becomes “marked” in that this is a conscious choice to signify an individual’s social or

ethnic identity and the meaning behind this identity. The codeswitched element sparks a contrast within the language. Mendieta-Lombardo et al. (1995) cite particular codeswitched lines from poems that either (1) “function as indices of specific Latino realities or cultural traditions,” e.g. “She was just a young woman. Another Puertorriqueña among many” in Sandra Maria Esteves’ *So Your Name Isn’t Maria Christina* (p. 567); (2) “help to evoke identification with everyday scenes from any Hispanic community in the U.S.” e.g. “Mama looks real pretty today – even doña olga looks pretty – Mama says/ <<have to change el checke before the collectors come around>>...” in Miguel Piñero’s *Twice a Month is Mother’s Day* (p. 568); and (3) are realistic in the sense that the author attempts “to reproduce the linguistic patterns of everyday speech in the community” (p. 569). These three types of meaning elicited by codeswitching are especially applicable to advertising based on linguistic theories of communication, the areas of socio- and psycholinguistics, and the accommodation theory. Codeswitching takes into account linguistic fluency, level of acculturation and intensity of ethnic affiliation. These sociolinguistic theories are all contributors to the accommodation theory and might introduce a way to expand the theory to incorporate codeswitching.

### **Linguistic Theories of Communication**

Humans can learn language in a variety of ways – from their friends or family in informal settings or in a formal classroom setting. When we attempt to learn a second language, this acquisition is always in relation to prior knowledge of the first language (Koike and Klee, 2003; Silva-Corvalán, 2003). Linguists Dale Koike and Carol Klee (2003) have studied the limitations and phenomena that arise in the acquisition of a second language. They postulate that in the process of acquisition, especially for “anglohablantes” or English-speakers learning Spanish, there exists the hypothesis of the contrast analysis. This hypothesis suggests that a student learning a second language will have more difficulty with those elements of the second language

that are the most different from the first language (p. 22). Although the contrast analysis hypothesis applies to English-proficient students in formal classroom settings, the basic idea is applicable to any situation of acquired bilingualism. Hispanics/Latinos who learn Spanish or English as a second language often look for matches between their first language and the second. When one cannot be found, it is difficult to learn the new lexicon, syntax, or part of speech, and individuals look for shortcuts to help them learn or to help them avoid the use of misunderstood language transference.

The contrast analysis also relates to the Markedness Model for monolingual individuals in that those linguistic elements that occur the most often are “least marked” compared to the elements that rarely occur in conversation and writing. Acquisition is more difficult for these highly marked elements because students have nothing to relate them to in their first language and these elements appear to be the most obvious hurdles for bilinguals (Koike and Klee, 2003). Silva-Corvalán (2003) describes markedness and contrast analysis as examples of bilinguals who are exposed to a reduced input of the Spanish language. In her extensive conversations with multiple generations of bilingual individuals, Silva-Corvalán (2003) has noted that late generation bilinguals find it difficult to learn certain Spanish elements because they were not exposed to them as children, when they are they most impressionable towards learning language. As a result these individuals resort to examples of Spanglish use, an action the author notes as a weakening of the language. The use of English terminology or English pragmatics directly relates to a bilingual’s tendency to relate their second language to their first.

David Luna and Laura Peracchio have extended basic linguistic theories to hypothesize about particular moderators that increase understanding of mixed language advertising, advertising messages that can be made more persuasive through the use of linguistic models, and

the effectiveness of codeswitching through structural constraints. In their study of moderators of understanding of mixed language advertising, researchers investigated the application of the Revised Hierarchical Model (RHM) which explains how “bilinguals process words corresponding to two languages” (Luna and Peracchio, 2001, p. 284). The RHM model implies that processing a message in an individual’s second language is always in relation to prior knowledge of the first language. According to the RHM, individuals have difficulty processing second-language stimuli and as a result have a weakened memory of the message, compared to the processing and memory retention of the first language (Luna and Peracchio, 2001). The researchers conducted two studies that “suggest that conceptual processing and enhanced memory for second language messages can be encouraged by designing ads in which the picture and text are highly congruent” (p. 284-285). The second study added a second moderator to processing and memory – motivation. After a particularly complex experiment, the discussion noted that motivation to process an advertised message would increase memory, but only if there also existed congruency between the picture and the text.

The conditions of Luna and Peracchio’s research used ads in which the one language was consistent throughout the experimental materials. They list other limitations of their study and emphasize that the experiments also featured relatively simple print advertisements. Traditional print media is perhaps the most useful forum for observing linguistic phenomena because the words are read and often can be referred to on multiple occasions to increase understanding and motivation. O’Guinn and Meyer, as cited in Luna and Peracchio (2001), Wilkes and Valencia (1989) and Hernandez and Newman (1992), infer that “Hispanics are heavy consumers of television and radio” (Luna and Peracchio, 2001, p. 294). Picture and text congruity and motivation might have different effects if the message were more complex, more interactive, and

more visual as in television vehicles. Finally, the study opens the arena for future research related to the idea of how bilinguals acquire their second language and the context of the advertisement. For example, the effect of classroom learning, or the context of buying high-tech items, in which most words are consistent in multiple languages or in which there are no Spanish equivalents (e.g. “Disco compacto” in Spanish is the equivalent of “compact disc” in English. In many situations, even Spanish monolinguals will simply use the term “CD.”)

In their second study of linguistic affects on advertising, Luna and Perrachio (2005a) attempt to use the Myers-Scotton Markedness Model (2002) to describe the effect of codeswitching on persuasion. Recall the relationship between the linguistic practice of codeswitching and its relation to markedness, or the salience of the linguistic element. This second language effects study aims to measure existing schemas and attitudes toward the majority or minority language in terms of the persuasiveness of the message. According to Luna et al. (2005a) “the term majority language (vs. minority language) denotes the language spoken by the group that holds the political, cultural, and economic power within a country” (p. 761). In the U.S. the majority language is English, and highly acculturated, weak Hispanic identifiers often associate more positive feelings toward English than they do Spanish. In fact, interaction with the host culture and assimilation tends to lead to inferior feelings about one’s own ethnic identity (Koslow et al., 1994). Armed with this knowledge, Luna and Peracchio (2005a) hypothesize that codeswitched messages are more persuasive when they involve a particular direction from minority to majority versus from majority to minority languages if attitudes toward a language are consistent with their research. They have termed this phenomenon “the code-switching direction effect” (p. 761). The researchers also hypothesize that more positive associations toward a particular direction will lead to higher product evaluations.

Understanding this hypothesis may be clearer if we use some examples. Consider this advertising slogan taken from Luna and Peracchio's (2005d) experiment with fictional products: "In my kitchen, I would never make coffee with any other coffeemaker" (p. 49). An example of a message that is a switch from minority to majority would be: "En mi *kitchen*, nunca haría café con ninguna otra cafetera." On the other hand, a majority-to-minority switch might read: "In my cocina, I would never make coffee with any other coffeemaker."

In the experiment, participants were exposed to a number of codeswitched slogans, similar to the example. The researchers manipulated attitudes toward codeswitching, or ACS, by giving participants newspaper articles that revealed fictitious research touting the importance of one language over another (Luna et al, 2005a, p. 763). The results show that in general, respondents maintained a positive attitude toward the majority language, than the minority language. This would appear to be an appropriate response for highly acculturated/assimilated individuals. The participant pool consisted of Hispanics who were either foreign-born first generation Americans, which implies that the participants were not very highly acculturated. Hoyer and MacInnis (2007) insist that acculturation is quite labored – the level of acculturation increases to a high level in four generations (p. 319). Wallendorf and Reilly (1983) also maintain that full acculturation, or assimilation, has multiple levels and takes place over multiple generations. There are a number of explanations for this result. De Jongh (1990) notes that observing codeswitching is a difficult task in social research, when identified observers make speakers conscious of what they are being exposed to and their response to it. In addition, high levels of exposure to various media, such as English-language television programs and participating in online chat rooms and blogs might increase the process of assimilation. Perhaps codeswitching in

and of itself is a cause of high acculturation, however there is little research to support this explanation.

Finally Luna and Peracchio (2005c) attempt to study the structural constraints of codeswitched messages – that is, despite its seemingly ungrammatical context, codeswitched messages must follow the grammatical rules of syntax in order to be processed and have some effect on the receiver. The research is based on the Matrix Language Frame, or the MLF, another model by Carol Myers-Scotton, (Luna et al, 2005c). Previous research by Grosjean (1982) insist that codeswitching is a relatively unconscious process, however Luna and Peracchio insist that bilinguals choose to codeswitch to communicate a particular attitude toward the matrix or embedded language. In this case, rather than experimenting with the direction of majority to minority, the matrix language is English and the embedded language is Spanish. According to the MLF model, the rules of English syntax will apply to a codeswitched message.

The MLF is based on two underlying rules, the morpheme order principle and the embedded language island hypothesis. To understand either rule requires some basic understanding of linguistics. In basic linguistics, phonemes are the smallest unit of sounds that create meaning. These phonemes are combined to create morphemes, or the basic units of language. For example a word like “incoming” contains three morphemes: (1) in; (2) come; (3) –ing. The MLF model specifies two types of morphemes, system and content, that help define the parts of a message. System morphemes are the quantifiers or determiners of speech that link various elements of a sentence together and help to form their meaning. Content morphemes are the nouns and verbs that “convey the central meaning of the utterance” (Luna and Peracchio, 2005c, p. 417). For example in the sentence: “A student writes a paper on a computer,” the system morphemes are “-s,” “on,” and “a.” The content morphemes are “student,” “paper”, and

“computer.” In this division of morphemes, content morphemes may be replaced with codeswitched elements as long as the system morphemes of the matrix language remain in place. The morpheme order principle continues by stating: “the sequential order of the morphemes...must follow the order of the matrix language, not the order of the embedded language” (Luna et al., 2005c, p. 417). This is especially essential when codeswitching from English to Spanish because the syntax of each language is different. For example, in the phrase “intelligent student”, a codeswitched element must read “intelligent estudiante” although in Spanish, this phrase would read “student intelligent” (“Estudiante inteligente” is the correct Spanish syntax).

The embedded language island hypothesis is an extension of the morpheme order principle in that a speaker ignores the rules of syntax for a more pragmatic meaning. A codeswitched element becomes an entire phrase in the embedded language that follows the embedded language grammatical rules. It is said to be an “island” because one language’s grammatical context is surrounded by another language. For example, in the sentence “An intelligent student writes her paper on a computer,” the embedded language island might read: “An intelligent student writes her paper en una computadora,” rather than “An intelligent students writes her paper en a computer. In this sentence, “en” is a system morpheme and cannot be altered.

Finally, Luna et al. (2005c) posit that although codeswitching must follow a strict structural context, bilingual individuals might skip the codeswitched term/phrase and its underlying meaning if: (1) the context helps define the embedded language meaning and (2) individuals are processing conceptually vs. processing in a data-driven mode. In two between-subjects, mixed design experiments, the researchers concluded that grammaticality is a factor in persuasiveness, but only when individuals are actively paying attention to the language of the

slogans, and understand the advertiser's cultural meaning by using codeswitching. The researchers discuss "the importance of ensuring that efforts designed to target linguistic minorities are well conceived, including the seemingly smallest details" (Luna, Lerman, and Peracchio, 2005c, p.422).

All three of these studies by David Luna, et al. discuss multiple linguistic rules and theories that may be extended to the use of codeswitching in advertising. There are probably many more applications of linguistic theory to codeswitching including Koike and Klee's (2003) hypotheses based on the formal acquisition of a second language. These hypotheses include factors such as the elements an individual affixes his/her attention, interaction between English and Spanish monolinguals and bilinguals, the variability of language use in particular contexts, and sociocultural influences. The implications of these social research studies on linguistics and advertising infer that Spanish-language advertising is more than simply advertising in Spanish in Spanish media, a thought once supported by early bilingual research (Wilkes and Humberto, 1989; Hernandez and Newman, 1992). They also confirm Mendieta-Lombardo et al.'s (1995) three connotative meanings of the use of codeswitched or mixed language advertising: (1) a reflection of cultural tradition; (2) exhibition of common Hispanic/Latino events; and (3) a reproduction of speech patterns. These studies also raise questions about how advertisers approach bilingual messages – are they going through these various processes; or are they merely mirroring the language of their intended audience without consciously reviewing linguistic theories? Luna et al.'s (2005c) study of the MLF model reveals that copywriters and advertising planners may not be considering the implications of the role of grammar in advertised messages. Finally every study implicated measures related to the accommodation theory, an aspect of multicultural marketing that will be discussed further.

## **Psycholinguistics and Sociolinguistics**

The best method to relate codeswitching to the various studies of linguistics is to define the basic principles of each. The American Heritage Dictionary (2006) defines “psycholinguistics” as “the study of the influence of psychological factors on the development, use, and interpretation of language”. The same dictionary defines “sociolinguistics” as “the study of language and linguistic behavior as influenced by social and cultural factors.” The studies that have been discussed so far have fulfilled both of these definitions. Language and its denotative and connotative meanings involve the rules of linguistics, psychological factors of interpretation and social influences. This implies that codeswitching creates a deeper meaning than what is written on the surface. Koslow, Shamdassani, and Touchstone (1994) indicate an important factor that relates psycholinguistics and sociolinguistics: “Hispanics value the use of Spanish less for what the advertisements communicate about products than for what Spanish usage signals about the importance of Hispanics as consumers” (p. 582).

The level of acculturation can be seen as a measure of the importance of Hispanic consumers. Much of the research concerning the affects of advertising to bilingual consumers has used a number of factors in determining Hispanic acculturation in relation to language. The question of whether or not to advertise to Hispanics in English or in Spanish requires a complex answer, not only related to language fluency and level of acculturation, but also the product category, the type of media vehicles to be used, and geographical location. Researchers must remember the danger in targeting Hispanics/Latinos as a homogenous group because they descend from a common culture, when clearly there exists differences among them that “extends beyond kinship, political solidarity...common customs, language, religion, values, morality, and etiquette” (Deshpande, et al., 1986, p. 214). Deshpande, Hoyer, and Donthu introduce another

important factor in the study of bilingualism and the sociological aspects of Hispanic advertising – the intensity of ethnic affiliation and what it means in terms of consumption patterns.

Deshpande and colleagues (1986) maintain that ethnicity is defined by a number of indicators that are both objective, or defined by the people about themselves, and subjective, or a classification of Hispanic consumers based on sociocultural categories such as education, income, media consumption, and origin. In another related study, Stayman and Deshpande (1989) posit that ethnicity “is not just who one is, but how one feels in and about a particular situation” (p.361). Traditionally, individuals will identify to which ethnic group they belong, which the researchers call “self-designated ethnicity;” and individuals will indicate how strongly they feel about their identity in that group, termed “felt ethnicity.” However the former study does not create a measure of ethnic affiliation and only suggests that some other research should create an index of those indicators of ethnic affiliation and the intensity based on self-reported data and assigned categorization of participants. Because they do not create a universal measure of intensity of ethnic affiliation, the associated conclusions of their survey study, including political affiliation, brand loyalty, and ethnic pride, can only be confirmed in relation to the specific participant sample used in the study. In the latter study, ethnicity and the strength of ethnic identification were considered intermediary variables that affect how an individual behaves in certain social situations. The researchers found that subjects that were in a heightened state of ethnic awareness, often made purchase decisions that did not seem ethnically relevant when they were in an ethnically diverse group, such as during a business lunch. However the same subjects would be more likely to make ethnically relevant decisions when in homogenous groups of people of the same ethnicity as the subject, such as dining with parents.

Desphande et al. (1986) do discuss a number of limitations to the study. One important limitation and grounds for future research include the idea of varying levels of intensity in ethnic affiliation. The researchers acknowledge that a scale measure is probably best suited to this Hispanic/Latino identifier, however all the findings were positioned in relation to “weak” identifiers and “strong” without an in-between measure. Although Stayman and Deshpande’s (1989) research does attempt to eradicate some of the limitations of the previous study, the researchers suggest that future research should further assess the situational effect of social surroundings, such as the presence or absence of others, and physical surroundings, such as the geographic location of the subject (p. 362).

Another dimension of acculturation, assimilation, is a concept that defines how a minority or migrating culture becomes a part of the majority or host culture (Wallendorf and Reilly, 1983). Wallendorf and Reilly’s (1983) assimilation study developed a model of assimilation that was used to determine the consumption patterns of Hispanic Americans at various stages of assimilation. Their assimilation model offers a compelling argument for the relationship between acculturation and language, and the types of Hispanic consumers that advertisers might target in particular campaigns. The researchers propose that the traditional assimilation model has seven levels and that full assimilation indicates that all levels have been achieved by the minority culture. The seven dimensions of assimilation are progressive and may overlap. The first four dimensions are of interest to this particular thesis and their basic definitions are outlined as follows (p. 293):

1. **Cultural assimilation or acculturation:** This dimension involves changes in behavior patterns by the minority culture. Indicators of these changes are the adoption of the host culture's language, dress, food and consumption patterns. It is interesting to note that language changes occur at the first level of assimilation. This indicator is a reason why advertisers simply decide to advertise in Spanish when targeting Hispanic/Latino consumers rather than considering other cultural concepts.
2. **Structural assimilation:** This dimension is defined by the desire of individuals in the minority culture to enter into certain occupational categories and majority-exclusive groups.
3. **Marital assimilation:** When intermarriage occurs between the minority culture and majority culture, researchers maintain that the minority culture has achieved marital assimilation.
4. **Identificational assimilation:** The immigrating culture will develop a sense of identity based on the host society.

It is interesting to note here that although it appears to be closely related to language, ethnic identification occurs much later in the process of assimilation than do changes in language. This progression of assimilation infers that advertising messages with varying levels of language use, whether in Spanish, English or a combination of both communicates to varying levels of Hispanic/Latino consumers in the United States.

Although Koslow et al. (1994) admit to not deeply investigating this particular aspect in their research, their final hypothesis predicts that of those Hispanic consumers who more positively identify with the mainstream culture, it is more likely that they would have negative associations with Spanish-language advertisements (p. 478). Their results showed that the more English-dominant the subject was, the more likely they were to perceive the advertiser who chose to advertise in Spanish as culturally sensitive (p. 581). This finding may be related to the more recent surge in ethnic pride among Hispanics who would like to maintain the Spanish language and culture related to its use. This trend is also evident in the New American Dimensions (2008) Hispanic segmentation study in which some of the more acculturated segments identified in the study look for Spanish cultural cues in the media.

Ethnic identification introduces a number of various issues related to type and strength of an ethnic affiliation as reported by consumers themselves. The U.S. Census is a reliable source of information about how consumers self-identify based on ethnic and racial terminology. The latest Census in 2000 noted a special effort to identify Hispanics as an ethnicity and to ask contingency questions of respondents that involved identifying themselves ethnically as Hispanic, and racially as any one of the six categories including white, black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific islander, or some other race as defined by the Office of Management and Budget (OMB), the federal department that approves census questionnaire formation. According to the OMB, Hispanic or Latino is defined as “a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race” (Grieco and Cassidy, 2001).

The questions on the Census reflect both the federal government’s official view of race and Hispanic origin as separate entities and the Census Bureau’s effort to change with developing lifestyles and ethnic makeup (Grieco and Cassidy, 2001). The question about Hispanic origin was asked directly before questions about racial makeup, rather than after other demographic questions and the Census Bureau expected the close proximity of the questions to affect how people living in the U.S. might respond. Grieco and Cassidy’s (2001) report of race and Hispanic origin as reported by the census offers some engaging figures about the Hispanic population. Approximately 13 percent of census respondents declared themselves as Hispanics. Of those 35 million Hispanic ethnic identifiers, 48 percent declared themselves racially as white and two percent as black (p. 10).

The census does not measure strength of ethnic identification, however some inferences can be made about the intensity through the presentation of the data. For example, the high

coincidence of Hispanic identifiers that claim “some other race” (42 percent) might reflect the Hispanic consensus that Hispanic is a racial identifier and not just an ethnic one. Golash-Boza and Darity (2007) also note the changing nature of racial and ethnic self-identifiers as presented in the 2000 U.S. Census (p. 3). Golash-Boza and Darity (2007) take an interest in the U.S. Census’ report of predicted projections of population change in the year 2050. The researchers infer that the Census’ predictions were based on “[then-current] patterns of ethnic and racial identification...without taking into account the possibility that Hispanics’ racial and ethnic identifications can and do change” (p. 900). These identification changes are the result of a number of factors including level of acculturation, language proficiency, personal experience, and geographic location.

There is an overwhelming amount of data that support research motivations to study and report ethnic identification or affiliation based on a number of possible categories for the diverse Hispanic population. Neither the Census (2001) nor Golash-Boza and Darity’s (2007) ethnic and racial categories take into account the strength of these identifications on some scale. Early research by Deshpande, Hoyer and Donthu (1986) explores the belief that “there may exist some fundamental consumption-related differences between Hispanics who identify strongly or weakly with their ethnic group” (p. 215). They explore of a number of hypotheses related to attitude toward business and government and use of Spanish media to determine the consumption-related differences between strong and weak identifiers. These hypotheses include the relationship between strong Hispanic identifiers and (1) more frequent use of Spanish language media, (2) brand loyalty, (3) purchase of prestige products, and (4) likelihood of purchasing products advertised to their ethnic group. Note that the fourth hypothesis is closely related to accommodation efforts toward strong Hispanic identifiers. The New American

Dimensions (2008) study provides support for these hypotheses. The six segments identified by the study are characterized by their attitudes toward business and government (e.g. “Latin Flavor Cubans” are more likely to be Republican), media usage, and attitudes toward advertisements (e.g. “Accidental Explorer’s” penchant for trusting Spanish-language advertisements but lack of brand loyalty.).

One of the theoretical perspectives of Green’s (1999) research on the interaction of strength of ethnic identification, media placement, and ad racial composition involves a review of the literature involving strength of ethnic identification. Green (1999) makes an important link between ethnic identity and acculturation and introduces a new theory that might be useful in research concerning the Hispanic/Latino community. He defines ethnic identity as “a combination of acculturation related to how members of an ethnic group relate to the group as a subset of the larger society” (p. 51). Green extends strength of ethnic identification to the theory of in-group bias in which “bias towards members of one’s own group represents favoritism toward the in-group, but does not imply disfavor toward members of the out-group” (p. 51). In this theory social distance is a dimension of strength of ethnic affiliation and the perception of accommodation efforts made by advertisers is affected by the advertiser’s social distance from the minority target market. Perhaps social distance can be minimized by the choice to use Spanish, English or a combination of both by advertisers practicing accommodation. Language choice is the most engrossing indicator of accommodation theory towards Hispanics.

Advertising messages that target Hispanic Americans indicate catering to a culture that is an important consumer group. When advertisers first began allocating media budgets towards Hispanic/Latino bilingual advertising, there arose the question of whether to advertise in English or Spanish. Hernandez and Newman (1992) begin their literature review of those studies that

attempted to answer this question by referring to the basic models of communication and language. They state that a fundamental link must occur if the receiver is to interpret a message in the way an advertiser intended. This fundamental link is language. At the most basic level, then, advertisers have assumed that advertising to Hispanics in Spanish is the best policy. But issues such as the dialect to be used in the message, and whether or not to create separate campaigns or to merely translate English-only campaigns complicates this approach. Hernandez and Newman's review does not simplify the method in which advertisers target Hispanics, but brings to attention other critical factors that are key in target marketing. The study examined five issues inherent to the choice of language question and created a number of conclusions based on existing literature. Finally, Hernandez and Newman (1992) discuss a number of propositions that might lead to further research or real-implementation and testing. The five issues and their conclusions are discussed:

1. **Media Language Preference and Level of Acculturation:** The researchers cite early works by Wilkes and Valencia (1983) and (Deshpande et al., 1986) and their reliance on the variable "intensity of ethnic affiliation" as a measure of acculturation outside of language fluency. They conclude that "high in acculturation Hispanics are more likely to use English language media than those who are low in acculturation" (p. 36).
2. **Empirical Research on Advertising Effectiveness: English vs. Spanish:** Although later studies by Luna and Peracchio (2001; 2005a,b,c,d) have confirmed that recall of English for Spanish-language bilinguals can be enhanced by picture and text congruency, the results of the literature review insists that there is no major difference in recall between English-only advertisements and Spanish-only advertisements. This finding is probably due to other advertising elements, such as the use of an ethnic spokesperson, the product being advertised, and the context of the advertisement (e.g. An ad for a South American travel agency during *The George Lopez Show*.)
3. **Language Used by Type of Media:** Most of the Hispanic media consumption is devoted to the television, however the audiences among Spanish-language programs and English-language programs are divided in relation to acculturation. Traditional individuals are more likely to watch Spanish-language stations than the highly acculturated.

4. **Growth Projections of Hispanic Audiences by Language Use:** The rapidly increasing number of Hispanics/Latinos in the U.S. has already been discussed. This augmentation is not only due to increased immigration but a high birth rate among Hispanic Americans. Media proliferation has increased the assimilation of first generation and immigrating Hispanics/Latinos and has increased their preference for English-language vehicles. Spanish-language media may only be used to reach older, traditional Hispanics and new immigrants and not highly acculturated bilingual consumers. Furthermore, ethnic pride is an explanation for why Hispanic individuals do not completely assimilate into the host culture and why advertisers need to create special targeting for them.
5. **Marketer's Perceptions of the Role of Spanish vs. English Advertising:** Despite all the research to the contrary, advertisers are still simply advertising to Hispanics in Spanish in Spanish-language media. Perhaps there is not enough research, or perhaps the population of Hispanic consumers has not reached a level in which their purchase decisions seem very profitable to advertisers, or perhaps the effect of different types of bilingual advertising has not yet been revealed.

These five areas of research are important in understanding the psychological and sociological implications of bilingual consumerism and have led to a number of propositions about how to effectively target a bilingual/high in acculturation audience.

Hernandez and Newman (1992) suggest “the ‘Spanish-only’ argument says a Hispanic is defined by language alone...a ‘Spanish-only’ advertising policy is based on an oversimplification of the market” (35, 43). One of the most interesting propositions that the researchers list in their discussion is the idea that English language ads can be used to target both high in acculturation/English dominant and low in acculturation/Spanish-dominant Hispanics if there is an ethnicized message – one that reflects the culture and customs of the audience. Perhaps codeswitching theory might fulfill the requirements of this proposition in that in majority-to-minority messages, the language is English dominant and insertion of the codeswitched element creates an ethnicized message.

### **The Accommodation Theory**

All of the research cited in relation to codeswitching and advertising to bilingual consumers possesses an important link between how thoughts are linguistically communicated

and the accommodation theory. Hoyer and MacInnis (2007) define the accommodation theory as one that “predicts that the more effort a source puts into communicating with a group by, for example, using role models and the native language, the greater the response by this group and the more positive their feelings” (p. 320). Koslow, Shamdasani, and Touchstone (1994), have solidified the link between the application of the accommodation theory and attribution of positive consumer attitudes to a culturally sensitive advertiser.

The use of codeswitching indicates connotative meanings to the receiver including the reference to cultural traditions, the identification of scenes from Hispanic communities, and the realistic reproductions of everyday speech. Koslow et al. (1994) notes that the framework for testing the accommodation theory in consumer behavior requires the borrowing of sociolinguistic theory. At this point, researchers can observe how the accommodation is directly related to linguistic theories of communication and psycho- and sociolinguistic theories.

In their proposition of a research question in terms of accommodation theory, Koslow et al. (1994) writes that:

...the use of Spanish language in advertising to Hispanic consumers triggers the dynamics of accommodation theory. For accommodation to occur, however, Hispanics must perceive the choice and use of Spanish in the advertisement as an indicator of the advertiser’s respect for the Hispanic culture and desire to break down cultural barriers through reduction of linguistic dissimilarities. (p. 576).

The researchers do predict that the effect of accommodation is directly related to the use of Spanish. The more Spanish used in an advertisement, the higher the level of accommodation. This direct correlation does not imply that the use of Spanish language means the exclusive use of Spanish. In fact, Koslow and his colleagues observe a limit to the use of advertising solely in Spanish.

Multiple hypotheses relate to the idea of a language-related inferiority complex of Spanish-language speakers. Advertising cannot always assume that Hispanic consumers have positive

feelings toward their culture and language. The process of assimilation includes obstacles in which the host culture may discriminate against the Hispanic culture and disparage the exclusive use of Spanish in formal settings. In relation to the intensity of ethnic affiliation, these linguistic insecurities are most present among highly acculturated, weak identifiers.

The stimulus material used in the personal interviews conducted by Koslow et al. (1994) included a scale of advertisements for the same product ranging from an all-Spanish to two bilingual to an all-English language. The mixed language ads included one in Spanish with English subtitles, and the other in English with Spanish subtitles; and “the bilingual advertisements were needed to investigate the degree of ‘accommodation’ in response to increasing levels of language usage” (p.679). The results revealed that the direct relationship between the increased the use of Spanish and a higher perception of advertiser sensitivity proved the null hypothesis – there was no large difference between an all-Spanish ad and the mixed language ads. However, when the researchers controlled for the effect of perceived advertiser sensitivity, the negative relationship between increased use of Spanish and negative attitudes toward the advertisement held true. The results showed that advertisements with some Spanish would meet the criteria for advertiser cultural sensitivity. Once this has been achieved, advertisers must look for ways to effectively reach these consumers and persuade them towards some action.

The conclusions of Koslow et al.’s (1994) research and others like it have reached the same idea, that in order to target Hispanics, advertisers simply cannot design advertisements in only Spanish or English. But the idea of accommodation is not limited to language. In fact simply concentrating on the language aspect of accommodation might only help to address a few segments of Hispanic population. Current research and strategy by advertising agencies and

advertisers have revealed that speaking one's language means more than simply targeting Latinos in Spanish.

Consider the definition of accommodation as defined by Holland and Gentry (1999) in their extensive research concerning ethnic consumers' reactions to target marketing related to intercultural accommodation:

When a marketer borrows cultural symbols from ethnic consumers in an attempt to enhance communication with them, and when the consumer recognizes the symbols, makes attributions about their use, has an affective response to them, and changes his or her behavior as a consequence, interpretation of meaning through a mediated social interaction has occurred (p.68).

Note that in both Koslow et al's (1994) and Holland and Gentry's (1999) definition, accommodation can only take place if there is some reciprocal action by the consumer: an acknowledgement of the marketer solidarity and/or some affective response (e.g. improved attitude toward the advertiser, recalling message content, or purchase intention).

In applying accommodation theory beyond language choice, Holland and Gentry (1999) combine a number of research studies related to minority cultures to create an intercultural accommodation model based on those "factors that influence the strength and type of reaction of the marketer's accommodation attempt, as well as the consequences of that reaction" (p. 69). Their model of intercultural accommodation is represented both in graphical form and in a number of important propositions that will be discussed further because of their applications in accommodation theory research.

The researchers begin with the center of the model: the accommodation response. For a response to occur, the consumer must first notice the message and the related accommodation attempt. Holland and Gentry (1999) suggest that advertising clutter can play a major role in preventing accommodation from taking place. It is assumed then that advertising must also be compelling and creative to the target market. Given that the message is noticed by the consumer,

the researchers propose that the reaction will consist of two parts: a cognitive response and an affective response in which the cognitive response involves consciously recognizing the accommodation attempt and the affective response involves the consumer's questioning the motivations for the accommodation attempt. Holland and Gentry (1999) do acknowledge that it is possible to have an affective response or to make attributions about the reasons for a message without recognizing the accommodation attempt, although they give little empirical evidence of this effect. We can look at a similar study on the effect of target marketing on targets and non-targets by Grier and Brumbaugh (1999), coincidentally in the same issue of *Journal of Advertising* as Holland and Gentry's article. According to Grier and Brumbaugh, non-target consumers may evaluate an ad without fully recognizing the accommodation attempt because they are not part of the target market and therefore cannot decode those cultural cues. Although Holland and Gentry (1999) assume the model will be applied to target market reactions, Grier and Brumbaugh (1999) may adequately explain the formation of an affective response without a cognitive response. Also, Vakratsas and Ambler's (1999) explanation of the various models of advertising effectiveness shows that affective-only models depend on "emotional and visual elements to enhance preference" (p.30). We can assume then that the accommodation may not be very obvious in those instances where a consumer response is not preceded by accommodation recognition, such as an ad without any copy (in which no copy means there is no question of language choice) or culturally identifiable models/spokespersons.

The next consideration of the intercultural accommodation model involves the antecedents, or the pools of knowledge and experience that consumers use to evaluate accommodating advertising. Holland and Gentry (1999) recognize six different antecedents, four of which are borrowed from the persuasion knowledge model (PKM) proposed by Friestad and Wright

(1994). The link between successful accommodation and persuasion helps to solidify the importance of accommodation in advertising since the various definitions of advertising often involve persuasion as a motivation of marketers (Richards and Curran, 2002). The six antecedents and a brief definition of each are as follows:

1. **Accommodation experience:** Previous experience with advertisers attempting successful accommodation and the length of that experience might affect the attributions and affective response of consumers. In terms of length of experience, Holland and Gentry (1999) assume that “some ethnic groups have been targeted more heavily for a longer period of time than others” and therefore may have increased experience in handling accommodation efforts. (p. 71)
2. **Attitude toward accommodation:** Beyond simply collecting accommodation experiences, consumers also rely on stored memories about their attitudes toward a history of exposed accommodation attempts. (p. 71)
3. **Agent knowledge:** What consumers know about the company or individuals outside of the current accommodation attempt is closely linked to attitudes towards previous attempts (if there are any). Knowledge about the agent includes the perception of the communicator to be of the dominant culture or a member of their own ethnic group and whether or not the accommodation attempt is genuine. (p. 72)
4. **Newness:** This factor refers to perceived novelty of the accommodation attempt. If an advertiser has never before attempted some cultural accommodation, it may be acknowledged more readily than an advertiser who predictively makes accommodation attempts. (p. 72)
5. **Strength of ethnic identification:** According to Holland and Gentry (1999), “Ethnic groups or individual members who identify strongly with their heritage are likely to have an emotional response to the use of cultural symbols in marketing communications” (p. 72).
6. **Attitude toward the mainstream culture:** Also referred to the level of acculturation, this factor refers to how a consumer feels about the mainstream culture “in which they share some cultural similarities and from which they may be culturally differentiated” and how these feelings may affect the attributions consumers make about the communicator’s motives for the accommodation and their response to the attempt.

Finally, accommodation attempts are only made successful through measurable consequences or evaluations of the attempt. Holland and Gentry (1999) operationalize the consequences as either (1) development or changing of attitudes toward the brand, company

and/or ad; (2) effectiveness measures such as comprehension and recall; and/or (3) “reciprocal accommodative behavior” such as purchase intention or positive word of mouth effects (p. 73).

Holland and Gentry’s (1999) intercultural accommodation model is very much applicable to accommodation theory. As a final note, the “model will enable researchers to identify differences among ethnic groups that may particularly useful for companies that target more than one group” (Holland and Gentry, 1999, p. 74). This proposition helps support the hope that codeswitching, which was introduced earlier in the literature review can be an advertising application of multicultural marketing and help promote understanding between cultures and among various segments of the same culture.

### **Limitations of Previous Studies & What This Thesis Will Contribute**

The literature review noted a number of studies pertaining to Hispanic consumers in the American host culture. There are a few of these studies that are particularly important to the premise of this thesis. The limitations enumerated in these studies are the inspiration for the experimental design.

In Koslow, et al. (1994), the researchers noted that future research should consider the intensity of ethnic identification, level of ethnic pride and the degree of assimilation as important factors that interact with language usage and that might affect how Hispanics perceive accommodation in advertising messages (p. 583). In the following experimental design, language will still be considered the the most important cultural factor, however other ethnic indicators such as the intensity of ethnic identification and the level of assimilation will be controlled by measuring the moderating effects of these factors. Koslow et al. (1994) also suggests that their research did not truly address the effect of “the stigmatization of Spanish usage in the United States” (p. 583) or the idea of a language-related inferiority complex. These covariates will also be manipulated to reveal some information about language-related inferiority. Subjects will be

asked to participate in the experiment in two different external conditions based on the geographic location of the subject: one in which they would consider themselves part of the majority population because they attend a predominantly Spanish-language university; and one in which they would consider themselves part of the minority population because they attend a predominantly English-language university. Recall that Stayman and Deshpande (1989) suggested future research in the particular area of the relationship between ethnicity and consumer behavior. The manipulation of the subjects' felt ethnicity through different geographic situations in this thesis is also an expansion of Stayman and Deshpande's (1989) research on situational ethnicity.

This thesis will also expand on Deshpande et. al's (1986) suggestion that future research should test the levels of ethnic affiliation as indicator of how strongly a subject feels about his or her minority culture in relation to other elements. For the research presented in this study, the relative strength of ethnic identification will be used in comparison with the subjects' attitude toward an accommodating ad either in Spanish or a Spanish-English codeswitched ad.

Codeswitching can serve of number of purposes simultaneously: (1) that it encourages acculturation while maintaining ethnic pride; (2) it answers the language question by incorporating the best of both worlds; and (3) it can create more favorable attitudes towards advertisers not only by the targeted bilingual consumers but by other consumers who might see and interpret the message. Researchers understand that there is no singular Hispanic/Latino identifier in the U.S. – they must be segmented according to their multiple identities.

Codeswitching incorporates linguistic fluency, level of acculturation and intensity of ethnic affiliation; and it can be used a variety of ways that will indicate successful use of the accommodation theory. However there is a need for more research that incorporates these ideas

and the use the mixed language advertising (Koslow et al., 1994) and this study aims to break ground on this lack of research.

### **Hypotheses**

Language serves both as a communication tool and a means of understanding a particular culture. Sociolinguistic theorist Benjamin Lee Whorf has expanded on the original relationship between language and thought originally posited by Edward Sapir. Often referred to as the Sapir-Whorfian hypothesis of linguistic relativity (Koslow et al., 1994), Whorf quotes Sapir:

It is quite an illusion to image that one adjusts to reality essentially without the use of language and that language is merely an incidental means of solving specific problems of communication or reflection. The fact of the matter is that the “real world” is to a large extent unconsciously built up on the language habits of the group.... We see and hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation. (Caroll, 1998, p. 134)

For Hispanics living in the United States, this passage encompasses their ability to use Spanish, English, and oftentimes a combination to both to communicate to people contained in various circles. For example, a Spanish-English bilingual might use Spanish at home with her parents, English during school hours, and some mix, usually involving codeswitching, with friends.

Bilingualism is often used a cultural identifier in social research (Deshpande et al., 1986; Grosjean, 1982; Hernandez and Newman, 1992; Koslow et al., 1994; Luna and Peracchio, 2001) because it illustrates solidarity among Hispanics beyond a means of communication. That same bilingual student might codeswitch with friends because the language use communicates her social or ethnic identity, an identity that straddles the divide between the host/majority culture and minority culture and between the majority language and the minority language. In this case, the majority culture and language is American English and the minority is any Spanish dialect. Advertisers that engage in codeswitched messages are communicating an ethnicized message that reflects Hispanic values and culture (Hernandez and Newman, 1992). The intent is that

Spanish-English bilinguals will understand the deeper cultural message embedded in the bilingual codeswitched communication.

Recall that codeswitched, or mixed language, advertising have three important connotations for bilingual audiences: it is (1) a reflection of cultural tradition; (2) an exhibition of common Hispanic/Latino events; and (3) a reproduction of natural bilingual speech patterns (Luna and Peracchio, 2001; 2005 a, b, and c; Mendieta-Lombardo, et al., 1995). This is the underlying assumption of the accommodation theory and its use by culturally sensitive advertisers. Considering that bilingual individuals are cognizant of the codeswitching occurring in an advertising message, they will generate positive feelings toward that ad and the advertiser. The link between bilingualism, codeswitching and the accommodation theory leads us to the first two hypotheses to be tested in this experimental design:

**H1:** Primarily bilingual individuals of Spanish origin will be more likely than primarily monolingual individuals of Spanish origin to understand the codeswitched advertising slogan.

**H2:** Primarily bilingual individuals of Spanish origin will be more likely than primarily monolingual individuals of Spanish origin to have a more positive attitude toward the ad and the advertiser of a codeswitched advertising slogan.

The first two hypotheses emphasize highly bilingual individuals in comparison to lowly or non-bilingual individuals. This research will only be testing bilingual individuals, however language fluency differs among Spanish-English bilinguals for a number of reasons including how an individual acquired either language and when an individual uses either language. Therefore the experimental materials will measure the level of language fluency of English and Spanish to determine the level of bilingualism or language proficiency. This construct will be explained in further detail in the next section.

Dual language fluency, or bilingualism, might affect the participant's comprehension of the ad and the participant's positive attributions to the ad, therefore this experiment will consider

two intervening variables that can be responsible for the various levels of bilingualism. These variables are (1) the level of acculturation and (2) the strength of ethnic identification. Because these constructs are compelling alternative independent variables that might be responsible for the dependent variable, they will be measured as covariates.

**H3:** Level of acculturation and strength of ethnic identification are covariates affecting a bilingual individual's understanding of a codeswitched advertising slogan.

**H4:** Level of acculturation and strength of ethnic identification are covariates affecting a bilingual individual's attitude toward a codeswitched advertising slogan.

Hypotheses three and four are fashioned like the first two because of these covariates' importance to bilingualism. Although they will be operationalized in the next section, acculturation refers to the level of assimilation into the majority culture based on Wallendorf and Kelly's (2003) assimilation model. Strength of ethnic identification is defined as both an indicator of who one is culturally and how they feel in particular situations (Desphande et. al, 1986); Stayman and Deshpande, 1989 p. 361).

## CHAPTER 3 METHOD

In order to test the relationship between an accommodating advertiser and the Hispanic consumer's attitude toward the ad in terms of these three cultural indicators: bilingualism, or language fluency, level of acculturation, and strength of ethnic identification, the methodology for this thesis incorporated an experimental design that manipulated the language of four different language advertisements, Spanish-only, English only, a Spanish to English codeswitch and an English to Spanish codeswitch (Leedy and Ormrod, 2005). As mentioned in the previous chapter, there are a number of hypotheses pertaining to this relationship and an experimental design was used to test these hypotheses.

Every experiment consists of at least one independent variable that is manipulated to determine the effect of the dependent variable (Davis, 1997). This experimental design contained two independent variables, two dependent variables and three covariates. Covariates are possible independent variables that might also be used to predict the outcome of the dependent variable. In this experiment, the covariates were of interest, but their inclusion served to eliminate some possible interacting or confounding variables.

The research question of this study asked how consumers of Spanish/Hispanic or Latino origin would respond to the advertisers who attempted to accommodate them through the use of the Spanish language, particularly, in the condition of a mixed language advertisement. The independent variable being manipulated was the language of the advertisement. Subjects were asked to look at an ad and answer questions about their understanding of the ad and their attitude toward the ad and its language. Therefore, language of the ad was used as a predictor for the dependent variable, attitude toward the ad. The following sections describe the constructs that

make up the independent and dependent variables, and explain the experimental questionnaire items that will be used to measure these variables.

### **Experimental Design**

This thesis used a nonrandomized pretest-posttest experimental design with a control group. Its administration is explained in the following sections.

### **Questionnaires**

The questionnaires began with the personal inventory section that included basic demographics, information about citizenship, race and ethnicity, and language proficiency and usage. The next section of the questionnaire contained the initial stimulus advertisement. The questions following exposure to the initial stimulus ad and following exposure to the experimental ads were very similar. The first set of questions involved a recall and recognition test based on the experimental design by Luna and Peracchio (2001). These two questions served as a validity check to ensure that participants recognized the language of the ad the ad and understood the advertisement and its meaning. The second set of questions was a series of questions used to determine internal validity and served as a manipulation check on the state of the respondents. The final set of questions tested the effect of the dependent variable through a series of scaled questions (Koslow et al., 1994; Jung and Kellaris, 2006).

### **Experimental Stimuli**

Section 2 of the experimental packet involved the manipulation of bilingualism through one initial stimulus and four varying experimental stimuli. The initial stimulus was administered before exposure to the experimental stimuli. The language of the advertisement was manipulated to determine the effect of codeswitching and language proficiency on understanding and attitude toward the ad.

Participants were shown an English language ad for a fictitious brand in order to create an antecedent state in which they develop an attitude toward the ad and the advertiser based on their primed linguistic and cultural state and the ad presented to them. Priming individuals to recognize their antecedent state, particularly based on culture and language, is based on Stayman and Deshpande's (1989) research on situational ethnicity. The 1989 study allowed researchers to ensure that participants were answering questions based on their cultural background and not on some other criteria. The order of the questionnaire for this thesis helped to motivate participants to think about their language and culture while evaluating different language advertisements. For this thesis, the questionnaire that follows the ad was used to test the internalization of the effect of language on attitude toward the ad.

After establishing their antecedent state, participants were exposed to one of four experimental conditions: 1) another English language ad for the same product; 2) a Spanish language ad for the same product; 3) an English-to-Spanish codeswitched ad for the same product; and 4) a Spanish-to-English codeswitched ad for the same product. Those participants exposed to a second English ad were part of the control group because the English language ad was not considered an accommodating ad. The other three conditions were part of the experimental group.

All of the experimental stimuli were part of a campaign for a fictitious brand of chocolate called "Chocolate." (see Appendix A). The brand name was selected because the word "chocolate" is considered an easily understandable Spanish-English cognate. Photographs of food products that have chocolate as an ingredient were selected from a stock image website and manipulated by the researcher using digital imaging and desktop publishing software. In each of the print ads, the photograph covered the entire page. The brand name was located at the bottom

of the page, along with the brand tagline “Making delicious moments.” Brief body copy describing the use of chocolate in the photograph accompanied each ad. The initial stimulus ad showed a photograph of a chocolate chip cookie being dipped into a glass of milk. The body copy was written in English and read:

chocolate chips./ eggs, sugar, flour./ bake at 350./ warm chocolate chip cookies./ a perfect afternoon snack.

The four experimental stimuli ads depicted a photograph of a slice of chocolate cake and a side of raspberries. The body copy for the English-language control ad read:

Moist chocolate cake/ a side of raspberries/ a sweet combination/ for an after dinner delight.

The tagline of the Spanish-only ad was translated into Spanish, “para momentos deliciosos” and the copy was a direct translation of the English copy:

Un pedazo de pastel chocolate/ acompañado de frambuesas frescas/ una combinación dulce/ para un deleite después de la cena.

Finally the two codeswitched ads were similar in structure to the English-only and Spanish-only ads with changes in the third line “a sweet combination,” and at least one other word. The English tagline was also in English for the English-to-Spanish switch and the Spanish tagline was used for the Spanish-to-English switch. The English-to-Spanish and Spanish-to-English copy read respectively:

Moist chocolate cake/ a side of raspberries/ una combinación dulce/ for an afternoon deleite.

Un pedazo de chocolate cake/acompañado de frambuesas frescas/ a sweet combination/ para un deleite después de la cena.

The design of the ad is largely based on Luna and Peracchio’s (2001) research on picture and text congruity as a facilitator for bilingual communications. In order to avoid any effect on the reliability and validity of the experiment, the experimental stimulus contained the same

product as the first English language ad. Although the experimental ad message was different than the initial stimulus, the copy and tagline was the same for all four experimental stimuli. Spokespersons or models were not included in the advertisements to avoid any interaction effects; therefore the ads only featured a picture of the product. A panel of bilingual experts reviewed the language of the advertisements using backward translation. The questionnaire that follows the second ad will be used to measure the dependent variables.

### **Subjects**

Potential subjects that were part of the experimental sample were taken from two different populations. The first population consisted of students of Spanish origin that attended a predominantly English-language university in Florida. The second population consisted of the same types of students that attended a predominantly Spanish-language university in Texas. The majority of the sample comprised graduate students of varying age and gender. Students voluntarily agreed to participate in the study and did not receive any compensation for their participation.

### **The Experiment**

The research was administered online, using the online software program, SurveyMonkey, that designs experimental questionnaires and collects the responses based on the researcher's established coding procedure. The experimental questionnaire was accessible via a URL web address from February 8, 2009 until March 1, 2009. Each participant was asked to read a consent form that outlines the purpose of the research, what will be asked of each participant, the time required to complete the study, the risks and benefits associated with the study, confidentiality, voluntary participation, right to withdraw and contact information for the researcher. This was a primarily undisguised questionnaire. Subjects should understand what the research is about and

what will be expected of them before signing the consent form. Clicking the “I agree” button will be considered an electronic signature and allow the participant to maintain his or her anonymity.

A software program randomly assigned the participant to either the control group or one of the three experimental groups. The subjects were first asked the personal inventory questions in the first section of the questionnaire. They were required to answer a particular question before moving on to the next question. The software program will prompt the participant with directions for answering each question. Any matrix-type questions were combined on one page to prevent misunderstanding.

Next, the participant was informed that they would be shown the initial stimulus ad. They were asked to pay attention to product and the copy in the ad for as long as they pleased. Participants were advised to pay close attention to the ad because they would not be able to access the ad in order to answer the next set of questions. When the participant clicked “next” the second set of questions was administered to the participant in the same manner as the personal inventory questions. Finally, the participant was exposed to the second experimental stimulus ad and the process repeated itself.

### **Control for Confounding Variables**

In an attempt to help strengthen the results of this study, the researcher must control for confounding variables. The possibility of interactional effects of acculturation and ethnic identification and how they are being manipulated in this study through both explicit questionnaire items and the geographic location of the experimental subjects have already been mentioned.

The layout of the advertisements used in the experimental design has also already been explained. The product used in the ad was relatively simple in that purchase decisions should be made with a low level of motivation, meaning that subjects did not require a large amount of

information in order to answer questions about their attitudes toward the ad and the product. For example, using a product such as underwear can illicit emotional feelings about body image that might interact with a subject's attitude toward the ad. The product was fictitious and should not have elicited any previously held attitudes toward the brand. However asking participants if they are familiar with the product and the ad did control for this effect. The simplicity of the ad also helped to avoid the effect other advertising elements, such as the gender or race of models used within the ad, the resemblance of the product to another existing product, and extraneous copy, illustrations or photographs.

### **Operational Definitions**

#### **Independent Variable: Bilingualism**

The primary independent variable that was measured in this experiment was bilingualism or language proficiency. The decision to measure bilingualism through a combination of indicators is rooted in the linguistic theories discussed in the literature including the contrast analysis described by Koike and Klee (2003) and Silva-Corvalán (2003) and the Meyers Scotton markedness model discussed in Silva-Corvalán (2003) and in Luna and Peracchio (2005a).

Bilingualism was defined as a variable that combines dimensions such as the level of language fluency of Spanish and English respectively, whether Spanish or English is a first or second language, how the individual acquired or learned Spanish and English, and whether or not the individual regularly engages in codeswitching. All of these indicators were revealed using self-reported data.

The experiment involved a questionnaire packet (see Appendix B) that began with questions relating to bilingualism in Part 3, "Language Proficiency". Measurement was based solely on bilingual subjects. Non-bilingual participants were excluded using the contingency question that introduces Part 3. Question number 10 asks participants if they are indeed bilingual

speakers of both English and Spanish. If subjects responded “no” to this question, they were debriefed about the nature of the experiment and excused from further participation. If subjects responded “yes” to this question, they were given directions for responding to the following questions about bilingualism.

The next question of the experimental packet asked participants to indicate which language they learned or acquired first. It is possible that participants first learned a language outside of Spanish or English and the question allowed for these participants to write in this third language. A follow-up question, question number 12, asked participants to clarify their acquisition of either language by indicating how they learned English and Spanish.

Luna and Peracchio (2001) suggest that language proficiency or fluency is a better construct for operationalizing bilingualism because “it is possible that a person could have learned Spanish (English) first and yet be more proficient in other languages” (p. 285). Therefore question number 13 asks participants to report their level of proficiency or language knowledge on a scale of 1 to 7, where 1 indicates a low level of knowledge and 7 indicates a high level of knowledge. Using this data, participants that chose a higher number on the scale for both languages were considered primarily bilingual; participants that chose a higher number for one language over another were considered primarily monolingual.

In their study of the effects of accommodation in advertising, Koslow et al. (1994) created a language dominance variable measured by which language participants used at work and at home. Therefore, for the current study, question number 14 asked participants to indicate on a 7-point scale which language they used in particular situations, either (1) at home, (2) at work, (3) with friends, and (4) watching TV and (5) reading magazines. On the 7-point scale, 1 indicated English-only usage and 5 indicates Spanish-only usage. For this question, a selection closer to

the middle indicated that participants engage in some mixed-language communication, probably involving codeswitching. As mentioned earlier, these questions were combined to create a measure for the independent variable, bilingualism.

### **Covariates**

The questions in Part 3 served multiple purposes. Not only did they help to create a multi-variable index of bilingualism, they also helped to prime the participants to think about language and its meaning as they progress to the next section. Recall that the two covariates, level of acculturation and strength of ethnic identification, are closely related to bilingualism and have an effect on participants' attitude toward advertisements. Wallendorf and Reilly's (1983) assimilation model shows that the basic level of the concept of assimilation includes changes in behavior patterns that are evident in language usage. Because neither variable is determined to be the most important cultural indicator, level of acculturation was not directly measured by any particular question. The language acquisition questions were used as a proxy for acculturation. Question number 14 was used to measure acculturation. Based on the Wallendorf-Reilly assimilation model, the assumption is that if participants use English in most social situations, they are highly acculturated individuals and the same can be assumed for Spanish and a low or developing level of acculturation.

Not until the fourth tier of the Wallendorf-Reilly (1983) assimilation model does the minority culture begin to exhibit what they term "identificational assimilation" in which immigrants develop an identity based on the host society (p. 293). Strength of ethnic identification will be explicitly measured during the experiment in the last two questions of Part 2. In question 8, participants were asked to indicate to which race or ethnicity they are most likely to identify. The extensive list of ethnic origins was taken directly from the U.S. Census Bureau's American Community Survey (2006) because it identifies the majority of races

represented within the United States. In question 9, participants were asked to indicate their level of ethnic identification toward their self-identified racial heritage on a scale of 1 to 7, where 1 indicates a weak identification and 7 indicates a strong identification. This question's construction is directly linked to Deshpande et al. (1986) and their suggestion that future language studies create a scale measure for ethnicity. The responses to this question were useful when comparing ethnic identification to the racial makeup of respondents.

Ethnic identification was also measured as if it were an independent variable and this effect will be important to participants' attitude toward the ad. Potential participant samples were taken from two different student populations: 1) a primarily Spanish-language university in Texas and 2) a primarily English-language university in Florida. In these populations, Hispanics/Latinos are most likely to feel a stronger ethnic identification at the primarily Spanish-language university than they would at the primarily English-language university. This manipulation is strongly linked to Green's (1999) research on social distance as an effect on ethnic identification and Stayman and Deshpande's (1989) situation ethnicity dimension of social surroundings. This manipulation can help to further analyze the effect of ethnic identification on language and subsequently attitude toward the ad.

### **Dependent Variables**

The questionnaire following the advertisements was used to operationalize the two dependent variables, understanding and attitude toward the ad.

The first set of questions within the questionnaire was the recall and recognition test. This was a relatively simple test based on Luna and Peracchio's (2001) research on advertisements with slogans that may or may not be consistent with the product advertised in the ad. The recall test was an open-ended question asking respondents to remember the text of the advertisement's slogan or tagline. Because the codeswitch occurred within the text of the tagline, this question

can be used to determine whether respondents acknowledged the codeswitch by rewriting the slogan verbatim or translated the slogan into its underlying meaning. The recognition test asked respondents to choose what product was featured in the ad from a list of possible product categories. The matrix question number 17/25 also served as a continuously measured indicator of understanding or familiarity with the ad. Respondents should not be familiar with the ad because it is a fictitious brand. Higher scores on these questions indicated an understanding (or non-familiarity) of the ad.

Questions 18 through 21 and questions 26 to 29 were used to determine respondents' attitude toward the ad itself with 7-point, 4-item semantic differential scales (Jung and Kellaris, 2006) labeled pleasant/unpleasant, likeable/unlikable, interesting/boring, good/bad. Finally, the questionnaire asked respondents to respond to a set of statements that will determine the effect of language usage on their attitudes toward the ad. These items were adopted from Koslow, et al.'s (1994) study measuring attitude toward English and Spanish based on the subject's perceived friendliness of the language, the convincing ability of the ad copy, and influence of the language use.

### **Reliability and Validity**

Reliability refers to the quality of a measurement technique that suggests that the measure would produce the same results over multiple observations or administrations (Davis, 1997; Babbie, 2007). A measure is said to be reliable if it yields consistent results. There are three types of methods for testing reliability: test-retest reliability, internal consistency and inter-coder reliability. The test-retest method issues the same measure to the same group of people to ensure that the results are stable and that responses will not change. This experimental design did require a pretest to ensure the validity of the questions, or that the questionnaire actually

measured what it intend to measure. However the questionnaire was not altered in any way after the pretest and these results were considered part of the experiment as a whole.

Internal consistency is an indicator of the degree of correlation of a measure. Cronbach's alpha was used to determine this method of reliability for the semantic differential questions and the Likert scale questions used to determine attitude toward the ad. Reliability is acceptable at the .70 level. The four items that make up the attitude toward the ad index do have internal consistency at .93. The internal consistency of the five Likert scale questions making up attitude toward the ad language was also acceptable at .93. This means that these questionnaire items consistently measure attitude toward the ad. Reliability tests were used for other variables used throughout the hypothesis testing. These alpha scores will be discussed in the next chapter.

Validity refers to the quality of a measure to correspond to what the researcher wants to measure, based on the operational definition. Many of the measures used in the questionnaire were taken or adopted from previously used experiments that have proven the validity of these measures. The experimental questionnaire itself also contains a manipulation check that can be used to test validity issues. However, for the purpose of this thesis, there are some internal and external validity issues that should be addressed in the analysis of the findings.

Internal validity is especially important to ensure that no extraneous variables can be used to determine the effect of the dependent variable (Babbie, 2007). There are multiple sources that can affect the experiment's internal validity including premeasurement and interaction, history, maturation, selection bias, experimental mortality, and instrumentation. Premeasurement and interaction are threats that occur before exposure to the experimental stimulus in which the respondents become sensitized to the independent variable (Davis, 1997). The purpose of the pre-experimental questions was to sensitize the respondents to the underlying accommodating

effect of the ad. Therefore intentionally manipulating premeasurement and interaction can help to control for these effects. History is the effect of events that occur outside the researcher's ability to control. Considering that many advertisers are already engaging in codeswitched and bilingual campaigns and that the population for the experimental sample consists of the same target market for these campaigns, there may be some historical interaction effect. Maturation refers to the changes in respondents' attitude and behavior throughout the experiment. Maturation was not be a major effect on internal validity because the experiment was administered in one sitting and was relatively short. I have already mentioned that the convenience sample of students will affect the internal validity of the experimental data because randomization was not be used to select potential subjects. This effect is referred to as selection bias. Experimental mortality is the effect of subjects who decide not to complete the experiment, which can have an effect on statistical comparisons (Babbie, 2007). Removing any incomplete questionnaires and ensuring that there are enough questionnaires for each experimental stimulus can help to avoid the effect of mortality. Instrumentation affects occur when changes in the questionnaire occur during the experiment. Again, there were no changes made to the questionnaire.

The experimental questionnaire also provides some checks on validity. In Section 2, the second set of questions following exposure to the experimental stimulus (questions 17 and 25) was a series of statements that represent a manipulation check to determine if respondents are paying attention throughout the experiment, and if they are answering the questions truthfully. These questions were on an interval level, using a 7-point Likert scale, in which 1 means that the respondent strongly agrees with the statement and 7 indicates that they strongly disagree with the statement. Because a fictitious product was used for the experiment, respondents should answer

that they strongly disagree with the manipulation statements. If they responded otherwise, the assumption is that there is some lack of internal validity, perhaps subject maturation, in which subjects' willingness to answer the questions changed throughout the experiment (Davis, 1997 ; Babbie, 2007).

External validity relates to the ability of the results to be generalized to the larger population. If the study lacks external validity, the findings cannot reflect what might actually occur in a real world situation. Researchers usually ensure external validity through random sampling, using a sample that is representative of the real world population, and selecting a heterogeneous sample of subjects. A quasi-experimental design lacks these three elements and therefore lacks validity. Therefore it will be difficult to create strong links between the results of the experiment and the general population (Davis, 1997).

### **Analysis**

The data was organized and analyzed using the statistical analysis software SPSS 16.0. A variety of research methods were employed including crosstabulations, multiple regression and analysis of variance. These methods provided support for the research hypotheses at a .05 confidence level.

Multiple regression is an analysis of dependence that is used to test the linear association between multiple continuously measured independent variables and one continuously measured dependent variable. The statistics generated from a regression analysis can reveal the importance of each independent variable, relative to each other, in predicting the dependent variable.

Analysis of variance is another method that tests mean differences between two or more groups or variables. In this analysis, the two covariates were considered continuously measured independent variables that are used to determine the relationship between the categorically measured independent variable and the one or more continuously measured dependent variables.

ANCOVA allows the researcher to hold the effect of the covariates constant to determine their effect on the relationship between the independent and dependent variables.

Each research hypothesis is accompanied by a null hypothesis, which asserts that there is no real relationship between variable or that the relationship is due to chance or error. The main purpose of statistical analysis is to conduct hypothesis testing. In order to accept either the null or the research hypothesis, the reported statistics are described in relation to a confidence interval and confidence level. A confidence interval is a statistical range of numbers within which the population mean should lie. The confidence level is the probability that the population mean actually lies within the confidence interval. A 95% confidence level was used in this thesis. This means that at an alpha of .05, there exists 95% confidence that the population mean will lay within a given range. For the purpose of this study, support for the research hypotheses would occur at the .05 level.

The methods explained were used to analyze the four research hypotheses. Crosstabulations were used to determine frequencies and proportions of the demographic makeup of subjects based on each experimental condition. Multiple regression was used to test the first two hypotheses and analysis of variance was used to test the final two hypotheses.

## CHAPTER 4 RESULTS

### **Sample Profile**

Ninety students volunteered to participate in this experiment, however there were only 66 complete experimental questionnaires. The majority of participants were female ( $n = 43$ , 65%), were in their junior year or above ( $n = 59$ , 90%) and the average age was 24 years. The Spanish-only control experimental condition had 22 participants assigned to it. The English-only experimental condition had 11 participants, the Spanish to English ( $S \rightarrow E$ ) codeswitched condition had 22 participants and the English to Spanish ( $E \rightarrow S$ ) condition had 11 participants.

The majority of respondents has been in the United States since birth ( $n = 29$ , 44%), is of Mexican origin ( $n = 45$ , 68%) and consider themselves to be White or Caucasian ( $n = 27$ , 41%). Note the number of respondents that reported a Hispanic racial identity. Table 4-1 presents three cross tabulations of the four experimental conditions along with the participants gender, their Latino origin, and their racial makeup.

### **Hypothesis Testing**

The main goal of the study is explore the relationship between language, ethnic identification, and acculturation and understanding and attitude toward the advertisement.

### **Hypothesis One Results**

H1 predicts that more bilingual respondents would have a better understanding of the codeswitched ad than primarily monolingual respondents. Multiple regression was used to test this hypothesis with familiarity of the ad as the dependent variable and language proficiency and the language of the experimental stimulus as the independent variables. The independent variable bilingualism, or language proficiency was determined by respondents' answers to question number 13, in which they were asked to indicate their level of English and Spanish proficiency

on a scale of one to seven. The interval level data was combined into a language proficiency index. The manipulation of the language of the experimental stimulus was also considered an independent variable called “level of codeswitching” (LOC). There were four versions of the experimental stimulus: a Spanish-only ad, an English-only ad, a Spanish to English ad ( $S \rightarrow E$ ) and an English to Spanish ad ( $E \rightarrow S$ ). The first two items in question 25 was used to determine the dependent variable understanding. The responses to these Likert scale questions were combined into an index called “familiarity.” Reliability measures suggested high internal consistency for familiarity ( $\alpha = .88$ ). In order to test the possible interaction effect of the two independent variables in a regression model, language proficiency and LOC were multiplied in order to create a dummy variable, “interaction effect” (Jaccard and Turrisi, 2003).

Table 4-2 represents the results of the regression analysis. Neither of the independent variables had significant t-ratios. The correlation coefficient ( $R = .21$ ) shows there is a weak correlation between the observed y-value and the predicted y-value. The  $R^2$  value is .04 which means that 4% of the variance in the dependent variable familiarity is explained by the independent variables. The interaction effect of the dummy variable produced an  $R^2$  value that indicated that the independent variables did not explain any of the variance in the dependent variable. According to the regression equation for familiarity (4-1), the more bilingual the individual, the more likely they are to understand the codeswitched advertisement. However, the dramatic decrease in the  $R^2$  value and the lack of statistical significance reveals that the regression model cannot be projected onto the sample population and that there is no linear association between language proficiency and familiarity of the codeswitched ad. Based on the results as reported, H1 is not supported.

## **Hypothesis Two Results**

The second hypothesis predicts that more bilingual individuals have a more positive attitude toward the codeswitched ad. The independent variable language proficiency was coded in a similar fashion to H1. The dependent variable attitude toward the ad was coded into two variables called “attitude toward the ad” (AAAd) and “attitude toward the ad language” (AAAd Language). The semantic differential questions (Q26-Q29) were combined into an AAAd index. Recall that this index was also internally consistent ( $\alpha = .93$ ). The Likert scale questions (Q30) were combined into an AAAd Language index with a high internal consistency ( $\alpha = .93$ ). Multiple regression was run on each dependent variable and the results are represented by Tables 4-3 and 4-4 respectively.

The results of H2 were similar to H1. Although the attitude toward the ad regression equation reveals a positive correlation between bilingualism and attitude toward the ad and attitude toward the ad language, the correlation is relatively weak ( $R = .12, .18$ ) and not statistically significant. The decrease in the  $R^2$  value also indicates that neither regression equation can be projected onto the sample population. Non-significant F-values also reveals that there is no linear relationship between the independent and dependent variables. Based on the results as reported, H2 was not supported.

## **Hypothesis Three Results**

The third hypothesis posits that strength of ethnic identification and acculturation are covariates affecting a bilingual individual’s understanding of the ad. Analysis of covariance (ANCOVA) was used to test H3.

“Familiarity” was used as the continuous dependent variable for understanding. The categorical independent variable was “LOC,” which was the language of the four experimental stimuli. The covariate ethnic identification was coded using the responses to question nine.

Acculturation was coded using an index of the responses to question 14, which asks subjects to indicate their level of language usage in particular situations. This index was also considered to have a high internal consistency ( $\alpha = .80$ ).

Table 4-5 illustrates the results of the ANCOVA for familiarity. The effect of the language of the ad (LOC) was not statistically significant ( $p > .05$ ) therefore there is no main effect the ad language on familiarity. The effect of the covariates ethnic identification and acculturation on familiarity was also not statistically significant ( $p > .05$ ). The covariates do not have any effect on familiarity. The results as reported indicate that H3 cannot be supported.

#### **Hypothesis Four Results**

The fourth hypothesis predicts that strength of ethnic identification and acculturation are covariates that affect a bilingual respondent's attitude toward the ad. Analysis of covariance (ANCOVA) was also used to test the final hypothesis. To ensure that the same concepts were represented by the same variables, the independent variable "level of codeswitching" (LOC) was coded in a similar fashion to H3, as were the two covariates. The dependent variables, attitude toward the ad (AAd) and attitude toward the ad language (AAd Language) were also coded as they were for H2.

Table 4-6 illustrates the results of the ANCOVA for attitude toward the ad (AAd). The effect of the language of the ad (LOC) was not statistically significant ( $p > .05$ ) therefore there is no main effect the ad language on attitude toward the ad. The effect of the covariates ethnic identification and acculturation on attitude toward the ad was also not statistically significant ( $p > .05$ ). The covariates do not have any effect on familiarity. Table 4-7 shows the results of the ANCOVA for attitude toward the ad language (AAd Language), however the results were also not statistically significant and reveals no effect between the covariates and attitude toward the ad language. The results as reported indicate that H4 cannot be supported.

Table 4-1. Demographic makeup of subjects by experimental condition

Group	Spanish Only		S → E		E → S		English Only		Total	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Gender										
Female	12	27.91	17	39.53	6	13.95	8	18.60	43	65.15%
Male	10	43.48	5	21.74	5	21.74	3	13.04	23	34.85%
Latino Origin										
Not Latino	2	40.00					3	60.00	5	7.58%
Mexican	17	37.78	16	35.56	6	13.33	6	13.33	45	68.18%
Puerto Rican	1	12.50	3	37.50	2	25.00	1	12.50	7	10.61%
Cuban	0		0		1	33.33	1	33.33	2	3.03%
Other Latino	2	28.57	3	42.86	2	28.57	0		7	10.61%
Racial Identity										
White	8	29.63	10	37.04	4	14.81	5	18.52	27	40.91%
Asian							1	100.00	1	1.52%
Hispanic <sup>a</sup>	7	28.00	10	40.00	5	20.00	3	12.00	25	37.88%
Bi/Multiracial	5	83.33					1	16.67	6	9.09%
Other	2	28.57	2	28.57	2	28.57	1	14.29	7	10.61%

Note: All percentages are rounded to the nearest one hundredth. <sup>a</sup>Although Hispanic is not an official race noted by the U.S. Census, the number of self-reported data was so overwhelming as to necessitate a Hispanic category.

Table 4-2. Multiple Regression of Familiarity Dependent on Language Proficiency

Model	IVs	Unstandardized Coefficient (B)		$\beta$	t-ratio	p-value	ANOVA				
		B	SE				SS	Df	MS	F	P
1	Constant	4.44	1.74		2.55	.01*					
	Language Proficiency	.27	.26	.13	1.03	.31	8.37	2	4.18	1.46	.24
	Level of Codeswitch	-.23	.20	-.15	-1.17	.25					
<hr/>											
2	Constant	5.59	4.26		1.31	.19					
	Language Proficiency	.08	.69	.04	.12	.90	8.62	3	2.87	.99	.41
	Level of Codeswitch	-.62	1.34	-.39	-.47	.64					
	Interaction Effect	.06	.22	.25	.30	.77					
<hr/>											

Descriptive statistics: R = .21, .21; R<sup>2</sup> = .04, .05; R<sup>2</sup> Change = .04, .00; F Change = 1.46, .09 ; \*p ≤ .05

Familiarity Regression Equation, Model 1 (4-1)  
 $y = 4.44 + [.27X_1 - .23X_2]$

Familiarity Regression Equation, Model 2 (4-2)  
 $y = 5.59 + [.08X_1 - .62X_2 + .06X_3]$

Table 4-3. Multiple Regression of Attitude Toward the Ad Dependent on Language Proficiency

Model	IVs	Unstandardized Coefficient (B)		β	t-ratio	p-value	ANOVA				
		B	SE				SS	Df	MS	F	P
1	Constant	2.45	1.60		1.54	.13	3.77	2	1.89	.78	.46
	Language Proficiency	.06	.24	.03	.26	.79					
	Level of Codeswitch	-.21	.18	-.15	-1.16	.25					
2	Constant	1.38	3.91		.35	.73	3.99	3	1.33	.54	.66
	Language Proficiency	.24	.63	.13	.38	.71					
	Level of Codeswitch	.15	1.23	.11	.13	.90					
	Interaction Effect	-.06	.20	-.26	-.30	.76					

Descriptive statistics: R = .16, .16; R<sup>2</sup> = .02, .03; R<sup>2</sup> Change = .02, 00; F Change = .78, 09

Attitude Toward the Ad Regression Equation, Model 1 (4-3)  
 $y = 2.45 + [.06X_1 - .21X_2]$

Attitude Toward the Ad Regression Equation, Model 2 (4-4)  
 $y = 1.38 + [.24X_1 + .15X_2 - .06X_3]$

Table 4-4. Multiple Regression of AAd Language Dependent on Language Proficiency

Model	IVs	Unstandardized Coefficient (B)		β	t-ratio	p-value	ANOVA				
		B	SE				SS	Df	MS	F	P
1	Constant	1.42	1.57		.90	.37					
	Language Proficiency	.22	.24	.12	.92	.36	2.05	2	1.02	.44	.65
	Level of Codeswitch	.06	.18	.04	.33	.75					
<hr/>											
2	Constant	5.05	3.83		1.32	.19					
	Language Proficiency	-.37	.61	-.83	-.61	.33	4.59	3	1.53	.65	.59
	Level of Codeswitch	-1.17	1.20	-.20	-.98	.55					
	Interaction Effect	.20	.20	.89	1.04	.30					
<hr/>											

Descriptive statistics: R = .12, .18; R<sup>2</sup> = .01, .03; R<sup>2</sup> Change = .01, .02; F Change = .44, 1.08

AAd Language Regression Equation, Model 1 (4-5)  
 $y = 1.42 + [.22X_1 + .06X_2]$

AAd Language Regression Equation, Model 2 (4-6)  
 $y = 5.05 + [-.37X_1 - 1.17X_2 + .20X_3]$

Table 4-5. Analysis of Variance for Familiarity Dependent on Ethnic ID and Acculturation

Descriptive Statistics				
LOC	N	Mean ( $\mu$ )	Std. Dev. (s)	
Spanish only	22	5.52	1.73	
Spanish to English	22	6.27	1.12	
English to Spanish	11	5.09	1.92	
English only/control	11	4.86	2.11	
Total	66	5.59	1.71	
Between Subjects Effects (df =1, 3)				
IVs	Type III SS	MS	F-value	P-value
Ethnic ID	.88	.88	.32	.58
Acculturation	4.39	4.39	1.59	.21
Survey Version	17.89	5.96	2.16	.10
Error (df = 60)	165.78	2.76		

$R^2 = .13$

Table 4-6. Analysis of Variance for AAd Dependent on Ethnic ID and Acculturation

Descriptive Statistics				
LOC	N	Mean ( $\mu$ )	Std. Dev. (s)	
Spanish only	22	2.41	1.60	
Spanish to English	22	2.78	1.85	
English to Spanish	11	2.11	1.24	
English only/control	11	1.80	.87	
Total	66	2.38	1.55	
Between Subjects Effects (df =1, 3)				
IVs	Type III SS	MS	F-value	P-value
Ethnic ID	.29	.29	.12	.73
Acculturation	.55	.55	.22	.64
Survey Version	8.78	2.93	1.19	.32
Error (df = 60)	147.40	2.46		

$R^2 = .06$

Table 4-7. Analysis of Variance for AAd Language Dependent on Ethnic ID and Acculturation

Descriptive Statistics				
LOC	N	Mean ( $\mu$ )	Std. Dev. (s)	
Spanish only	22	2.60	1.31	
Spanish to English	22	3.20	1.77	
English to Spanish	11	3.02	1.58	
English only/control	11	2.64	1.36	
Total	66	2.88	1.52	
Between Subjects Effects (df =1, 3)				
IVs	Type III SS	MS	F-value	P-value
Ethnic ID	1.11	1.21	.46	.50
Acculturation	.02	.02	.01	.94
Survey Version	5.46	1.82	.76	.52
Error (df = 60)	144.11	2.40		

$R^2 = .04$

## CHAPTER 5 DISCUSSION AND CONCLUSIONS

### **Discussion**

The purpose of this study was to explore the relationship between an accommodating advertiser that engages in codeswitched, or mixed language, advertisements and the attitude of Spanish-English bilinguals. An experimental design was devised to determine the strength of this relationship based on a number of psycholinguistic and cultural factors. Overall the results of the study did not support the assumption that bilingual consumers, who perceive the accommodating effect, will, first, understand the cultural connotations of such an advertisement, and secondly, have a more positive attitude toward the ad.

In the first hypothesis, this study proposed that primarily bilingual consumers would have a better understanding of the codeswitched ad than primarily monolingual consumers. The basis for this hypothesis was provided by research by Hernandez and Newman (1992) that suggests that bilinguals are more linguistically equipped to understand the implied cultural message of a codeswitched advertisement. The convenience sample of students was comprised almost completely of primarily bilingual consumers. A multiple regression model was used to test the research hypothesis by determining the linear association between the level of codeswitching of the ad, or the language of the experimental stimulus advertisement, and familiarity, or understanding, of the fictitious ad. The results of the regression analysis showed a weak positive correlation between the level of codeswitching and familiarity, which means that the more codeswitching in the body copy and tagline of the ad, the more likely bilingual consumers would understand that ad. However the results were not statistically significant and could not support the first hypothesis.

A number of limitations within the study suggest possible reasons why the first hypothesis was not supported. As mentioned earlier, the sample was composed of nearly all bilingual students. There were no primarily monolingual subjects with which to compare understanding of the ad. In addition, similar and simple copy was used for each of the experimental stimulus ads. It appears that a stronger relationship might have followed if the language of the ad was more complex and more narrowly targeted to a Latino/Hispanic consumer. These limitations also explain some reasons why the second hypothesis was not supported by the results of the study.

The second hypothesis predicts that primarily bilingual consumers would have a more positive attitude toward the codeswitched ad than primarily monolingual individuals. This assumption is based on research by Luna and Peracchio's (2001, 2005) research that codeswitched advertisements have important cultural connotations for bilingual individuals that they can use to generate a more positive attitude toward advertisers. Multiple regression was used to determine the linear relationship between the level of codeswitching in the experimental stimulus ads and attitude toward the ad. There were two separate measures for attitude toward the ad: (1) a traditional semantic differential attitude measurement based on Jung and Kellaris' (2006) attitude research; and (2) a Likert-scale measurement of attitude toward the language of the ad based on Koslow et. al (1994) research on bilingual consumers attitude toward mixed language advertisements. Despite there being separate measures of attitude within the experiment, neither revealed a very strong relationship between bilingualism and attitude. The results were also not significant and could not support the second hypothesis.

The third and fourth hypotheses suggest that understanding and attitude are not simply affected by linguistic cues. Wallendorf and Reilly (1983)'s assimilation model offers evidence that bilingual individuals perception of codeswitched ads depends on their strength of ethnic

identification and their level of acculturation within the American culture, two closely related concepts. Strength of ethnic identification was directly measured within the experiment by asking subjects to indicate their ethnic identity and how strongly they feel about this identity. Acculturation was measured through a proxy of language-related questions. For the purpose of testing the third and fourth hypotheses, acculturation was measured through subjects self-reported level of language usage in particular social situations, in which the more English they used, the more acculturated they were presumed to be. ANCOVA analysis was used to test both hypotheses. The covariates had no significant effect on the dependent variables understanding and attitude. The final two hypotheses were not supported.

The limitations of the study also provided some explanation why the results did not support the third and fourth hypotheses. Since ethnic identification and acculturation were measured as covariates and not as independent variables, their effect was somewhat limited by the weakness of the independent variable used to test the first and second hypotheses. In addition, subjects were not asked more specific questions about their experiences in the United States, which has some effect on their strength of ethnic identification and level of acculturation. Despite these and other limitations, the results of the research are still important to the advertising research community and offers opportunities for future research.

### **Implications**

Although the results were not very significant, this study provides some understanding of how bilingual individuals perceive codeswitched advertisements. There is some correlation between the amount of codeswitching in an advertisement and a bilingual individual's attitude toward the ad. This research suggests that advertisers that decide to engage in mixed language advertising must first, understand that they are evoking a cultural message to their target

audience, and second, ensure that bilingual consumers are actively acknowledging the codeswitch and its meaning.

Furthermore simply translating a word or two into another language may not create any meaningful change in attitude or purchase habits of Spanish-English bilingual consumers. Finally, language proficiency is not the only indicator of bilingual consumers' acknowledgement of and attitude towards codeswitched ads. The effect of codeswitching for bilingual consumers is somewhat sensitive to consumers' level of acculturation within the culture of the United States and their self-reported level of ethnicity.

### **Limitations**

Some limitations to this study have already been mentioned, including the lack of primarily monolingual subjects. This limitation is a direct result of a small sample size. In the original design of the experiment, the researcher selected a sample of students from two different populations, a Spanish-majority and an English-majority, with the expectation that there would be a comparable number of monolingual and bilingual respondents for each experimental condition (language of the ad). There was no Spanish-language questionnaire, therefore the expectation was for monolingual subjects to be primarily English speakers. During data collection, the majority of respondents were from the Spanish-majority population and self-identified as primarily bilingual. A sample size of this nature prevented any comparison between primarily monolingual and primarily bilingual individuals. The small sample size also did not allow for any deep exploration of some of the theories suggested by Luna et al.'s extensive codeswitching research, including the "code-switching direction effect (2005a)," which suggests bilinguals have a preference for the majority (English) language, and including codeswitching persuasion techniques (2001), e.g. rhyming, using cognates, or using English when there is no official Spanish vocabulary equivalent.

A second previously mentioned limitation to this study was the simplicity of the print ads. This was a relatively simple study that required the elimination of intervening factors by simplifying the image and copy of the experimental stimuli. Unfortunately, in the real world, consumers consider advertisements on a number of complex factors including their comparison to other ads in other media, the image used in the ad, the spokesperson, etc. These other factors have an impact on acknowledgement of the accommodation attempt and attitude toward the ad. For example, if an individual encountered this study's ad in a mixed language magazine full of other codeswitched ads, they may not notice the ad itself, much less register the accommodation attempt. Finally, consumers might be more receptive to codeswitched ads in other media. This study could be duplicated using more interactive media, such as television and the Internet.

The close relationship between bilingualism, ethnic identification and acculturation might also explain the lack of significant evidence in support of this study's hypotheses. These measures are similar, measure overlapping concepts, and are somewhat dependent upon each other. These subtle differences might explain the weak relationship between the independent variables, the covariates and the dependent variables. For example, there was no direct measure of acculturation because of the complexity of the concept. It is possible that acculturation or assimilation could be a more discerning variable than language proficiency but without any direct measure, this study cannot confirm this possibility.

Although all of the measures used in this study were considered highly reliable, many of the series of questions were brief. Perhaps a longer, more in-depth series of questions might have revealed the subtle differences between bilingualism, ethnic identification, and acculturation and their effect on attitude toward the ad. Furthermore a longer study that allowed respondents to study ads in more realistic situations might have revealed more meaningful results.

## **Future Research**

A relatively simple product category was used to gather data in this study. Chocolate is a low-involvement product and it appeared that many respondents simply duplicated their responses between the initial stimulus ad and the experimental stimulus ads, indicating a lack of interest in the accommodation attempt. However the weak results indicate that perhaps different product categories might produce more meaningful results for accommodating advertisers. Understanding and duplicating colloquial speech in social situations might provide more positive attitudes for certain product categories. For example conducting the study using a product category that is more salient to the Latino population or even to the convenience sample (e.g. Latino students and cell phones) may bring out more positive attitudes toward the accommodation attempt.

Not only does this study lay the groundwork for future research that explores the effect of codeswitching in different product categories, the study can also be duplicated using more sophisticated print media. Luna and Peracchio's (2001, 2005) research suggest that using print ads is the best-suited method for measuring codeswitching recognition. In their research (2005a), they primed subjects' attitudes toward Spanish or English by having them read an article about the importance of either language. Researchers might consider priming subjects' attitudes based on language by duplicating Luna and Peracchio's persuasion study or perhaps inserting the print ads within a mixed language periodical. Encouraging subjects to be more involved about their attitudes provides an opportunity for more meaningful results.

Ethnic and social identities have a grand impact on how bilingual consumers perceive accommodation attempts. Recall that many of this study's participants identified their racial identity as Hispanic although it was not listed as a possible racial choice. This identification with "Hispanic" as a racialized ethnic label is a testament to Golash-Boza and Darity's (2007)

research on Latino racial choices. In their study, the researchers analyze two demographic studies on Latinos and discover that different generations of Latinos at varying levels of acculturation self-identify differently on the scale of possible racial choices depending on a number of cultural reasons including how others perceive them racially, their skin color and subsequent ability to identify as white, and whether or not they have experienced any type of racial or ethnic discrimination. Their conclusions suggest that Hispanic/Latino racial and ethnic self-identities are constantly changing. How one self-identifies in one situation, or even in one survey or experiment, may not be how they identify in another. Future research will be required to determine a more static Hispanic/Latino identify that advertisers can target, even if temporarily, for successful codeswitching attempts.

Research has discovered that targeting bilingual consumers requires more than simply advertising in Spanish; however codeswitching research is still a relatively new topic in communication and advertising studies. Advertisers require further research in order to better understand their bilingual target markets. Language proficiency is only one measure of how bilingual individuals perceive codeswitched accommodation attempts. Understanding other important factors, such strength and direction of cultural indicators, purchasing habits, involvement, history, etc. are required in future research in order to better target Hispanic/Latino bilingual consumers.

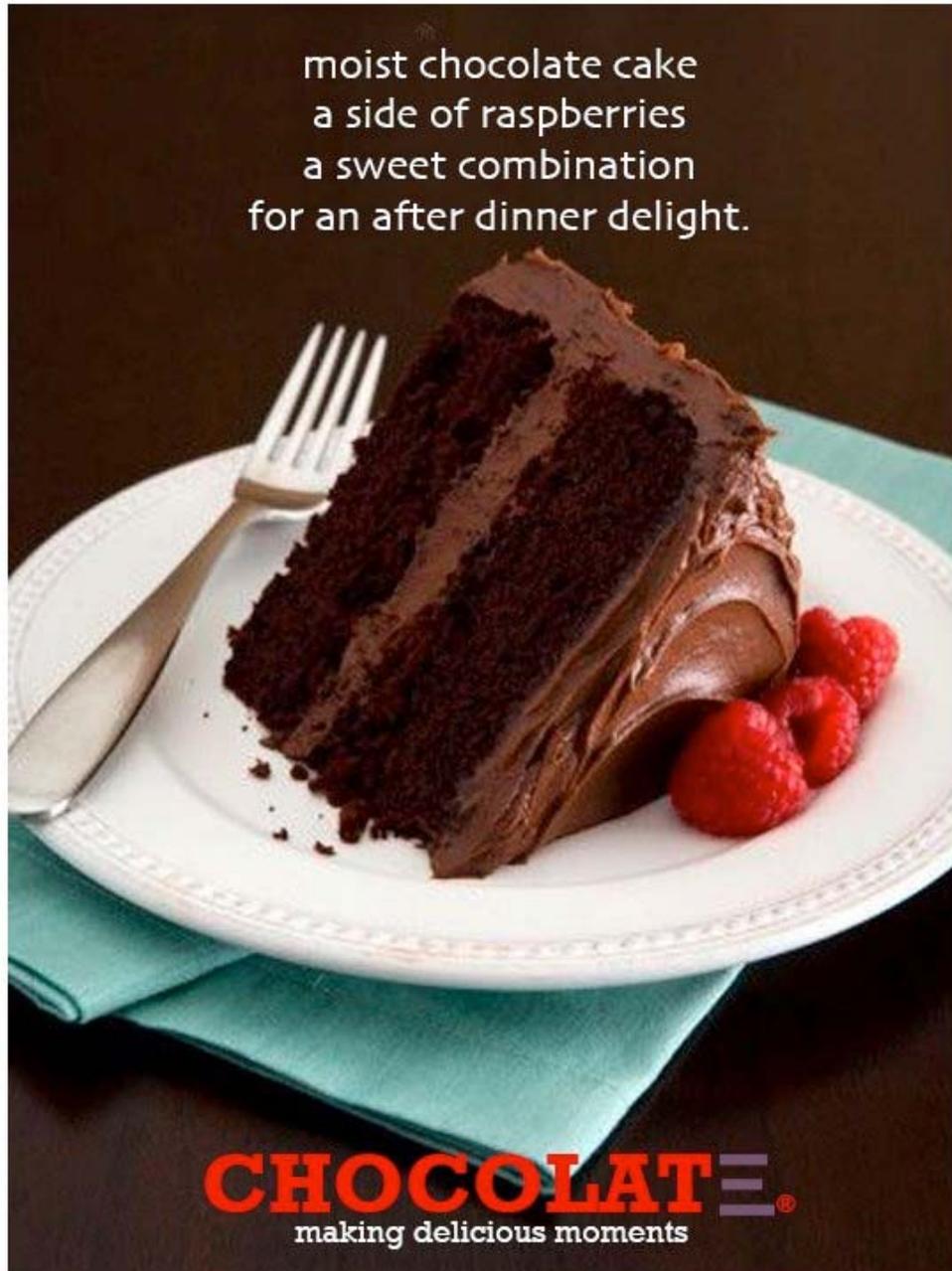
APPENDIX A  
EXPERIMENTAL QUESTIONNAIRES

**Initial Stimulus Advertisement**



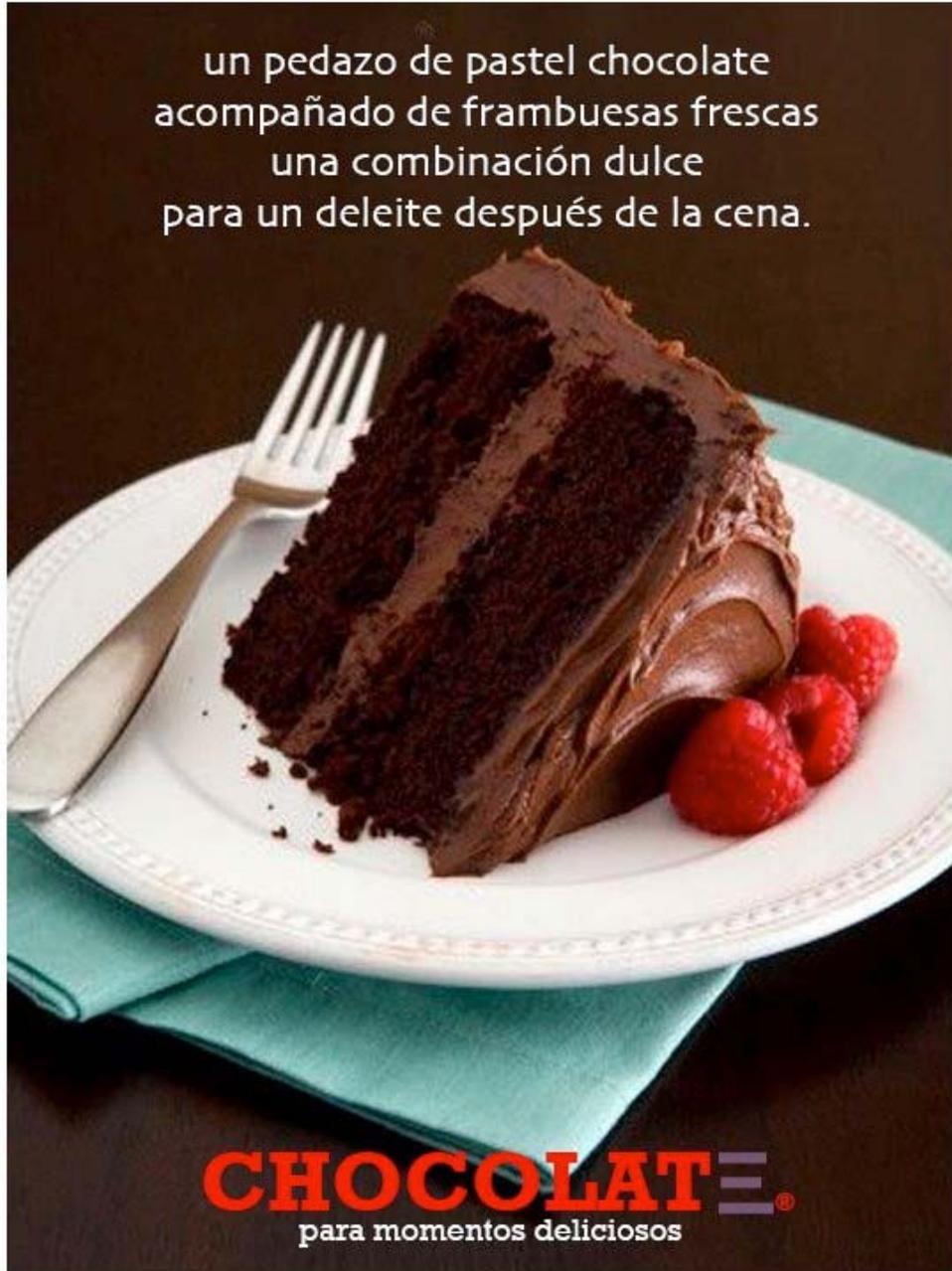
Experimental Condition Advertisements

English-only/Control



Spanish-only

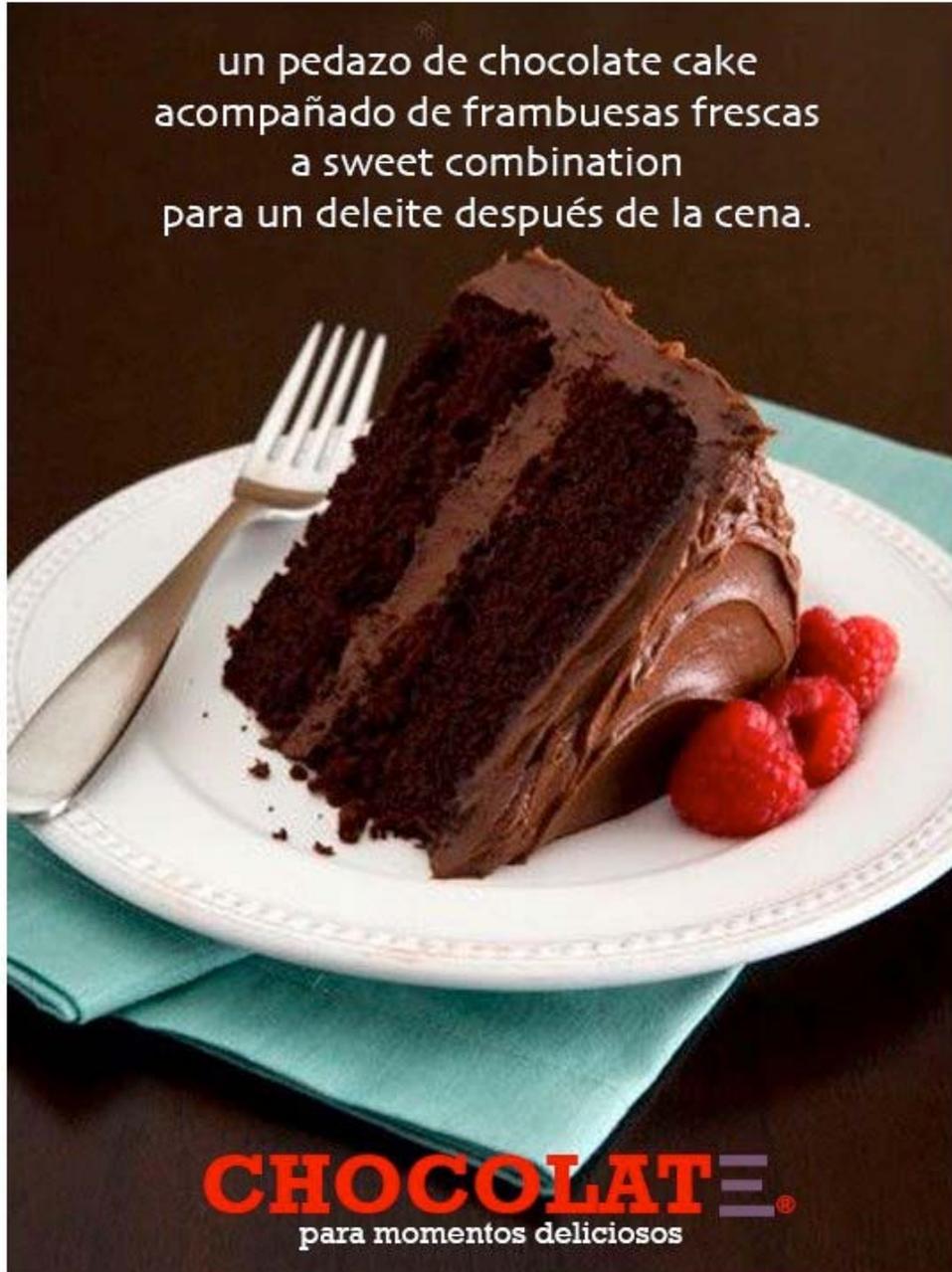
un pedazo de pastel chocolate  
acompañado de frambuesas frescas  
una combinación dulce  
para un deleite después de la cena.



**CHOCOLAT** ®  
para momentos deliciosos

Spanish to English Codeswitch

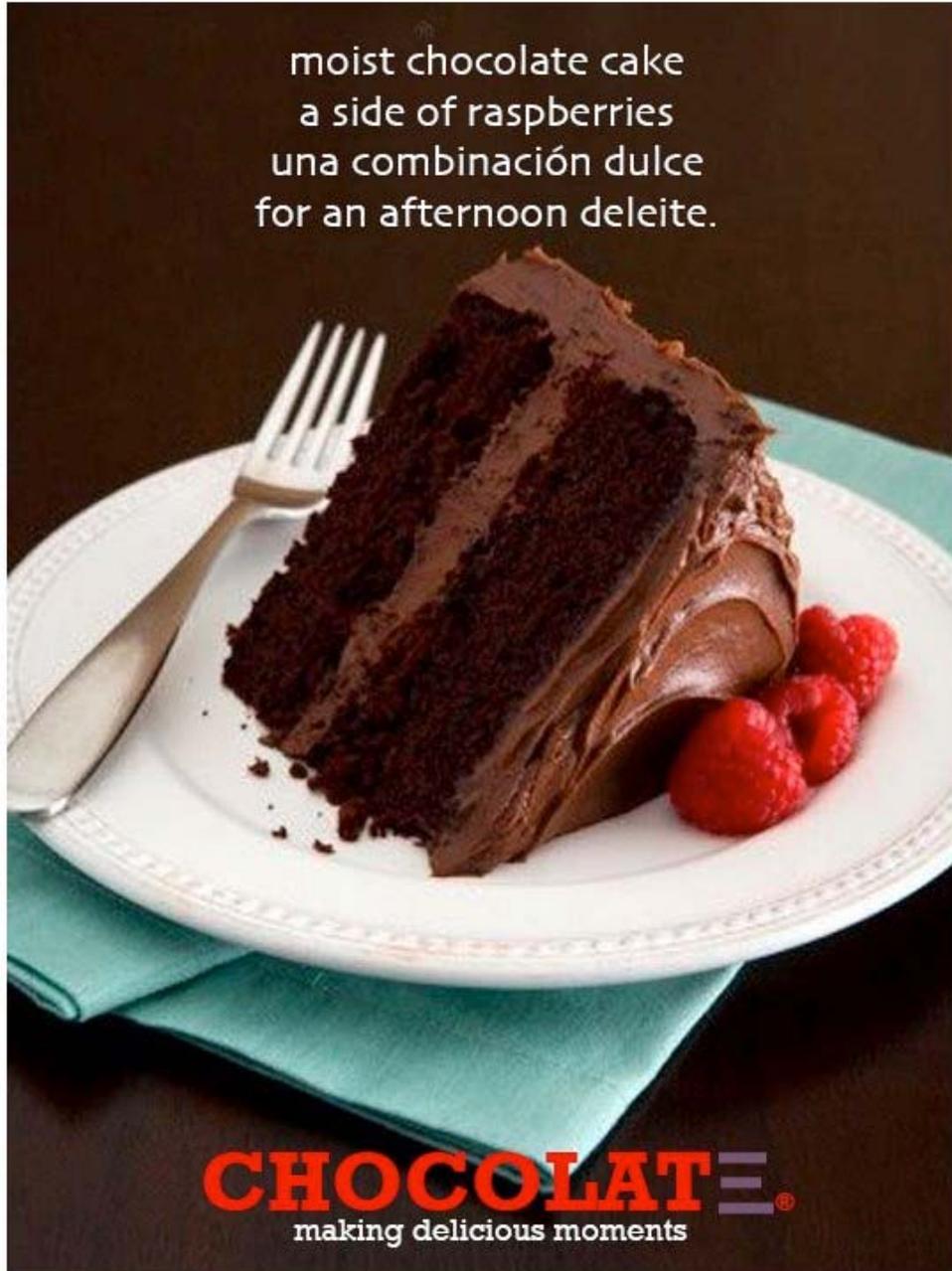
un pedazo de chocolate cake  
acompañado de frambuesas frescas  
a sweet combination  
para un deleite después de la cena.



**CHOCOLAT** ®  
para momentos deliciosos

English to Spanish Codeswitch

moist chocolate cake  
a side of raspberries  
una combinación dulce  
for an afternoon deleite.



**CHOCOLAT**  <sup>®</sup>  
making delicious moments

APPENDIX B  
QUESTIONNAIRES

**Codeswitching Thesis Research 1**

**Welcome!**

Thank you in advance in participating in this experiment.  
Please click "next" to continue.

# Codeswitching Thesis Research 1

## Informed Consent

Please read this consent document carefully before you decide to participate in this study.

**Purpose of the research study:**

The purpose of this study is to determine consumer attitudes towards bilingualism and its use in the media.

**What you will be asked to do in the study:**

You will be asked to participate in an experiment involving a series of different advertisements. First, you will be asked to answer a series of personal inventory questions about some basic demographics, your ethnic identity and your language proficiency in both English and Spanish. In the next section of the experiment, you will be given an English language advertisement for a fictitious brand, and you will be asked to answer a series of questions about your attitude toward that brand. In the final section of the experiment, you will randomly be given one of four different advertisements for the same fictitious brand and you will be asked to answer a series of questions similar to that of the second section.

**Age required:**

You must be at least 18 years of age to participate in this study. Minor participants that are below 18 years of age will be asked not to participate in this study.

**Time required:** 10 minutes

**Risks and Benefits:** Minimal risk

**Compensation:** There will be no compensation for participating in this study.

**Confidentiality:**

This experiment will require you to answer personal questions. Your responses will be confidential and will not be disclosed to any party outside the scope of the research. You will not be asked to give any identifying information. When you complete the experiment, your information will be assigned a code number. The data will be analyzed using this code number only.

**Voluntary participation:**

Your participation in this study is completely voluntary. There will be no penalty if you decide not to participate.

**Right to withdraw from the study:**

You have the right to withdraw from this study at any time without consequence.

**Whom to contact if you have questions about the study:**

Keitra E. Harris, Graduate Student, University of Florida College of Journalism and Communications, Department of Advertising  
Weimer Hall PO Box 118400, Gainesville, FL 32611;  
phone (352) 392-5059; e-mail: keharris@ufl.edu

**Whom to contact about your rights as a research participant in the study:**

IRB02 Office,  
P. O. Box 112250, University of Florida, Gainesville, FL 32611-2250;  
phone (352) 392-0433.

Please print a copy of this informed consent for your records.

**\* 1. By clicking "Yes, I agree," I agree that I have read the procedure described above. I am at least 18 years of age, I voluntarily agree to participate in the procedure, and I have received a copy of this description.**

**Do you agree?**

Yes I agree.

# Codeswitching Thesis Research 1

## Section 1: Personal Inventory

Welcome. The first section of the questionnaire is aimed at determining some consumer demographics and language proficiencies. Please read the directions and answer all of the questions to the best of your ability and as truthfully as possible. This section's information is being collected before the experiment so that the researcher may be able to match your ideas with the diversity of the participants. Your responses will be anonymous and will not be revealed to any party not involved in the research.

Please click "next" to answer these questions.

# Codeswitching Thesis Research 1

## Part 1: Basic Demographics

**\* 2. What is your gender? Please select one response.**

Female

Male

**\* 3. This experiment assumes you are a college student. What is your class level? Please select one response.**

Freshman

Sophomore

Junior

Senior

Graduate Student

Other

Please specify

**\* 4. Please indicate your age in the blank provided.**

Enter age in numerical terms.

# Codeswitching Thesis Research 1

## Part 2: Race and Ethnicity

The U.S. Census identifies race and ethnic affiliation as two separate entities. Please read the directions carefully and answer all the questions that apply. Unless the directions state otherwise, please select one response for each of the following questions.

**\* 5. Are you a natural U.S. citizen?**

Yes

No

**\* 6. How long have you lived in the U.S.?**

Since birth

0-5 years

5 years and 1 day to 10 years

10 years and 1 day or more

**\* 7. Are you of Spanish/Hispanic/Latino origin?**

No, not Spanish/Hispanic/Latino

Yes, Mexican/Mexican American, Chicano

Yes, Puerto Rican

Yes, Cuban/Cuban American

Yes, Other

Other (please specify)

## Codeswitching Thesis Research 1

**\* 8. What is the race to which you most identify? You may choose one or more races to indicate your identity.**

- White/Caucasian
- Black/African American/Negro
- American Indian or Alaska Native
- Asian Indian
- Chinese
- Filipino
- Japanese
- Korean
- Vietnamese
- Native Hawaiian
- Guamanian or Chamorro
- Samoan
- Other Pacific Islander
- Some other race

Other Pacific Islander or Some other race (please specify)

**\* 9. Ethnic Identification is a measure of how strongly a person identifies with their race or subculture. Please indicate your level of ethnic identification on the following scale, where 1 indicates a weak level of identification and 7 indicates a strong level of identification.**

	1	2	3	4	5	6	7
Strength of Ethnic Identification	<input type="radio"/>						

Please keep your responses to these questions in mind as you move on to the next two sections of the experiment.

# Codeswitching Thesis Research 1

## Part 3: Language Proficiency

The following questions are about your language fluency and usage. Please read the questions carefully and select the appropriate response.

**\* 10. Are you a bilingual speaker of both Spanish and English?**

Yes

No

## Codeswitching Thesis Research 1

### If you responded "no" to the previous question...

If you were directed to this page after your answer to question number 10, you were not able to complete the entire experiment because you indicated that you were not bilingual. The purpose of this study is determine the attitude of bilingual individuals toward certain types of ads. Your responses are still anonymous, valuable, and will be used according the parameters of the research. Thank you for your time.

# Codeswitching Thesis Research 1

## Part 3: Language Proficiency

**\* 11. Which language did you learn first?**

- English  
 Spanish  
 Other

Please specify

**\* 12. How did you learn either language? Please select the response that BEST fits how you learned the language or you may select other and write your response in the blank provided.**

	At home	At work	With friends	Watching TV	Some educational tool (formal classes, books, tapes/CDs, etc)	Other
I learned English...	<input type="radio"/>	<input type="radio"/>				
I learned Spanish...	<input type="radio"/>	<input type="radio"/>				

Other (please specify for each language)

**\* 13. Please rate your level of proficiency for each language on the following scale, where 1 indicates a low level of knowledge and 7 indicates a high level of knowledge.**

	low level of knowledge 1	2	3	4	5	6	high level of knowledge 7
English Proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spanish Proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\* 14. Please indicate your level of language use in particular situations. Use the following scale where 1 indicates only using English and 5 indicates only using Spanish.**

	Only English 1	2	Mixed 3	4	Only Spanish 5
At home	<input type="radio"/>				
At work	<input type="radio"/>				
With friends	<input type="radio"/>				
Watching TV	<input type="radio"/>				
Reading magazines	<input type="radio"/>				

Please keep your responses to these questions in mind as you move on to the next two sections of the experiment.

# Codeswitching Thesis Research 1

## Section 2: Attitude Toward the Ad, part 1

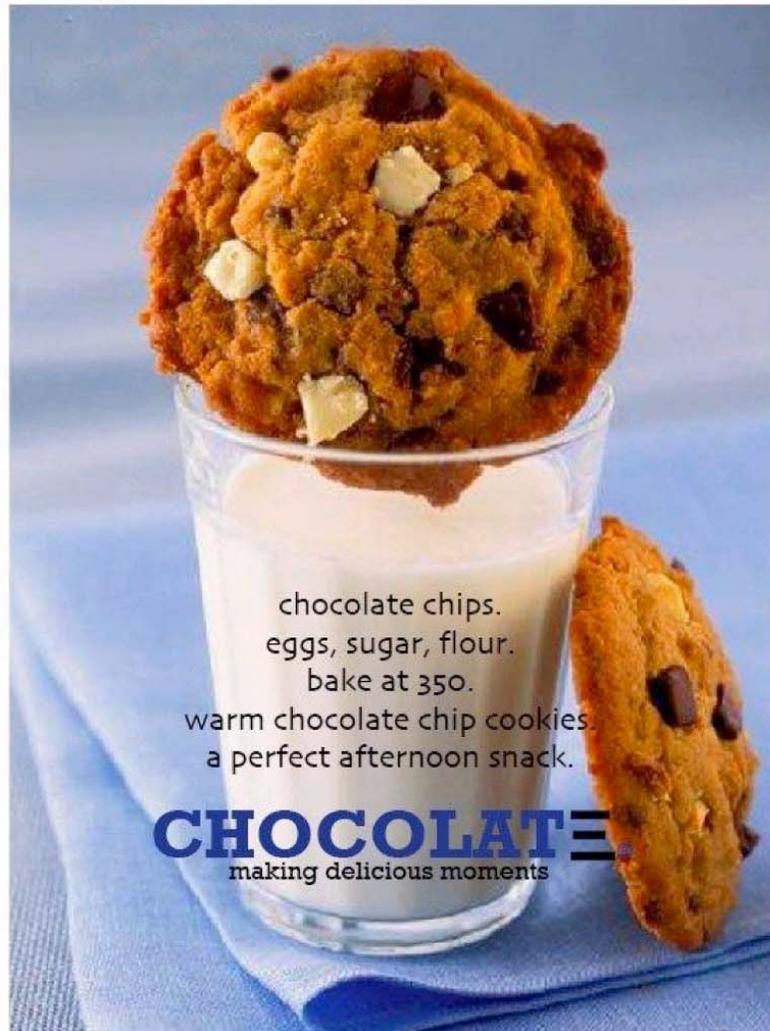
The second section of the questionnaire is aimed at determining your attitude toward certain national advertisers and their advertisements. Remember to think about your responses to the questions throughout the entire questionnaire. Please read the directions and answer all of the questions to the best of your ability and as truthfully as possible. Your responses will be anonymous and will not be revealed to any party not involved in the research.

When you are ready, click "next" to answer these questions.

## Codeswitching Thesis Research 1

### English-only ad

You have been given an opportunity to look at an ad for the Chocolate brand. Please observe as much as you can about the ad. When you are done observing the ad, please click "next" to answer some questions about what you have just seen. Note: You will NOT have an opportunity to return to this page.



# Codeswitching Thesis Research 1

## English-only ad

Based solely on the sample advertisement shown, answer the following questions about the ad.

**\* 15. What was the slogan or tagline of the ad?**

Please write what you remember to the best of your ability.

**\* 16. What product was featured in the advertisement?**

- Soft drink
- Clothing
- Chocolate
- Shampoo
- Other

Please specify

**\* 17. Based on the sample ad that you have just seen, answer the following statements about the ad and the advertiser. Please select the number that best corresponds to your response.**

	strongly agree	somewhat agree	agree	neither agree nor disagree	disagree	somewhat disagree	strongly disagree
I am familiar with the advertiser.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the advertisement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have purchased this brand before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\* 18. Indicate your attitude toward the ad in terms of the two opposite adjectives given, where 1 indicates a more positive attitude and 7 indicates a more negative attitude. For example for the adjectives "pleasant or unpleasant" a 1 rating would indicate that you believed the ad to be mostly pleasant and a 7 rating would indicate that you believed the ad to be mostly unpleasant. Please select the number that best corresponds to your response.**

	pleasant 1	2	3	4	5	6	unpleasant 7
Pleasant or Unpleasant	<input type="radio"/>						

## Codeswitching Thesis Research 1

- \* 19. Indicate your attitude toward the ad in terms of the two opposite adjectives given, where 1 indicates a more positive attitude and 7 indicates a more negative attitude. For example for the adjectives "likable or unlikable" a 1 rating would indicate that you believed the ad to be mostly likable and a 7 rating would indicate that you believed the ad to be mostly unlikable. Please select the number that best corresponds to your response.**

	likable 1	2	3	4	5	6	unlikable 7
Likable or Unlikable	<input type="radio"/>						

- \* 20. Indicate your attitude toward the ad in terms of the two opposite adjectives given, where 1 indicates a more positive attitude and 7 indicates a more negative attitude. For example for the adjectives "interesting or uninteresting" a 1 rating would indicate that you believed the ad to be mostly interesting and a 7 rating would indicate that you believed the ad to be mostly uninteresting. Please select the number that best corresponds to your response.**

	interesting 1	2	3	4	5	6	uninteresting 7
Interesting or Uninteresting	<input type="radio"/>						

- \* 21. Indicate your attitude toward the ad in terms of the two opposite adjectives given, where 1 indicates a more positive attitude and 7 indicates a more negative attitude. For example for the adjectives "good or bad" a 1 rating would indicate that you believed the ad to be mostly good and a 7 rating would indicate that you believed the ad to be mostly bad. Please select the number that best corresponds to your response.**

	good 1	2	3	4	5	6	bad 7
Good or Bad	<input type="radio"/>						

- \* 22. Answer the following statements about your attitude toward the ad. Please select the number that best corresponds to your response to the following statements.**

	strongly agree	somewhat agree	agree	neither agree nor disagree	disagree	somewhat disagree	strongly disagree
The language of the ad is positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This ad respects my culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would buy this product based on the ad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Codeswitching Thesis Research 1

## Section 3: Attitude Toward the Ad, part 2

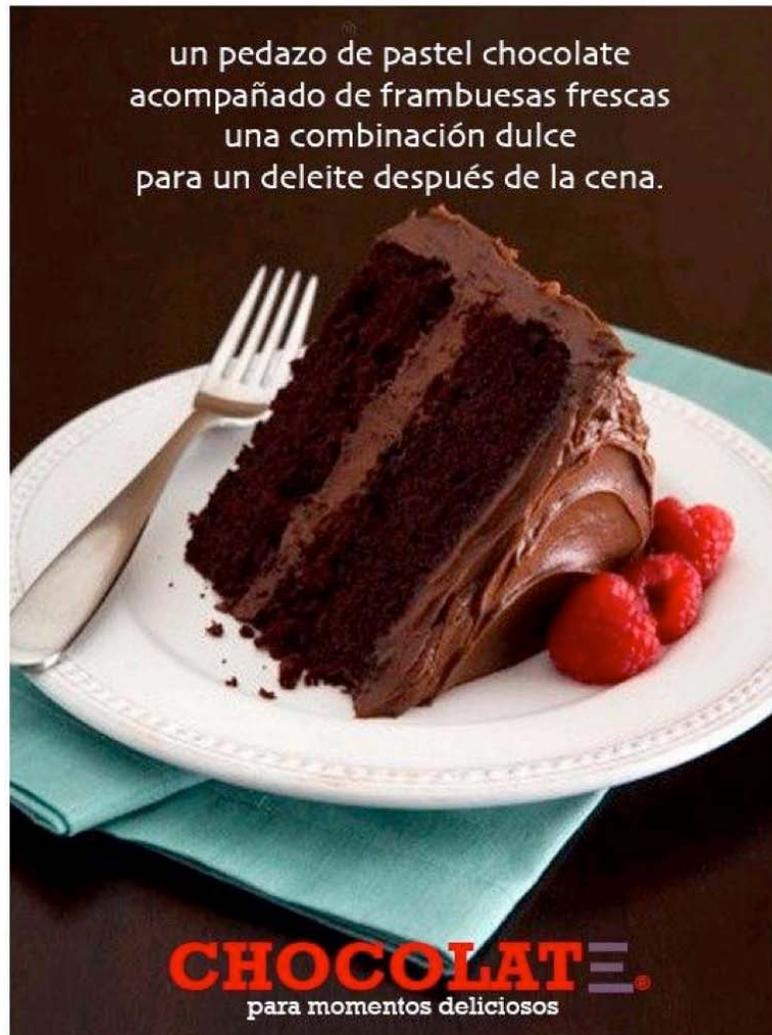
The third section of the questionnaire is aimed at determining your attitude toward certain national advertisers and their advertisements. Remember to think about your responses to the questions throughout the entire questionnaire. Please read the directions and answer all of the questions to the best of your ability and as truthfully as possible. Your responses will be anonymous and will not be revealed to any party not involved in the research.

When you are ready, click "next" to answer these questions.

## Codeswitching Thesis Research 1

### Spanish-only ad

You have been given an opportunity to look at a second ad for the Chocolate brand. Please observe as much as you can about the ad. When you are done observing the ad, please click "next" to answer some questions about what you have just seen. Note: You will NOT have an opportunity to return to this page.



# Codeswitching Thesis Research 1

## Spanish-only ad

Based solely on the sample advertisement shown, answer the following questions about the ad.

**\* 23. What was the slogan or tagline of the ad?**

Please write what you remember to the best of your ability.

**\* 24. What product was featured in the advertisement?**

- Soft drink
- Clothing
- Chocolate
- Shampoo
- Other

Please specify

**\* 25. Based on the sample ad that you have just seen, answer the following statements about the ad and the advertiser. Please select the number that best corresponds to your response.**

	strongly agree	somewhat agree	agree	neither agree nor disagree	disagree	somewhat disagree	strongly disagree
I am familiar with the advertiser.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the advertisement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have purchased this brand before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\* 26. Indicate your attitude toward the ad in terms of the two opposite adjectives given, where 1 indicates a more positive attitude and 7 indicates a more negative attitude. For example for the adjectives "pleasant or unpleasant" a 1 rating would indicate that you believed the ad to be mostly pleasant and a 7 rating would indicate that you believed the ad to be mostly unpleasant. Please select the number that best corresponds to your response.**

	pleasant 1	2	3	4	5	6	unpleasant 7
Pleasant or Unpleasant	<input type="radio"/>						

## Codeswitching Thesis Research 1

- \* 27. Indicate your attitude toward the ad in terms of the two opposite adjectives given, where 1 indicates a more positive attitude and 7 indicates a more negative attitude. For example for the adjectives "likable or unlikable" a 1 rating would indicate that you believed the ad to be mostly likable and a 7 rating would indicate that you believed the ad to be mostly unlikable. Please select the number that best corresponds to your response.**

	likable 1	2	3	4	5	6	unlikable 7
Likable or Unlikable	<input type="radio"/>						

- \* 28. Indicate your attitude toward the ad in terms of the two opposite adjectives given, where 1 indicates a more positive attitude and 7 indicates a more negative attitude. For example for the adjectives "interesting or uninteresting" a 1 rating would indicate that you believed the ad to be mostly interesting and a 7 rating would indicate that you believed the ad to be mostly uninteresting. Please select the number that best corresponds to your response.**

	interesting 1	2	3	4	5	6	uninteresting 7
Interesting or Uninteresting	<input type="radio"/>						

- \* 29. Indicate your attitude toward the ad in terms of the two opposite adjectives given, where 1 indicates a more positive attitude and 7 indicates a more negative attitude. For example for the adjectives "good or bad" a 1 rating would indicate that you believed the ad to be mostly good and a 7 rating would indicate that you believed the ad to be mostly bad. Please select the number that best corresponds to your response.**

	good 1	2	3	4	5	6	bad 7
Good or Bad	<input type="radio"/>						

- \* 30. Answer the following statements about your attitude toward the ad. Please select the number that best corresponds to your response to the following statements.**

	strongly agree	somewhat agree	agree	neither agree nor disagree	disagree	somewhat disagree	strongly disagree
The language of the ad is friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The language of the ad is positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This ad respects my culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This ad speaks to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would buy this product based on the ad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Codeswitching Thesis Research 1

## Debriefing: What is this research about?

Thank you for your participation in this experiment.

The purpose of this research is to determine the attitude of bilingual individuals toward bilingual advertisements. In the realm of social research, bilingual speech, or in this case "spanglish," is called codeswitching. Codeswitching represents the switch from English to Spanish or from Spanish to English.

In this particular experiment you were asked to think about your ethnic and cultural background, your language acquisition and your language proficiency. After you've been primed to think about these things, you were exposed to two ads for the same brand and asked to determine your attitude toward these ads. The purpose of the initial English-only ad was to help you generate some attitude toward the fictitious brand. The purpose of the second ad is to determine if your attitude toward the ads is a reflection of your ethnic background and language proficiency.

We appreciate your participation and your responses will be used according to the parameters of the current research. Once again your responses will be anonymous. Thank you for your time.

**31. If you are receiving extra credit for participating in this experiment, please write your name and your professor's name in the blanks provided. Your responses will remain anonymous and your name will not be used in the analysis. You are providing your name solely for extra credit purposes.**

Your Name (First & Last)

Your Professor's Name

Author Note: The copy of the questionnaire shown is of the Spanish-only experimental condition. All of the questionnaires were the same, however the ads were different for each experimental condition. See Appendix A for a listing of all of the experimental condition ads.

APPENDIX C  
IRB PROTOCOL AND CONSENT FORM

## **Informed Consent**

**Protocol Title** | Exploring advertising campaigns and bilingual consumer:  
Studying the effects of codeswitching and the  
accommodation theory

**Please read this consent document carefully before you decide to participate in this study.**

### **Purpose of the research study:**

The purpose of this study is to determine consumer attitudes towards bilingualism and its use in the media.

### **What you will be asked to do in the study:**

You will be asked to participate in an experiment involving a series of different advertisements. First, you will be asked to answer a series of personal inventory questions about some basic demographics, your ethnic identity and your language proficiency in both English and Spanish. In the next section of the experiment, you will be given an English language advertisement for a fictitious brand, and you will be asked to answer a series of questions about your attitude toward that brand. In the final section of the experiment, you will be given randomly one of four different advertisements for the same fictitious brand and you will be asked to answer a series of questions similar to that of the second section.

### **Age required:**

You must be at least 18 years of age to participate in this study. Minor participants that are below 18 years of age will be asked not to participate in this study.

### **Time required:**

10 minutes

### **Risks and Benefits:**

Minimal risk

### **Compensation:**

There will be no compensation for participating in this study.

**Confidentiality:**

This experiment will require you to answer personal questions. Your responses will be confidential and will not be disclosed to any party outside the scope of the research. You will not be asked to give any identifying information. When you complete the experiment, your information will be assigned a code number. The data will be analyzed using this code number only.

**Voluntary participation:**

Your participation in this study is completely voluntary. There will be no penalty if you decide not to participate.

**Right to withdraw from the study:**

You have the right to withdraw from this study at any time without consequence.

**Whom to contact if you have questions about the study:**

Keitra E. Harris, Graduate Student, University of Florida College of Journalism and Communications, Department of Advertising, Weimer Hall PO Box 118400, Gainesville, FL 32611; phone (352) 392-5059; e-mail: keharris@ufl.edu

**Whom to contact about your rights as a research participant in the study:**

IRB02 Office, Box 112250, University of Florida, Gainesville, FL 32611-2250; phone (352) 392-0433.

**Agreement:**

**I agree and I wish to participate.**

By clicking here, I agree that I have read the procedure described above. I am at least 18 years of age, and I voluntarily agree to participate in the procedure and I have received a copy of this description.

**I agree and do not wish to participate.**

By clicking here, I agree that I have read the procedure described above. I voluntarily agree not to participate in the procedure and I have received a copy of this description.

**Please print a copy of this page for your records.**

Approved by  
University of Florida  
Institutional Review Board 02  
Protocol # 2009-U-0061  
For Use Through 01/27/2010

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## BIOGRAPHICAL SKETCH

Keitra Harris is from Atlanta, Georgia. She earned her Bachelor of Science in advertising from the University of Miami in 2007. The inspiration for her thesis came from her experience with learning Spanish as a second language. She received her Master of Advertising from the University of Florida in the summer of 2009. Keitra plans to work professionally in the advertising field. She hopes that her research will be beneficial to both her professional career and the bilingual advertising community.