THE EFFECTS OF ACCULTURATION ON THE LANGUAGE OF ADVERTISING AMONG HISPANICS

By

ASHLEY ELIZABETH GARCIA

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Southern Nazarene University

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Thesis Approved:

Dr. Cynthia Nichols

Thesis Adviser

Dr. Todd Arnold

Dr. Jami Fullerton

Dr. Sheryl A. Tucker

Dean of the Graduate College

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CHAPTER I

INTRODUCTION

As the United States Hispanic population increases, advertisers are faced with the challenge of deciding the best approach for appealing to this growing demographic. Previous research has often focused on the portrayal of Hispanics in general market advertising (Czepiec & Kelly, 1983; Ferle & Lee, 2005; Fullerton & Kendrick, 2000; Stevenson & McIntyre, 1995; Taylor & Bang, 1997; Wilkes & Valencia, 1989) and whether the language of an advertisement should be in Spanish or in English (Bishop & Peterson, 2010; Noriega & Blair, 2008). The research has identified that Hispanics exhibit higher advertisement likeability when an advertisement is in their dominant language (Bishop & Peterson, 2010; Carlo-Casellas, 2002; Hernandez & Newman, 1992; Ueltschy & Kramf, 1997). Scholars have noted that a translation of the campaign designed for the English-speaking market does not always work well (Carlo-Casellas, 2002). However, some advertisers still use re-treads – advertisements for the general market that have been edited for the Hispanic market (Fullerton & Kendrick, 2000). Thus, this research seeks to understand whether advertising campaigns should be simply translated or culturally adapted. Furthermore, it asks if the trend of code-switched advertising serves the

function of appropriate cultural adaptation. This study examines the role culture and language play when advertising to Hispanics.

U.S. Hispanic Market

Hispanics are the largest, fastest growing minority in the United States (Witt, 2008). According to the United States Census Bureau (U.S. Census Bureau, 2009), the Hispanic population will represent between 21% and 30.3% of the entire United States population by 2050. As of 2006, Hispanics accounted for half of the nation's growth and the Hispanic growth rate of 24.3% was more than three times the growth rate of the entire population at 6.1% (U.S. Census Bureau, 2006). In fact, the United States Hispanic market outnumbers Canada by a million people (Yorgey, 2000). "Most Hispanic households earn more than two incomes. The average number of persons per Hispanic household is 3.63 as compared to the 2.6 in the average Anglo-American household" (Yorgey, 2000). Additionally, the Hispanic population in the United States is younger than the total American population. In 2010, the median native born Hispanic age was 18, while the foreign born Hispanic age was 38. All together, the median Hispanic age was 27, a full 10 years younger than the total United States population. The Hispanic male population in the United States tends to be younger than the female population (Pew Hispanic Center, 2010). On average, Hispanics marry at a younger age and have more children. In fact, one in five children in the United States is Hispanic (DiMaria, 2007). Some reports have estimated the Hispanic market's purchasing power at $630 billion (Torres & Gelb, 2002) while others reported it would rise to $1 trillion (DiMaria, 2007). As Carl Kravetz, chairman of the Association of Hispanic Advertising Agencies, explains, the Hispanic market in the United States is diverse and cannot be treated as a single segment. He recommends marketers analyze the Hispanic market, disregarding

language preference, to identify which segments "are most likely to purchase their products or services" (DiMaria, 2007).

Notably, the United States has become the third-largest Spanish-speaking country in the world (Carlo-Casellas, 2002). Though the Hispanic population shares the Spanish language, it is important to note that the population is not homogenous. The Latino market can be broken down into Mexican (64.9%), Puerto Rican (9.2%), Cuban (3.7%), Salvadoran (3.6%), Dominican (3%) and others (12.6%) (Pew Hispanic Center, 2010). Each subgroup has its own culture, and when marketing to Hispanics, advertisers must pay more attention to cultural differences over language (Gurliacci, 2004).

Furthermore, Hispanics in the United States can be further segmented by acculturation level. Hispanics in the United States have brought their native country's culture and language with them. As Hispanics assimilate to life in the United States they begin to learn a culture that is different from their own, a process called acculturation (Valencia, 1985). According to scholars Arjona, Shah, Tinivelli, and Weiss (1998) the acculturated segment of the Hispanic market is the largest and fastest growing. They argue that advertisers need to project a cultural identity that is equally Hispanic and American.

Advertising & Culture

As Philip Patterson (2008, p. 72) explained, "Advertising needs to take seriously the role of culture in our lives. That means that advertising must authentically reflect the diverse voices that comprise our culture." According to Khairullah (1995), advertising is a form of social communication that reflects society. Specifically, it reflects the standards and values of a society (Graham, 2002). Advertising relies on culture because it is constructed by culture (Bennett, 2006). In order for an advertisement to be successful, it must have a clear message that consumers

can relate to (Bennett, 2006). However, the ability to identify with an advertisement is affected by identification with society or the culture of that society (Ueltschy & Kramf, 1997).

Marketers must also note that there is a difference between culture, race, and ethnicity (Bolaffi, 2003). Pettigrew (2009), columnist for Advertising Age, has argued that though race and ethnicity matter, culture matters more. Furthermore, when it comes to the United States, advertisers must realize that the term *melting pot* does not accurately describe present America. For years, America's diverse numbers have been reflected by the term *melting pot*. The term *melted* was first used in this context by Hector St. John de Crévecoeur (1904, p. 55) in his book *Letters From An American Farmer*. He stated, "Here [America] individuals of all nations are *melted* into a new *race* of men whose labo[u]rs and posterity will one day cause great changes in the world." The complete exact form, *melting pot* came into existence in 1908 with the premier of Israel Zangwill's play, *The Melting Pot* (Nahshon, 2005).

Today, there is evidence for this widely supported homogeneity theory. According to Pearse (2004, p. 118), "Many states have continued, as a matter of course, to create homogeneity by both minimizing and understating the numbers of ethnic minority populations and to attempt forcible assimilation to the nationalist's norm." Assimilation is the older paradigm that suggests people adopt the new culture's traits and submerge their own (Korgaonkar, Karson, & Lund, 2000). The trend in the United States, however, is that minorities move toward acculturation rather than assimilation (Noriega & Blair, 2008). As aforementioned, acculturation is the process by which people learn a culture different from their own (Valencia, 1985). Culture, as a way of life or specific practices, divides people into different types of consumers (Spencer, 2006, p. 26). Too many times, marketers and advertisers have segmented audiences by race and ethnicity, instead of culture (Pettigrew, 2009). Perhaps because the terms race, ethnicity and culture are often used interchangeably (Spencer, 2006). According to advertiser and marketer, Maria Perez, "There's just this automatic assumption that all people from all different races react to the same

product the same way" (Gurliacci, 2004). Though a more significant emphasis should be placed on culture, ethnicity and race cannot be disregarded (Pettigrew, 2009). Mostly because the degree to which one identifies with an ethnic group determines commitment to cultural norms, standards and ideas (Hirschman, 1981; Ueltschy & Kramf, 1997).

Purpose of the Study

Research on marketing to the Hispanic consumer has focused on three distinct strategies: the "change the language" approach, the "completely different" approach, and the "nothing different" approach (Faber & O'Guinn, 1991). The purpose of this study is to observe the roles language and culture play in advertising to Hispanics by comparing the three approaches. Specifically, this research seeks to understand how Hispanics by acculturation level respond to various print advertisements (English, Spanish or Code-Switched).

Effectively advertising to Hispanics is becoming more necessary as the Hispanic market grows, not only in numbers but also in purchasing power. This study can serve as a resource for marketers and advertisers who are searching for the best way to reach this market.

Methodology

This study will utilize an experimental methodology in a 3 x 3 design. Three variations (English, Spanish or Code-Switched) of the same advertisement and will be examined by acculturation level (High, Low, Bicultural) upon testing the respondents' emotional reaction to the advertisements. An ANOVA will be used to analyze emotional reaction to the various print advertisements by the respondents' acculturation level.

A convenience sample of Hispanic respondents in Oklahoma City, Oklahoma will be used. Respondents will be acquired from five Oklahoma City churches. According to the United States Census Bureau (2010), Oklahoma City is 17.2% Hispanic. About 14.2% of the entire population is Mexican. The results of this study are not generalizable to the entire Hispanic population within the United States. As the study is going to be carried out in Oklahoma City, the results should only be assigned to the Hispanic population in the area.

Outline

The following text summarizes this study on advertising to Hispanics. Chapter 2 covers a wide range of the literature concerning this topic, including relevant stories on advertising and a theoretical framework. This theoretical framework provides information on acculturation, language use and a discussion on the difference between translation and adaptation.

Chapter 3 explains the methodology, which includes research objectives, variables and hypotheses, advertising treatments, sampling method, procedure, and data collection, processing and analysis. Chapter 4 covers the research results and includes corresponding tables. Further, chapter 5 discusses these results and their implications, as well as the study's limitations and recommendations for future research.

CHAPTER II

REVIEW OF LITERATURE

The following chapter reviews the literature relevant to this study. First, the chapter focuses on an overview on the consequences of generalizing in advertising and places these stories in context with a theoretical framework. Next, the conceptual feature model and the revised hierarchical model are discussed. Discussions on acculturation, language use, frame-switching and code-switching, and translation and adaptation are also included. Studies about the Hispanic market and advertising are also presented and applied in context.

Stories on Advertising

Hispanic marketers have noted that the same language does not necessarily reach all segments of the population (Gurliacci, 2004). In some cases, Hispanics have felt offended by certain advertisements because advertisers have placed language over culture. This was the case in 2005, when Mexican pop star Thalia became the spokesperson for Hershey's *cajeta*. The

advertisements ran on Spanish radio and television stations across America without regard to proper definitions or segmentation. The word *cajeta* is solely a Mexican Spanish term. For Argentineans, *cajeta* has very explicit sexual meaning, and in Ecuador very few have heard the term (Wentz, 2005). In its defense, Hershey claimed, "We use[d] the term because 67% of all Hispanics are Mexicans and that's who we're targeting" (Wentz, 2005). However, if a parallel were drawn, any marketing agency targeting all white Americans would wisely never select a word that could possibly offend any segment of the population.

General Motors fell into a comparable mishap when they introduced the Chevrolet Nova to Puerto Rican automobile dealers. They did not realize that saying the word nova aloud in Spanish translated into, "it doesn't go" (Ricks, 2001). Still, General Motors kept the name. Marketing analyst, Cecilia Bouleau argued the term "nova" could also refer to new, as in "bossa nova" (Paxman, 1993). Ford has committed this type of translation transgression a total of three times. Once, when they introduced the low-cost truck, Fiera. The word *fiera*, however, translated into "old ugly woman" (Ricks, 2001). On another occasion, the model name Pinto, was Portuguese slang for a small male appendage (Ricks, 2001).

Some companies have learned from experience that straight language translations do not always translate well culturally. When Colgate decided to enter the Malaysian market, they emphasized teeth whitening as one of the advantages of using their toothpaste. For people who live in that region, however, "black and yellow teeth are a sign of highness and elegance" (Zhan & Dong, 2010). In Malaysia, people purposely darken their teeth (Zhan & Dong, 2010). A representative for Thai Medical News (Ltd., 2009) explained, "As with most Asian traditions, there are long standing cultural reasons for tooth blackening." Ancient Asian tradition held that only savages, wild animals and demons had long and white teeth. People believed that by blackening their teeth, they would not be mistaken for an evil spirit. Further, other traditions held that teeth blackening enhanced sex appeal.

In 1996, the Colgate-Palmolive Company took a different approach, by first entering the United States' Hispanic market and then the general market. The company experienced very positive results when it became the only major household product marketer to bring an established Mexican brand to the United States (Neff, 1997). When the company introduced Mexican-produced Suavitel fabric softener and Fabuloso hard surface cleaner to the United States Hispanic market, it gained a 15% market share among Hispanic consumers. The Suavitel brand took the number two slot, overtaking Snuggle (Neff, 2000). Gaviria, former director of Hispanic and Asian marketing for Colgate, stressed that both brands experienced success among Hispanics because of their strong fragrance. The fragrance became the center of their advertising strategy for the general market and also led to the development of a new line of botanical-scented dish soaps that positioned the company with a 40% market share in the category, an all-time high (Neff, 2000). Though Gaviria described their marketing strategy as an experiment, the multicultural approach worked. According to David Thomas, professor at Harvard Business School, companies that integrate multicultural marketing with mainstream marketing will improve their bottom line (Neff, 2000).

David Morse (2011) described ideal communication between an advertiser and a consumer as a *wink*. For him, a wink is "a private communication of camaraderie and recognition." He explained that an advertising message could appeal to a mainstream audience but also have an embedded culturally relevant message. He said that General Mills "got it right" when they created a general market commercial that featured an American family eating breakfast together. The children were speaking in English and the parents were speaking in Spanish.

Theoretical Framework

Advertisers have continuously sought to understand which messages are most effective in communicating with and persuading their audiences. More recently, advertising and marketing researchers have focused on consumer's affective reactions to advertisements and whether or not they are related to purchase intentions. MacKenzie, Lutz, and Belch (1986) found that attitude toward an advertisement influences brand attitude directly and indirectly. For Lutz (1985), attitude toward an advertisement is, "a predisposition to respond in a favorable or unfavorable manner to a particular advertising stimulus during a particular exposure occasion."

Advertising professionals and academics have generally agreed that ethnic identity is core to consumer attitudes and behaviors in purchase decisions (Deshpande, Hoyer, & Donthu, 1986; Hirschman, 1981; Palacios, 2011). For Phinney (1996), an ethnic group is "the reference group with whom people share a common history, physical features and culture. It is this interaction with reference group members that people identify themselves as members of a given group and incorporate an ethnic identity." Ethnicity refers to a "community whose heritage offers important characteristics in common between its members and which makes them distinct from other communities" (Modood & Berhoud, 1997). Futhermore, Modood and Berhoud (1997) explain, "There is a boundary which separates 'us' from 'them' and the distinction would probably be recognized on both sides of the boundary." It has also been noted that culture is one of the fundamental determinants of human behavior (Lee, 1989). Culture has been defined more creatively as "a mental map which guides us in our relations to our surroundings and to other people" (Downs, 1975, p. 49) and more simply as "everything that people have, think and do as members of a society" (Ferraro & Andreatta, 2009, p. 28). According to Glazer and Moyniahn (1963), immigrants are open to different parts of American culture based on their original cultural background, which also affects the way they interpret their experiences. Because of diversity in the United States, the concept of targeting consumers based on ethnicity has been alive for

decades (Palacios, 2011). But where the private sector may still be lacking, academia is hard at work, researching, learning and building on theories to understand how to effectively communicate with minority audiences.

In early research on ethnicity and consumption patterns, Hirschman (1981) found that Jewish Americans' consumptions patterns closely followed their cultural standards. The intensity of an individual's ethnicity was directly related to the cultural norms that were followed. Adhering to these norms determined the ethnic group's consumption patterns. Consequently, Hirschman argued that marketers should view ethnicity as a determinant of consumption and purchase behavior.

Similarly, Deshpande, Hoyer and Donthu (1986) analyzed the intensity of ethnic affiliation and its influence on consumption among Hispanics. Using Hirschman's studies as a framework, these scholars tested for differences in consumption patterns among an Anglo group and a Hispanic group. In this study, Hispanics were asked to indicate the strength of their affiliation to their ethnic group with a Likert-type scale that was ordered from "Very Weak" to "Very Strong." Today, this concept of intensity of ethnic affiliation or the degree to which one identifies with his or her culture of origin is known as level of acculturation. The study yielded that the intensity of ethnic affiliation did in fact impact purchase patterns and behaviors. Deshpande et al. (1986) found significant differences in attitudes toward institutions (e.g. business, government), use of Spanish-language media, brand loyalty and preference to ethnically advertised brands. Individuals who identified themselves as strongly Hispanic were more brand loyal and more likely to buy prestige brands, as well as brands advertised directly to their ethnic group. Furthermore, Deshpande et al. found that the Hispanic group was heterogeneous, as answers did vary across the ethnic group.

Though these scholars' research determined to target consumers by ethnic identity, other scholars have sought to find the best method for communicating with the Hispanic ethnic group specifically. The perpetual question in advertising and in academia is whether advertisements should be translated into the consumer's first language, Spanish, even if the consumer understands English (Luna & Peracchio, 1999). Noriega and Blair (2008) wondered if the exact same advertising message cued different associations depending on the language in which it was presented. They hypothesized that advertisements presented in a bilingual individual's native language would evoke more associations with family, friends, home or homeland. Their research found that language "had a significant effect on personal relevance of thoughts." Specifically, their results showed an interaction effect between language and context. When an advertisement combined native language and native consumption context, there were a higher proportion of family, friends, home or homeland thoughts.

Similar findings were exhibited in Luna's study on the information processing of bilingual consumers. Using the Conceptual Feature Model and the Revised Hierarchical Model, Luna (1999) found that words in Spanish "tend[ed] to elicit emotionally-charged words and Hispanic-culture concepts, while words in English tend[ed] to elicit technical concepts and formal definitions." Luna and Peracchio (Luna & Peracchio, 2001) examined if picture to text congruity served as a potential moderator of language effects in memory. They found that a high level of congruity facilitated the conceptual processing of a second language message, therefore increasing recall. In another study, Luna, Perracchio, and de Juan (2003) investigated how bilingual consumers process first language and second language information on web sites. They analyzed the effects of language, graphics and culture on a bilingual person's web site and product evaluations. They found that graphic congruity and cultural congruity affected a bilingual person's attitude-formation process.

Other studies have approached the Hispanic ethnic group from another perspective: acculturation. Graham studied the influence of acculturation on the effectiveness of direct mail advertising to Hispanics. By measuring the respondents' emotional response to the advertisement, Graham (2002) found that highly acculturated and bicultural Hispanics respond well to advertisements designed for Anglo consumers, that is English advertisements with either Anglo or Hispanic models. Similarly, a study by Kara and Kara (1990) also found that highly acculturated Hispanics were similar to Anglos in product selection. In their study, Ueltschy and Kramf (1997) found that Hispanics with a low acculturation level preferred advertisements in Spanish, while highly acculturated Hispanics preferred advertisements in English. A study by Beniflah (2011) utilized the conceptual feature model and the revised hierarchical model to examine the effects of acculturation on the cognitive structure of foreign-born United States Hispanics. He found differences across all three levels of acculturation.

Beniflah (2011) suggested that though some scholars had considered the foreign-born Hispanic segment linguistically and culturally homogenous more recent commentary expands on Deshpande et al's findings that Hispanics are nonhomogeneous. Consequently, another question remains. What is the best way to send advertising messages to the Hispanic ethnic group, that although culturally nonhomogeneous, speaks the same language?

Bilingual Lexicosemantic Organization

Research has suggested that language plays a role in constructing, expressing and sharing cultural standards and beliefs (Buttjes & Byram, 1991, pp. 3-4; Kitayama, 2010, p. 682; Ringberg, Luna, Reihlen, & Peracchio, 2010). Researchers have often debated whether bilinguals have separate cognitive structures for each language (Beniflah, 2011; Ervin, 1951). Some

scholars have suggested that each language is stored separately (Kolers, 1963), while others have theorized that languages share a single representational system (Schwaneflugel & Rey, 1986).

Scholars have also noted that individuals have the ability internalize two or more cultures and speak the language(s) associated with each culture (Ringberg et al., 2010). Language is vitally linked to culture. A person's thought process is created by internalized mental models (Chase & Dasu, 2001) and this is influenced by a cultural model (Sperber, 1994). Thus beyond being bilingual, an individual may also be bicultural. In the same way an individual may be bilingual but not bicultural. Because of the link between language and culture, an unintended translation may arise "from perceptual shifts among bicultural-bilinguals during language switching" (Ringberg et al., 2010, p. 80). In an effort to explain information processing in bilinguals, two theories that complement one another have become prominent: the Revised Hierarchical Model (Dufour & Kroll, 1995) and the Conceptual Feature Model (de deGroot, 1992). Together, they can be seen as a framework by which one can study a bilingual individual's lexicosemantic organization (Kroll & deGroot, 1997).

Revised Hierarchical Model. The Revised Hierarchical Model (RHM) is a widely accepted theory in psycholinguistics (Luna & Peracchio, 1999). RHM theorizes there are two levels of representation: lexical (word) and conceptual (meaning). The lexical level is separated into separate compartments by language, while the conceptual level is a single compartment in which words access a common representation or meaning (Caruana & Abdilla, 2004; Dufour & Kroll, 1995). For Dufour and Kroll (1995), bilingual individuals have "a hierarchical arrangement of words and concepts, with a separation at the lexical level but with connections to a semantic system that is shared across languages."

RHM explains why second language messages may require more effort to process (Caruana & Abdilla, 2004; Luna & Peracchio, 1999). Connections at the lexical level across

words in different languages are called lexical links or word associations. Connections across languages between words and their meanings are called conceptual links. Conceptual links have been shown to be stronger in a bilingual individual's first language when compared to the second language (Dufour & Kroll, 1995; Luna & Peracchio, 1999). Luna (1999) commented that this occurs as a residual effect from the process of learning a second language. "It is assumed that individuals begin learning words in their second language by relating them to the words in their first language" (Luna & Peracchio, 1999) This imbalance between the first and second language tends to remain over time (Caruana & Abdilla, 2004). However, a bilingual individual may also begin to only use the second language and leave the first language all together (Luna & Peracchio, 1999).

Caruana and Abdilla (Caruana & Abdilla, 2004) argued that marketers and advertisers may find RHM very useful when deciding what language will reach their target market best. A message in a bilingual individual's first language is more easily related to its relevant semantic storage (Luna & Peracchio, 1999). In a study about the cross language semantic priming of words, Keatley, Spinks and de Gelder (1994) found that priming is more effective in an individual's first language. In another study, Kroll and Stewart (1994) asked subjects to complete a task involving picture-naming and recall. Their results supported RHM. Subjects took longer to name photos in their second language, than in their first language.

Similarly, La Heig, Hooglander, Kerling, and Van Der Velden (1996) explored picture aided translation tasks. They found an imbalance between forward translation, which is first language to second language, and backward translation, which is second language to first language. Congruent photos aided in translation both directions, but improved backward translation significantly more than forward translation. Their findings supported RHM's notion that conceptual links are stronger in the first language, than the second language. Luna (1999) noted that La Heij et al.'s findings could be viewed in an advertising context by "adapting

Houston, Childers, and Heckler's (1987) model of picture-word consistency effects on monolingual memory." For Houston, Childers and Heckler (1987), advertisements with interactive images resulted in better recall than advertisements without interactive photos. Advertisements that contained text that was unrelated to the image resulted in better recall than advertisements containing copy that was relevant to the image. Perhaps this was the result because in a monolingual's memory, incongruence between the image and the text demanded more processing. However, Luna (1999) noted that an advertisement in a consumer's second language with text that lacks congruency with the image can demand too much from a bilingual individuals' processing resources. An advertisement in a consumer's first language, however, will render effects similar to Houston et al.

Further, consumers presented with second language messages "may divert their attention to less demanding tasks" (Luna & Peracchio, 1999). In 2001, Luna and Peracchio tested their arguments. They examined picture-text congruity as a moderator of language effects in memory and found that high levels of congruity facilitated conceptual processing of second language messages. They also commented that increasing memory for second language advertisements reduces the impact of the aforementioned language imbalance on memory.

Conceptual Feature Model. While building on RHM, the conceptual feature model (CFM) has suggested that the same word in different languages may have different interpretations (Healy & Bourne, 1998; Ringberg et al., 2010). For Luna, CFM "[has] hypothesize[d] that there are word-specific characteristics that affect the mappings for words to their corresponding concepts." Specifically, words in each language activate conceptual features (Luna & Peracchio, 1999). Ringberg et al. (2010) noted that CFM provides a cognitive explanation on the role mental models play in frame switching, a rather recent concept in literature (Noriega & Blair, 2008). Scholars refer to switching between culture-specific mental frameworks as frame switching (Briley, Morries, & Simonson, 2005; Hong, Morris, Chiu, & Benet-Martinez, 2000; Luna,

Ringberg, & Peracchio, 2008). According to Noriega and Blair (2008), frame switching, not only occurs in language but in culture. They explained that research in cultural frame switching has suggested that, "language and symbols can cue different personality and cultural characteristics in bicultural-bilingual people."

In an effort to explain the CFM, Luna and Peracchio (1999) provided an example. They explained that in English the word "friend" might be associated with McDonalds and honesty. In contrast the same word in Spanish, "amigo," may be associated with honesty and male. Similarly, Ringberg et al. (2010) stated that the word "beach" may be associated with the words picnic and sun, while its Spanish translation, "playa," may be associated with the Caribbean and palm trees. For Ringberg et al. (Ringberg et al., 2010) "most bicultural-bilinguals possess two language specific mental frames for what appears to be the same concept translated across languages." These mental models are obvious to the individual who possesses them; for that individual the mental model is treated as if it were an obvious fact of the world (Ringberg et al., 2010; Strauss & Quinn, 1997).

Studies using the Revised Hierarchical Model and the Conceptual Feature Model have found that first language messages are more likely to be processed at the conceptual level than second language messages (Luna & Peracchio, 1999). Previous research has also found that bilinguals tend to rely on imagery more than monolinguals (Paivio & Lambert, 1981). Studies using the CFM have shown that cognates share more conceptual features across translation-equivalents than non-cognates (Luna & Peracchio, 1999). Other studies have found that concrete words share more conceptual features across languages than abstract words, but even concrete words differ in conceptual features (Ringberg et al., 2010). Specifically, a study by Ransdell and Fischler (1989) found that bilingual people recalled concrete prose better than abstract prose.

Though the recall of an advertisement can aid in determining advertisement effectiveness, there are other variables at work in determining the effectiveness of an advertisement. In advertising, CFM can serve as a theoretical foundation. Luna and Peracchio (1999) argued that "different language-specific mental schemas may be activated by individuals when a consumer-related concept is presented to them." The language in which the concept is presented activates a specific schema. Mandler (1985) argued that this produced congruity-based affect. According to Mandler, a comparison occurs when an individual receives new information. If this new information fits with prior knowledge schemas, then a mild positive affective reaction occurs. However, the opposite is true as well. When new information is incongruent with prior knowledge, a strong negative affective reaction will follow. In short, "CFM can be used to conceptualize the effects of language on affective reactions to advertising" (Luna & Peracchio, 1999).

Some advertisers have picked up on the schema activated by certain words in Spanish and have incorporated them into their strategy. One such example was described by Luna and Peracchio (1999) who noticed an advertisement for AFLAC insurance that appeared in *Hispanic* magazine. The text read, "Twenty million *hijas* (daughters) are covered by AFLAC. Is yours?" In 2008, an advertisement in *Latina* magazine used a tagline with both Spanish and English words (Bishop & Peterson, 2010). This type of wording is called code-switched phrasing (Luna & Peracchio, 2005). The advertisement stated, "In Arizona spring has a way of warming *los corazones* (hearts)." Alternating between two or more languages, or code switching, is a technique some advertisers are utilizing to appeal to the dual identities of bilinguals and bicultural bilinguals (Bishop & Peterson, 2010). Still, the identities of these bicultural bilinguals vary, depending on their level of acculturation and the intensity of their ethnic affiliation.

Acculturation

In 1981, Yinger described three acculturation paradigms: assimilation, affirmation and overshooting. Assimilation is the "melting pot" that occurs when a person adopts the new culture's traits and values (Korgaonkar et al., 2000) while affirmation is the "salad bowl" that occurs when a person rejects the new culture and chooses to retain their original culture and values (Glazer & Moynihan, 1963; Korgaonkar et al., 2000; Triandis, Kashima, Shimada, & Villareal, 1986). Overshooting occurs when a person's behavior is more extreme than that of the majority (Korgaonkar et al., 2000; Yinger, 1981). Though Valencia (1985) defined acculturation as the process by which a person learns a culture different from the one in which he or she was raised, Rogler, Cortes and Malgady offered a different perspective. For these scholars (1991), acculturation was defined as the process by which immigrants change their behavior and attitude toward the host society. More simply, acculturation deals with social and psychological changes that occur when people from different cultures come into constant contact (Berry, 1997). Further, Berry and Sam suggest that although these changes can affect both cultures and both groups of people, studies focus on groups adjusting to a dominant society (Berry & Sam, 1996).

It must be noted that acculturation occurs both at a group level and on an individual level (Berry, 2005). At the group level, it requires change in social structure and cultural practices, while at the individual level it requires change in personal behavior. Groups and individuals undergo acculturation in four different ways or strategies. These strategies exist because of the interaction of two components: attitudes (an individual's preference about how to acculturate) and behaviors (a person's actual activities) (Berry, 1980). A person in the acculturation process must make the distinction between maintaining one's heritage, culture and identity and participating in the larger society with other ethno-cultural groups (Berry, 2005). Individuals then choose to 1) integrate, 2) assimilate, 3) separate or 4) marginalize (Berry, 1980, 2005). The integration model allows immigrants to become a part of the new society while still holding on to their own heritage

(Graham, 2002). These individuals are recognized as bicultural and may or may not be bilingual. Bicultural bilinguals "have internalized two cultures" and "speak the languages associated with each of those cultures" (Luna et al., 2008)

The constructs of acculturation are at times difficult to define because they are concerned with culture (Olmedo, 1979). Culture includes visible artifacts (food, clothing, tools), visible behaviors based on inferred rules or code systems (language, social roles, rituals) and fundamental beliefs and values (Rudmin, 2008). This can prove to be difficult, because no one knows everything about his or her own culture (Matsumoto, 2006). Still, research has been able to identify specific key constructs to the acculturation process. One of the most significant signs of acculturation level is language (Lerman, Maldonado, & Luna, 2009; Valencia, 1985). When it comes to acculturation among Hispanics, language preference falls in four categories: Spanish only (isolated), predominantly Spanish (low acculturated), predominantly English (high acculturated) and English only (assimilated) (Arjona et al., 1998).

Media use serves as another key detector of acculturation. Scholar Kim suggested that the mass media transmits news, events, and more all while presenting "societal values, norms of behavior and traditional perspectives for interpreting the environment" (Kim, 1988, p. 114). Media use is fundamental in shaping the acculturation process (Yang, Wu, Zhu, Brian, & Southwell, 2004). When a newcomer has engaged into a new cultural environment, a person's communication activities are "conceptualized in two closely interrelated inseparable communication processes: interpersonal communication and mass communication" (Ruben, 1975; Yang et al., 2004). The experience that the media provides, though vicarious, offers social interaction and an opportunity to gain language skills (Yang et al., 2004). Acculturation and media use often reflect one another. In 1985, Shoemaker, Reese, and Danielson found that a fully acculturated Hispanic's print media use was similar to that of an Anglo-Saxon. Somani (2008) argued that because mainstream media has distorted the image of ethnic Americans through

stereotypes (Alia, 2003), ethnic groups began creating ethnic media to preserve cultural identity (Lin & Song, 2006). Furthermore, media use serves as a construct of acculturation, as it is connected to language. Ethnic media often serves as a bridge between cultures (Lin & Song, 2006) by providing content in an immigrant's native language (Jeffres, 2000).

The acculturation process can be observed across attitudes, values, behaviors and cultural identity (Cuéllar, Arnold, & Maldonado, 1995; Ryder, Alden, & Paulhus, 2000). In an effort to measure acculturation, scales have been created and tested. Some scholars opt for a unidimensional scale and others have chosen to measure acculturation through a bidimensional scale. Proponents of unidimensional models have argued that acculturation can be viewed as a single process along a continuum (Gordon, 1995). "This unidimensional process assumes that the culture of the acculturating group has no influence on modifying the dominant culture" (Cabassa, 2003). Scales that have implemented unidimensional models include questions on language acquisition and usage, participation in cultural practices, interpersonal relationships, identity, family beliefs, and adherence to tradition values to place subjects along the continuum (Cuéllar et al., 1995). Still, other researchers have assumed that acculturation can be measured based on the amount of exposure an individual has to the dominant culture (Ryder et al., 2000). These researchers have relied on variables such as generational status, age at immigration and proportion of life spent in the United States to measure acculturation. Unidimensional models have been limited, however, because they have failed to capture how individuals balance both of their cultures as they go through the acculturation process (Cabassa, 2003). This has occurred because the unidimensional model assumes that individuals adhere to the dominant culture with the maintenance of their original culture (Cuéllar et al., 1995; Marin & Gamba, 1996; Rogler et al., 1991). Furthermore, Cabassa (2003) has argued that the unidimensional model is restrictive as it allows "individuals to carry only one piece of cultural luggage." For Cabassa (2003),

unidimensional models force individuals to "throw away aspects of their culture" only to create space for the "acquisition of new cultural values, attitudes and behaviors."

In contrast, bidimensional models account for two separate dimensions: maintenance of original culture and the adherence to the new culture (Cabassa, 2003). The first dimension has to do with the strength with which individuals value the maintenance of their original cultural identity (Berry & Sam, 1996). Further, this dimension can range from strong adherence to complete neglect of the individual's original culture (Cabassa, 2003). The second construct of the model focuses on the degree of participation and the value an individual gives to the new dominant culture (Berry & Sam, 1996). Together, these two dimensions, though measured separately, allow individuals "to carry two pieces of cultural luggage at the same time" (Cabassa, 2003). Though the bidimensional model is young, Berry and Sam (1996) have conceptualized a theoretical framework to organize acculturation and have identified four acculturation strategies: assimilation, separation, integration, and marginalization. Assimilation occurs when an individual does not wish to maintain their original cultural identity and instead participate in the dominant culture. In contrast, separation occurs when an individual chooses to adhere to their original cultural identity and reject the culture of the dominant society. Integration strategy provides a balance for both cultures and describes individuals as adhering to their original culture while also embracing the new dominant culture. Finally, the marginalization strategy describes individuals, who either forcefully or voluntarily, are excluded from both their original culture and the new dominant culture.

In an effort to analyze the acculturation process and measure an acculturating individual's identity, Marin and Gamba (1996) created the Bidimensional Acculturation Scale for Hispanics (BAS) to measure acculturation. The BAS calculates acculturation through 12 Likert-type questions that measure three areas: language use, linguistic proficiency and electronic media (Marin & Gamba, 1996). The BAS provides researchers with two scores, one for each cultural

dimension. This allows researchers to create multiple combinations of acculturation scores, including low, high, and bicultural. It must also be noted that the BAS is largely language based (Cabassa, 2003). Though Arjona et al. (1998) had described language preferences in acculturation among Hispanics in four categories: Spanish only (isolated), predominantly Spanish (low acculturated), predominantly English (high acculturated) and English only (assimilated), the BAS does not distinguish between the Spanish only categories of isolated and low acculturated. Still, the BAS allow for biculturation and this "will help researchers and practitioners in better understanding the processes Hispanics go through as they acculturate" (Marin & Gamba, 1996). Notably, the BAS has also been recognized for high evidence of reliability, validity and internal consistency (Davis, Engel, & Gurin, 2010; Marin & Gamba, 1996).

Language Use

In light of the research in acculturation, the primary debate about reaching Hispanics has been about language. Researchers who support this concept have used three perspectives (accommodation, ease of processing, affective response) to explain advertising effectiveness among bilinguals. Some scholars have argued for identity and accommodation. Projected by Giles, Taylor and Bourhis (1973), accommodation theory has suggested that individuals tied to one ethnic group will view another ethnic group more positively when a representative of that group makes an effort to accommodate them by using their language. Noriega and Blair (2008) have argued that this occurs as long as people feel that the act of translating or adapting an advertisement means that the advertiser "acknowledges, values and respects them." Koslow, Shamdasani and Touchstone's (1994) findings also supported this notion. Their study on language use in print advertising to Hispanics discovered that Spanish language advertisements

increased the audience's perception of advertiser sensitivity, or accommodation. This led to a more positive attitude toward the brand.

Another reason to use Spanish language advertising is because of the ease of processing. Luna and Peracchio's (1999, 2001) studies have found that it was preferable to advertise to bilinguals in their first language because words in the second language are more difficult to process. This ease of processing has also been shown to increases recall, as conceptual links are easier in a person's first language (Noriega & Blair, 2008). In other research Luna and Peracchio noted that language generates an affective response. They have suggested that some words have more of an emotional attachment in a person's native language rather than the second language (Luna & Peracchio, 2002, 2005). Noriega and Blair (2008) have noted that "the impact of affect laden words might be more important when using an emotional appeal instead of a rational or functional appeal based on the product's attributes." Furthermore, they argued that a bilingual person's languages may trigger different associations for the same advertisement, and consequently language choice has the power to guide a consumer to different levels of persuasion.

According to David Morse, language is often situational-dependent. In another study, Beniflah (2011) found that levels of acculturation can affect cognitive structure. By applying the Conceptual Feature Model and the Revised Hierarchical Model, he found that among foreign-born Hispanics, those who were highly acculturated preferred English and those who were lowly acculturated preferred Spanish. Still, bicultural bilinguals dominated both English and Spanish fairly well.

Though biculturals speak both languages, a particular language can activate "distinct sets of culture-specific concepts or mental frames, which include aspects of their identities" (Luna et al., 2008). Notably, bicultural bilinguals have often reported that they "feel like a different

person" when they switch between languages (LaFromboise, Coleman, & Gerton, 1993). Scholars have suggested that biculturals may have separate cognitive frameworks associated with each culture and language. Scholars have referred to switching between culture-specific mental frameworks as frame switching (Briley et al., 2005; Hong et al., 2000; Luna et al., 2008).

In order for frame switching to occur a bilingual must also be bicultural; bilinguals who are not bicultural do not have distinct cognitive frameworks (Luna et al., 2008). A study on monocultural and bicultural bilingual women found that monocultural women did not experience any differences in concept activation across languages, while bicultural women held significant differences across languages (Luna et al., 2008). Thus monocultural bilinguals do not experience frame switching as bicultural bilinguals do. Still, code-switching, switching between two languages within a sentence, has been shown to have an effect on persuasion. Luna and Peracchio (2005) found that code-switching from the minority language to the majority resulted in greater persuasion among bilinguals than code-switching from the majority language to the minority language.

Furthermore, the mental frames a bilingual experiences may consist of entirely separate identities, perspectives and behaviors (Briley et al., 2005; J. S. Phinney & Devich-Navarro, 1997). As new concepts are learned, each is associated with a specific language and culture (Hong et al., 2000). Consequently, words that may have exact translations in another language likely have a culture-specific definition or conceptual association (Kroll & deGroot, 1997).

Translation v. Adaptation

According to translation theory, because advertisements and commercial texts are meant to persuade they should be translated so that the target text functions within the target culture as though it was original copy (House, 1997; Nord, 1991). For Ortiz-Sotomayor (2007), translation

in advertising is about creating "an ad in a target setting for a target purpose and target addressees in target circumstances." Still, there is a difference between a straight translation and a cultural adaptation of text and both of these are observed in today's advertising copy. In light of the previously discussed literature, there is a need to take a deeper look.

In her content analysis of English to Russian advertising texts, Smith (2006) was able to identify three translation strategies: transference, source-language-orientated and target-language-orientated. Transference refers to reusing the same text from the source language. A source-language-orientated strategy changes the source text to produce a grammatical and idiomatic translation. This can be accomplished with fewer or more rhetorical figures. Target-language-orientated translations focus on expressions that are familiar in the target language. Similarly, Jettmarova, Piotrowska and Zauberga (1997) described three strategies: major transfer (literal translations), translation with minimum changes (partial adaptation) and adapted translation (cultural transplantation).

Others in translation academics have suggested five observed translation strategies. Smith and Klein-Braley (1997) have noted that, at times, translators do not change the advertisement at all, both original graphics and text across languages and cultures, while others produce a straight, almost automated, translation. In other instances, translation takes on a revision strategy in which advertisers keep the visuals for an advertisement, but write new text. Another strategy they note is adaptation. In this strategy the advertiser keeps visuals but changes the text slightly or significantly, if necessary. Lastly, Smith and Klein-Braley (1997) noticed export advertisements. Export advertisements play on positive stereotypes of the original text and culture and if necessary, they add copy so the advertisement may read well in the target language.

The difference between a translated advertisement and a culturally adapted or a culturally targeted advertisement is notable. In a study about the translation and adaptation of

advertisements for beauty products Woodward-Smith and Eynullaeva (2009) analyzed five beauty websites in Spanish, English and Russian. They found slight variations in translation for four brands but found cultural adaptation for only one of them. They explained that basic needs may be universal, but higher level needs are culture-specific. It must also be noted that the basic premise of an advertisement can also vary across cultures, increasing the need for cultural adaptation. While advertising to Hispanics tries to evoke feelings of family, friends, home, or homeland (Noriega & Blair, 2008), much of advertising to the mainstream American audience has focused on individualistic consumer culture, or materialism (Lury, 2011).

For scholar Simon Anholt (Anholt, 2000) an entirely new creative strategy is necessary. Because of technology and the trend toward globalization, Anholt has suggested that advertisers and marketers, creatives and suits reconsider their strategies. He has encouraged professionals and academics to think both globally and locally. In his book, *Another One Bites the Grass,* he commented, "Language is often the first thing people worry about when planning an international ad campaign. Perhaps it should be the last." Anholt has put forth a method for properly creating real international communications called smart centralization. Through this approach a company can be represented consistently by utilizing a single concept (e.g. fun, luxury). Then, this global concept can be carried out locally by hiring local people to express this concept in a manner that is valuable to people in that area. For Anholt, "If language is the tip of the iceberg, culture is what lurks below the surface. This is the stuff that really decides whether a global campaign succeeds or not." Still, language and culture are vitally linked. As aforementioned, language plays a role in constructing, expressing and sharing cultural standards and beliefs (Buttjes & Byram, 1991, pp. 3-4; Kitayama, 2010, p. 682; Ringberg et al., 2010).

Summary

"Consumers respond best to marketers who invest in relationships-reaching out with respect—first to their hearts and then their wallets. To win, begin at the beginning: listen to your audience; market to their needs; and communicate on their terms" (Lacher, 2005). This review of the literature has analyzed the current state of advertising to Hispanics. These stories on advertisement mishaps have served as the appropriate call to action for change. Bateson (1994) in her book, *Peripheral Visions*, says, "What would it be like to have not only color vision but culture vision, the ability to see the multiple worlds of others." Though some of the research was able to identify the need to target segments of the population by ethnic group, other scholars have gone a step further to identify the subgroups within the Hispanic ethnic group. Together, the Revised Hierarchical Model and the Conceptual Feature Model expose how bicultural bilingual process information. This knowledge gives marketers and advertisers insight into understanding the most effective way to communicate with Hispanics, especially those with dual identities. Some advertisers have been using the concepts of the Revised Hierarchical Model and the Conceptual Feature Model without realizing it. Code-switching is being used to appeal to the dual identities of bilinguals and bicultural bilinguals (Bishop & Peterson, 2010). Still, the identities of these bicultural bilinguals vary, depending on their level of acculturation and the intensity of their ethnic affiliation.

People in the acculturation process must make the distinction between maintaining one's heritage, culture and identity and participating in the larger society with other ethno-cultural groups (Berry, 2005). The literature consistently stated that highly acculturated Hispanics may be reached with the same advertisements directed at Anglo Americans (Graham, 2002; Kara & Kara, 1990; Ueltschy & Kramf, 1997). The reverse is also true, as research indicates that lowly acculturated Hispanics are more easily reached with Spanish language advertisements (Luna & Peracchio, 2001; Ueltschy & Kramf, 1997). Though bicultural bilinguals speak both languages, a

particular language activates "distinct sets of culture-specific concepts or mental frames, which include aspects of their identities" (Luna et al., 2008). In order to most effectively reach the Hispanic ethnic group, advertisers must understand these identities and adapt their advertisements to fit these identities. When reaching this market through advertising, Jettmarova, Piotrowska and Zauberga (1997) described three translation strategies: major transfer (literal translations), translation with minimum changes (partial adaptation) and adapted translation (cultural transplantation).

David Morse (2011) explained it best when he described ideal communication between an advertiser and a consumer as a *wink*, that is "a private communication of camaraderie and recognition." He explained that an advertising message could appeal to a mainstream audience but also have an embedded culturally relevant message. This research seeks to expand this notion by analyzing the affect a bilingual consumer takes to an advertisement based on language and the implications language applies through culture and cognition. More specifically, this research examines the effects of English, Spanish and Code-Switched advertisements on lowly acculturated, highly acculturated and bicultural Hispanics.

CHAPTER III

METHODOLOGY

The following chapter outlines research objectives, variables and hypotheses, instruments, sampling method, and procedure. This chapter also includes a discussion of the advertising treatments and scales used, including their validity and reliability. Finally, the chapter discusses data collection, and processing details, and statistical analysis.

Research Objectives

The objective of this study is to understand how acculturation, language and culture influence Hispanic consumers' response to print advertisements. Several studies in the literature examined advertising and communication effectiveness based on language (Luna, 1999; Luna & Peracchio, 1999; Noriega & Blair, 2008). Other studies noted acculturation as a determinant for Hispanic consumer behavior (Beniflah, 2011; Graham, 2002; Ueltschy & Kramf, 1997). Still, the research examining how bilingual consumers process advertisements is limited (Luna & Peracchio, 2001). This research seeks to expand the literature.

The goal is to better understand the affect a bilingual consumer takes to an advertisement based on language and the implications language applies through culture and cognition. As reflected in the literature, language and culture are vitally linked as one is used to express the other (Buttjes & Byram, 1991, pp. 3-4; Kitayama, 2010, p. 682; Ringberg et al., 2010). For this reason, this research will test a Hispanic consumer's reaction to an English print advertisement, a translated, Spanish print advertisement or an accommodating, culturally relevant Code-Switched advertisement.

Variables and Hypotheses

The independent variables in this experiment are the language of the advertisement (English, Spanish or Code-Switched), and the demographic variables. The independent demographic variables included: gender, age, education level, generation, and length of stay in the United States. Age was grouped as 18-24 years, 25-34 years, 35-49 years and 50 years or more. Education level was divided as less than high school, some high school, high school graduate, some college, and college graduate or higher. Generation was classified as first generation (born in a foreign country), second generation (born in the United States but at least one parent born in a foreign country), third generation (born in the United States but all grandparents were born in a foreign country), fourth generation (born in the United States but at least one grandparent born in a foreign country), and fifth generation (born in the United States, as well as all parents and grandparents). The moderating variable is the respondent's acculturation level (High, Low, Bicultural). The dependent variable is the respondents' emotional reaction to the advertisement.

This research seeks to understand the roles language and culture play in advertising to Hispanics. Specifically, the research questions are: (1) How do Hispanics respond to Spanish

print advertisements? (2) How do Hispanics respond to English print advertisements? (3) How do Hispanics respond to print advertisements that have been adapted using code-switched text to fit Hispanic culture? (4) Does the level of acculturation affect a Hispanic's emotional response to the print advertisements? (5) Does gender affect a Hispanic's emotional response to the print advertisements? (6) Does the length of stay in the United States affect a Hispanic's emotional response to the print advertisements? (7) Does the level of education affect a Hispanic's emotional response to the print advertisements? (8) Does age affect a Hispanic's emotional response to the print advertisements?

Previous research has indicated that highly acculturated Hispanics prefer advertisements in English (Graham, 2002; Kara & Kara, 1990; Ueltschy & Kramf, 1997). Highly acculturated Hispanics exhibit greater use of the English language and English language media. Research has noted that the process of acculturation occurs more slowly among Hispanics (Anderson, 2009). This happens because of the readily available Spanish media and the easy ability to continue communication with friends and family back home. "Unlike immigrants from earlier in the history of the United States, Hispanics today can participate in society while still retaining strong aspects of their Latino culture" (Anderson, 2009). For this reason, highly acculturated Hispanics are typically second, third, fourth or fifth generation, and very rarely first generation. Population statistics support this notion. In fact, 39% of native born (second, third, fourth, and fifth generation) Hispanics only speak English at home, and 49.6% of native born Hispanics say they speak English very well, while 25% of foreign born (first generation) Hispanics say they speak English very well and only 4.1% of foreign born Hispanics only speak English at home (Pew Hispanic Center, 2010). According to the Revised Hierarchical Model, bilinguals likely process first language, or dominant language, messages at the conceptual level than second language messages (Luna & Peracchio, 1999). Although highly acculturated Hispanics speak Spanish, the aforementioned statistics would predict that a highly acculturated Hispanic dominates English

better than Spanish. In light of this information on highly acculturated Hispanics, the first hypothesis is as follows:

H1: Hispanic Americans with a high acculturation level will have a more positive emotional reaction to the English print advertisement than lowly acculturated and bicultural Hispanics.

Consistent with accommodation theory, research has also noted that Hispanics with low acculturation levels prefer advertisements completely in Spanish (Luna & Peracchio, 2001; Ueltschy & Kramf, 1997). As the Revised Hierarchical Model stresses, bilinguals likely process first language, or dominant language messages at the conceptual level over second language messages (Luna & Peracchio, 1999). Furthermore, "different language-specific mental schemas may be activated by individuals when a consumer-related concept is presented to them" (Luna & Peracchio, 1999). Since, lowly acculturated Hispanics prefer Spanish, and according to the Revised Hierarchical Model and the Conceptual Feature Model certain schemas are activated in the first language that increase the ease of processing (Noriega & Blair, 2008), the following hypothesis is proposed:

H2: Hispanic Americans with a low acculturation level will have a more positive emotional reaction to the translated Spanish print advertisement than highly acculturated and bicultural Hispanics.

More recent research has explained that bicultural bilinguals have the ability to access dual mental frameworks or identities (Luna et al., 2008). According to Noriega and Blair (2008), frame switching, not only occurs in language but in culture. Research in cultural frame switching has suggested that, "language and symbols can cue different personality and cultural characteristics in bicultural-bilingual people." The conceptual feature model has suggested that depending on the language in which they are presented, words evoke different affective reactions

(Kroll & deGroot, 1997; Luna & Peracchio, 1999). Since bicultural bilinguals experience frame switching, there is a possibility that by accessing both mental frameworks through code switching the emotional response to an advertisement is affected. Therefore, the following hypothesis is proposed:

> **H3: Bicultural Hispanic Americans will have a more positive emotional reaction to the targeted/code-switched Spanish and English print advertisement than lowly and highly acculturated Hispanics.**

Advertising Treatments

The advertisements announced a new all-purpose Mr. Clean product (See Appendix). Three variations of the same print advertisement were professionally created using Adobe Photoshop and Adobe Illustrator. One of the print advertisements contained English print stating, "Bring home a new tropical scent." The second print advertisement was a direct English to Spanish translation that read, "Llévate a casa un nuevo aroma tropical." The third print advertisement was a culturally relevant, code-switched, Spanish and English language advertisement that stated, "Bring a new tropical scent *a su casa*."

The print advertisements were designed as magazine advertisements, 8½ inches wide by 11½ inches high. These were printed in full color with a laser printer on 60-pound multi-purpose paper. The advertisements featured a large image of the product, with a simple tagline and the logo at the bottom of the page. As the literature explained, research has found that bilinguals tend to rely on imagery more than monolinguals (Paivio & Lambert, 1981). For this reason, the advertisements were meant to be attractive, but did not contain any models. To focus attention on the product and the text, the artwork consisted of a bright blue background and three spray bottles of the new tropical scented products, as well as the Mr. Clean logo. The print advertisement

selection and design were guided by the literature. An all-purpose Mr. Clean product was chosen in light of the success of Colgate-Palomolive's products and strategy. Similarly, the advertisements focused on scent as the main sales pitch, since Gaviria, former director of Hispanic and Asian marketing for Colgate, stressed that both brands experienced success because of their strong fragrance (Neff, 2000).

Instruments

Acculturation level was measured using the Bidimensional Acculturation Scale for Hispanics (BAS). The BAS calculates acculturation through 12 Likert-type questions that measure three areas: language use, linguistic proficiency and electronic media (Marin & Gamba, 1996). The BAS has evidence of reliability, validity and internal consistency (Davis et al., 2010; Marin & Gamba, 1996). Scholars have noted that the BAS largely relies on language-based items (Cabassa, 2003) and this serves as a limitation of the instrument. However, as this experiment focuses mainly on the use of language and culture, this limitation is not a grave issue. Ultimately, the BAS was chosen as it works best with Mexican Americans and Central Americans (Cabassa, 2003; Marin & Gamba, 1996). The experiment was conducted in Oklahoma City, which is 17.2% Hispanic, and 80% of the Hispanic population is Mexican (U.S. Census Bureau, 2010).

Response to the advertisement was measured using Wells Emotional Quotient Scale (EQ) and a condensed version of the Reaction Profile. The EQ measures general emotional reactions to an advertisement through 12 Likert-type questions (Wells, 1964). The condensed Reaction Profile consists of 3 five-point semantic differential questions that indicate whether the advertisement was good/bad, pleasant/unpleasant, or favorable/unfavorable (Bearden, Netemeyer, & Mobley, 1993; Wells, 1964).

Previous research in the cultural aspects of advertising has often used the EQ and the Reaction Profile (Graham, 2002; Leach & Liu, 1998). It must also be noted that this experiment was conducted using print advertisements, and both the EQ and Reaction Profile were developed using print advertisements (Wells, 1964; Zinkhan & Fornell, 1985). Though different scales can predict attitude toward a brand, the Reaction Profile is superior in measuring purchase intent when compared to other scales (Zinkhan & Fornell, 1985). Research has shown that attitude toward an advertisement influences attitude toward brand and may predict purchase intentions (MacKenzie et al., 1986).

The survey also included a section of demographic data to ensure a representative sample. These demographic questions included gender, age, origin, education level, generation, and length of residency in the United States. Respondents were given the option of completing the survey in English or in Spanish.

Sampling Method

A convenience sample was used. Participants of 18 years of age and older were recruited from five local Hispanic congregations in Oklahoma City, Oklahoma. The five churches selected for the study were *Catedral de Adoración*, *Templo de Alabanza*, *Cristo Es Rey,* Oklahoma City Family Church, and *Vida Abundante A Las Naciones*. *Catedral de Adoración* has simultaneously bilingual services in Spanish and in English. Oklahoma City Family Church has some services in English and others in Spanish. Finally, *Templo de Alabanza, Cristo Es Rey* and *Vida Abundante A Las Naciones,* have services entirely in Spanish. Verbal announcements of the study were made to the congregations prior to the experiment date. All together, 283 people participated in the study.

Procedure

The experiment was conducted by the researcher and fully trained bilingual assistants in church facilities following Spanish, English and bilingual (Spanish and English) services and other church meetings during the month of March, 2012. Subjects were first instructed to review and sign the consent form. Next, subjects were given one of the randomly assigned print advertisements (See Appendix) and the survey. Respondents were given the choice to complete the survey in Spanish or in English in order to maximize participation and improve responses.

The survey (See Appendix) consisted of four parts: the Bidimensional Acculturation Scale for Hispanics, the Emotional Quotient scale, the Reaction Profile and demographic data. Upon completion of the survey, respondents returned the survey and advertising treatment to the researcher. The researcher then inquired if subjects had additional questions or concerns. Finally, the researcher thanked respondents for their time. The entire experimental process took approximately 10 to 15 minutes at each location.

Data Collection, Processing & Analysis

Surveys were coded by the researcher and entered into Microsoft Excel. The spreadsheet was imported into the Statistical Package for Social Sciences (SPSS) software for analysis. The Emotional Quotient Scale and the Reaction Profile contained items that were reverse-coded to provide a single score for each variable.

To analyze the data, analysis of variance (ANOVA) tests were conducted in SPSS to determine if any differences existed across acculturation levels (high, low and bicultural). ANOVAs were used as they are the best option when comparing mean scores for several independent variables among different groups (Buddenbaum & Novak, 2001). The results of the study will be discussed in Chapter 4. Limitations and implications will be discussed in Chapter 5.

CHAPTER IV

FINDINGS

This chapter describes the study's findings in detail. The study sought to find if significant relationships existed between the independent variables of type of advertisement (English, Spanish, Code-Switched), and acculturation level (High, Low, Bicultural), and the dependent variable of the respondents' emotional reaction to the advertisement. All advertising treatments were identical in visual appeal, and only varied in the language of the text.

Three scales were used. Marin & Gamba's Bidimensional Acculturation Scale (BAS) for Hispanics was used to determine a respondent's acculturation level. The BAS measures acculturation by asking 24 Likert-type scale questions, 12 items per cultural domain on a 4-point scale. Wells' 12-item emotional quotient (EQ) scale and the condensed 3-item reaction profile were used to measure attitude toward the advertisement. Research has shown that attitude toward an advertisement influences attitude toward brand and may predict purchase intentions (MacKenzie et al., 1986).

Respondent Profile

The data were collected from 283 Hispanic adults from congregations in Oklahoma City, Oklahoma during March 2012. Eleven extensively incomplete surveys were removed from the sample, for a total sample of 272. Survey respondents were 39.7% male and 60.3% female. The age of the sample was evenly distributed. In fact, 31.6% were between 18 and 24 years, 27.2% were between 25 and 34 years, 25.7% were between 35 and 49 years, and 15.4% were 50 years and older. The average respondents level of education was relatively low, with 53.3 indicating high school or lower, 30.9% indicating some college, and only 15.8% indicating college graduate or higher.

Key constructs of acculturation were also included in the respondent profile, including: length of residency, generation and place of origin. Those living n the United States for 5 years or less represented 7.4% of the sample. Furthermore, those living in the United States between 6 and 10 years represented 10.3% of the sample. Those living in the United States between 11 and 15 years represented 15.4%, while those living in the United States for 16 years or more represented 29.8% of the sample. The remaining 37.1% accounted for respondents who have lived in the United States all their lives.

First generation respondents, those born in a country other than the United States represented 58.3% of the sample. Second generation Hispanics are those who are born in the United States, but at least one of their parents were born in a foreign country. This group accounted for 28.8% of the sample. The remaining 12.9% of the sample represented third, fourth and fifth generation Hispanics.

A large number of respondents (55.9%) were from Mexico. About 26% of respondents were born in the United States. Only 3.7% of the respondents were from South America and only

2.6% were from Central America. The remaining respondents reported other places of origin, including Puerto Rico and Spain.

Table 1: Sample demographics

Demographics	*Frequency*	*Percent*	*Demographics*	*Frequency*	*Percent*
Gender			Length of Residency		
Male	108	39.7	0-5 Years	20	7.4
Female	164	60.3	6-10 Years	28	10.3
			11-15 Years	42	15.4
Age Group			16 Years or more	81	29.8
18-24	86	31.6	All my life	101	37.1
25-34	74	27.2			
35-49	70	25.7	Generation		
50+	42	15.4	1st Generation	158	58.3
			2nd Generation	78	28.8
Highest Level of Education			3rd Generation	16	5.9
Less Than High School	49	18.0	4th Generation	12	4.4
Some High School	24	8.8	5th Generation	7	2.6
High School Graduate	72	26.5			
Some College	84	30.9	Place of Origin		
College Graduate or higher	43	15.8	Mexico	152	55.9
			United States	71	26.1
Advertisement			Central America	7	2.6
English	98	36.0	South America	10	3.7
Spanish	88	32.4	Other	32	11.8
Code-Switched	86	31.6			

Measuring Acculturation. In order to examine the effects of acculturation among the three advertisements (English, Spanish, Code-Switched), the sample was divided into three acculturation groups (High, Low, Bicultural) using the Bidimensional Acculturation Scale (BAS) for Hispanics. The BAS consisted of 12 questions for each cultural domain (Hispanic and non-Hispanic) for a total of 24 questions. Each of these questions ranged from one to four. One indicated a low affinity and four indicated a high affinity for that particular question and domain. Mean scores were calculated for each cultural domain. A score of 2.5 served to divide the high and low affinities for each cultural domain. If a respondent scored higher than 2.5 in the Hispanic domain and lower than a 2.5 in the non-Hispanic domain, then the respondent was classified as Lowly Acculturated. If a respondent scored higher than 2.5 in the non-Hispanic domain and lower than 2.5 in the Hispanic domain, then the respondent was classified as Highly Acculturated.

Respondents who scored 2.5 or higher in both domains were classified as bicultural. Of all survey respondents, 25.8% were lowly acculturated (N=70), 33% were highly acculturated (N=90), 25.8% were bicultural (N=70), and 15.4% (N=42) could not be classified. The 15.4% that could not be classified were respondents who scored less than 2.5 in both the Hispanic and non-Hispanic domains. This limitation will be discussed further in Chapter 5.

Measuring Emotional Response. Mean scores were derived from the 12-item Emotional Quotient and the 3-item Reaction Profile scales respectively. Negatively phrased items were reverse coded. ANOVAs were performed by acculturation group to determine if statistically significant differences existed between emotional reactions to the advertising treatments.

Testing the Hypotheses

H1: Hispanic Americans with a high acculturation level will have a more positive emotional reaction to the English print advertisement than lowly acculturated and bicultural Hispanics.

H2: Hispanic Americans with a low acculturation level will have a more positive emotional reaction to the translated Spanish print advertisement than highly acculturated and bicultural Hispanics.

H3: Bicultural Hispanic Americans will have a more positive emotional reaction to the targeted/code-switched Spanish and English print advertisement than lowly and highly acculturated Hispanics.

Upon conducting 3 x 3 factorial ANOVA, results revealed no interaction effects for the advertising treatments by acculturation ($F(6, 260) = .98, p > .439$) for the Emotional Quotient Scale. Similarly, the Reaction Profile did not reveal any interaction

effects for the advertising treatments by acculturation ($F(6, 260) = .89, p > .501$). Levene's test did not indicate a violation of the equal variance assumption, ($F(11, 260) = 76, p > .679$). Thus, none of the hypotheses were supported. However, upon further exploration, other results were found to be statistically significant.

Answering the Research Questions

RQ1: How do Hispanics respond to Spanish print advertisements? The data indicated significant differences in preference for the basic advertisement type on the Emotional Quotient ($F(6, 260) = 4.17, p < .017$). Participants preferred the Spanish only ad (M=3.25), followed by Code-switch (M=3.20), and then English (M=3.02). Overall, advertisement type accounted for 3.1% of the variation, indicating a very weak positive relationship (η=.176). The advertisement types for the Reaction Profile, however, were not statistically significant. Upon looking at the specific results, the data showed that Hispanics in the not culturally classified category (M=3.45) had the highest Emotional Quotient mean for Spanish advertisements. Overall, the Spanish print advertisements (M=3.25) were significantly favored over English print advertisements ($F(2, 260) = 4.17$ $p < .008$).

Table 2: Emotional Quotient Means for Spanish Print Advertisement

Emotional Quotient Mean Scores: Spanish Print Advertisement			
Acculturation Level	N	Mean	Standard Deviation
Lowly Acculturated	20	2.9708	.62083
Highly Acculturated	31	3.3118	.48111
Bicultural	29	3.2874	.65790
Not Culturally Classified	8	3.4479	.31477
Total	88	3.2386	.57834

RQ2: How do Hispanics respond to English print advertisements? As expected, the English print advertisements were favored most by the highly acculturated (M=3.267) segment. Generally, the English print advertisements (M=3.021) were the least favored of all three advertising treatments. This was statistically significant against both Spanish ($F(2, 260) = 4.17, p < .008$) and code-switched ($F(2, 260) = 4.17, p < .032$) advertisements.

Table 3: Emotional Quotient Means for English Print Advertisement

Emotional Quotient Mean Scores: English Print Advertisement			
Acculturation Level	N	Mean	Standard Deviation
Lowly Acculturated	31	2.8763	.61383
Highly Acculturated	25	3.2667	.55015
Bicultural	21	2.9563	.71958
Not Culturally Classified	21	2.9841	.52614
Total	98	3.0162	.61536

RQ3: How do Hispanics respond to print advertisements that have been adapted using code-switched text to fit Hispanic culture? The highly acculturated segment (M=3.27) favored the Code-Switched advertisements more than other groups, followed by the lowly acculturated segment (M=3.197), than by the bicultural segment (M=3.196) and lastly by the not culturally classified segment (M=3.147). Overall, the code-switched advertisements (M=3.203) were favored over English print advertisements ($F(2, 260) = 4.17, p < .032$), but not more than Spanish advertisements ($F(2, 260) = 4.17, p < .032$).

Table 4: Emotional Quotient Means for Code-Switched Print Advertisement

Emotional Quotient Mean Scores: Code-Switched Print Advertisement			
Acculturation Level	N	Mean	Standard Deviation
Lowly Acculturated	19	3.1974	.41594
Highly Acculturated	34	3.2721	.46116
Bicultural	20	3.1958	.54764
Not Culturally Classified	13	3.1474	.33705
Total	86	3.2190	.45213

RQ4: Does the level of acculturation affect a Hispanic's emotional response to the print advertisements? Additionally, the data indicated that acculturation level played a significant factor ($\underline{F}(6, 260) = 3.08, p <. 028$) in how the ads were interpreted on the EQ Scale, with highly acculturated individuals having the most positive reaction to the ads (*M=3.28)* followed by non-classified (*M=3.19)*, bicultural (*M=3.15)*, and lowly acculturated (*M=3.02)*. Acculturation level accounted for 3.4% of the variance in the EQ scale and explained a very weak positive relationship (η=.184). Since acculturation level was statistically significant and the variable had three levels, a post-hoc test was conducted. The Tukey-Kramer method found there was a statistically significant difference between the Emotional Quotient mean for lowly (*M*=2.99) and highly (*M*=3.28) acculturated Hispanics ($\underline{F}(3, 260) = 3.08, p < .003$). Highly acculturated Hispanics (*M*=3.28) favored the advertisements the most, followed by the bicultural segment (*M*=3.16), then by the not culturally classified segment (*M*=3.12), and lastly by the lowly acculturated segment (*M*=2.99).

Table 5: Emotional Quotient Mean Scores by Level of Acculturation for All Advertisements

Emotional Quotient Mean Scores by Level of Acculturation for all Advertisements

Acculturation Level	N	Mean	Standard Deviation
Lowly Acculturated	70	2.9905	.57692
Highly Acculturated	90	3.2843	.48878
Bicultural	70	3.1619	.65431
Not Culturally Classified	42	3.1230	.46461
Total	272	3.1523	.56353

Table 6: Demographics for Lowly Acculturated Segment

Demographics for Lowly Acculturated Segment

Age Group		Education		Length of Stay in U.S.		Generation	
18-24	50%	Less Than High School	3%	0-5 years	0%	1st	17%
25-34	31%	Some High School	1%	6-10 years	1%	2nd	51%
35-49	10%	High School Graduate	24%	11-15 years	5%	3rd	11%
50+	9%	Some College	51%	16+ years	9%	4th	11%
		College Graduate	21%	All My Life	85%	5th	10%

Table 7: Demographics for Highly Acculturated Segments

Demographics for Highly Acculturated Segment

Age Group		Education		Length of Stay in U.S.		Generation	
18-24	19%	Less Than High School	22%	0-5 years	12%	1st	89%
25-34	22%	Some High School	16%	6-10 years	18%	2nd	10%
35-49	32%	High School Graduate	31%	11-15 years	21%	3rd	1%
50+	27%	Some College	20%	16+ years	47%	4th	
		College Graduate	11%	All My Life	2%	5th	

Table 8: Bicultural Group Demographics

Demographics for Bicultural Segment

Age Group		Education		Length of Stay in U.S.		Generation	
18-24	20%	Less Than High School	37%	0-5 years	9%	1st	73%
25-34	33%	Some High School	13%	6-10 years	13%	2nd	17%
35-49	33%	High School Graduate	23%	11-15 years	21%	3rd	6%
50+	14%	Some College	16%	16+ years	37%	4th	3%
		College Graduate	11%	All My Life	20%	5th	1%

Table 9: Not Culturally Classified Group Demographics

Demographics for Not Culturally Classified Segment							
Age Group		Education		Length of Stay in U.S.		Generation	
18-24	48%	Less Than High School	2%	0-5 years	7%	1st	38%
25-34	21%	Some High School	1%	6-10 years	5%	2nd	50%
35-49	26%	High School Graduate	26%	11-15 years	12%	3rd	7%
50+	5%	Some College	45%	16+ years	17%	4th	5%
		College Graduate	26%	All My Life	60%	5th	

RQ5: Does gender affect a Hispanic's emotional response to the print advertisements? Gender did have a statistically significant effect on the Emotional Quotient Scale ($\underline{F}(1, 264) = 9.62, p <. 002$). Gender accounted for 3.1% of the variance in the Emotional Quotient Scale, explaining a very weak positive relationship (η=.176).

Table 10: Emotional Quotient Mean Scores by Gender

Emotional Quotient Mean Scores by Gender			
Gender	N	Mean	Standard Deviation
Male	108	3.0201	.67689
Female	164	3.2393	.45608
Total	272	3.1523	.56353

RQ6: Does the length of stay in the United States affect a Hispanic's emotional response to the print advertisements? Length of stay in the United States did not have a statistically significant effect on the Emotional Quotient Scale ($\underline{F}(4, 253) = .92, p <. 451$).

Table 11: Emotional Quotient Mean Scores by Length of Stay

Emotional Quotient Mean Scores by Length of Stay

Length of Stay	N	Mean	Standard Deviation
0-5 years	20	3.2583	.61172
6-10 years	28	2.9821	.65277
11-15 years	42	3.3194	.58981
16 + years	81	3.2706	.45444
All My Life	101	3.0140	.56027
Total	272	3.1523	.56353

RQ7: Does the level of education affect a Hispanic's emotional response to the print advertisements? Level of education did not have a statistically significant effect on the Emotional Quotient Scale ($\underline{F}(4, 253) = 1.06, p <. 376$).

Table 12: Emotional Quotient Mean Scores by Level of Education

Emotional Quotient Mean Scores by Level of Education

Level of Education	N	Mean	Standard Deviation
Less Than High School	49	3.3571	.56160
Some High School	24	3.3160	.39850
High School Graduate	72	3.1493	.46217
Some College	84	3.0536	.60752
College Graduate & Higher	43	3.0252	.64101
Total	272	3.1523	.56353

RQ8: Does age affect a Hispanic's emotional response to the print advertisements? Overall, age did not have a statistically significant effect on the Emotional Quotient Scale ($\underline{F}(3, 256) = 1.58, p <. 194$).

Table 13: Emotional Quotient Mean Scores by Age

Emotional Quotient Mean Scores by Age			
Age	N	Mean	Standard Deviation
18-24 years	86	3.0436	.53025
25-34 years	74	3.0619	.63944
35-49 years	70	3.2929	.43746
50 + years	42	3.2996	.60878
Total	272	3.1523	.56353

CHAPTER V

CONCLUSION

Summary

Hispanics are the largest, fastest growing minority in the United States (Witt, 2008). According to the United States Census Bureau (U.S. Census Bureau, 2009), the Hispanic population will represent between 21% and 30.3% of the entire United States population by 2050. Some reports have estimated the Hispanic market's purchasing power at $630 billion (Torres & Gelb, 2002) while others reported it would rise to $1 trillion (DiMaria, 2007). "In an attempt to understand how to best reach this market in terms of marketing and sales, it is important to understand what motivates and drives Hispanic consumer purchase behavior" (Graham, 2002). A discussion on advertising mishaps showed that in some cases, Hispanics have felt offended by certain advertisements because advertisers have placed language over culture. The literature has shown that ethnic identity that is core to consumer attitudes and behaviors in purchase decisions (Deshpande et al., 1986; Hirschman, 1981; Palacios, 2011). Further, because the Hispanic market is so heterogeneous, Hispanics may be more effectively segmented through acculturation (Graham, 2002; Kara & Kara, 1990; Ueltschy & Kramf, 1997).

However, the perpetual question in advertising and in academia has been whether advertisements should be translated into the consumer's first language, Spanish, even if the consumer understands English (Luna & Peracchio, 1999). Research has suggested that language plays a role in constructing, expressing and sharing cultural standards and beliefs (Buttjes & Byram, 1991, pp. 3-4; Kitayama, 2010, p. 682; Ringberg et al., 2010). Scholars have also noted that individuals have the ability to internalize two or more cultures and speak the language(s) associated with each culture (Ringberg et al., 2010). Language is vitally linked to culture.

In an effort to understand this link between language and culture, this study utilized an experimental methodology founded on the Revised Hierarchical Model and the Conceptual Feature Model. The Revised Hierarchical Model (RHM) theorizes bilingual individuals have "a hierarchical arrangement of words and concepts, with a separation at the lexical level but with connections to a semantic system that is shared across languages" (1995). While building on RHM, the conceptual feature model (CFM) has suggested that the same word in different languages may have different interpretations (Healy & Bourne, 1998; Ringberg et al., 2010). Studies using the Revised Hierarchical Model and the Conceptual Feature Model have found that first language messages are more likely to be processed at the conceptual level than second language messages (Luna & Peracchio, 1999).

The goal of the present study was to better understand the affect a bilingual consumer takes to an advertisement based on language and the implications language applies through culture and cognition. This research tested a Hispanic consumer's reaction to an English print advertisement, a translated, Spanish print advertisement or an accommodating, culturally relevant Code-Switched advertisement. A convenience sample of 283 Hispanics from five churches in Oklahoma City was gathered in March, 2012. Respondents were shown one of the four variations of a print advertisement (English, Spanish, Code-Switched). The design for each of the

advertisement was identical. Next, each respondent filled out a survey that measured acculturation, emotional response to the advertisement and some demographic variables.

Acculturation level was measured using the Bidimensional Acculturation Scale for Hispanics (BAS). The BAS calculated acculturation through 12 Likert-type questions that measured three areas: language use, linguistic proficiency and electronic media (Marin & Gamba, 1996). Response to the advertisement was measured using Wells Emotional Quotient Scale (EQ) and a condensed version of the Reaction Profile. The EQ measured general emotional reactions to an advertisement through 12 Likert-type questions (Wells, 1964). The condensed Reaction Profile consisted of 3 five-point semantic differential questions that indicated whether the advertisement was good/bad, pleasant/unpleasant, or favorable/unfavorable (Bearden et al., 1993; Wells, 1964). The final portion of the survey collected demographic data including: gender, age, level of education, generation, place of origin, and length of stay in the United States.

Discussion

Though the study did not reveal any interaction effects among the respondents and, consequently, none of the hypotheses were supported, statistical analysis did indicate main effects. Acculturation level had a statistically significant effect on the emotional response to the advertisement. Overall, highly acculturated Hispanics favored the advertisements as a whole the most, followed by the bicultural segment, then by the not culturally classified segment, and lastly by the lowly acculturated segment. This would suggest that the longer Hispanics are in the United States, the more they relate to advertisers in the United States. Advertising in Latin America is very different from advertising in the United States. Whereas advertisers in Latin America intend to associate their products with family and friends, and relationships in general, advertising in the United States is much more individualistic. Again, this reflects the link between advertising and

culture. Culture in Latin America is much more collective when compared to the individualistic nature of American culture.

Upon looking at the effect of the Emotional Quotient by advertisement type (English, Spanish, Code-Switched), statistics showed that Spanish print advertisements were favored most, followed by the code-switched advertisement and lastly by the English print advertisement. This is consistent with accommodation theory, and both the Revised Hierarchical Model and the Conceptual Feature Model, which hold that addressing Hispanics in their native (or dominant) language will result in a more positive response (Graham, 2002; Luna & Peracchio, 1999; Ueltschy & Kramf, 1997). This study shows support for the Revised Hierarchical Model and the Conceptual Feature Model in that using the words "home" and "casa" had an effect on advertisement likeability. It must also be noted that the code-switched advertisement could have had a higher likeability, if in fact it read *hogar* instead of *casa*. *Hogar* is Spanish for home and *casa* is Spanish for house. Though in English the word choice may not seem to have an effect, in Spanish the words carry two very different emotional weights. Because the Conceptual Feature Model specifically relies on this emotional connection, word choice influences the outcome. Still, the word *casa* was chosen for this advertisement because of its high degree of recognition and understanding. The average American has heard the phrase, *mi casa es su casa*. By choosing *casa* instead of *hogar*, even the most highly acculturated Hispanics could experience the emotional attachment.

Hypothesis 1 stated that Hispanic Americans with a high acculturation level would have a more positive emotional reaction to the print advertisement. Although the lack of interaction effects between acculturation and advertisement type (English, Spanish, Code-Switched) render this hypothesis unsupported, the statistically significant main effect for advertisement type did show some support for this notion. The highly acculturated segment did have the highest emotional response for the English print advertisements. This suggests that perhaps with a larger

sample the difference would have been greater and thereby possibly supporting this hypothesis. Still, the English advertisements were favored the least among all groups. This indicates that perhaps advertisers targeting Hispanics should not opt for English language advertisements. Though the English print advertisements were favored most by the highly acculturated segment (consistent with the literature presented), this is likely because the highly acculturated segment's media use and language use is more reflective of the average American. Consequently, the highly acculturated segment typically receives advertising messages through the same routes of the general market. However, even when advertising to a highly acculturated segment, a code-switched advertisement is a better choice. Although the English language advertisement was most favored by the highly acculturated segment, the highly acculturated segment still exhibited a higher emotional response for the code-switched advertisement ($M = 3.271$) than for the English language advertisement ($M = 3.267$). Again, this is consistent with the Conceptual Feature Model, in that using highly emotional words in the language of an individual's heritage attracts a more affective response.

Hypothesis 2 stated that Hispanic Americans with a low acculturation level would have a more positive emotional reaction to the translated Spanish print advertisement. As previously stated, the lack of statistically significant interaction effects between acculturation and advertisement type make this an unsupported hypothesis. Unlike the circumstances in hypothesis 1, the main effect for type of advertisement did not provide any support for this hypothesis. The not culturally classified segment exhibited the most likeability for the Spanish print advertisement, followed by the highly acculturated segment, then by the bicultural segment and lastly by the lowly acculturated segment. The fact that the not culturally classified segment favored the Spanish print advertisements the most indicates that this segment has an extremely low level of acculturation. Further, the Spanish advertisements were highly favored among the highly acculturated segment. This would again suggest, that advertisers should consider

advertising to Hispanics in Spanish. These results would indicate that Hispanics hold on to their native language, but the Spanish language alone may not be enough to reach the lowly acculturated Hispanic market. Previous research found that bilinguals tend to rely on imagery more than monolinguals (Paivio & Lambert, 1981). Perhaps for the lowly acculturated who are in the process of becoming bilingual, imagery becomes significantly more important. The lack of a model using the product may have had a detrimental effect on the emotional response to the advertisement for this segment.

Hypothesis 3 stated that bicultural Hispanic Americans would have a more positive emotional reaction to the code-switched Spanish and English print advertisement. Again, the lack of statistically significant interaction effects make this hypothesis unsupported. Still, the statistically significant main effect for the code-switched advertisement was further analyzed. This showed that that the highly acculturated segment exhibited the highest emotional response, followed by the lowly acculturated segment, the bicultural segment and lastly by the not culturally classified segment. Notably, however, the results between the emotional responses for the code-switched print advertisements had the lowest standard deviation of the three advertisement types. This indicates that perhaps a code-switched advertisement can effectively target the majority of Hispanics. This also offers some support that code-switched messages are culturally relevant.

Overall the demographic sample was relatively evenly distributed. The demographic data of this sample were consistent with United States Census data, in that the Hispanic population is relatively young. Over 50% of the sample was under 34 years of age. Interestingly, 89% of the highly acculturated segment described themselves as first generation, and 51% of the lowly acculturated segment described themselves as second generation. Further, 73% of the bicultural segment classified themselves as first generation. This is consistent with literature that denotes the Hispanic segment to be one of the more slowly acculturating groups (Anderson, 2009). This

would suggest that acculturation is a process that is unique for each person and occurs in a more complex way than the Bidimensional Acculturation Scale (BAS) for Hispanics can measure.

In fact, this study came across a set of circumstances that suggest change is necessary in the BAS. In the sample, 70 people were classified as lowly acculturated, 90 were highly acculturated, 70 were bicultural and 42 of them could not be classified under the BAS standards. The BAS has 12 questions per cultural domain (Hispanic and non-Hispanic) that are answered on a 4-point scale. A single mean is then calculated for each cultural domain. Respondents who scored a 2.5 or higher are said to have a high affinity for that particular cultural domain. If a respondent has a high affinity for both cultural domains, he or she is classified as bicultural. Respondents who have a high affinity for the Hispanic domain and a low affinity for the non-Hispanic domain are classified as lowly acculturated. The reverse is also true. If a respondent has a high affinity for the non-Hispanic domain and a low affinity for the Hispanic domain, he or she is classified as highly acculturated. Some of the respondents in this sample, however, had a low affinity for both domains and were placed in a not culturally classified segment. The majority of respondents in this category were first and second generation under 34 years of age. The demographic data for the not culturally classified segment closely resembled the lowly acculturated segment, but this group's overall emotional response to the advertisements was between that for the lowly acculturated segment and the bicultural segment. Further, it is important to note that this segment's individual scores for each cultural domain were relatively even. Although neither score was high enough for a proficiency in either domain, these respondents had almost equal affinities for both cultural domains.

In this study, this not culturally classified segment represented 15.4% of the sample. This is a significant portion and indicates to advertising and academic professionals that this segment of the population also requires attention. As the BAS relies heavily on media use and linguistic proficiency, the not-culturally classified segment may have less of an affinity for media use and

acculturate through other routes or more simply, there is another pattern of acculturation that must be studied. Researchers have commented that Hispanics acculturate slowly, over generations partly because of proximity but also because of ethnic media. Other ethnic minorities must go overseas to connect with their heritage, but for Hispanics, there is an ease of proximity to their native heritage. This facility with which Hispanics can stay connected to family back home affects the level at which they interact with their new homeland. Further, more recently Spanish language media has become more proliferate. This allows Hispanics to connect to their homeland through their own language and ethnic perspective. These findings do not only suggest change is necessary in the BAS, they also have significance for advertisers. In a report for Nielsen, Anderson (2009) noted, "Marketers who wait around for Hispanics to acculturate rather than actively reaching out to this growing market now will be left waiting." Marketers and advertisers who want to increase their bottom line must find Hispanics at their level of acculturation, rather than waiting for them to acculturate, and this not culturally classified segment cannot be left out. Marketers and advertisers must concentrate on the best method to reach the Hispanic market that spreads across all levels of acculturation. The results of this study suggest that using a code-switched advertisement can appropriately accomplish this task.

Implications

Though the results of this study are not generalizable to the entire United States Hispanic population, the results of this study can still be valuable to those in the marketing and advertising industries. David Morse (2011) described ideal communication between an advertiser and a consumer as a *wink*. For him, a wink is "a private communication of camaraderie and recognition." He explained that an advertising message could appeal to a mainstream audience but also have an embedded culturally relevant message. This was the strategy used with the code-

switched advertisement. The mainstream, English language advertisement was adapted to contain a code-switched message that the Anglo consumer could understand, but the Hispanic consumer found culturally relevant.

As the results of this study seem to suggest, highly acculturated Hispanics can be reached with a mainstream English language advertisement designed for the Anglo consumer. Some research has stressed that it is extremely important to advertise to low or bicultural Hispanics in Spanish (Koslow et al., 2004) while others have found that bicultural and highly acculturated Hispanics prefer English (Graham, 2002; Ueltschy & Kramf, 1997). This study offers a middle ground, using a code-switched advertisement, which can be both culturally relevant and appropriate for reaching the Hispanic market.

Limitations

Several limitations should be considered when analyzing the results of this study, including population, product type, imagery, education and experimental conditions.

Population. This study used a convenience sampling method. Consequently, the results of this study cannot be generalized to the Hispanic population as a whole. While the literature does support some of the results, and the study does add to the literature in acculturation and advertising to Hispanics, these results should be restricted to the Hispanic population from the five churches in Oklahoma City, Oklahoma.

Product Type. The results of this study cannot be generalized to all products or categories when marketing or advertising to Hispanic consumers. The results of this study can only be applied to the emotional responses for the Mr. Clean print advertisements.

Imagery. Previous research has found that bilinguals tend to rely on imagery more than monolinguals (Paivio & Lambert, 1981). In an effort to keep the focus on the text, no model was used in the advertisement. Instead a bright blue background and three Mr. Clean bottles in the center were featured as the main artwork. Still, this serves as a limitation, as some of the respondents may need to see a model using the product to understand the totality of the message.

Education Level. Another limitation of this study is the respondents' education level. Though the level of education variable was relatively well distributed, there is more variance in the level of education than the statistics show. This occurs because the standards of education are different between countries. All together, 58.3% of respondents were first generation, which indicates that over half of the sample is from different countries in Central and South America, and overseas in Spain. Upon conducting the surveys, a number of respondents required clarification for negatively phrased questions, and inclusively some survey responses seemed to contradict one another. Some respondents strongly agreed that the advertisement was attractive, but also strongly agreed that they would skip the advertisement. Other measures should be taken to accommodate the more lowly educated segment. Perhaps the scales should be adapted to three or four points and disregard negatively phrased questions.

Experimental Conditions. Another limitation of this study is the manner in which respondents viewed the stimulus and answered the surveys. If respondents were to see the same advertisement in a magazine, it is unknown whether or not the results would be similar.

Conclusion

This study was primarily concerned with the emotional reactions to English, Spanish and code-switched advertisements. Future research should investigate the effectiveness of print advertisements of the same three variations for other products and other product categories.

Previous research has noted that acculturation levels place different levels of importance on product attributes and require different forms of media to gather information for those products (Graham, 2002; Kara & Kara, 1996). Future research should also incorporate the three variations (English, Spanish, Code-Switched) of the print advertisements and compare these with different types of artwork.

Hispanics are the largest, fastest growing minority in the United States (Witt, 2008). The United States has become the third-largest Spanish-speaking country in the world (Carlo-Casellas, 2002). Though the Hispanic population shares the Spanish language, it is important to note that the population is not homogenous. It is becoming increasingly important for marketers and advertisers to reach the Hispanic consumer. However, when marketing to Hispanics, advertisers must pay more attention to cultural differences over language (Gurliacci, 2004) Khairullah (1995), stated that advertising is a form of social communication that reflects society. Specifically, it reflects the standards and values of a society (Graham, 2002). Advertising relies on culture because it is constructed by culture (Bennett, 2006). In order for an advertisement to be successful, it must have a clear message that consumers can relate to (Bennett, 2006). However, the ability to identify with an advertisement is affected by identification with society or the culture of that society (Ueltschy & Kramf, 1997).

In an effort to analyze the options for communicating with Hispanics in the United States, this study utilized an experimental methodology based on the Revised Hierarchical Model and the Conceptual Feature Model. The results of the study suggested that using a code-switched advertisement could be both culturally relevant and appropriate for reaching the majority of the Hispanic market.

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APPPENDICES

Oklahoma State University Institutional Review Board

Date:	Tuesday, February 28, 2012
IRB Application No	AS1226
Proposal Title:	The Effects of Acculturation on the Language of Advertising Among Hispanics
Reviewed and Processed as:	Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 2/27/2013

Principal Investigator(s):

Ashley E. Garcia
3216 Westbury Glen
Okla. City, OK 73179

Cynthia Nichols
316A Paul Miller
Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,

Shelia H. Kennison

Shelia Kennison, Chair
Institutional Review Board


Cuts Tough Grease
Mr. Clean
Multi-Surfaces
Antibacterial Spray
Disinfects
Cuts Grease
Cleans Glass
Bring home a NEW tropical scent!
Mr. Clean


Cuts Tough Grease
Mr. Clean
Multi-Surfaces
Antibacterial Spray
Disinfects**
Cuts Grease**
Cleans Glass
¡Llévate a casa un
NUEVO aroma tropical!
Mr. Clean


Cuts Tough Grease
Mr. Clean
Multi-Surfaces
Antibacterial Spray
Disinfects
Cuts Grease
Cleans Glass
Bring a NEW tropical scent
a su CASA!
Mr. Clean

Thank you for being willing to participate in this study.
Please read the information below before continuing.

Title: The Effects of Acculturation on the Language of Advertising Among Hispanics

Investigator:
Ashley E. Garcia, Ashley.garcia@okstate.edu , 405.570.9393
School of Media & Strategic Communication at Oklahoma State University, Stillwater, Oklahoma

Purpose: The purpose of the research study is to examine the influence of language in advertising among Hispanics. You have been selected because you identify yourself of Hispanic heritage. Your participation is important.

Procedure: After reading this page, please review the magazine print advertisement that you were given. After reviewing it, please answer the questions on the following pages. Please follow the instructions. The survey will take approximately 10 minutes to complete.

Risks: There are no risks associated with this project, which are expected to be greater than those ordinarily encountered in daily life.

Benefits: Participants will not receive any direct benefit from the study.

Compensation: You will not be receiving any compensation for the completion of this study.

Your Rights: Your participation in this research is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this project at any time, without penalty.

Confidentiality: Survey answers will not be connected to participants' names in any way and no identifying information will be asked. All information about you will be kept confidential and will not be released. You will not be individually identified in the study, and research records will be stored securely. Only researchers and individuals responsible for research oversight will have access to the records which will be stored in a locked drawer in the advising professor's office at the Oklahoma State University Stillwater campus. Once the data from the surveys has been entered and analyzed, the original files will be destroyed (approximately 6 months from initial testing).

Contacts:
If you have any questions about the study please contact:
Ashley E. Garcia, Ashley.garcia@okstate.edu, primary investigator, OSU graduate student, 405-570-9393
Dr. Cynthia Nichols, Cynthia.nichols@okstate.edu, advising professor, OSU, 405-744-8271

If you have questions about your rights as a research volunteer, you may contact Oklahoma State University Institutional Review Board (IRB) Chair, Dr. Shelia Kennison, irb@okstate.edu, 219 Cordell North, Stillwater, OK 74078, 405-744-3377

If you choose to participate: If you choose to participate in the research study, return your completed survey and advertising treatment face-down in a stack at the front of the room. This indicates your willingness to participate in this research study. You are free to withdraw from the study at any time. You may also decline to participate. You will not be penalized for withdrawing or declining. If you choose to withdraw or decline from participating, return your incomplete survey to the front of the room and place it face-down on the table. If you have any questions concerning the research project, please contact Ashley Garcia or Dr. Nichols.

SECTION 1 INSTRUCTIONS: For each statement, darken the circle below the response that best applies to how you feel about the ad. MARK ONLY ONE RESPONSE PER ITEM.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. This ad is very appealing to me.	○	○	○	○	○
2. I would probably skip this ad if I saw it in a magazine.	○	○	○	○	○
3. This is a heart-warming ad.	○	○	○	○	○
4. This ad makes me want to buy the brand it features.	○	○	○	○	○
5. This ad has little interest for me.	○	○	○	○	○
6. I dislike this ad.	○	○	○	○	○
7. This ad makes me feel good.	○	○	○	○	○
8. This is a wonderful ad.	○	○	○	○	○
9. This is the kind of ad you forget easily.	○	○	○	○	○
10. This is a fascinating ad.	○	○	○	○	○
11. I'm tired of this kind of advertising.	○	○	○	○	○
12. This ad leaves me cold.	○	○	○	○	○

SECTION 2 INSTRUCTIONS: For each statement, darken the circle below the response that best applies to how you feel about the ad. MARK ONLY ONE RESPONSE PER ITEM.

	(1) Good	(2)	(3)	(4)	(5) Bad
1. I think the ad is…	○	○	○	○	○
	(1) Pleasant	(2)	(3)	(4)	(5) Unpleasant
2. I think the ad is…	○	○	○	○	○
	(1) Favorable	(2)	(3)	(4)	(5) Unfavorable
3. I think the ad is…	○	○	○	○	○

SECTION 3 INSTRUCTIONS: For the following 24 questions, darken the circle below the response that best applies to you. MARK ONLY ONE RESPONSE PER ITEM.

1. How well do you understand television programs in English?			
VERY WELL ○	WELL ○	POORLY ○	VERY POORLY ○
2. How well do you write in Spanish?			
VERY WELL ○	WELL ○	POORLY ○	VERY POORLY ○
3. How often do you speak English?			
ALMOST ALWAYS ○	OFTEN ○	SOMETIMES ○	ALMOST NEVER ○
4. How well do you write in English?			
VERY WELL ○	WELL ○	POORLY ○	VERY POORLY ○

5. How often do you listen to radio programs in Spanish?			
ALMOST ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER
○	○	○	○
6. How well do you understand television programs in Spanish?			
VERY WELL	WELL	POORLY	VERY POORLY
○	○	○	○
7. How well do you read in English?			
VERY WELL	WELL	POORLY	VERY POORLY
○	○	○	○
8. How often do you listen to music in English?			
ALMOST ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER
○	○	○	○
9. How often do you think in English?			
ALMOST ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER
○	○	○	○
10. How well do you understand music in Spanish?			
VERY WELL	WELL	POORLY	VERY POORLY
○	○	○	○
11. How well do you speak Spanish?			
VERY WELL	WELL	POORLY	VERY POORLY
○	○	○	○
12. How often do you watch television programs in Spanish?			
ALMOST ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER
○	○	○	○
13. How often do you listen to music in Spanish?			
ALMOST ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER
○	○	○	○
14. How well do you understand radio programs in English?			
VERY WELL	WELL	POORLY	VERY POORLY
○	○	○	○
15. How well do you understand radio programs in Spanish?			
VERY WELL	WELL	POORLY	VERY POORLY
○	○	○	○
16. How often do you speak English with your friends?			
ALMOST ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER
○	○	○	○
17. How often do you listen to radio programs in English?			
ALMOST ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER
○	○	○	○
18. How often do you speak Spanish?			
ALMOST ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER
○	○	○	○
19. How often do you watch television programs in English?			
ALMOST ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER
○	○	○	○
20. How often do you think in Spanish?			
ALMOST ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER
○	○	○	○

21. How well do you speak English?			
VERY WELL	WELL	POORLY	VERY POORLY
○	○	○	○
22. How well do you read in Spanish?			
VERY WELL	WELL	POORLY	VERY POORLY
○	○	○	○
23. How often do you speak Spanish with your friends?			
ALMOST ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER
○	○	○	○
24. How well do you understand music in English?			
VERY WELL	WELL	POORLY	VERY POORLY
○	○	○	○

SECTION 4 INSTRUCTIONS: For the following 6 questions, darken the circle below the response that best applies to you. MARK ONLY ONE RESPONSE PER ITEM.

1. What is your gender?
   - ○ MALE
   - ○ FEMALE

2. What is your age group?
   - ○ 18-24 YEARS
   - ○ 25-34 YEARS
   - ○ 35-49 YEARS
   - ○ 50 OR OVER

3. What is the highest level of education completed?
   - ○ LESS THAN HIGH SCHOOL
   - ○ SOME HIGH SCHOOL
   - ○ HIGH SCHOOL
   - ○ SOME COLLEGE
   - ○ COLLEGE OR HIGHER

4. How long have you lived in the United States?
   - ○ 0-5 YEARS
   - ○ 6-10 YEARS
   - ○ 11-15 YEARS
   - ○ 16 YEARS OR MORE
   - ○ ALL MY LIFE

5. The generation that best applies to you is…
   - ○ 1ST GENERATION
     You were born in Mexico or another country other than the United States.
   - ○ 2ND GENERATION
     You were born in the USA but either one of your parents was born in Mexico or another country.
   - ○ 3RD GENERATION
     You were born in the USA but all of your grandparents were born in Mexico or another country.
   - ○ 4TH GENERATION
     You & your parents were born in the USA & at least one of your grandparents was born in Mexico or another country.
   - ○ 5TH GENERATION
     You, your parents & all grandparents were born in the USA.

6. Your country of origin is…
   - ○ MEXICO
   - ○ PUERTO RICO
   - ○ CUBA
   - ○ OTHER _____

THANK YOU for your participation!
Please return your questionnaire and advertisement.

Gracias por participar en este estudio.
Por favor lea la información antes de completar el formulario.

Titulo: The Effects of Acculturation on the Language of Advertising Among Hispanics

Investigador:
Ashley E. Garcia, Ashley.garcia@okstate.edu , 405.570.9393
School of Media & Strategic Communication at Oklahoma State University, Stillwater, Oklahoma

Propósito: El propósito de este estudio es examinar la influencia de lenguaje en materiales de publicidad hacia los Hispanos. Usted ha sido seleccionado porque usted se identifica como una persona de herencia Hispana. Su participación es importante.

Procedimiento: Después de leer esta pagina, por favor mire el anuncio publicitario de revista que le fue dado. Después de revisarlo, por favor conteste las preguntas en las siguientes paginas. Por favor siga las instrucciones. Tomara aproximadamente 10 minutes en completar el cuestionario.

Riesgos: No hay riesgos conocidos asociados con este proyecto cuál son más que esos comúnmente encontrado en la vida diaria.

Beneficios: Los participantes no recibirán ningún beneficio directo de este estudio.

Compensación: No recibirá compensación por participar en este estudio.

Sus Derechos: Su participación es voluntaria. No hay consecuencias por rehusar su participación. Usted puede descontinuar su participación a cualquier tiempo sin represalia o consecuencia.

Confidencialidad: Respuestas del cuestionario no serán conectadas a los nombres de los participantes de ninguna manera. No se preguntará ninguna información que lo identifique personalmente. Toda la información es confidencial y no será expuestos públicamente. Usted como individuo no será identificado en el estudio y todo el material será guardado en un lugar seguro. Solo el investigador y el profesor tendrán acceso a la información cual será guardada en un cajón cerrado con llave en la oficina de la profesora adjunta en el campus en Stillwater de Oklahoma State University. Cuando los datos sean ingresados a la computadora para ser analizado, los cuestionarios originales serán destruidos (aproximadamente 6 meses desde la fecha de la investigación).

Contactos:
Si tiene alguna pregunta acerca del estudio por favor contacte a:
Ashley E. Garcia, Ashley.garcia@okstate.edu, investigador primordial, estudiante de posgrado de OSU, 405-570-9393
Dr. Cynthia Nichols, Cynthia.nichols@okstate.edu, profesora adjunta de OSU, 405-744-8271

Si tiene alguna pregunta acerca de sus derechos como participante voluntario de esta investigación, puede contactar a la directora del Institutional Review Board (IRB) de Oklahoma State University, Dr. Shelia Kennison, irb@okstate.edu, 219 Cordell North, Stillwater, OK 74078, 405-744-3377

Si elige participar: Si decide participar en la investigación, regrese su cuestionario y anuncio boca-abajo al frente del cuarto. Esto indica que usted esta dispuesto a participar en esta investigación. Usted es libre para retirarse en cualquier momento. También puede decidir no participar. Usted no experimentará consecuencias por dejar de participar. Si usted decide no participar, entonces regrese su cuestionario incompleto al frente del cuarto y fíjelo boca-abajo en la mesa. Si tiene alguna pregunta acerca del proyecto, por favor contacte a Ashley Garcia o Dr. Nichols.

INSTRUCCIONES PARA LA SECCION 1: Para cada frase oscurezca el circulo debajo de la respuesta que aplica mejor a cómo usted se siente acerca del anuncio. MARQUE SOLAMENTE UNA RESPUESTA POR ARTICULO.

	Muy en Desacuerdo	En Desacuerdo	Neutral	De Acuerdo	Muy de Acuerdo
1. Este anuncio es muy atractivo para mi.	○	○	○	○	○
2. Yo probablemente no leería este anuncio si yo lo viera en una revista.	○	○	○	○	○
3. Este anuncio es reconfortante.	○	○	○	○	○
4. Este anuncio me hace querer comprar la marca que representa.	○	○	○	○	○
5. Este anuncio es de poco interés para mi.	○	○	○	○	○
6. Este anuncio no me gusta.	○	○	○	○	○
7. Este anuncio me hace sentir bien.	○	○	○	○	○
8. Este anuncio es maravilloso.	○	○	○	○	○
9. Este es el tipo de anuncio que usted olvida fácilmente.	○	○	○	○	○
10. Este anuncio es fascinante.	○	○	○	○	○
11. Estoy cansado de esta clase de publicidad.	○	○	○	○	○
12. Este anuncio no hace nada para mí.	○	○	○	○	○

INSTRUCCIONES PARA LA SECCION 2: Para cada frase, oscurezca el circulo debajo de la respuesta que aplica mejor a cómo usted se siente acerca del anuncio. MARQUE SOLAMENTE UNA RESPUESTA POR ARTICULO.

	(1) Bueno	(2)	(3)	(4)	(5) Malo
1. Yo creo que el anuncio es…	○	○	○	○	○
	(1) Placentero	(2)	(3)	(4)	(5) No Placentero
2. Yo creo que el anuncio es…	○	○	○	○	○
	(1) Favorable	(2)	(3)	(4)	(5) Desfavorable
3. Yo creo que el anuncio es…	○	○	○	○	○

INSTRUCCIONES PARA LA SECCION 3: Para las siguientes 24 preguntas, oscurezca el circulo debajo de la respuesta que aplica mejor a cómo usted se siente acerca del anuncio. MARQUE SOLAMENTE UNA RESPUESTA POR ARTICULO.

1. ¿Qué tan bien entiende usted los programas de televisión en inglés?			
MUY BIEN ○	BIEN ○	NO MUY BIEN ○	MAL ○
2. ¿Qué tan bien escribe usted en español?			
MUY BIEN ○	BIEN ○	NO MUY BIEN ○	MAL ○
3. ¿Con qué frecuencia habla usted en inglés?			
CASI SIEMPRE ○	FRECUENTEMENTE ○	A VECES ○	CASI NUNCA ○

4. ¿Qué tan bien escribe usted en ingles?	MUY BIEN	BIEN	NO MUY BIEN	MAL
	○	○	○	○
5. ¿Con qué frecuencia escucha usted programas de radio en español?	CASI SIEMPRE	FRECUENTEMENTE	A VECES	CASI NUNCA
	○	○	○	○
6. ¿Qué tan bien entiende usted los programas de televisión en español?	MUY BIEN	BIEN	NO MUY BIEN	MAL
	○	○	○	○
7. ¿Qué tan bien lee usted en inglés?	MUY BIEN	BIEN	NO MUY BIEN	MAL
	○	○	○	○
8. ¿Con qué frecuencia escucha usted música en inglés?	CASI SIEMPRE	FRECUENTEMENTE	A VECES	CASI NUNCA
	○	○	○	○
9. ¿Con qué frecuencia piensa usted en inglés?	CASI SIEMPRE	FRECUENTEMENTE	A VECES	CASI NUNCA
	○	○	○	○
10. ¿Qué tan bien entiende usted música en español?	MUY BIEN	BIEN	NO MUY BIEN	MAL
	○	○	○	○
11. ¿Qué tan bien habla usted el español?	MUY BIEN	BIEN	NO MUY BIEN	MAL
	○	○	○	○
12. ¿Con qué frecuencia mira usted televisión en español?	CASI SIEMPRE	FRECUENTEMENTE	A VECES	CASI NUNCA
	○	○	○	○
13. ¿Con qué frecuencia escucha usted música en español?	CASI SIEMPRE	FRECUENTEMENTE	A VECES	CASI NUNCA
	○	○	○	○
14. ¿Qué tan bien entiende usted los programas de radio en inglés?	MUY BIEN	BIEN	NO MUY BIEN	MAL
	○	○	○	○
15. ¿Qué tan bien entiende usted los programas de radio en español?	MUY BIEN	BIEN	NO MUY BIEN	MAL
	○	○	○	○
16. ¿Con qué frecuencia habla usted en inglés con sus amigos?	CASI SIEMPRE	FRECUENTEMENTE	A VECES	CASI NUNCA
	○	○	○	○
17. ¿Con qué frecuencia escucha usted programas de radio en inglés?	CASI SIEMPRE	FRECUENTEMENTE	A VECES	CASI NUNCA
	○	○	○	○
18. ¿Con qué frecuencia habla usted español?	CASI SIEMPRE	FRECUENTEMENTE	A VECES	CASI NUNCA
	○	○	○	○
19. ¿Con qué frecuencia ve usted programas de televisión en inglés?	CASI SIEMPRE	FRECUENTEMENTE	A VECES	CASI NUNCA
	○	○	○	○

20. ¿Con qué frecuencia piensa usted en español?

CASI SIEMPRE	FRECUENTEMENTE	A VECES	CASI NUNCA
○	○	○	○

21. ¿Qué tan bien habla usted inglés?

MUY BIEN	BIEN	NO MUY BIEN	MAL
○	○	○	○

22. ¿Qué tan bien lee usted en español?

MUY BIEN	BIEN	NO MUY BIEN	MAL
○	○	○	○

23. ¿Con qué frecuencia habla usted en español con sus amigos?

CASI SIEMPRE	FRECUENTEMENTE	A VECES	CASI NUNCA
○	○	○	○

24. ¿Qué tan bien entiende usted música en inglés?

MUY BIEN	BIEN	NO MUY BIEN	MAL
○	○	○	○

INSTRUCCIONES PARA LA SECCION 4: Para las siguientes 6 preguntas, oscurezca el circulo debajo de la respuesta que aplica mejor a usted. MARQUE SOLAMENTE UNA RESPUESTA POR ARTICULO.

1. ¿Cuál es su género?
   - ○ HOMBRE
   - ○ MUJER

2. ¿Cuál es su edad?
   - ○ 18-24 AÑOS
   - ○ 25-34 AÑOS
   - ○ 35-49 AÑOS
   - ○ 50 O MAS

3. ¿Cuál es el nivel de educación más alto que usted completo?
   - ○ MENOS DE PREPARATORIA
   - ○ ALGUNOS AÑOS DE PREPARATORIA
   - ○ PREPARATORIA
   - ○ ALGUNOS AÑOS DE UNIVERSIDAD
   - ○ GRADUADO DE LA UNIVERSIDAD O MAS

4. ¿Por cuánto tiempo ha vivido usted en los Estados Unidos?
   - ○ 0-5 AÑOS
   - ○ 6-10 AÑOS
   - ○ 11-15 AÑOS
   - ○ 16 AÑOS O MAS
   - ○ TODA MI VIDA

5. La generación que aplica mejor a usted…
   - ○ 1ra GENERACIÓN
     Usted nació en México u otro país.
   - ○ 2DA GENERATIÓN
     Usted nació en EEUU pero uno de sus padres nació en México u otro país.
   - ○ 3RA GENERACIÓN
     Usted y sus padres nacieron en EEUU y todos sus abuelos nacieron en México u otro país.
   - ○ 4TA GENERACIÓN
     Usted y sus padres nacieron en EEUU y por lo menos un abuelo(a) nació en México u otro país con el resto nacido en EEUU.
   - ○ 5TA GENERACIÓN
     Usted, sus padres y todos sus abuelos nacieron en EEUU.

6. Su país de origen es…
   - ○ MEXICO
   - ○ PUERTO RICO
   - ○ CUBA
   - ○ OTRO _____

¡GRACIAS por su participación!
Por favor entregue su cuestionario y el anuncio.

VITA

Ashley Elizabeth Garcia

Candidate for the Degree of

Master of Science

Thesis: THE EFFECTS OF ACCULTURATION ON THE LANGUAGE OF ADVERTISING AMONG HISPANICS

Major Field: Media Management

Biographical:

3216 Westbury Glen Blvd.
Oklahoma City, OK 73179

Education:

Completed the requirements for the Master of Science in Media Management at Oklahoma State University, Stillwater, Oklahoma in May 2012.

Completed the requirements for the Bachelor of Arts in Mass Communication at Southern Nazarene University, Bethany, Oklahoma in 2009.

Professional Experience:

Owner, Red Avenue Creative, from May 2009 to Present.

Media & Communications Supervisor, Cathedral of Worship, Inc. from May 2004 to Present.

Creative Director, Tango Public Relations from January 2009 to December 2009.

Honors:

Ronald E. McNair Scholar from 2008 to Present.

Citation by the House of Representatives by Oklahoma Representative Anastasia Pittman in May 2010.

Name: Ashley Elizabeth Garcia Date of Degree: May 2012

Institution: Oklahoma State University Location: Stillwater, Oklahoma

Title of Study: THE EFFECTS OF ACCULTURATION ON THE LANGUAGE OF ADVERTISING AMONG HISPANICS

Pages in Study: 86 Candidate for the Degree of Master of Science

Major Field: Mass Communication/Media Management

Scope and Method of Study: This study examines the influence of acculturation and language on the emotional response of three print advertisements (English, Spanish, Code-Switched). The advertising treatments and surveys were administered to a convenience sample of 283 respondents in Oklahoma City, Oklahoma. The Bidimensional Acculturation Scale (BAS) for Hispanics was used to measure acculturation (Low, High, Bicultural). Emotional responses to the print advertisements were measured using the Emotional Quotient (EQ) scale and the condensed Reaction Profile.

Findings and Conclusions: Results revealed some significant differences in advertising preferences. Results of the study suggested that a code-switched advertisement could be both culturally relevant and appropriate for reaching the majority of the Hispanic market. Implications, limitations and recommendations for future research are discussed.

ADVISER'S APPROVAL: Dr. Cynthia Nichols