



The Effect of Language on Brand Evaluation

A comparison of consumers' brand evaluations of English and Spanish branding in Colombia

Master Thesis

Double-Degree Master Program

Master of Arts International Business, Hochschule Mainz, Germany

Maestría en Dirección, Universidad del Rosario, Bogotá, Colombia

Presented by:

Nadine Adriana Seiberle

Thesis Facilitators: Prof. Fernando Juárez, PhD.

Prof. Dr. Claudia Hensel

Munich, November 1st, 2018

University	Universidad del Rosario
Faculty	Escuela de Administración
Degree	Maestría en Dirección
Thesis Facilitator	Prof. Fernando Juárez, PhD.
Contact Details	Calle 200 #Autopista Norte, Bogotá, Colombia Tel.: +57(1) 2970200 ext. 3938 Email: fernando.juarez@urosario.edu.co

University	Hochschule Mainz – University of Applied Sciences
Faculty	Business School
Degree	Master of Arts International Business (MAIB)
Thesis Facilitator	Prof. Dr. Claudia Hensel
Contact Details	Lucy-Hillebrand-Straße 2, 55128 Mainz, Germany Tel.: +49 6131 628-93272 Email: Claudia.hensel@hs-mainz.de

Author	Nadine Adriana Seiberle
Contact Details	Rilkeweg 1, 79787 Lauchringen Cel.: +49 174 2954 365 Email: n.seiberle@yahoo.com

ACKNOWLEDGEMENT

First, I would like to thank the persons who supported me during the progress of writing this thesis. I would like to express my special thanks to my professors Prof. Fernando Juárez, PhD. from Universidad del Rosario and Prof. Dr. Claudia Hensel from Hochschule Mainz who accompanied me in the process and progress of this research. I very much appreciate the time you have invested, the valuable critique you have provided, the impulses you have set and the inspiration you have given. With your support I could proceed from defining my primary research idea, to creating a structured concept and finally, conducting the study and completing my Master Thesis.

Furthermore, I would like to thank all the participants of the study: Participants of the qualitative and quantitative part of the study. Through your support I could gain valuable insights for my research.

Finally, I would like to mention the reinforcement of my family. I very much value the way in which you understood and supported each of my academic decisions. Through your dedication and motivation, I could follow my academic and professional interests and reaching my objectives.

¡Muchas gracias!

Vielen Dank!

Nadine Adriana Seiberle

TABLE OF CONTENTS

ACKNOWLEDGEMENT	III
TABLE OF CONTENTS	IV
DECLARATION	VII
LIST OF ABBREVIATIONS	VIII
LIST OF TABLES	X
LIST OF FIGURES	XII
ABSTRACT	XIII
1. Introduction	1
1.1. Background	1
1.2. Investigation Approach	4
2. Justification	5
2.1. Justification of the Research	5
2.2. Linkage to the Project of the Investigation Line	7
3. Objectives and Hypotheses	8
3.1. General Objective	8
3.2. Specific Objectives	8
3.3. Hypotheses	9
4. Theoretical Framework	10
4.1. Cross-Cultural Consumer Behavior	10
4.1.1. The Cross-Cultural Behavior Framework	10
4.1.2. Cultural Influences on Cross-Cultural Consumer Behavior	11

4.1.3. Social Consequences of Culture	12
4.1.4. Personal Consequences of Culture.....	12
4.1.5. Psychological Consequences of Culture	14
4.1.6. The Colombian Consumer Culture	15
4.2. Branding.....	18
4.2.1. Brand Equity	18
4.2.2. Brand Image.....	18
4.2.3. Brand Personality.....	20
4.3. Language in Branding.....	22
4.3.1. The role of brand names, slogans, and product information.....	22
4.3.2. The Meaning of Language in Branding	23
4.3.3. Brand Name Creation in Organizations	24
4.3.4. Brand Name Translation in Organizations	24
5. Methodology	26
5.1. Type of research.....	26
5.2. Methodological approach.....	26
5.3. Methods.....	27
5.3.1. Qualitative Methods.....	27
5.3.2. Quantitative Methods.....	27
5.4. Research Design.....	28
5.4.1. Qualitative Research Design.....	28
5.4.2. Quantitative Research Design.....	28
5.5. Study Participants	30
5.5.1. Participants of the Qualitative Approach.....	30
5.5.2. Participants of the Quantitative Approach.....	31

5.6. Variables	31
5.7. Techniques	32
5.7.1. Qualitative Techniques	32
5.7.2. Quantitative Techniques	32
5.8. Procedure	33
6. Results	34
6.1. Questionnaire Creation and Validation.....	34
6.1.1. Focus Group 1: Determination of Product for Investigation	34
6.1.2. Focus Group 2: Determination of Extrinsic Product Features	36
6.1.3. Simulation of the product.....	37
6.1.4. Questionnaire Dimensions and Items	37
6.1.5. Backward Translation of the Questionnaire	38
6.1.6. Expert Validation	40
6.1.7. Application of the Questionnaire on a Sample	44
6.2. Results of the Brand Evaluation	50
6.2.1. Sociodemographic characteristics of participants.....	50
6.2.2. Descriptive Statistics of the Brand Evaluation	51
6.2.3. The Effect of Language in Branding on Brand Evaluation of Participants having different Sociodemographic Profiles	56
6.2.4. The Effect of Brand Name, Slogans/Information on Brand Evaluation	66
7. Discussion	72
8. Recommendations and Limitations.....	77
9. Conclusion	78
References	XIV

DECLARATION

Declaration of Authorship

I hereby declare that this thesis “The Effect of Language on Brand Evaluation” represents my original work, that I am the only author of this thesis, and that I have used no other sources except as noted by citations. All data, figures, tables, and citations which have been reproduced from any other source, including the internet, have been explicitly acknowledged as such. Moreover, I declare that this is a true copy of my thesis, including any final revisions.

Munich, November 1st, 2018

Place, Date



Author

Declaration of Exemption of Responsibility

I declare that the intellectual responsibility of this work is exclusively of its author. Neither Universidad del Rosario nor Hochschule Mainz are responsible for contents, opinions or ideologies expressed totally or partially in it.

Munich, November 1st, 2018

Place, Date



Author

LIST OF ABBREVIATIONS

AGCC: Acculturation of Global Consumer Culture.
COO: County of Origin.
COS: Cosmopolitanism.
ECC: Ethnic Consumer Culture.
ELU: English Language Usage and Exposure.
EXM: Exposure to Marketing activities of Multinational Companies.
FCCP: Foreign Consumer Culture Positioning.
GCC: Global Consumer Culture.
GCCP: Global Consumer Culture Positioning.
GDP: Gross Domestic Product.
GMM: Global Mass Media Exposure.
ICC: Individual Consumer Culture.
IDT: Self-identification with Global Consumer Culture.
LCCP: Local Consumer Culture Positioning.
MANOVA: Multivariate Analysis of Variance.
NCC: National Consumer Culture.
OPE: Openness to and Desire to emulate Global Consumer Culture.
RCC: Regional Consumer Culture.
SIN: Social Interactions.
SPF: Sun Protection Factor.

ANALYSIS ABBREVIATIONS

SP/SP: Group 1 – Spanish Brand Name, Spanish Slogan/Product Description

EN/SP: Group 2 – English Brand Name, Spanish Slogan/Product Description

SP/EN: Group 3 – Spanish Brand Name, English Slogan/Product Description

EN/EN: Group 4 – English Brand Name, English Slogan/Product Description

BP: Brand Personality

AB: Attitudes towards the Brand

PI: Purchase Intention

QA: Questionnaire A

QB: Questionnaire B

LIST OF TABLES

Table 1. Cultural Dimensions of different countries	16
Table 2. Brand Personality Dimensions and its traits	38
Table 3. Questionnaire Items: Original English version and Spanish backward translation	40
Table 4. Descriptive Statistics Expert Validation	41
Table 5. Observations Expert Validation	43
Table 6. Frequencies Sociodemographic Factors of the Validation	44
Table 7. Descriptive Statistics Validation	45
Table 8. Item-Test Total Correlations Validation	46
Table 9. Item Test Validation Part 1	46
Table 10. Item Test Validation Part 2	47
Table 11. Factor Analysis Total Variance Explained	47
Table 12. Factor Analysis: Rotated Component Matrix	48
Table 13. Structural Equation Model: Regression Weights	49
Table 14. Frequency Table Sociodemographic Profiles	51
Table 15. Descriptive Statistics Questionnaire Dimensions and Items	52
Table 16. Frequency Table BP Items, AB, and PI Group 1	53
Table 17. Frequency Table BP Items, AB, and PI Group 2	54
Table 18. Frequency Table BP Items, AB, and PI Group 3	54
Table 19. Frequency Table BP Items, AB, and PI Group 4	55
Table 20. Multivariate Tests Sociodemographic Characteristics and Language in Branding	57
Table 21. Univariate Tests Sociodemographic Characteristics and Language in Branding	59
Table 22. Comparisons of Pairs Gender	61
Table 23. Multivariate Tests Gender	61
Table 24. Univariate Tests Gender	62
Table 25. Comparisons of Pairs Education	62
Table 26. Multivariate Tests Education	63
Table 27. Univariate Tests Education	63
Table 28. Comparisons of Pairs English Knowledge	64

Table 29. Multivariate Tests English Knowledge.....	65
Table 30. Univariate Tests English Knowledge	65
Table 31. Comparisons of Pairs Group.....	67
Table 32. Multivariate Tests Group	68
Table 33. Univariate Tests Group.....	68

LIST OF FIGURES

Figure 1. Sequential mixed-methods research design.....	27
Figure 2. Factorial Design of the Study	29
Figure 3. P1: Spanish name and description	30
Figure 4. P2: English name, Spanish description	30
Figure 5. P3: Spanish name, English description	30
Figure 6. P4: English name and description	30
Figure 7. Illustration Map Focus Group 1	35
Figure 8. Illustration Map Focus Group 2	37

ABSTRACT

Whether brand names should be standardized or adapted to a certain target market has been a key question in international marketing literature. Due to the process of globalization complexity in international marketing and branding decisions has increased. These days, there are different consumer groups within one market having distinct orientations towards and preferences for global or local products. Language in branding can be an important origin cue of a product and hence, can be used as a marketing tool to enhance product evaluations of consumers of a targeted market, or might be applied as a segmentation tool to attract a certain consumer segment of a foreign sales market. There have been a variety of studies that analyzed the effect of language in brand names on brand personality, attitudes towards the brand and purchase intention. However, these studies did not consider language in other external product attributes such as slogan and product information. Applying a factorial design, in this research, four consumer groups evaluated a simulated product. Main characteristics of the product were determined by two focus groups in order to guarantee that other external product attributes did not influence brand evaluations. The brand name and slogan were also created and translated by focus groups. Each of the four groups were shown a stimulus illustrating the same product. However, the combinations of language used in the brand names and slogan/product information were different between the groups. The questionnaire that contained the stimulus was distributed through an online questionnaire in Colombia. Results showed that the competence dimension of brand personality generated higher results for Spanish branding compared to English branding. Moreover, study outcomes indicate that education and English knowledge had an effect on brand evaluations of English and Spanish branded products.

Keywords: Cross-cultural Consumer Behavior, Brand Language, Brand Personality, Attitudes towards the Brand, Purchase Intention

1. Introduction

1.1. Background

The process of globalization has created both remarkable opportunities and threats for brands that are competing in the global marketplace. A key question in international marketing literature has been whether standardization or adaptation was a more adequate marketing strategy for brands entering foreign markets (see Carpenter, Moore, Alexander, & Doherty, 2013).

Advocates of the standardization theory argue that, because of the globalization process, there is a greater similarity of markets. This, along with the evolution of technology, leads to a greater confluence of tastes, preferences and needs among consumers of different countries (Levitt, 1983). It has been argued that a standardization strategy brings advantages like economies of scale, less administrative complexity, and a consistent brand image across countries (see Levitt, 1983).

On the other hand, although there is a greater resemblance between markets, there are still differences with respect to the needs and preferences of consumers. In addition, supporters of the adaptation strategy suggest that the objective of any company should not only be reduction of cost, but rather profitability in the long-term through higher sales volumes that result from meeting demands of consumers, which can be achieved by adapting to a specific market (see Whitelock & Pimblett, 2008).

The complexity with respect to standardization versus adaptation in international marketing is further spurred by various degrees of orientation towards the Global Consumer Culture (GCC) of different consumer groups within a specific country (see Manrai & Manrai, 2011). GCC can be described as the collection of symbols linked to consumption which are generally understood but not in every case shared by companies and consumers around the globe (Alden, Steenkamp, & Batra, 1999). Marketing managers can profit from this complexity by applying a positioning strategy that aims at targeting a certain segment of the market. Alden et al. (1999) suggest three distinct strategies with respect to cultural positioning which are Global Consumer Culture Positioning (GCCP), Foreign Consumer Culture Positioning (FCCP) and Local Consumer Culture Positioning (LCCP). Steenkamp, Batra, and Alden (2003) characterize global

brands as those that consumers can spot in multiple countries having the same name and generally centrally and similarly coordinated marketing strategies.

A high level of Perceived Brand Globalness (PBG) is frequently positively correlated with brand prestige and brand quality, and thus, can increase purchase likelihood (Alden et al., 1999; Steenkamp et al., 2003). The English language can be perceived as an indicator of a global brand by consumers, and thus, increase PBG (see Alden et al., 1999). English has been recognized as a world language for more than 150 years and is known for having a great educational, political, and economic significance (Hurn, 2009). The number of people who can speak and understand English is likely to reach two billion by 2050 (Hurn, 2009).

Companies that are related to specific countries which have an expertise in a specific product category can benefit from applying a FCCP strategy conveying a distinct image of the product (Thakor & Pacheco, 1997). The so called Country of Origin (COO) effect occurs when consumers associate a product with the main characteristics of a country in which most parts of the product were produced (Thakor & Pacheco, 1997). Leclerc, Schmitt, and Dube (1994b) measured consumer attitudes towards a French product with a brand name translated into English and compared them with attitudes towards the product with the original name in French for two categories of products: hedonistic and utilitarian products. Results showed that the product with the French name had most favorable evaluations in both categories (Leclerc et al., 1994b).

Local brands signal respect for cultural values and traditions (Winit, Gregory, Cleveland, & Verlegh, 2014). They are frequently considered as more down to earth and authentic, and thus, might enable a closer customer-brand relationship (Winit, Gregory, Cleveland, & Verlegh, 2014). Thus, a LCCP strategy can be favorable when targeting ethnocentric consumers, as PBG effects are weaker for ethnocentric consumers and can, in some cases, even evoke negative associations (Steenkamp, Batra, & Alden, 2003).

In order to successfully apply one of the mentioned positioning approaches origin cues must be created for a brand (see Alden et al., 1999). Thakor (1996) firstly coined the term brand origin, which can be described as the country, area or place to which consumers attribute a brand. While, due to increased outsourcing of value-added activities to third countries and the resulting complexity in associating a product to only one country, the COO effect is declining, and brand name becomes an increasingly significant factor in the creation of origin cues (Thakor & Pacheco,

1997). The language of a brand name can indicate a distinct culture to which the brand is attributed by consumers (Alden et al., 1999).

Consumer behavior is strongly influenced by national culture and thus, preferences with respect to consumption of global or local products might vary between countries (see Mooij & Hofstede, 2011). National culture influences social, personal, and psychological components of culture and thus, with respect to consumer behavior, product evaluations (see Mooij & Hofstede, 2011).

In this research, brand evaluations are examined based on the analysis of consumer responses with respect to perceived brand personality, attitudes towards the brand and purchase intention. Brand personality is a concept that describes human traits related to a brand that are derived from the psychosocial meaning that consumers attach to a brand (Aaker, 1997). Attitudes towards a brand describes an enduring evaluation of a brand that can motivate behavior (Spears & Singh, 2004). Purchase intention can be understood as action tendencies that result from a consumer's internal aim to make an effort to purchase a brand (Spears & Singh, 2004). Indicating kind of associations, strength, and direction of favorability of a brand and the internal plan to act, these three concepts are considered most suggestive in consumers' brand evaluation within the context of this thesis.

1.2. Investigation Approach

In order to provide an overview of the problem, in the theoretical framework the two key concepts cross-cultural consumer behavior and branding will be exemplified. On the basis of the cross-cultural consumer behavior framework of Manrai and Manrai (2011) variables affecting consumer behavior in a cross-cultural context will be determined and moreover, it will be explained in which way they influence behavior. After that, major branding concepts will be examined and related to each other in order to illustrate the significance of the analysis of brand personality, attitudes towards the brand and purchase intention in this research. Finally, one aspect of branding, namely language in brand names will be looked at more closely elucidating its significance, how meaning in brand names is created and ultimately, how brand names are created and translated in organizations.

After having examined major theoretical concepts and contributions, the methodology of this thesis will be explained, and results of the study will be depicted. The results of the data analysis part are structured based accordingly to the order of objectives. Initially, qualitative results with respect to product characteristics determined by focus groups will be illustrated. After that, it will be explained how the questionnaire was constructed and also, how it was validated by experts and through the analysis of the application of the questionnaire on a sample. Subsequently, results of the study will be elucidated, beginning with the depiction and analysis of sociodemographic characteristics. Then, the effect of brand names, slogans/product information, and the combination of both on brand evaluation will be analyzed applying a Multivariate Analysis of Variance (MANOVA).

In the end, the discussion of results and its relation to concepts and contributions that have been mentioned in the theoretical framework, together with the demarcation of limitations, lead to the conclusion of the research.

2. Justification

2.1. Justification of the Research

This research aims at providing a guideline to international marketing managers who are confronted with the complexity with respect to the degree of adaptation in branding towards the local language of the targeted sales market. It aims at helping marketers to take adequate decisions providing information with respect to whether there should be a consistent adaptation/standardization strategy with respect to language in branding or whether decisions should be taken for each sales market separately, whether products having global and local names might generate different brand evaluations between consumers having different sociodemographic profiles, and, finally, provide results with respect to differences in evaluations of brand personality, attitudes towards the brand, and purchase intention between products having varying degrees of adaptation towards the Spanish language for the Colombian market.

There is a variety of studies about global, foreign or local language in branding conducted in different cultural environments. Chao and Lin (2017) analyzed the effect of English and Mandarin brand language in China and the effectiveness of different translation approaches and compared results of different sociodemographic groups. Results indicated that, when asking well-educated consumers, the English brand name was evaluated higher than the Mandarin brand name (Chao & Lin, 2017).

Rosa, Sillani, and Vasciaveo (2016) investigated the impact that local language in marketing communication could have on consumers' preferences for food products in the Friuli Region in Italy. Students of a local University were interviewed to investigate their preferences for a sandwich having information in English, Italian and the local Friulan language. Results propose that the consumers' preference of local language depends heavily on sociodemographic factors. Thus, it suggests that brand language could be applied as a market segmentation technique (Rosa et al., 2016).

Olavarrieta, Manzur, and Friedmann (2009) analyzed the effect of brand name (English as a global brand name, French as a foreign brand name, Spanish as a local brand name) on consumer product evaluations in Chile. It was found that the English brand name generated the best results

for evaluations of three product categories, which were hedonistic, utilitarian and hybrid products (Olavarrieta et al., 2009).

Öztürk, Özata, and Feyza (2015) analyzed the effect of global and local brand names on brand personality, attitudes towards the brand, and purchase intention in Turkey. The effects on the mentioned concepts were analyzed for blue jeans and café having brand names in English, English sounding and Turkish, that were created by an advertising agency. Results suggested that for both product categories the English brand name raised the evaluation of the competence dimension of brand personality. Attitudes towards the brand and purchase intention generated higher results for the English brand name of the blue jeans. The blue jeans having a Turkish name was rated higher in the traditionalism dimension category of the brand personality scale adapted for Turkey. The English sounding name generated the same results as the Turkish brand name in brand personality dimensions. There was no significant difference in evaluations for the joyfulness and excitement dimension of brand personality. For the café category, the English brand name generated higher result for the joyfulness dimension while Turkish names rated higher in traditionalism and simplicity dimensions. Attitude towards the brand was more favorable for Turkish and English sounding name compared to the English name. For intention to buy there was no significant difference in brand evaluations. Öztürk et al. (2015) mentioned that a limitation of the study was the creation of brand names by an advertising agency. It was recommend that, for further investigation, it would be more adequate to conduct a survey with students in order to generate brand names for the study that are developed by consumers themselves (Öztürk et al., 2015).

This research analyzes the effect of English and Spanish branding on perceived brand personality, attitudes towards the brand, and purchase intention by simulating variations of a branded article in Colombia. It extends former studies in the field, by not only analyzing the effect of global and local brand names on consumers' product evaluations but compares evaluations for different extents of adaptation in branding towards the local language of the targeted market. This is done through the comparison of four different designs of the branded article having different combinations of English and Spanish brand names, slogans, and product information. Furthermore, this study resolves the limitations mentioned by Öztürk et al. (2015) by not creating the brand names through an advertising agency but by consumers themselves.

Most of the questionnaires of the above-mentioned studies were created using a back-translation procedure and applying a validation through a smaller sample. However, almost none of them included an expert validation for creating validity and reliability of the questionnaire. In this research a back-translation procedure was applied to guarantee an adequate translation to Spanish and an expert validation was applied to ensure that questionnaire items are clear and understandable. A test with a smaller sample of 50 participants was conducted to confirm that the questionnaire and its items can be applied in Colombia in order to respond to the research question:

How does English and Spanish branding and sociodemographic factors affect consumer brand evaluations in Colombia?

2.2. Linkage to the Project of the Investigation Line

This thesis is conducted within the research project “Relationship of organizations with the environment and marketing”. The project of the investigation line Finance and Marketing of Universidad del Rosario investigates the relationship of organizations with the community and goes beyond the typical marketing models by focusing on community content and strategies. Thus, the effectiveness of different models that serve both the development of organizations and the environment are analyzed. Considering the high mortality rate in organizations, which are among others caused by large changes in demand, an approach based on new concepts that aim at establishing long-lasting consumer relationships is necessary. Organizations cannot be based solely on the satisfaction of needs to sell a product, but on a broader concept of individual, community, and development, with which they are committed (Juárez, 2013).

In this research communication strategies aiming at targeting Colombian consumers are analyzed. The consideration of the community in marketing strategies is considered through the exemplification of the Colombian culture based on cultural dimensions established by Hofstede (see Hofstede, Hofstede, & Minkov, 2010). It is commonly known that language is an important part in the creation and maintenance of ethnic identity and linguistic shape of a community (Laroche, Kim, & Tomiuk, 1998). The ethnical aspect of marketing is considered by demonstrating homogenizing and heterogenizing effects of globalization that result in consumer culture orientations with varying degrees towards the global or ethnical consumer culture.

3. Objectives and Hypotheses

3.1. General Objective

Analyzing the effect of English and Spanish Branding and sociodemographic factors on consumer brand evaluations in Colombia.

3.2. Specific Objectives

- Constructing and validating a questionnaire that can be applied in Colombia
- Describing sociodemographic characteristics of Colombian consumers
- Describing the consumers' evaluation of brand personality, attitudes towards the brand, and purchase intention, according to combinations of brand names, slogans, and product information in English and Spanish
- Analyzing the effect of sociodemographic factors on brand personality evaluation, attitude towards the brand, and purchase intention for combinations of English and Spanish brand names, slogans, and product information
- Analyzing the effect of English and Spanish brand names on brand personality evaluation, attitudes towards the brand, and purchase intention
- Analyzing the effect of English and Spanish slogans and product information on brand personality evaluation, attitudes towards the brand, and purchase intention
- Comparing the effect of combinations of English and Spanish brand names, slogans, and product information on brand personality evaluation, attitudes towards the brand, and purchase intention

3.3. Hypotheses

Hypotheses are ordered in a distinct manner based on the factor analyzed. The first hypothesis is related to sociodemographic factors, hypotheses 2-4 are linked to only the brand name factor, hypotheses 5-7 are only related to the slogan/product information factor and hypothesis 8-10 are associated with the combination of brand name and slogan/product information factors:

H1: There is a significant effect of sociodemographic characteristics on overall brand evaluation

H2: Colombian consumers evaluate brand personality dimensions higher for English brand names compared to Spanish Brand names

H3: Colombian consumers evaluate attitude towards the brand higher for English brand names compared to Spanish brand names

H4: Purchase intention is evaluated higher for English brand names compared to Spanish brand names by Colombian consumers

H5: There is a significant difference between the evaluations of brand personality dimensions for English and Spanish slogans and product information

H6: There is a significant difference between attitudes towards the brand for English and Spanish slogans and product information

H7: There is a significant difference between the purchase intention for English and Spanish slogans and product information

H8: There is a significant difference in brand personality dimension evaluation between different combinations of English and Spanish brand names, slogans, and product information

H9: There is a significant difference in attitudes towards the brand between different combinations of English and Spanish brand names, slogans, and product information

H10: There is a significant difference in purchase intention between different combinations of English and Spanish brand names, slogans, and product information

4. Theoretical Framework

4.1. Cross-Cultural Consumer Behavior

Due to the rising complexity and increasing competition caused by globalization, within the last years, cultural aspects have become an important element within consumer behavior research (Aaker, Benet-Martínez, & Garolera, 2001; Colmenares et al., 2008, 2008; Rojas-Méndez, Erenchun-Podlech, & Silva-Olave, 2004; Toldos, 2012). In the following, on the basis of one of the most comprehensive framework of cross-cultural consumer behavior created by Manrai and Manrai (2011), it will be exemplified how culture influences consumer behavior across borders. Furthermore, branding concepts that serve as a basis for this research will be exemplified and the importance of language in branding will be elucidated.

4.1.1. The Cross-Cultural Behavior Framework

The cross-cultural behavior framework suggests that culture plays a significant role in influencing social, personal, and psychological components of consumer behavior and thus, has a considerable impact on consumer behavior domains in a cross-cultural context (Manrai & Manrai, 2001). Furthermore, besides cultural components, external environmental factors are described as an influencing factor in cross-cultural consumer behavior. These external factors comprise economic, political, competitive, and technological factors of the targeted market (Manrai & Manrai, 2011). Finally, marketing strategy is mentioned as a factor through which marketers can directly have an influence on consumer behavior.

In the following sections it will be exemplified how culture, its components social, personal, and psychological consequences of culture but, also external factors and marketing strategy, can influence consumer behavior domains.

4.1.2. Cultural Influences on Cross-Cultural Consumer Behavior

Geert Hofstede was one of the most important contributors to cultural studies. Culture can be described as the common programming of the mind of members within one country that distinguishes them from members of another country (Hofstede et al., 2010, p. 6). In a comprehensive study, Hofstede et al. (2010) identified six cultural dimensions distinguishing work-related cultural traits of one country from another. In the following these six dimensions and its possible influence on consumer behavior will be described. Later, in section 4.1.6. the Colombian scores in each of the dimensions will be elucidated.

Power distance shows the expectations and acceptance of the members of a culture towards inequalities in power. (Hofstede et al., 2010, pp. 61–62).

Individualism depicts the degree of interdependence of members of a society. In individualistic cultures people tend to take care for themselves and their close family while in collectivist countries members are part of in-groups that take care of each other (Hofstede et al., 2010, pp. 92–93). In contrast to individualistic cultures, human identity of members of collectivist cultures is based on the social system they are part of and thus, the preservation of harmony and the avoidance of face loss is important (Mooij & Hofstede, 2011).

The masculinity dimension demonstrates to which extent gender roles in societies are distinct. In masculine societies men are expected to focus on achievement, are assertive and tough. At the same time women are supposed to be interested in the quality of life, are modest and tender. In a feminine culture however, these roles overlap and both genders are expected to be concerned with the quality of life, are modest and tender (Hofstede et al., 2010, p. 140).

Uncertainty avoidance describes the degree to which members of a society feel jeopardized by ambiguous situations and thus, have established beliefs and institutions that aim at avoiding these (Hofstede Insights, 2017).

Long-term orientation describes the degree to which the encouragement of virtues is oriented towards rewards that are in the future. Short-term orientation stands for fostering of virtues with respect to the past and present such as preservation of face, respect for tradition and the fulfillment of social commitments (Hofstede et al., 2010, p. 239).

Indulgence describes the degree to which people of a society freely pursue their desires and impulses related to enjoying life. The other extreme is called restraint, demonstrating the need to suppress those desires and impulses through social norms (Hofstede et al., 2010, p. 281).

Another important contribution to cultural studies was the GLOBE project by House, Hanges, Javidan, Dorfman, and Gupta (2004). In the GLOBE study organizational practices, culture and leadership practices were analyzed in 62 countries. With the acquired data researchers developed ten cultural clusters of countries that have cultural similarities due to, among others, climate conditions and shared geography, which all shape perceptions and behavior of members of a society (see House et al., 2004, pp. 178–218).

4.1.3. Social Consequences of Culture

The national culture of a country influences the social component of culture (Manrai & Manrai, 2011). Behavior of members of a society is influenced by social interactions, relationships, and acculturation to a certain group. Individuals are influenced by school, family peers, media, social expectations, roles in society and norms (Manrai & Manrai, 2011). The more a society can be classified as a collectivistic culture the more opinions of members of the society are predetermined by the mentioned social influences and processes (Mooij & Hofstede, 2011).

4.1.4. Personal Consequences of Culture

The national culture of a society also strongly influences the personal component of culture (Manrai & Manrai, 2001; Manrai & Manrai, 2011; Mooij & Hofstede, 2011). It is argued that the creation of cultural entities does not anymore depend on geographic proximity but rather on common consumer groups across country borders (Alden et al., 1999). Manrai and Manrai (2011) developed a framework of cultural orientations of consumers that are found in various countries across the globe. The relative influence of these orientations can vary by country, population segment, product category and consumption situation (Manrai & Manrai, 2011). Globalization spurs both homogenizing and heterogenizing effects. The homogenization effects of globalization lead to convergence in preferences and tastes of consumers across countries (Cleveland & Laroche, 2007). Global Consumer Culture Orientation characterizes a global consumer segment that is highly influenced by the homogenizing effects of globalization (Manrai & Manrai, 2011).

Another homogenizing effect of globalization results from marketing practices and consumer behavior of countries that are part of regional alliances or economically integrated

groups of countries such as the European Union. The associated cultural orientation is called Regional Consumer Culture (RCC) orientation (Manrai & Manrai, 2011).

Cornwell and Drennan (2004) debate that globalization spurs fragmentation due to initiatives undertaken by individuals in order to preserve their culture and restore the sense of identity among members of a society (Cornwell & Drennan, 2004). The strengthening of national identity is a result of the reinforcing effect of globalization and the resulting consumer orientation is called National Consumer Culture (NCC) orientation (Manrai & Manrai, 2011). The reactivation of ethnic identity is presented as heterogenizing effect of globalization and results in the so called Ethnic Consumer Culture (ECC) orientation (Cornwell & Drennan, 2004).

Another orientation that results from the heterogenizing effects of globalization is the Individual Consumer Culture (ICC) (Manrai & Manrai, 2011). The ICC reflects differences in cultural orientations of individuals within a society due to tourism, immigration, emigration or business travel and international companies and its products (Manrai & Manrai, 2011). As individuals in a country are exposed to these factors to different extents, individuals' values can diverge as each individual can have a set of values adopted from different cultures they are exposed to (Manrai & Manrai, 2011). Cleveland and Laroche (2007) determined the following drivers that lead to the Acculturation of Global Consumer Culture (AGCC) (Cleveland & Laroche, 2007):

- COS Cosmopolitanism: Distinct set of traits held by individuals such as the eagerness to interact with the foreign and a degree of competence towards other cultures.
- EXM Exposure to marketing activities of multinational companies: The extent to which consumers are influenced through international marketing.
- ELU English language usage and exposure: The extent to which consumers are exposed to the English language. The use of English creates a connection to the GCC.
- SIN Social Interactions: Contact to foreigners, travelling, migration.
- GMM Global mass media exposure: The degree to which consumers are exposed to mass media.
- OPE Openness and ambition to imitate GCC: Individual's orientation towards consuming foreign goods because of their symbolic meaning or other personal reasons.
- IDT Self-identification with GCC: The extent to which an individual sees himself as a member of the GCC.

Besides identifying drivers of AGCC, Cleveland and Laroche (2007) considered the influence of cultural dimensions on AGCC drivers and suggested that individualism should positively affect drivers of AGCC while at the same time uncertainty avoidance should negatively affect drivers of AGCC (Cleveland & Laroche, 2007). Cleveland, Laroche, and Papadopoulos (2009) compared demographic antecedents with the driver COS and its behavioral outcomes for eight countries. Results indicated that age was the strongest indicator of COS, followed by gender and education. More educated respondents showed higher results for COS than less educated participants. It was found that there was a negative relation between age and COS. Moreover, women had higher results with respect to COS than men (Cleveland et al., 2009).

Carpenter et al. (2013) extended the study of Cleveland et al. by analyzing how consumer demographic characteristics affect each of the dimensions of AGCC. Similar to the study of Cleveland et al. (2009) results proposed that both age and education were the steadiest demographic predictors of drivers of AGCC. Education positively affected COS, EXM, SIN and IDT while age negatively affected each of the mentioned dimensions. Findings also showed that individualism positively influenced COS and SIN but did not affect EXM, OPE or IDT. Opposed to the study of Cleveland et al. (2009), results demonstrated that uncertainty avoidance did not affect any of the drivers of AGCC (Carpenter et al., 2013).

Brands are a major reflection of, and contributors to, consumers identities (Belk, 1988). Personality, self-concept and lifestyle are key elements of consumer psychographics (Manrai & Manrai, 2011). Psychographic factors can contribute to brand-added value if they are related to the psychosocial meaning that consumers want to derive from a brand (Riezebos, 2003, pp. 69–71). The psychosocial meaning consumers draw from a brand is highly dependent on the brand personality that marketers define for their brands (Aaker, 1997; Keller, 1993, 2008). The concept of brand personality will be exemplified in section 4.2.3.

4.1.5. Psychological Consequences of Culture

The psychological consequences of culture comprise beliefs, attitudes, ethnocentrism, and evaluations (Manrai & Manrai, 2011). Attitudes have been of major interest in marketing research as they are significant predictors of consumer behavior (see Mitchell & Olson, 1981). Attitudes can be described as: “Individual’s internal evaluation of the brand.” (Mitchell & Olson, 1981).

Attitudes must be distinguished from feelings (Spears & Singh, 2004). While feelings are temporary, attitudes are comparatively enduring (Batra & Ray, 1986). Moreover, feelings do not inform about the external environment but rather demonstrate how the external environment influences us (Batra & Ray, 1986). One of the main variables that shape attitudes is a person's beliefs about an object (Fishbein, 1966; Mitchell & Olson, 1981). This belief can be described as the probability that the assessed product, or in more neutral words object, has a certain relationship with another value, goal, concept, or object. The evaluation of these related objects finally leads to attitude towards the initially evaluated object (Fishbein, 1966).

Consumer ethnocentrism describes the belief that domestic products are good for a country and international products are not good for a nation (Carpenter et al., 2013). Carpenter et al. (2013) analyzed the relationship between ethnocentrism measures and the dimensions of AGCC. Results demonstrated that COS and SIN had negative effects on ethnocentrism while OPE and IDT indicated positive effects on ethnocentrism (Carpenter et al., 2013). The COS and SIN dimensions indicate active engagement with the global environment. In contrast, the dimensions OPE and IDT express a rather passive engagement with the global culture (Carpenter et al., 2013).

4.1.6. The Colombian Consumer Culture

In the following, external environmental factors impacting consumer behavior in Colombia will be depicted. Moreover, cultural dimension scores will be shown for Colombia and its possible impact on consumer behavior will be discussed.

Colombia offers a business-friendly environment. It ranks fourth in the Latin American context with respect to ease of doing business after Mexico, Chile, and Peru (World Bank, 2018). However, corruption remains a major problem that impacts business transactions. In the corruption perception index Colombia ranks 96/180 (Transparency International, 2017).

The country's population is 48,653,419 (World Bank, 2018). It has the fourth largest population in Latin America and is the fourth largest economy (Export Entreprises SA, 2018). Colombia's economy has experienced a considerable growth within the last decade. Although having declined from USD 380,192 billion in 2013 to USD 282,463 in 2018, the country's Gross Domestic Product (GDP) has tripled from 2003 to 2016 (World Bank, 2016a). In many product categories, the industry is poorly developed and thus, Colombians are used to buy imported

products (Export Entreprises SA, 2018). The worth of goods and services imported are 27.68 percent of Colombia's GDP (World Bank, 2016b).

The middle class represents 30 percent of the total population while consumers with a high purchasing power represent 20 percent of the total population (Export Entreprises SA, 2018). Colombian inhabitants under 14 years represent 24.57 percent of the total population (Index Mundi, 2018). Thus, it can be assumed that the potential number of consumers for imported cosmetics is around 18.35 million consumers. This number is derived from the total number of Colombian inhabitants that represent middle or upper class diminished by the inhabitants who are 14 years old or younger. Although price plays a significant role in buying decisions consumers increasingly pay attention to ethical and ecological product aspects (Export Entreprises SA, 2018). In urban areas, the middle class consists of young and working age population. Trends, brands, and promotions heavily affect Colombian consumers. Nevertheless, there is also a great influence of traditions on consumption behavior (Export Entreprises SA, 2018).

There is a lack of English proficiency. Only 49.97 percent of Colombians have knowledge in English (EF English Live, 2017b). In a Latin context comparison Colombia ranks 11 of 15 with respect to English knowledge (EF English Live, 2017b). Globally, Colombia ranks 51 of 80 countries (EF English Live, 2017a). Based on the GLOBE study Colombia is considered as a part of the Latin America cultural clusters (see House et al., 2004, p. 186).

Table 1 depicts cultural dimensions for Colombia compared with the United States, Chile, and Turkey. These countries were chosen for comparison as the United States shall represent a country in which the English language is prevailing, and Chile and Turkey were chosen for comparison as former related studies, that have been mentioned in the justification part of this thesis, were conducted in these two countries.

Table 1. Cultural Dimensions of different countries

Country	Power Distance	Individualism	Masculinity	Uncertainty Avoidance	Long-term Orientation	Indulgence
Colombia	67	13	64	80	13	83
United States	40	91	62	46	26	68
Chile	63	23	28	86	31	68
Turkey	66	37	45	85	46	49

Adapted from (Hofstede Insights, 2017)

In the power distance dimension Colombia scores 67 out of 100 (Hofstede Insights, 2017). This score demonstrates that inequalities are accepted in different layers of society and that there is a high level of respect towards authorities (Hofstede et al., 2010, pp. 55–56).

With a score of 13 in the individualism dimension Colombia belongs to the collectivistic societies (Hofstede Insights, 2017). Opinions of members of the society are rather shaped by a group than by individuals and the main role of advertising is creating trust towards the brand rather than persuasion (Hofstede et al., 2010, pp. 410–412).

With a score of 64 Colombia can be attributed to masculine societies (Hofstede Insights, 2017). In masculine societies achievement and success need to be demonstrated and thus, there is a high appeal to status products (Mooij & Hofstede, 2011). Consumers in masculine societies consider foreign goods as more attractive than local goods (Hofstede et al., 2010, p. 411).

In uncertainty avoidance Colombia scores 80 which means that Colombians try to avoid ambiguous situations (Hofstede Insights, 2017). In the buying process less importance is attached to convenience than to expert knowledge and purity of the product, and consumers tend to claim ethical considerations in buying more frequently (Hofstede et al., 2010, p. 411).

In Long-term orientation Colombia scores 13 and thus, is a rather short-term oriented culture (Hofstede Insights, 2017). Consumers respect traditions, spend money in the present rather than saving for the future and focus on achieving fast results (Hofstede et al., 2010, p. 275).

In the cultural dimension indulgence Colombia ranks 83 and thus, can be attributed to indulgent cultures (Hofstede Insights, 2017). Members of a culture that score high in this category tend to listen to foreign music and watching foreign movies rather than people from a restraint culture (Hofstede et al., 2010, p. 123).

4.2. Branding

Having gained insights into the two factors affecting cross-cultural behavior, namely culture and external environmental factors, in the following, it will be examined how marketing strategy can affect product evaluations (see Manrai & Manrai, 2011). As the focus of this research is on branding, mayor branding concepts will be exemplified.

4.2.1. Brand Equity

Brand equity is described as the financial value of a brand. It consists of the following four components: Size and stability of the market share, brand margin and ownership rights linked to the brand (Riezebos, 2003, pp. 268–270).

A high brand equity results in financial, strategic, and management-related advantages. Financial advantages can be achieved through higher sales, increased margins, and assurance of income in the future. Strategic advantages are, among others, an excellent reputation, deterrence of competitors and being a magnet in the labor market. With a high brand equity, it is easier for marketing managers to pursue a brand extension strategy as future branded articles can profit from an established brand. Furthermore, it is easier for managers to apply a global branding strategy as the brand is already well-established in at least one country (Riezebos, 2003, pp. 266–272).

4.2.2. Brand Image

Brand image is a key determinant of brand equity, and thus, of mayor interest in research (Biel, 2009). It can be described as a bundle of associations and attributes which consumers relate to a brand (Biel, 2009). According to Biel (2009) the brand image is influenced by three main factors which are corporate image, the image of the product and the image of user, which is commonly known as brand personality.

Attributes are a set of core values that represent the nature of a brand by showing its physical and personality traits (Riezebos, 2003, pp. 31–34). A distinction can be made between intrinsic and extrinsic attributes (Riezebos, 2003, pp. 31–34). Intrinsic attributes are those significant parts of a product that represent its essence (Szybillo & Jacoby, 1974). Extrinsic

attributes are those that are added to the core of a product such as brand name or packaging (Riezebos, 2003, pp. 31–32).

The positive effect caused by one extrinsic attribute on the perception of an intrinsic attribute is described as halo effect (Han, 1989). In contrast, an effect whereby a specific extrinsic attribute negatively affects the evaluation of an intrinsic attribute is called horn effect (Riezebos, 2003, pp. 39–40). Research has shown that for renowned brands, the brand name is the most important extrinsic attribute for quality perception (Riezebos, 2003, pp. 41–47).

Another important factor within the evaluation of a branded article is whether consumers can adequately evaluate the intrinsic attributes of a branded article before purchase. Thus, the relative influence of the halo or horn effect heavily depends on the perceptibility of intrinsic attributes before purchase (Riezebos, 2003, pp. 41–47).

Brand associations are the linkage of perceived attributes of a brand that is formed in a consumer's mind (Keller, 2008, pp. 56–59). They can be divided into three components which are content, favorability and strength (Riezebos, 2003, pp. 64–65). The content of a brand image appoints to the type of associations that a brand invokes, and can refer to knowledge, feelings or to other factors such as smell or sound (Riezebos, 2003, pp. 64–65).

Favorability of the brand association describes the extent to which an association is perceived as negative or positive (Riezebos, 2003, pp. 64–65). The component strength describes how strongly consumers relate each of the positive or negative associations to the branded article (Keller, 2008, pp. 56–57). A brand can also have multiple images among different target groups as different groups may consider varying aspects of a brand (Keller, 2008, p. 59).

Brand associations are irrelevant if consumers do not attach importance to these. Thus, the concept of brand-added value is of importance within the concept of brand image. Brand-added value is the impact that a brand and its associations has on the consumer's evaluation of the good (Riezebos, 2003, pp. 69–71). In the following the three drivers of brand-added value will be elucidated.

Perceived performance is the perceived quality and material differentiation of the product which is partly influenced by extrinsic attributes (Riezebos, 2003, pp. 69–71). It shows to which degree a branded article can satisfy utilitarian, hedonistic, and economic needs and wants of the consumer (Keller, 2008, pp. 64–65).

Psychosocial meaning of a brand helps consumers to express who they want to be and is closely related to the concept of brand personality (Aaker, 1997). Another component of brand-added value is brand name awareness. It is the intensity of the node of a brand or trace in memory that can be measured by the consumer's ability to identify a distinct brand name under different circumstances (Riezebos, 2003, pp. 69–73). Although brand name awareness plays an important role within brand-added value, in the context of this research it does not have an influence, as a new, unknown branded article is simulated.

4.2.3. Brand Personality

The concept of brand personality is closely related to the psychosocial meaning that consumers attach to a brand. Consumers derive personal meaning from their interpretation of the brand's association and express themselves through brand personality (Aaker, 1997). Brand personality, commonly referred to as image of user, is one of the three components of brand image and has a considerable impact on brand equity and the market value of a brand (Riezebos, 2003, pp. 69–71). Aaker (1997) defines brand personality as: “the set of human characteristics associated with a brand.”

Besides positively impacting brand equity a favorable brand personality perception can enhance trust towards the brand (Biel, 2009). Trust plays a more important role in collectivistic cultures compared to individualistic cultures (Hofstede et al., 2010, p. 123). A brand that gains trust among consumers has a competitive advantage compared to other brands and can enhance business performance as the switching costs associated with changing to another brand are higher (Thomas, 2016).

Many companies make use of the so called brand archetypes in their branding strategy to increase the market value of a brand and enhance consumer loyalty (Laub, Ferdinand, Kramer, & Pätzmann, 2018). Brand archetypes are images that are known in many parts of the world representing myths and at the same time a product of unconscious origin (Mark & Pearson, 2001, p. 4). For example, Nike communicates its brand through the archetype Hero that stands for “act courageously” while the brand Harley-Davidson represents the archetype Outlaw that represents the lifestyle “break the rules” (Mark & Pearson, 2001, p. 13). In a recent study Laub et al. (2018) analyzed the effect of brand archetypes on consumer loyalty and brand likability for brands of the

sportswear industry. They found that brand archetypes can have a considerable effect on consumer loyalty and brand likeability. However, in order to apply the right archetype in brand communication a clear understanding of the brand personality is essential (Laub et al., 2018).

One of the firstly developed and most commonly applied brand personality dimension measurement scale is the brand personality scale of Aaker (1997) consisting of five personality dimensions and 42 personality traits (see Aaker, 1997). In the following the five dimensions and its mayor subgroups are depicted.

a) Sincerity	Down-to-Earth, Honest, Wholesome
b) Excitement	Daring, Spirited, Imaginative
c) Competence	Reliant, Intelligent, Successful
d) Sophistication	Upper class, charming
e) Ruggedness	Outdoorsy, Tough

The brand personality measurement scale was claimed to be reliable, valid, and generalizable (Aaker, 1997). However, later studies found that in different cultures and contexts the determined brand personality dimensions and its traits showed different results (see Aaker, Benet-Martínez, & Garolera, 2001; Colmenares et al., 2008, 2008; Rojas-Méndez, Erenchun-Podlech, & Silva-Olave, 2004; Toldos, 2012). The initial study of Aaker was conducted in the United states (Aaker, 1997). In a later research of Aaker et al. (2001) brand personality dimensions and its facets were investigated in Japan and Spain. In both countries the ruggedness dimension was replaced by peacefulness. Furthermore, in Spain another dimension, which is passion, was added (Aaker et al., 2001).

Besides Aaker's adaption of the brand personality scale to Japan and Spain further authors adapted the initial scale to the context of various countries around the globe (see Ahmad & Thyagaraj, 2017; Colmenares et al., 2008; Öztürk et al., 2015; Rojas-Méndez et al., 2004; Toldos, 2012).

Öztürk et al. (2015) developed a brand personality scale for Turkey comprising the brand personality dimensions competence, excitement, traditionalism and joyfulness. Ahmad and Thyagaraj (2017) developed a brand personality scale for India including the dimensions sophistication, excitement, popularity, competence, trendiness and integrity.

In Venezuela, the dimensions of brand personality were excitement, sincerity and passivity (Colmenares et al., 2008). In a study in Mexico, brand personality comprised the components success, hipness, domesticity/emotionality, ruggedness and professionalism (Toldos, 2012). Rojas-Méndez et al. (2004) adapted Aaker's brand personality scale to a Chilean context eliminating the ruggedness dimension and thus, measuring brand personality for the dimensions excitement, sincerity, competence and sophistication.

In section 4.1.4., attitudes have already been looked at as an intermediary variable of the personal component of culture. In the following attitudes towards a brand will be related to and demarcated from the concepts brand personality and purchase intention. As already mentioned, brand personality is described as human characteristics that consumers link to a certain brand (Aaker, 1997). Associations are the linkage of perceived product attributes that are created in the consumers mind (Keller, 2008, pp. 65–67). These relationships of the assessed product with attributes, concepts or an object creates a belief about the product (Fishbein, 1966). The evaluation of this belief results in attitude towards the product (Fishbein, 1966). Attitude towards a brand is a quite long-lasting, unidimensional evaluation of a brand that motivates behavior (Spears & Singh, 2004). Thus, it can be related to certain behavioral intentions, e.g. purchase intention (see Fishbein, 1966). Purchase intention can be described as action tendencies resulting from an individual's internal plan to make an effort to purchase a particular brand (Spears & Singh, 2004). Thus, attitudes towards the brand and purchase intention are two significant concepts within brand evaluation (see Spears & Singh, 2004).

4.3. Language in Branding

4.3.1. The role of brand names, slogans, and product information

Brand names have a great influence on brand personality and can create origin cues of a brand (Thakor, 1996). Brand name is part of the extrinsic attributes of a brand (Riezebos, 2003, p. 44). It has a great importance as it frequently depicts the central theme and main association of a product in a very compact way (Keller, 2008, p. 145). In categories, in which the performance of the branded article cannot be guaranteed before purchase, the brand name can have an extremely

high influence on perceived quality of the article. This is especially the case in cosmetics, pre-packed food and drink products and retail services (Riezebos, 2003, p. 45).

Branded products can function as a social symbol as they can make clear to which reference group a consumer belongs to. Different brand names can stand for different values or attitudes and classify consumers into different groups (Riezebos, 2003, pp. 45–46). In that case, it needs to be distinguished between the functional and expressive character of a product. For functional products intrinsic attributes play a greater role than extrinsic attributes. On the other hand, for expressive products, that fulfil consumers' consumption goals in the psychosocial world through status, extrinsic attributes play an considerable role in the evaluation of branded articles (Riezebos, 2003, pp. 46–47).

Slogans are brief phrases which communicate persuasive or descriptive information about the brand (Keller, 2008, pp. 159–163). They often appear in advertising, but they also have an important role on packaging (Keller, 2008, pp. 159–163). Information about a branded article can also influence consumers' evaluation process. One aspect of this information is the geographic area of origin. Furthermore, information about ingredients or claims can enhance the evaluation of a branded article (Riezebos, 2003, pp. 47–48).

4.3.2. The Meaning of Language in Branding

From a psycholinguistic perspective there are three ways of giving meaning to a brand name, namely semantics, pragmatics and phonetics (Zimmermann & Sternefeld, 2003, pp. 1–3). Semantics can be described as the study of the literal meaning of expressions such as texts, sentences, phrases, words or morphemes (Zimmermann & Sternefeld, 2003, pp. 1–3). Pragmatics go beyond the literal meaning of semantics by studying the connotations with utterances that are evoked by different subjects (Zimmermann & Sternefeld, 2003, pp. 1–3). Psycholinguistics propose that sound can convey meaning independently from their semantic connotations (French, 1977). The effect of phonetics on meaning depends on product category and whether a name has a semantical meaning or is invented. For example, medication trade names are mainly made up which leads to a greater importance of phonetical meaning as no meaning can be created through semantics (Shrum, Lowrey, Luna, Lerman, & Liu, 2012).

4.3.3. Brand Name Creation in Organizations

Brand names can be classified with respect to the degree to which they relate to a product. In the following the four main brand name creation strategies will be exemplified.

Fictitious brand names are brand names that do not have anything in common with the product itself. They can be fantasy names, abbreviations, names of the place of origin etc. (Riezebos, 2003, p. 111).

An associative brand name is a name which contributes to the desired experience world of a product. This can be a description of the moment of use, target group or a stereotypical location. Associative brand names tend to have a symbolic meaning to consumers (Riezebos, 2003, p. 113).

A suggestive brand name refers to possible advantages of consuming a product or relates to a product itself in an indirect manner. In many cases some suggestive names are so frequently used that consumers are not aware anymore of the associations the name creates in an indirect way (Riezebos, 2003, p. 113).

Descriptive brand names refer directly to the product itself. These kind of brand names can be the composition of a product, characteristics of a product or functions of a product. In general, descriptive brand names are easily recognizable and understandable for consumers but, however, descriptive brand names can be perceived as more boring than the other types of brand names and are more difficult to legally protect (Riezebos, 2003, p. 113).

4.3.4. Brand Name Translation in Organizations

The brand-naming process is particularly challenging in the international context, especially if the language of a target market is structurally different having other grammatical, semantic and phonological structures (Schmitt & Zhang, 2016, pp. 105–107). Furthermore, especially in emerging and developing markets, consumers have varying degrees in English knowledge which influences the ability of processing a standardized English brand name (Schmitt & Zhang, 2016, p. 106).

Research has shown that effective brand name translation relies on both explicit linguistic brand name translation knowledge and tacit linguistic intuitions. Explicit knowledge is based on rules and codified within a company; tacit knowledge contains deeply-rooted linguistic intuitions about the meaning and sound of brand names (Schmitt & Zhang, 2012, pp. 114–116). Native

speakers have a profound, comprehensive linguistic intuition about syntax, phonology and semantics of a language (Fromkin, Rodman, & Hyams, 2011, pp. 90–91). Besides implicit knowledge decision makers should also apply general explicit linguistic rules in the naming process, considering for example distinct grammatical structures with respect to affix and suffix and patterns of brand names that have been successful (Schmitt & Zhang, 2012, pp. 114–116). As discussed above brand name translation can be either based on semantics or phonetics. On this basis there are four different brand name translation types (Schmitt & Zhang, 2012, pp. 99–102):

- A brand name which is both semantically and phonetically translated
- A brand name that is only phonetically translated
- A brand name that is only semantically translated
- A brand name that is entirely new

Although the most desirable form of translation is the name that is both semantically and phonetically translated, due to the complexity of this translation style most marketing managers decide to apply either semantics or phonetics for brand name translation (Francis, Lam, & Walls, 2002).

After having defined major concepts that form the basis for the study, in the following the methodology of the study will be examined.

5. Methodology

5.1. Type of research

The type of research is empirical, analytical research (Kothari, 2004, pp. 2–4). Empirical research can be described as data-based research that depends on a certain observation or experience and is commonly applied when proof is sought that certain variables influence other variables in a distinct way (Kothari, 2004, pp. 2–4). In analytical research, the researcher uses information which is already available and analyzes this information to critically evaluate the material rather than just describing state of affairs as they exist in the present (Kothari, 2004, pp. 2–4).

5.2. Methodological approach

There are two basic approaches of research namely quantitative and qualitative research. Quantitative methods are probative, sequential and aim at being objective using the collection of data to prove hypothesis on the basis of numerical measures and statistical analysis to create behavioral patterns and proving theories (Hernández, Fernández, & Baptista, 2010, pp. 4–6). Qualitative methods collect data that exemplify feelings, ideas, thoughts or understandings and is typically non-numeric (Quinlan, 2011, pp. 105–106).

This research is classified as mixed-methods research including both quantitative and qualitative research approaches (see Hernández et al., 2010, pp. 544–580). The methodological approach of this research is classified as a sequential mixed-methods research design. This approach is characterized by an initial qualitative phase in which qualitative data is collected that is later needed to collect quantitative data (see Hernández et al., 2010, pp. 544–580).

Figure 1 depicts the methodological approach, its sequence, and the way in which the qualitative approach supports the quantitative approach in this research.

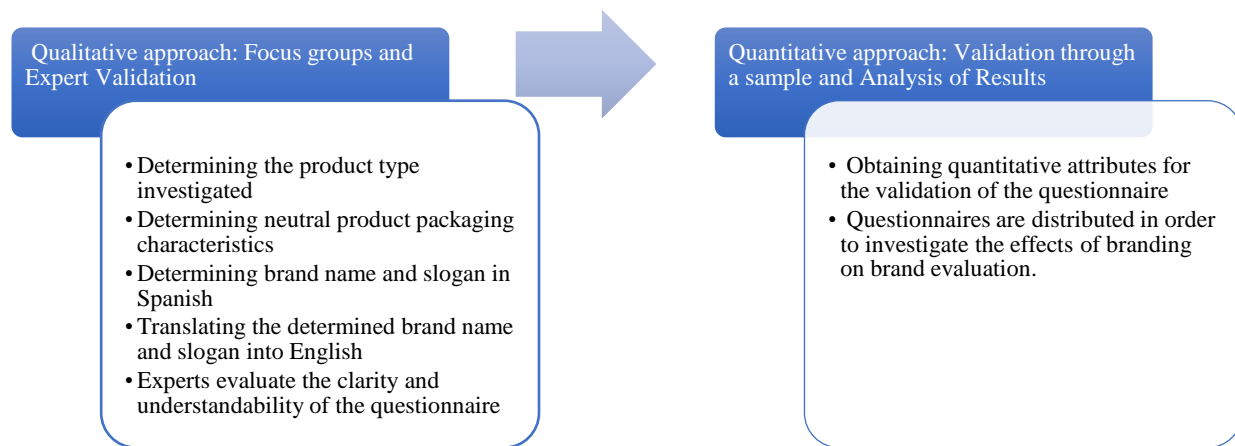


Figure 1. Sequential mixed-methods research design

Figure 1 shows how the qualitative approach supports the priority quantitative approach. Research techniques for the quantitative approach are questionnaires comprising questions with respect to a simulated product. To simulate the product under investigation two focus groups are needed to determine product type and brand elements, experts validate the questionnaire qualitatively and through the application of the questionnaire on a smaller sample it is validated quantitatively.

5.3. Methods

5.3.1. Qualitative Methods

The qualitative methods used in this research has a semiotic design. Semiotics can be described as the study of signs, their content, form, and expression (see Quinlan, 2011, p. 186). Semiotics are frequently used to investigate the meaning of the image of a company, product, or brand (Quinlan, 2011, p. 186).

5.3.2. Quantitative Methods

The quantitative methods used in this research is classified as experimental research. A research is experimental if it has the following three requisites which are the intentional manipulation of one or more independent variables, the measurement of the effect that an independent variable has

on a dependent variable, and the control of internal validity (Hernández et al., 2010, pp. 122–135). Furthermore, in contrast to quasi-experimental research the assignment to groups is random (Gray, 2004, pp. 67–69).

In this research the stimulus creation is also characterized as a control instrument to guarantee internal validity as other variables such as design, color etc. are eliminated as discussion groups create a product that is perceived as being neutral not having any correlation to a specific culture or language (see Campbell & Stanley, 1967). Another factor that increases internal validity, and thus, reduces bias, is that the assignment of participants to the four groups is randomized (see Campbell & Stanley, 1967). This is done through the implementation of a PHP code into the online questionnaire that assigns participants to different questionnaires on the online platform. Furthermore, the effect of the independent variables (different combinations of English and Spanish brand names and product slogans and descriptions) on the dependent variables (brand personality, attitudes towards the brand and purchase intention) is measured.

5.4. Research Design

5.4.1. Qualitative Research Design

The qualitative research design is semiotics of two focus groups. Semiotics can be used to uncover the meaning that a sign, brand etc. has to a group of potential consumers (see Quinlan, 2011, p. 186). The focus groups aim at gaining new insights with respect to a phenomenon (Quinlan, 2011, p. 296). The group dynamic should enhance the critical discussion and aims at spurring the creativity needed in brand name creation based on participants' tacit linguistic intuition.

5.4.2. Quantitative Research Design

For evaluating the attributes of the questionnaire, a correlational, psychometric design was applied. The design of the experimental research is factorial design. In factorial designs two or more independent variables are manipulated having two or more modalities for each of the independent variables (see Hernández et al., 2010, p. 144). In this research factorial design is used, as there are two categories that form the simulated products which are language of brand name and language

of the slogan and product information. The combination of these categories finally leads to the creation of four different products. Figure 2 illustrates the factorial design for this research.

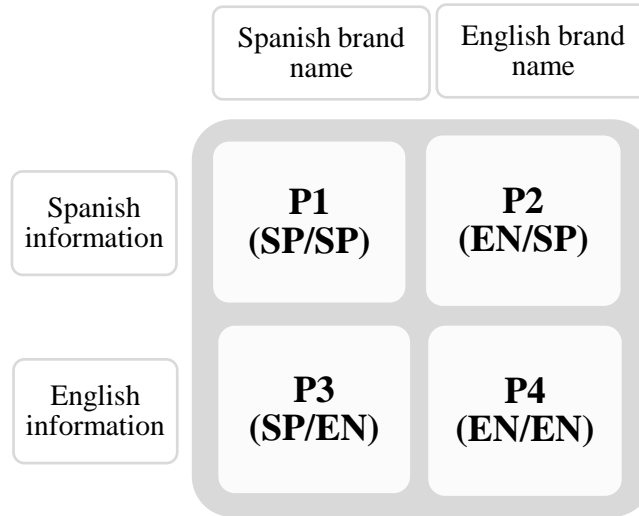


Figure 2. Factorial Design of the Study

Figure 2 demonstrates how the four stimuli that are imbedded in the questionnaire are determined. Figure 3, 4, 5 and 6 show the designs of the four branded articles based on the described factorial design.



Figure 3. P1: Spanish name and description



Figure 4. P2: English name, Spanish description



Figure 5. P3: Spanish name, English description



Figure 6. P4: English name and description

5.5. Study Participants

5.5.1. Participants of the Qualitative Approach

One part of the qualitative sample is focus groups. For conducting focus groups, 6-8 participants are required (Hennik, 2014). In this research, there are two focus groups of six participants each. The sampling design is quota sampling (see Collins, Onwuegbuzie, & Jiao, 2006). In quota sampling the researcher chooses participants for the study based on quota criteria (Quinlan, 2011,

p. 214). In this study, participants of varying age, gender, and knowledge in English were chosen. For the expert validation ten participants evaluate questionnaire dimensions.

5.5.2. Participants of the Quantitative Approach

For the quantitative part of the validation of the questionnaire 50 students fill out the questionnaire. For the quantitative analysis there are 45 participants for each group (180 participants in total). For mixed-methods studies the minimum sample size for experimental research methods is 21 (Collins et al., 2006). The sample design is snowball sampling technique. In snowball sampling the researcher conducts the research with one participant, after that, this participant recommends another participant (Quinlan, 2011, p. 214).

5.6. Variables

The study contains one independent variable which is brand language. It has four categories which are the different combinations of brand names and product categories:

1. A product having a Spanish brand name and Spanish product information
2. A product having an English brand name and Spanish product information
3. A product having a Spanish brand name and English product information
4. A product having an English brand name and English product information

The dependent variable is brand evaluation. It has three categories, of which one is divided into four sub-categories. In the following the categories and its sub-categories are depicted:

- Category:
- Brand Personality (BP): Human traits that consumers relate to a brand and from which psychosocial meaning is derived
- Sub-categories:
- Excitement
 - Sincerity
 - Competence
 - Sophistication
- Category:
- Attitudes towards the brand (AB): An enduring evaluation of a brand that can motivate behavior
- Category:
- Purchase Intention (PI): Action tendencies that result from a consumer's internal plan to make an effort to purchase a brand

5.7. Techniques

5.7.1. Qualitative Techniques

Focus groups in research are applied to bring people together who focus on a problem. Within this research there are single, semi-structured focus groups. The semi-structured aspect is important to lead the group to ideas that are within the desired framework of this research (Quinlan, 2011, p. 224). Focus group discussions contribute to this research with unique insights and perspectives generated by the group dynamic (Quinlan, 2011, p. 224). All participants are Colombians, and thus, represented consumers.

5.7.2. Quantitative Techniques

A frequently applied instrument in quantitative research are questionnaires (Hernández et al., 2010, p. 158). Questionnaires consist of several questions with respect to one or more variables that are measured (Quinlan, 2011, p. 326). In this research an online questionnaire is used. Online questionnaires have the advantage that they can be easily distributed via email or social networks and can provide access to large and geographically spread populations (Quinlan, 2011, p. 224).

The questions used in the questionnaire are extracted from two scientific papers. The questions with respect to brand personality were taken from Rojas-Méndez et al. (2004) who applied the brand personality scale of Aaker (1997) in the context of Chile. Cronbach's alphas on

the brand personality dimension scales of the study were 0.68 for ‘excitement’, 0.70 for ‘sincerity’, 0.71 for ‘competence’, and 0.73 for ‘sophistication’ (Rojas-Méndez et al., 2004). Therefore, the scales showed reliability and moreover, convergent/discriminant validity was supported (Rojas-Méndez et al., 2004).

For the questionnaire dimensions attitudes towards the brand and purchase intention questions are taken from Spears and Singh (2004) who constructed scales for the two concepts and established psychometric validity. The coefficient alphas of the two constructs attitudes towards the brand (AB) and purchase intention (PI) of Spears and Singh (2004) were 0.97 respectively and thus, a high reliability was established. Furthermore, nomological validity was established. The fit indices for the structural model were: $\chi^2=623.27$, $df=245$, $p<.05$. Thus, there was an acceptable model fit for the model developed by Spears and Singh (2004).

5.8. Procedure

The first focus group determines the product type analyzed. After that, the second group determines which packaging attributes and characteristics are considered as neutral by Colombian consumers. Furthermore, this group is responsible for discussing brand names, slogans and its’ translations that will be used in the study. After having determined product types, neutrality of packaging, brand names and slogans, a graphic designer graphically simulates the four product designs.

At the same time, the researcher constructs a questionnaire with 4-5 questions per dimension investigated. The questionnaire then is converted into Spanish through a backward translation approach. After that, there is an Expert validation and test with a smaller sample to ensure that the questionnaire can be applied in the Colombian context.

Due to the factorial design four different questionnaires are created. The concepts and questions are the same in all four questionnaires. However, the branded article illustrated in the questionnaires differ due to the different combinations of English and Spanish brand names, slogans, and product information. The questionnaires are distributed online to reach a variety of consumers from different parts of Colombia. After that results are analyzed, and conclusions drawn.

6. Results

6.1. Questionnaire Creation and Validation

6.1.1. Focus Group 1: Determination of Product for Investigation

The first focus group was conducted with six students of varying age and gender at Universidad del Rosario in Bogotá, Colombia. This focus group had to determine the product type that is used for the analysis of this research. After a short introduction and instruction each participant had to think of at least one product that meets the following criteria:

- The product can be bought in a retail environment
- It is a product that is frequently imported from foreign countries
- It is used by all genders and is not prohibited for children
- It has both hedonistic and utilitarian characteristics

In former studies evaluations of brands having names in different languages were conducted for hedonistic, utilitarian or hybrid products, or for all of them (see Olavarrieta et al., 2009). Hedonism-utilitarianism has been found to be a crucial factor in product perceptions (Hirschman & Holbrook, 1982). Hedonistic products provide sensations of fun, pleasure and excitement, while utilitarian goods rather serve a functional purpose (Hirschman & Holbrook, 1982). In order to neutralize the effects of hedonistic or utilitarian characteristics in product perception, in this research a hybrid product serves as basis for the study and thus, the focus group, representing the Colombian consumer perspective, chose a product that has both hedonistic and utilitarian characteristics in an equilibrated manner.

After the individual work, each participant had to demonstrate why the products the participant thought of would be adequate for the investigation with respect to the required characteristics. Participants presented between one and three products and after that, in a group discussion the three most adequate products were determined. These products were deodorant, shampoo, and sunscreen. Subsequently, products were evaluated on a scale from one to six with respect to both hedonistic and utilitarian product characteristics. The product that had similar

evaluations for hedonistic and utilitarian characteristics and thus, was evaluated the most hybrid product was chosen for analysis.

The product chosen was sunscreen, which was considered most adequate for the research, as it is a product that belongs to the cosmetics product category, is frequently imported and is a product all genders of different ages consume. Figure 7 depicts the procedure of the focus group discussion, the contributions of participants and its outcome.

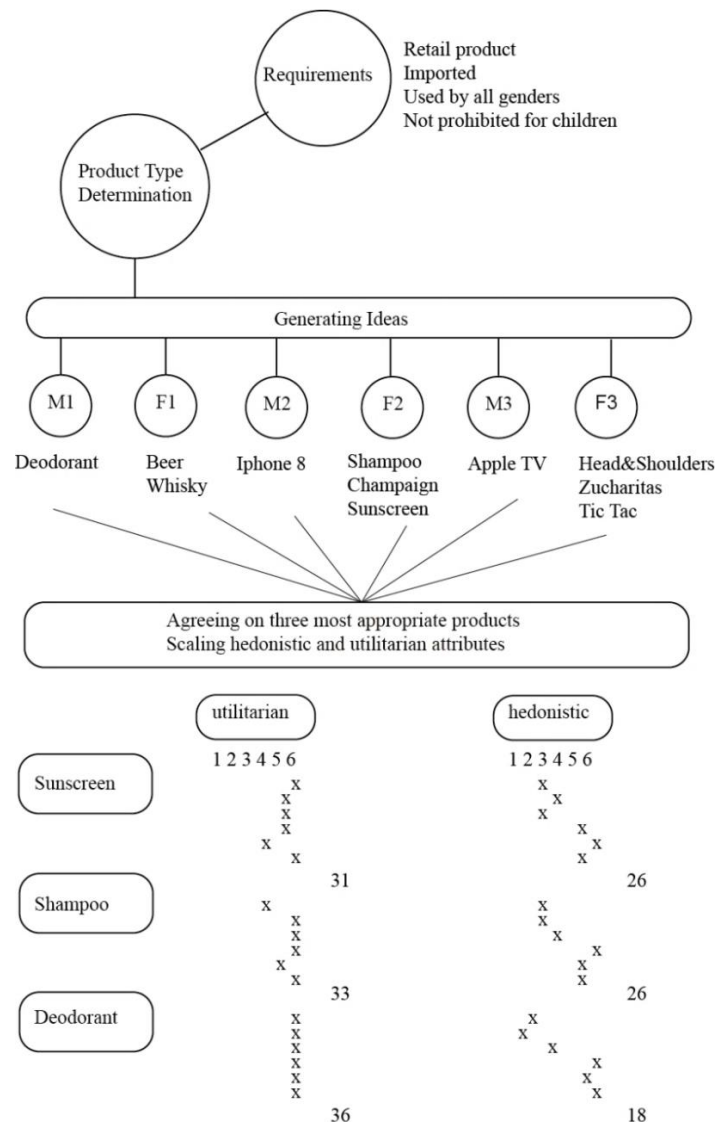


Figure 7. Illustration Map Focus Group 1

6.1.2. Focus Group 2: Determination of Extrinsic Product Features

The second focus group took place with male and female students and professionals in Chapinero Central, Bogotá. The task of the group was to determine packaging features that are perceived as neutral and do not evoke associations with a certain language or country that is part of the investigation. Furthermore, the group determined the brand name and slogan in Spanish and its English translation.

The group agreed on the shape and color of the product which is the orange packaging containing the liquid and a white case. It was determined that the size is 200 milliliters and the Sun Protection Factor (SPF) factor 100, as these features are perceived as most common in Colombia. Furthermore, it was decided that the typography for the brand is Bauhaus93 and for the description TWcenmt. It was stated that the additional information provided do not evoke connotations with a language or country. The group decided on an umbrella as a logo for the brand.

After each of the participants have suggested a Spanish brand name, they agreed on the name “Solbrilla” and its English translation “Sunshine”. Although “Sunshine” would be literally translated with “brilla del sol”, the group decided on “Solbrilla” as it has a similar structure as Sunshine: Both names are only one word, have almost the same number of characters and begin with a S and end with a vocal. The participants of the focus group mutually created the slogan. The Spanish slogan is “Solbrilla para todos!” and the English slogan “Sunshine for everyone!” Figure 8 shows the different processes of product packaging characteristics determination and the results for each step.

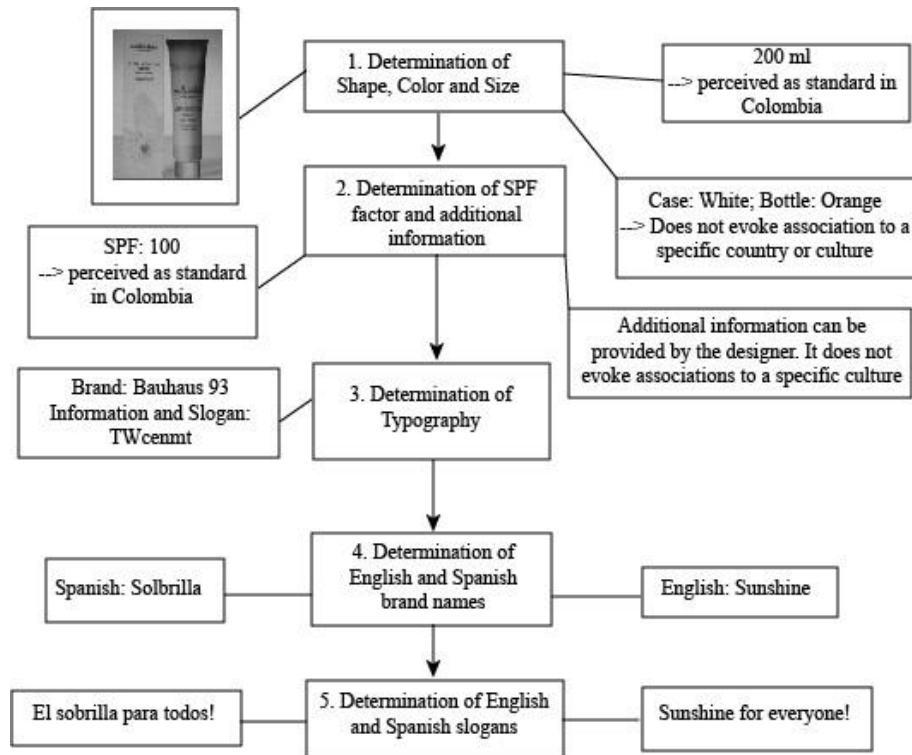


Figure 8. Illustration Map Focus Group 2

6.1.3. Simulation of the product

After having gathered qualitative data that serves as a basis for the creation of the simulated product results were sent to a freelance graphic designer. The graphic designer designed the packaging of the product and created four different types of the branded article demonstrating different levels of adaptation towards the Spanish language.

6.1.4. Questionnaire Dimensions and Items

The first part of the questionnaire contains questions with respect to the sociodemographic profile of participants comprising questions with respect to gender (male; female), age, education (unfinished primary education; primary education; secondary education; undergraduate education; specialization/master/doctorate) and English knowledge (No knowledge; basic; intermediate;

fluent). The brand personality dimension scale was of Rojas-Méndez et al. (2004) measuring the four brand personality dimensions excitement, sincerity, competence and sophistication on a four-item, five-point Likert scale (Rojas-Méndez et al., 2004). Table 2 depicts the brand personality dimensions and its personality traits developed by Rojas-Méndez et al. (2004):

Table 2. Brand Personality Dimensions and its traits

Excitement	Independent, Cool, Spirited, Exciting
Sincerity	Friendly, Cheerful, Wholesome, Down-to-Earth
Competence	Confident, Intelligent, Secure, Hardworking
Sophistication	Smooth, Good looking, Glamorous, Upper class

Adapted from Rojas-Méndez et al. (2004)

For measuring attitudes towards the brand and purchase intention a five-item seven-point semantic differential scale developed by Spears and Singh (2004) was used. Items measuring AB were: Unappealing/appealing; Bad/good; Unpleasant/pleasant; Unfavorable/favorable; Unlikeable/likeable. Items measuring PI were Never/definitely; Definitely do not intend to buy/definitely intend; Very low/high purchase interest; Definitely not buy it/definitely buy it; Probably not/probably buy it (Spears & Singh, 2004).

6.1.5. Backward Translation of the Questionnaire

To generate equivalence of the original English and the Spanish version used in this study back translation procedure was applied. Two native speaking Spanish students of Universidad del Rosario translated the original English version into Spanish. Both students had a high level of English knowledge. Both work in multinational companies and work in departments, at which the working language is English, and have an English level of B2. After that, the two Spanish translations of the questionnaire were handed to two native English speakers of RosEA, the language center of Universidad del Rosario to do a back translation of the Spanish versions of the questionnaire into English. Subsequently, the two English and two Spanish questionnaires were submitted to the four translators to decide which version of the Spanish questionnaire should be

used and whether any adaptations should be made. The translators decided on questionnaire B (QB) adopting some of the translations of questionnaire A (QA).

The sociodemographic part of the questionnaire was completely adopted from QB, except, within the question with respect to English knowledge the answer “avanzado” was exchanged for “intermedio” because the meaning of “Avanzado” was too close to the last answer, “fluido”. In the brand personality part of the questionnaire the description was adopted from QB. The excitement category and the translation of each trait was adopted from QB.

For the sincerity dimension the translation of friendly was used from QB translating it with “amigable”. Cheerful was translated with “alegre/entusiasta”. Later, translators agreed to just use “alegre”. The translation for wholesome in QB was “saludable/integra”. Translators agreed on “integra” as the more adequate of the two translations. For the translation of down-to-earth translators preferred QA’s “sensato” over QB’s “aterrizada”. The translation of the sophistication dimension and its traits were completely adopted from QB. The questions and its possible answers for AB and PI were completely adopted from QB.

Table 3 illustrates the concepts used in the questionnaire both in the original English version and the adapted Spanish version.

Table 3. Questionnaire Items: Original English version and Spanish backward translation

Brand Personality	Personalidad de Marca	Attitudes towards the brand	Actitudes hacia la marca
<i>Excitement</i> Independent Cool Spirited Exciting	<i>Emoción</i> Independiente Genial Vivaz Fascinante	Unappealing/Appealing Bad/Good Unpleasant/Pleasant Unfavorable/Favorable Unlikable/Likable	No atractiva/Atractiva Mala/Buena Desagradable/Agradable Desfavorable/Favorable Apática/Simpática
<i>Sincerity</i> Friendly Cheerful Wholesome Down-to-Earth	<i>Sinceridad</i> Amigable Alegre Íntegra Sensata	Purchase Intention Never/Definitely Definitely do not intend to buy/Definitely intend Very low/High purchase interest Definitely not buy it/Definitely buy it Probably not/Probably buy it	Intención de Compra Nunca/Definitivamente No tengo la intención de comprarla/ Definitivamente tengo intención de comprarla Muy bajo interés de comprarla/Muy alto interés de comprarla Definitivamente no la compraría/ Definitivamente la compraría Probablemente no/Probablemente si
<i>Competence</i> Confident Intelligent Secure Hardworking	<i>Competencia</i> Confiante Inteligente Segura Trabajadora		
<i>Sophistication</i> Smooth Good looking Glamorous Upper class	<i>Sofisticación</i> Suave Atractivo Glamoroso De clase alta		

6.1.6. Expert Validation

After the backward translation procedure, the Spanish version of the questionnaire was passed to ten judges of which two were professors, three were employed in jobs related to administration, another three were potential consumers and two were participants who did not have any relation to the field of administration or the simulated product. The judges were provided with an evaluation form that had to be filled. The judges had to rate “clarity” and “understanding” of the explaining paragraphs and the image on a scale of “low”, “medium”, “high”. The items and its scale were rated with respect to “clarity”, “understanding”, “wording” and “naturalness” on the same scale respectively. For each item the judges could also add observations. In the end of the evaluation form there was a part in which judges could describe their overall perception of the questionnaire.

Table 4 depicts the descriptive statistics and frequencies of the expert validation. The value 1 was attributed to “low”, 2 to “medium” and 3 to “high”.

Table 4. Descriptive Statistics Expert Validation

Frequencies								Descriptives								
Item	1	2	3	Min	Max	\bar{x}	SD	Item	1	2	3	Min	Max	\bar{x}	SD	
1. Introduction (clarity)	5	5	2	3	2.50	.527		3.3.4. Hardworking (clarity)	1	9	1	3	2.80	.632		
1. Introduction (understanding)	7	3	2	3	2.30	.483		3.3.4. Hardworking (understanding)	1	9	2	3	2.90	.316		
2. Demographics (clarity)	1	9	2	3	2.90	.316		3.3.4. Hardworking (wording)	1	1	8	1	3	2.70	.675	
2. Demographics (understanding)	1	10	3	3	3.00	.000		3.3.4. Hardworking (naturalness)	1	1	8	1	3	2.70	.675	
2.1. Gender (clarity)	1	9	2	3	2.90	.316		3.4.1. Smooth (clarity)		10	3	3	3.00	.000		
2.1. Gender (understanding)	1	9	2	3	2.90	.316		3.4.1. Smooth (understanding)	1	9	2	3	2.90	.316		
2.1. Gender (wording)		10	3	3	3.00	.000		3.4.1. Smooth (wording)	1	9	2	3	2.90	.316		
2.1. Gender (naturalness)	1	9	2	3	2.90	.316		3.4.1. Smooth (naturalness)		10	3	3	3.00	.000		
2.2. Age (clarity)		10	3	3	3.00	.000		3.4.2. Good looking (clarity)		10	3	3	3.00	.000		
2.2. Age (understanding)		10	3	3	3.00	.000		3.4.2. Good looking (understanding)		10	3	3	3.00	.000		
2.2. Age (wording)		10	3	3	3.00	.000		3.4.2. Good looking (wording)		10	3	3	3.00	.000		
2.2. Age (naturalness)		10	3	3	3.00	.000		3.4.2. Good looking (naturalness)		10	3	3	3.00	.000		
2.3. Education (clarity)		10	3	3	3.00	.000		3.4.3. Glamorous (clarity)		10	3	3	3.00	.000		
2.3. Education (understanding)		10	3	3	3.00	.000		3.4.3. Glamorous (understanding)	1	9	2	3	2.90	.316		
2.3. Education (wording)	1	9	2	3	2.90	.316		3.4.3. Glamorous (wording)	1	9	2	3	2.90	.316		
2.3. Education (naturalness)	1	9	2	3	2.90	.316		3.4.3. Glamorous (naturalness)	1	9	2	3	2.90	.316		
2.4. English knowledge (clarity)	1	9	1	3	2.80	.632		3.4.4. Upper class (clarity)	1	9	2	3	2.90	.316		
2.4. English knowledge (understanding)	1	9	1	3	2.80	.632		3.4.4. Upper class (understanding)		10	3	3	3.00	.000		
2.4. English knowledge (wording)	1	9	1	3	2.80	.632		3.4.4. Upper class (wording)		10	3	3	3.00	.000		
2.4. English knowledge (naturalness)	1	1	8	1	3	2.70	.675	3.4.4. Upper class (naturalness)	1	9	2	3	2.90	.316		
3. BP Introduction (clarity)	5	5	2	3	2.50	.527		4. AB Introduction (clarity)	2	8	2	3	2.80	.422		
3. BP Introduction (understanding)	4	6	2	3	2.60	.516		4. AB Introduction (understanding)	2	8	2	3	2.80	.422		
IMG (clarity)*	1	9	1	3	2.80	.632		4.1. AB Task (clarity)	2	8	2	3	2.80	.422		
IMG (understanding)*	1	9	1	3	2.80	.632		4.1. AB Task (understanding)	1	9	2	3	2.90	.316		
3.1.1. BP Independent (clarity)	1	9	2	3	2.90	.316		4.2. PI Task (clarity)	1	9	2	3	2.90	.316		
3.1.1. BP Independent (understanding)		10	3	3	3.00	.000		4.2. PI Task (understanding)	1	9	2	3	2.90	.316		
3.1.1. BP Independent (wording)	1	9	2	3	2.90	.316		4.1.1. (clarity)	1	9	2	3	2.90	.316		
3.1.1. BP Independent (naturalness)	1	9	1	3	2.80	.632		4.1.1. (understanding)	2	8	2	3	2.80	.422		
3.1.2. Cool (clarity)	1	9	2	3	2.90	.316		4.1.1. (wording)	2	8	2	3	2.80	.422		
3.1.2. Cool (understanding)	1	9	2	3	2.90	.316		4.1.1. (naturalness)	1	9	2	3	2.90	.316		
3.1.2. Cool (wording)		10	3	3	3.00	.000		4.1.2. (clarity)	2	8	2	3	2.80	.422		
3.1.2. Cool (naturalness)		10	3	3	3.00	.000		4.1.2. (understanding)	2	8	2	3	2.80	.422		
3.1.3. Spirited (clarity)		10	3	3	3.00	.000		4.1.2. (wording)	2	8	2	3	2.80	.422		
3.1.3. Spirited (understanding)		10	3	3	3.00	.000		4.1.2. (naturalness)	2	8	2	3	2.80	.422		
3.1.3. Spirited (wording)	1	9	2	3	2.90	.316		4.1.3. (clarity)	1	1	8	1	3	2.70	.675	
3.1.3. Spirited (naturalness)	2	8	2	3	2.80	.422		4.1.3. (understanding)	1	1	8	1	3	2.70	.675	
3.1.4. Exciting (clarity)		10	3	3	3.00	.000		4.1.3. (wording)	2	8	2	3	2.80	.422		
3.1.4. Exciting (understanding)		10	3	3	3.00	.000		4.1.3. (naturalness)	2	8	2	3	2.80	.422		
3.1.4. Exciting (wording)		10	3	3	3.00	.000		4.1.4. (clarity)	1	9	2	3	2.90	.316		
3.1.4. Exciting (naturalness)		10	3	3	3.00	.000		4.1.4. (understanding)	1	9	2	3	2.90	.316		
3.2.1. Friendly (clarity)	1	9	2	3	2.90	.316		4.1.4. (wording)	1	9	2	3	2.90	.316		
3.2.1. Friendly (understanding)	1	9	2	3	2.90	.316		4.1.4. (naturalness)	1	9	2	3	2.90	.316		
3.2.1. Friendly (wording)	1	9	2	3	2.90	.316		4.1.5. (clarity)	1	9	2	3	2.90	.316		
3.2.1. Friendly (naturalness)	1	9	2	3	2.90	.316		4.1.5. (understanding)	1	9	2	3	2.90	.316		
3.2.2. Cheerful (clarity)		10	3	3	3.00	.000		4.1.5. (wording)	1	9	2	3	2.90	.316		
3.2.2. Cheerful (understanding)	1	9	2	3	2.90	.316		4.1.5. (naturalness)	1	9	2	3	2.90	.316		
3.2.2. Cheerful (wording)		10	3	3	3.00	.000		4.2.1. (clarity)	1	1	8	1	3	2.70	.675	
3.2.2. Cheerful (naturalness)		10	3	3	3.00	.000		4.2.1. (understanding)	1	9	2	3	2.90	.316		
3.2.3. Wholesome (clarity)	1	1	8	1	3	2.70	.675	4.2.1. (wording)	1	9	2	3	2.90	.316		
3.2.3. Wholesome (understanding)	1	9	2	3	2.90	.316		4.2.1. (naturalness)	1	9	2	3	2.90	.316		
3.2.3. Wholesome (wording)	1	1	8	1	3	2.70	.675	4.2.2. (clarity)	3	7	2	3	2.70	.483		
3.2.3. Wholesome (naturalness)		10	3	3	3.00	.000		4.2.2. (understanding)	2	8	2	3	2.80	.422		
3.2.4. Down-to-earth (clarity)	1	9	2	3	2.90	.316		4.2.2. (wording)	2	8	2	3	2.80	.422		
3.2.4. Down-to-earth (understanding)		10	3	3	3.00	.000		4.2.2. (naturalness)	2	8	2	3	2.80	.422		
3.2.4. Down-to-earth (wording)	1	9	1	3	2.80	.632		4.2.3. (clarity)	2	8	2	3	2.80	.422		
3.2.4. Down-to-earth (naturalness)		10	3	3	3.00	.000		4.2.3. (understanding)	1	9	2	3	2.90	.316		
3.3.1. Confident (clarity)		10	3	3	3.00	.000		4.2.3. (wording)	1	9	2	3	2.90	.316		
3.3.1. Confident (understanding)		10	3	3	3.00	.000		4.2.3. (naturalness)	1	9	2	3	2.90	.316		
3.3.1. Confident (wording)	1	9	2	3	2.90	.316		4.2.4. (clarity)	2	8	2	3	2.80	.422		
3.3.1. Confident (naturalness)	1	9	2	3	2.90	.316		4.2.4. (understanding)	2	8	2	3	2.80	.422		
3.3.2. Intelligent (clarity)		10	3	3	3.00	.000		4.2.4. (wording)	2	8	2	3	2.80	.422		
3.3.2. Intelligent (understanding)		10	3	3	3.00	.000		4.2.4. (naturalness)	2	8	2	3	2.80	.422		
3.3.2. Intelligent (wording)		10	3	3	3.00	.000		4.2.5. (clarity)	2	8	2	3	2.80	.422		
3.3.2. Intelligent (naturalness)		10	3	3	3.00	.000		4.2.5. (understanding)	1	9	2	3	2.90	.316		
3.3.3. Secure (clarity)		10	3	3	3.00	.000		4.2.5. (wording)	1	9	2	3	2.90	.316		
3.3.3. Secure (understanding)		10	3	3	3.00	.000		4.2.5. (naturalness)	2	8	2	3	2.80	.422		
3.3.3. Secure (wording)		10	3	3	3.00	.000										
3.3.3. Secure (naturalness)		10	3	3	3.00	.000										

*IMG=Image; stands for the presentation of the simulated product in the questionnaire

The frequencies of the descriptive statistics table clearly show that in most cases paragraphs and items were evaluated with “high”, in some cases with “medium” and very little cases with “low”. The \bar{x} of all paragraphs were ≥ 2.3 , the \bar{x} of all items were ≥ 2.7 .

In order to measure the reliability of the ratings an Intraclass Correlation Coefficient (ICC) was calculated. Results showed that accordance among judges was 23% having a $p = .005$ and thus, results were significant. The accordance among experts might have been relatively low since there were four different groups in the Expert Validation: Professors, participants working in administration, potential customers and participants who did not have any connection to administration or the product. This result shows that the perception of the questionnaire varies between different groups. Some of the judges made some suggestions for improvement of the questionnaire.

Table 5 exemplifies the judges’ comments for items and the complete questionnaire.

Table 5. Observations Expert Validation

Part	Comments
1. Introduction	<p>Judge 3: Desde este párrafo se debería definir qué se entiende por personalidad de una marca y pondría esa palabra entre comillas. Para algunas personas puede ser fácil entender qué es la personalidad de una marca, pero no para todas.</p> <p>Judge 2: Incluir un párrafo que indique los propósitos de la consulta y donde se autorice el uso de la información para fines académicos</p> <p>Judge 4: El termino personalidad es ambiguo y difuso</p> <p>Judge 5: ¿La palabra “distinta” me parece que enreda el párrafo, por qué una marca distinta y no una marca cualquiera que usted utilice?</p> <p>Judge 2: La afirmación “la personalidad de una marca distinta” es ambigua. En primer lugar, es probable que quien responda el cuestionario no sepa qué es la “personalidad de una marca” (aunque más adelante se explica, puede desarrollarse aquí en una frase). Y, en segundo lugar, el adjetivo “distinta” sirve para hacer comparaciones. ¿Distinta frente a qué? Puede ser, tal vez: “una marca en particular”. Por otro lado, creo que se requiere ser un poco más explícito, explicar un poco más clara y extensamente el propósito del estudio en el párrafo de introducción. Sugiero: Me gustaría saber cómo definiría usted la personalidad de una marca. (sin “distinta”)</p>
2. Demographics	<p>Judge 3: Yo no llamaría esta sección “demografía”. Más bien diría “grupo poblacional” o “información sobre el encuestado”.</p>
2.2. Age	<p>Judge 3: A algunas personas no les gusta poner su edad, por lo que creo que en los formularios ponen así: a. Entre 18 y 30 años etc.</p> <p>Judge 2: Recomiendo definir rangos de edad, para que sea solo seleccionar. A la gente no le gusta revelar su edad.</p>
2.3. Education	<p>Judge 6: Pre grado wrong; Pregrado correct</p> <p>Judge 4: Utiliza –secundaria- en lugar de – sin educación superior-</p>
2.4. English knowledge	<p>Judge 4: Remplaza fluido por avanzado y agrega la escala del marco común europeo a,a1,b,b1,c,c1</p> <p>Judge 5: No se entiende porque es importante para el estudio</p>
3. BP Introduction	<p>Judge 3: Poner los adjetivos en comillas.</p> <p>Judge 5: Debí leerlo dos veces para comprender lo solicitado.</p> <p>Judge 1: Hay que desarrollar más el comienzo del penúltimo párrafo para que al lector le quede claro que el ejemplo que le pondrán a continuación tiene como propósito explicarle cómo asignar las calificaciones. Una objeción que puede surgir al desarrollar el cuestionario es que la persona puede pensar que le es imposible calificar la personalidad de una marca solamente viendo fotos del producto. Puede ser conveniente por lo tanto explicarle de entrada que, para efectos del estudio, esa será la única información con la que contará para hacer su evaluación. Sugiero: Quisiera que pensara en una marca como si esta fuera una persona. Ello puede sonar inusual, pero piense en el grupo de características humanas asociadas con una marca... Poner características entre comillas.</p>
IMG	<p>Judge 5: ¿Puede ser una marca más reconocida? Se me ocurre</p>
3.1.1. BP Independent	<p>Judge 3: Me parece muy difícil personalmente relacionar una marca de anti solares con la característica “independiente”.</p> <p>Judge 4: Usa otra palabra distinta a independiente que no sé qué quieres decir con ella.</p>
3.1.3. Spirited	<p>Judge 3: Creo que no es un adjetivo que se use mucho en español y me parece artificioso describir un antisolar con esta palabra.</p>
3.2.1. Friendly	<p>Judge 4: Remplaza amigable por agradable</p>
3.2.3. Wholesome	<p>Judge 3: Este adjetivo no me parece natural, creo que hay que esforzarse mucho para imaginarse que una marca sea “íntegra”.</p> <p>Judge 4: Integra es sinónimo de honesta, no le veo relación</p> <p>Judge 9: Mejor “saludable”</p> <p>Judge 1: Se escribe “Íntegra”</p>
3.2.4. Down-to-earth	<p>Judge 3: ¿Una marca puede ser “sensata”? Teóricamente sí, pero me parece poco natural este adjetivo.</p> <p>Judge 4: El termino sensato no es comprensible</p>
3.3.3. Secure	<p>Judge 1: Decidir si se utiliza el femenino o el masculino</p>
3.3.4. Hardworking	<p>Judge 3: ¿Una marca “trabajadora”? Me parece que hay que abstraerse mucho para poder predicar eso de una marca.</p> <p>Judge 4: El termino trabajador. no veo la relación.</p>
3.4.2. Good looking	<p>Judge 1: Decidir si se utiliza el femenino o el masculino (para los otros adjetivos también)</p>
3.4.4. Upper class	<p>Judge 6: Esto no es una cualidad de una persona. Es más bien una condición socioeconómica.</p>
4. AB Introduction	<p>Judge 6: Se podría redactar un poco mejor, pero en términos generales se entiende la idea.</p> <p>Judge 5: Confieso una cierta confusión entre este aparte y la anterior así simple vista.</p>
4.2.5 Probably not/probably buy it	<p>Judge 4: redáctala así probablemente no la compraría y probablemente si la compraría</p>
General Observations	<p>Judge 3: Elegir si femenino/masculino. Como se habla de “la marca” la forma femenina sería más adecuada.</p> <p>Judge 8: Es importante para el consumidor saber que componentes tóxicos contiene, por ejemplo, sustancias cancerígenas.</p> <p>Judge 10: Me gusta, es muy fácil de entender dadas las instrucciones.</p> <p>Judge 2: Sugiero que la presentación muestre el contenido sugerido por los entes reguladores de viaje aéreo, ya que es un producto muy utilizado. Considero que los contenidos deben ajustarse a los permitidos para viaje con equipaje de cabina. (100 ml)</p> <p>Judge 6: Es comprensible. Se podría mejorar un poco la redacción de la sección 4 Actitudes Hacia la Marca e Intención de Compra. Como comentario final, un consumidor compra la marca o compra un producto de la marca(?) Pregunto esto, porque en párrafo de la introducción, se indica “si usted compraría la marca o no”. Quizás mejor sería: si usted compraría el producto de esta marca.</p> <p>Judge 4: La prueba en términos generales está bien. Es sencilla. Y fácil de responder. Las opciones de respuesta están claras. Sugiero clarificar y hacer más sencillos los párrafos explicativos.</p> <p>Judge 5: Me parece importante revisar algunas redacciones. Espero que sirva mi mirada</p>

After the revision of the judges' observations minor adaptations were made in the wording and structure of the questionnaire.

6.1.7. Application of the Questionnaire on a Sample

After having adapted the questionnaire with respect to judges' recommendations a test with 50 students from Universidad del Rosario was conducted. Table 6 illustrates the frequencies of sociodemographic characteristics and moreover, descriptive statistics for the factor age.

Table 6. Frequencies Sociodemographic Factors of the Validation

Category	Value	F	%	Min	Max	\bar{x}	<i>SD</i>
Gender	Male	27	54.0				
	Female	23	46.0				
Age	17	2	4.0	17	46	22.56	6.024
	18	5	10.0				
	19	15	30.0				
	20	5	10.0				
	21	7	14.0				
	22	2	4.0				
	23	1	2.0				
	24	1	2.0				
	27	2	4.0				
	28	3	6.0				
	29	2	4.0				
	32	1	2.0				
	34	1	2.0				
	36	1	2.0				
	37	1	2.0				
	46	1	2.0				
Education	Secondary education	12	24.0				
	Undergraduate Education	34	68.0				
	Specialization/ Master/ Doctorate	4	8.0				
English knowledge	No English knowledge	2	4.0				
	Basic English knowledge	12	24.0				
	Advanced English knowledge	18	36.0				
	Fluent in English	18	36.0				

As Table 6 shows, the genders of participants of the pilot test were almost equilibrated. Of the 50 participants 27 participants (54%) were male while 23 participants (46%) were female. The age of participants ranged between 17 and 46 years reaching an average of 22.56 years. Participants reached secondary education, undergraduate education, or a specialization/master/doctorate. The largest number of participants (68%) have an undergraduate education and 4 participants (8%)

specialization/master/doctorate. With respect to English knowledge, 72% of study participants had either advanced English knowledge or were fluent in English.

For the questionnaire used in this sample, only the stimulus of P1 (SP/SP) was presented to Colombian consumers who were mainly students. All 50 participants filled out the questionnaire completely. Table 7 shows results of the sample.

Table 7. Descriptive Statistics Validation

Item	Descriptives				Frequencies											
	Min	Max	\bar{x}	SD	1	%	2	%	3	%	4	%	5	%		
BP Independent	1	5	3.28	1.196	5	10.0	7	14.0	15	30.0	15	30.0	8	16.0		
BP Cool	1	5	3.08	1.085	4	8.0	11	22.0	16	32.0	15	30.0	4	8.0		
BP Spirited	1	5	3.22	1.234	5	10.0	10	20.0	12	24.0	15	30.0	8	16.0		
BP Exciting	1	5	3.02	1.116	5	10.0	11	22.0	16	32.0	14	28.0	4	8.0		
BP Friendly	2	5	3.70	.909			6	12.0	12	24.0	23	46.0	9	18.0		
BP Cheerful	1	5	3.36	1.191	4	8.0	9	18.0	10	20.0	19	38.0	8	16.0		
BP Wholesome	1	5	3.46	1.034	2	4.0	5	10.0	20	40.0	14	28.0	9	18.0		
BP Down-to-earth	1	5	3.46	1.034	3	6.0	4	8.0	17	34.0	19	38.0	7	14.0		
BP Confident	1	5	3.74	1.006	1	2.0	5	10.0	12	24.0	20	40.0	12	24.0		
BP Intelligent	1	5	3.72	1.196	2	4.0	7	14.0	11	22.0	13	26.0	17	34.0		
BP Secure	1	5	3.92	1.007	1	2.0	5	10.0	6	12.0	23	46.0	15	30.0		
BP Hardworking	1	5	3.50	1.129	2	4.0	9	18.0	11	22.0	18	36.0	10	20.0		
BP Smooth	1	5	3.72	1.126	1	2.0	7	14.0	13	26.0	13	26.0	16	32.0		
BP Good looking	1	5	3.32	1.186	5	10.0	5	10.0	18	36.0	13	26.0	9	18.0		
BP Glamorous	1	5	2.74	1.367	12	24.0	11	22.0	12	24.0	8	16.0	7	14.0		
BP Upper class	1	5	2.80	1.355	12	24.0	10	20.0	9	18.0	14	28.0	5	10.0		
					1	%	2	%	3	%	4	%	5	%	6	%
AB Unappealing/appealing	1	7	4.64	1.258	1	2.0	1	2.0	7	14.0	11	22.0	19	38.0	8	16.0
AB Bad/good	1	7	4.88	1.493	2	4.0	1	2.0	5	10.0	11	22.0	11	22.0	14	28.0
AB Unpleasant/pleasant	1	7	5.04	1.399	2	4.0			4	8.0	7	14.0	20	40.0	9	18.0
AB Unfavorable/favorable	1	7	5.02	1.450	2	4.0	1	2.0	3	6.0	8	16.0	18	36.0	10	20.0
AB Unlikable/likable	1	7	4.78	1.569	2	4.0	2	4.0	7	14.0	8	16.0	12	24.0	13	26.0
PI Never/definitely	1	7	4.84	1.462	2	4.0			5	10.0	13	26.0	16	32.0	5	10.0
PI Definitely do not intend to buy/definitely intend	1	7	4.56	1.567	2	4.0	1	2.0	11	22.0	11	22.0	9	18.0	10	20.0
PI Very low/high purchase interest	1	7	4.54	1.705	2	4.0	4	8.0	9	18.0	9	18.0	10	20.0	8	16.0
PI Definitely not buy it/definitely buy it	1	7	4.74	1.411	2	4.0			7	14.0	11	22.0	15	30.0	10	20.0
PI Probably not/probably buy it	1	7	5.02	1.597	2	4.0	2	4.0	4	8.0	8	16.0	13	26.0	11	22.0
Total			102.10	21.325												

The reliability statistics of the sample for validation and its 26 items indicated a *Cronbach's* $\alpha = 0.941$. This result shows that the reliability of the psychometric test is high.

In order to analyze how questionnaire items correlate with one another and the total questionnaire an item test was conducted. Table 8 depicts how each of the questionnaire items correlate with the whole questionnaire.

Table 8. Item-Test Total Correlations Validation

Item	Total Pearson Correlation	Item-Test	Total Pearson Correlation Item-Test
BP Independent	.530**	BP Good looking	.728**
BP Cool	.684**	BP Glamorous	.625**
BP Spirited	.697**	BP Upper class	.534**
BP Exciting	.630**	AB Unappealing/appealing	.754**
BP Friendly	.348*	AB Bad/good	.692**
BP Cheerful	.608**	AB Unpleasant/pleasant	.544**
BP Wholesome	.430**	AB Unfavorable/favorable	.652**
BP Down-to-earth	.463**	AB Unlikable/likable	.710**
BP Confident	.643**	PI Never/definitely	.837**
BP Intelligent	.633**	PI Definitely do not intend to buy/definitely intend	.751**
BP Secure	.617**	PI Very low/high purchase interest	.779**
BP Hardworking	.552**	PI Definitely not buy it/definitely buy it	.813**
BP Smooth	.399**	PI Probably not/probably buy it	.751**

Results show that there was a high correlation between items and the overall questionnaire. The item “friendly” has the lowest correlation with .348 while “unappealing/appealing” has the highest correlation with .754. All correlations were significant. Thus, it can be concluded that all items were related to the total questionnaire to different extents, however, all were adequate. Table 9 and Table 10 show how items correlate with one another.

Table 9. Item Test Validation Part 1

	BP Independe nt	BP Cool	BP Spirited	BP Exciting	BP Friendly	BP Cheerful	BP Wholesome	BP Downto earth	BP Confident	BP Intellige nt	BP Secure	BP Hardwor king	BP Smooth
BP Independent													
BP Cool	.564**												
BP Spirited	.414**	.474**											
BP Exciting	.439**	.589**	.649**										
BP Friendly	.248	.252	.169	.107									
BP Cheerful	.229	.451**	.556**	.501**	.384**								
BP Wholesome	.389**	.421**	.319*	.169	.280*	.376**							
BP Down-to-Earth	.438**	.439**	.319*	.133	.280*	.211	.485**						
BP Confident	.214	.206	.376**	.259	.225	.318*	.255	.294*					
BP Intelligent	.099	.269	.388**	.157	.053	.301*	.238	.420**	.651**				
BP Secure	.307*	.249	.310*	.274	.263	.314*	.232	.467**	.644**	.625**			
BP Hardworking	.348*	.383**	.227	.186	.189	.303*	.323*	.463**	.602**	.559**	.467**		
BP Smooth	.272	.336*	.104	.232	-.084	.138	.008	.043	.205	.259	.070	.369**	
BP Good looking	.425**	.662**	.495**	.535**	.148	.350*	.160	.260	.482**	.482**	.398**	.442**	.588**
BP Glamorous	.395**	.633**	.373**	.606**	.034	.297*	.086	.130	.395**	.329*	.311*	.469**	.429**
BP Upper Class	.413**	.580**	.332*	.475**	.000	.197	.125	.198	.245	.305*	.287*	.333*	.364**
AB 1	.435**	.410**	.526**	.398**	.296*	.620**	.287*	.350*	.408**	.434**	.460**	.345*	.302*
AB 2	.271	.233	.391**	.283*	.424**	.461**	.288*	.235	.563**	.426**	.441**	.278	.065
AB 3	.310*	.321*	.409**	.248	.186	.285*	.396**	.340*	.167	.275	.263	.039	.098
AB 4	.279*	.453**	.465**	.303*	.190	.350*	.280*	.266	.269	.321*	.295*	.118	.179
AB 5	.305*	.430**	.616**	.434**	.182	.546**	.202	.240	.351*	.380**	.286*	.259	.276
PI 1	.353*	.407**	.506**	.478**	.270	.421**	.158	.212	.637**	.499**	.546**	.396**	.319*
PI 2	.165	.345*	.421**	.367**	.192	.382**	.165	.228	.599**	.543**	.572**	.277	.206
PI 3	.195	.484**	.515**	.520**	.278	.425**	.273	.146	.476**	.466**	.430**	.270	.208
PI 4	.237	.454**	.491**	.444**	.304*	.360*	.293*	.307*	.512**	.573**	.502**	.416**	.262
PI 5	.307*	.411**	.578**	.550**	.159	.350*	.229	.204	.384**	.430**	.369**	.413**	.355*

Table 10. Item Test Validation Part 2

	BP Goodlooking	BP Glamorous	BP Upper class	AB1	AB 2	AB 3	AB 4	AB 5	PI 1	PI 2	PI 3	PI 4	PI 5
BP Independent	.425**	.395**	.413**	.435**	.271	.310*	.279*	.305*	.353*	.165	.195	.237	.307*
BP Cool	.662**	.633**	.580**	.410**	.233	.321*	.453**	.430**	.407**	.345*	.484**	.454**	.411**
BP Spirited	.495**	.373**	.332*	.526**	.391**	.409**	.465**	.616**	.506**	.421**	.515**	.491**	.578**
BP Exciting	.535**	.606**	.475**	.398**	.283*	.248	.303*	.434**	.478**	.367**	.520**	.444**	.550**
BP Friendly	.148	.034	.000	.296*	.424**	.186	.190	.182	.270	.192	.278	.304*	.159
BP Cheerful	.350*	.297*	.197	.620**	.461**	.285*	.350*	.546**	.421**	.382**	.425**	.360*	.350*
BP Wholesome	.160	.086	.125	.287*	.288*	.396**	.280*	.202	.158	.165	.273	.293*	.229
BP Down-to-Earth	.260	.130	.198	.350*	.235	.340*	.266	.240	.212	.228	.146	.307*	.204
BP Confident	.482**	.395**	.245	.408**	.563**	.167	.269	.351*	.637**	.599**	.476**	.512**	.384**
BP Intelligent	.482**	.329*	.305*	.434**	.426**	.275	.321*	.380**	.499**	.543**	.466**	.573**	.430**
BP Secure	.398**	.311*	.287*	.460**	.441**	.263	.295*	.286*	.546**	.572**	.430**	.502**	.369**
BP Hardworking	.442**	.469**	.333*	.345*	.278	.039	.118	.259	.396**	.277	.270	.416**	.413**
BP Smooth	.588**	.429**	.364**	.302*	.065	.098	.179	.276	.319*	.206	.208	.262	.355*
BP Good looking													
BP Glamorous	.757**												
BP Upper Class	.523**	.764**											
AB 1	.448**	.324*	.220										
AB 2	.230	.214	.129	.661**									
AB 3	.349*	.144	.123	.379**	.413**								
AB 4	.507**	.332*	.262	.541**	.520**	.704**							
AB 5	.532**	.429**	.296*	.652**	.537**	.581**	.720**						
PI 1	.536**	.448**	.365**	.645**	.711**	.352*	.473**	.500**					
PI 2	.385**	.346*	.304*	.581**	.675**	.306*	.417**	.450**	.824**				
PI 3	.418**	.394**	.366**	.511**	.619**	.367**	.433**	.412**	.813**	.794**			
PI 4	.514**	.387**	.324*	.578**	.575**	.388**	.412**	.434**	.820**	.796**	.874**		
PI 5	.482**	.320*	.294*	.522**	.497**	.347*	.396**	.425**	.771**	.656**	.745**	.835**	

The item test indicates that there were significant correlations between items that belonged to the same dimension of the questionnaire. It also shows that there was a dispersion of correlations between the items.

To analyze whether participants perceived items of the dimension to belong to its dimension an exploratory factor analysis was conducted. Tables 11 and 12 depict results of the exploratory factor analysis.

Table 11. Factor Analysis Total Variance Explained

Component	Initial Auto values			Sums of the Extraction of squared loadings			Rotation sums of squared loadings		
	Total	% de Variance	% Accumulated	Total	% of Variance	% Accumulated	Total	% of Variance	% Accumulated
1	9.678	30.243	30.243	9.678	30.243	30.243	7.095	22.171	22.171
2	8.511	26.597	56.840	8.511	26.597	56.840	5.684	17.762	39.933
3	1.942	6.069	62.909	1.942	6.069	62.909	3.740	11.688	51.621
4	1.579	4.934	67.843	1.579	4.934	67.843	3.569	11.153	62.773
5	1.324	4.137	71.981	1.324	4.137	71.981	2.837	8.865	71.639
6	1.193	3.729	75.709	1.193	3.729	75.709	1.303	4.071	75.709

Extraction Method: Principal Component Analysis.

Table 11 shows that, through the exploratory factor analysis the questionnaire could be divided into six components. These components described 75.71% of total variation. The six

components could be attributed to the six dimensions of the questionnaire, which are the four sub-components excitement, sincerity, competence and sophistication of BP, AB, and PI. Nevertheless, the distribution of weights of these six components was very unequal. While the first two components described 56.84% of variance, the other four components only described between 3.73% and 6.10% of total variation.

Table 12. Factor Analysis: Rotated Component Matrix

	Component					
	1	2	3	4	5	6
BP Independent		.270	.395			.621
BP Cool			.707	.306		
BP Spirited			.794			
BP Exciting		.204	.689	.365		.253
Excitement		.276	.838	.304		.310
BP Friendly		.691	.357			
BP Cheerful		.439	.628			
BP Wholesome		.739				.308
BP Down-to-earth		.688				.486
Sincerity		.872	.322			
BP Confident		.713	.221	.296		-.277
BP Intelligent		.639	.226	.296		
BP Secure		.657		.381		-.320
BP Hardworking		.576		.281		
Competence		.816	.239	.397		
BP Smooth		.496		.443		
BP Good looking		.359	.490	.583		
BP Glamorous		.209		.831		
BP Upper class		.216		.811		
Sophistication		.401	.299	.838		
AB Unappealing/appealing	.746				.319	
AB Bad/good	.564				.582	
AB Unpleasant/pleasant	.444				.794	
AB Unfavorable/favorable	.499				.730	
AB Unlikable/likable	.526				.684	
Attitudes towards the Brand	.663				.740	
PI Never/definitely	.885					
PI Definitely do not intend to buy/definitely intend	.908					
PI Very low/high purchase interest	.910					
PI Definitely not buy it/definitely buy it	.927					
PI Probably not/probably buy it	.844					
Purchase Intention	.980					

Extraction Method: Principal Component Analysis, Rotation Method: Varimax , Only values greater than 0.20 are displayed

As Table 12 shows the PI dimension was the strongest component of the questionnaire reaching a value of .980 in total and $\geq .844$ for items of component 1. Most items of AB could be attributed to component 5 reaching a total value of .740 in total and values of $\geq .582$ for items

except “unappealing/appealing” that, with a value of .746 for component 1 and only .319 for component 5 was rather attributed to component 1. With respect to BP dimensions, most items of the excitement dimension could be attributed to component 3 reaching a total value of .838 and values of $\geq .689$ for “cool”, “spirited”, and “exciting”. Only “independent”, having a value of .621 in component 6 and only .395 in component 3, could not completely be attributed to only category 3. Most items of the sincerity dimension of BP could be classified as being part of component 2. For the sincerity dimension the value for component 2 is .872 having values of $\geq .688$ for “friendly”, “wholesome” and “down-to-earth”. Only “cheerful” reached a higher value of .628 for component 3 compared to .439 for component 2. Items of the competence dimension of BP could also be attributed to category 2 reaching values $\geq .576$ for each item and a total value of .861. The sophistication dimension could be attributed to component 4 having a total value of .838 in total and the items “good-looking”, “glamorous” and “upper-class” have values $\geq .583$. Only “smooth” had a slightly higher value for component 2 than for component 4.

Although there were minor distortions in three of six components it can be said that, considering the results of the item test, correlations of items of a dimension were significant.

After that, a confirmatory factor analysis by structural equation model was conducted. The structural equation model of Table 13 shows how much the questionnaire can be described by each of the dimensions.

Table 13. Structural Equation Model: Regression Weights

			β	S.E.	p	Estimate (Standardized)
B	→	Purchase Intention	1,000			.765
B	→	Attitude towards the Brand	.797	.151	***	.740
B	→	Sophistication	.470	.120	***	.604
B	→	Competence	.493	.098	***	.737
B	→	Sincerity	.378	.081	***	.690
B	→	Excitement	.534	.106	***	.774

Adjustment measures: ($\chi^2=9.268$, $p=0.159$, $\chi^2/g.l.= 1.545$, $FMIN=0.189$ $F0=0.067$, $PCLOSE=0.220$, $RMSEA=0.105$, $ECVI=0.801$, $GFI=0.948$, $AGFI=0.819$)

Results of Table 13 indicate that there was a good model fit. Furthermore, they indicate that the dimensions are correct and that they correspond with the established dimensions of the questionnaires.

6.2. Results of the Brand Evaluation

The questionnaire was distributed online to 180 participants (45 for each group) applying a snowball sampling technique. Participants were assigned to four groups to which the following stimuli were shown in the questionnaire:

Group 1: Spanish Brand Name, Spanish Slogan/Product Description (SP/SP)

Group 2: English Brand Name, Spanish Slogan/Product Description (EN/SP)

Group 3: Spanish Brand Name, English Slogan/Product Description (SP/EN)

Group 4: English Brand Name, English Slogan/Product Description (EN/EN)

Participants of the four groups answered the same questions. However, for each of the four groups, a different stimulus was presented. The assignation of participants to a group was random, as a PHP Code was programmed into the online questionnaire. In order to randomize the stimuli shown in the questionnaire, initially the four stimuli were uploaded on the online platform and assigned to four variables. After that, before the first illustration of the stimulus in the questionnaire, a question of the question type “random generator” was created. After the “random generator question” and before the first stimulus was shown, the PHP code was embedded. Through the PHP code a random variable in the defined range (1-4) was selected. This variable remained the same for the whole questionnaire. Through the PHP code, the value of the variable was read and stored in a number. After that, the image name was calculated based on the random number drawn.

6.2.1. Sociodemographic characteristics of participants

Table 14 illustrates frequencies and descriptive statistics of sociodemographic characteristics of study participants of each group.

Table 14. Frequency Table Sociodemographic Profiles

		Group 1 (Sp/Sp)		Group 2 (EN/SP)		Group 3 (SP/EN)		Group 4 (EN/EN)	
Gender	Male	F	%	Male	F	%	Male	F	%
	Female	18	40	Female	21	46.7	Female	19	42.2
Pearson's chi-square: 1.882, d.f. 3, $p = .597$									
Age	18	2	4.4	18	1	2.2	19	1	2.2
	19	1	2.2	19	3	6.7	20	2	4.4
	20	3	6.7	21	3	6.7	21	3	6.7
	21	1	2.2	22	2	4.4	22	3	6.7
	22	2	4.4	23	3	6.7	23	3	6.7
	23	1	2.2	24	3	6.7	24	4	8.9
	24	4	8.9	26	2	4.4	25	2	4.4
	25	4	8.9	27	3	6.7	26	5	11.1
	26	3	6.7	28	4	8.9	27	2	4.4
	27	5	11.1	29	3	6.7	28	1	2.2
	28	3	6.7	31	2	4.4	29	4	8.9
	29	2	4.4	32	2	4.4	30	3	6.7
	31	1	2.2	33	1	2.2	31	1	2.2
	32	1	2.2	34	2	4.4	33	2	4.4
	33	3	6.7	36	1	2.2	34	1	2.2
	35	1	2.2	37	1	2.2	35	3	6.7
	36	1	2.2	40	2	4.4	36	2	4.4
	37	1	2.2	43	1	2.2	40	1	2.2
	38	1	2.2	44	1	2.2	41	1	2.2
	47	2	4.4	46	1	2.2	44	1	2.2
	50	1	2.2	47	1	2.2		52	1
	54	1	2.2	48	1	2.2			
	58		2.2	53	1	2.2			
				56	1	2.2			
Min		18		Min	18		Min	19	
Max		58		Max	56		Max	44	
\bar{x}		29.29		\bar{x}	30.49		\bar{x}	27.87	
SD		9.341		SD	9.505		SD	6.025	
Eta: $p = .119$									
Education	Secondary	1	2.2	Secondary	7	15.6	Secondary	1	2.2
	Undergraduate	32	71.1	Undergraduate	18	40	Undergraduate	31	68.9
	Postgraduate	12	26.7	Postgraduate	20	44.4	Postgraduate	13	28.9
Pearson's chi-square: 16.234, d.f. 6, $p = .013$									
English knowledge	None	3	6.7	None	1	2.2	None	9	20
	Basic	9	20	Basic	11	24.4	Basic	21	46.7
	Intermediate	23	51.1	Intermediate	20	44.4	Intermediate	15	33.3
	Fluent	10	22.2	Fluent	13	28.9	Fluent	13	28.9
Pearson's chi-square: 6.681, d.f. 9, $p = .670$									

Table 14 shows that, with respect to frequencies of sociodemographic characteristics, participants were distributed equally to groups. Most of participants held or strived for a University degree and had at least basic or intermediate knowledge in English. As the average age of Colombia's population is 30 years the average age of 29.04 of the sample is a good representation of Colombia's population (see Index Mundi, 2018).

6.2.2. Descriptive Statistics of the Brand Evaluation

After having considered sociodemographic profiles of participants in the following the questionnaire items and dimensions will be analyzed. Table 15 depicts the descriptive statistics of the questionnaire components for each group.

Table 15. Descriptive Statistics Questionnaire Dimensions and Items

	Group 1 (SP/SP)				Group 2 (EN/SP)				Group 3 (SP/EN)				Group 4 (EN/EN)			
	Min	Max	\bar{x}	SD	Min	Max	\bar{x}	SD	Min	Max	\bar{x}	SD	Min	Max	\bar{x}	SD
Independent	1	5	3.16	1.313	1	5	2.91	1.184	1	5	2.60	1.321	1	5	2.67	1.348
Cool	1	5	2.93	1.176	1	5	2.78	.902	1	5	2.69	1.203	1	5	3.11	1.229
Spirited	1	5	3.07	1.232	2	5	3.27	.939	1	5	3.07	1.195	1	5	3.24	1.228
Exciting	1	5	2.64	1.209	1	5	2.60	1.095	1	5	2.47	1.014	1	5	2.62	1.193
Excitement	4	19	11.80	3.847	6	16	11.56	2.554	4	18	10.82	3.762	4	20	11.64	4.024
Friendly	1	5	3.51	1.121	2	5	3.69	.874	1	5	3.60	1.195	1	5	3.29	1.199
Cheerful	1	5	3.44	1.139	1	5	3.60	1.074	1	5	3.27	1.321	1	5	3.44	1.307
Wholesome	1	5	2.91	1.062	1	5	3.11	1.210	1	5	3.04	1.167	1	5	2.93	1.095
Down-to-earth	1	5	2.93	1.250	1	5	3.13	1.120	1	5	3.09	1.203	1	5	2.73	1.156
Sincerity	6	20	12.80	3.341	6	19	13.53	3.050	4	19	13.00	3.391	4	20	12.40	3.701
Confident	1	5	3.22	1.146	1	5	3.40	.963	1	5	3.44	.893	1	5	3.22	1.259
Intelligent	1	5	3.00	1.148	1	5	3.07	1.031	1	5	3.07	.915	1	5	2.82	1.248
Secure	1	5	3.09	1.184	1	5	3.47	1.140	1	5	3.29	.991	1	5	3.24	1.351
Hardworking	1	5	2.98	1.055	1	5	3.11	1.092	1	5	3.02	1.215	1	5	2.53	1.236
Competence	5	20	12.29	3.540	6	20	13.04	3.060	4	19	12.82	3.150	4	20	11.82	4.324
Smooth	1	5	3.00	1.044	1	5	3.29	1.160	1	5	3.29	1.308	1	5	2.96	1.224
Good looking	1	5	2.78	1.295	1	5	3.11	1.153	1	5	2.96	1.186	1	5	3.09	1.379
Glamorous	1	5	2.42	1.270	1	5	2.42	1.270	1	5	2.13	1.198	1	5	2.38	1.154
Upper class	1	5	2.42	1.252	1	5	2.56	1.271	1	5	2.09	1.145	1	5	2.44	1.139
Sophistication	4	20	10.62	4.136	4	17	11.38	3.466	4	19	10.47	3.745	4	19	10.87	4.181
Unappealing/app ealing	1	7	3.98	1.699	1	7	3.76	1.640	1	7	3.78	1.506	1	7	3.91	1.703
Bad/good	1	7	4.42	1.515	1	7	4.29	1.604	1	7	4.47	1.408	1	7	4.33	1.523
Unpleasant/pleas ant	1	7	4.64	1.721	1	7	4.53	1.687	1	7	4.96	1.127	1	7	4.67	1.706
Unfavorable/favo rable	1	7	4.60	1.629	1	7	4.56	1.560	1	7	4.62	1.435	1	7	4.56	1.752
Unlikable/likable	1	7	4.58	1.644	1	7	4.56	1.726	1	7	4.62	1.482	1	7	4.51	1.829
Attitudes towards the brand	8	35	22.22	7.116	5	35	21.69	7.255	6	34	22.44	5.891	5	33	21.98	6.549
Never/definitely	1	7	4.11	1.541	1	7	3.78	1.782	1	7	4.13	1.358	1	6	4.07	1.405
Definitely do not intend to buy/definitely intend	1	7	3.98	1.588	1	7	3.60	1.789	1	7	3.98	1.357	1	6	3.64	1.433
Very low/high purchase interest	1	7	3.76	1.598	1	7	3.31	1.756	1	7	3.67	1.398	1	6	3.56	1.374
Definitely not buy it/definitely buy it	1	7	3.71	1.660	1	7	3.49	1.766	1	7	3.91	1.362	1	7	3.93	1.388
Probably not/probably buy it	1	7	4.07	1.935	1	7	3.73	2.071	1	7	4.02	1.574	1	7	4.16	1.745
Purchase Intention	5	35	19.62	7.611	5	35	17.91	8.581	5	35	19.71	6.437	5	31	19.36	6.382

As Table 15 shows, with respect to excitement Group 1, Group 4 and Group 2 have the highest results with \bar{x} =11.80, \bar{x} =11.64 and \bar{x} =11.56 respectively. In the sincerity dimension Group 2 and Group 3 reach the highest average result with \bar{x} =13.53 and \bar{x} =13.00 respectively. In the competence dimension Group 2 and Group 3 also have the highest average evaluations with \bar{x} =13.04 and \bar{x} =12.82 respectively. In the sophistication dimension Group 2 and Group 4 reach the highest evaluation with \bar{x} =11.38 and \bar{x} =10.87 respectively. Thus, it can be concluded the average evaluation of the brands that had a different language in brand name and slogan/product information was higher compared with the brands that had the same language in slogan/product

information for the sincerity and competence dimension of BP. For sophistication, the average evaluation was higher when the brand name was in English. Considering attitudes towards the brand, Group 3 and Group 1 reach the highest results with $\bar{x}=22.44$ and $\bar{x}=22.22$ respectively. With respect to Purchase Intention Group 3 and Group 1 also reach the highest results with $\bar{x}=19.71$ and $\bar{x}=19.62$ respectively. Therefore, it may be inferred that the average evaluation for AB and PI was higher when the brand name was Spanish compared with an English brand name.

Tables 16, 17, 18 and 19 show frequencies for questionnaire items for each group respectively.

Table 16. Frequency Table BP Items, AB, and PI Group 1

Independent		Cool		Spirited		Exciting		Friendly		Cheerful		Wholesome		Down-to-earth		
F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
1	7	15.6	6	13.3	7	15.6	11	24.4	3	6.7	3	6.7	5	11.1	7	15.6
2	6	13.3	10	22.2	6	13.3	8	17.8	5	11.1	5	11.1	9	20.0	10	22.2
3	13	28.9	14	31.1	14	31.1	14	31.1	11	24.4	15	33.3	19	42.2	12	26.7
4	11	24.4	11	24.4	13	28.9	10	22.2	18	40.0	13	28.9	9	20.0	11	24.4
5	8	17.8	4	8.9	5	11.1	2	4.4	8	17.8	9	20.0	3	6.7	5	11.1
Confident		Intelligent		Secure		Hardworking		Smooth		Good looking		Glamorous		Upper class		
1	4	8.9	5	11.1	6	13.3	3	6.7	5	11.1	10	22.2	15	33.3	14	31.1
2	9	20.0	11	24.4	7	15.6	13	28.9	8	17.8	8	17.8	8	17.8	10	22.2
3	9	20.0	11	24.4	13	28.9	14	31.1	15	33.3	14	31.1	13	28.9	12	26.7
4	19	42.2	15	33.3	15	33.3	12	26.7	16	35.6	8	17.8	6	13.3	6	13.3
5	4	8.9	3	6.7	4	8.9	3	6.7	1	2.2	5	11.1	3	6.7	3	6.7
Unappealing/appealing			Bad/good			Unpleasant/pleasant			Unfavorable/favorable			Unlikeable/Likeable				
F		%		F		%		F		%		F		%		
1	5	11.1	1	2.2	2	4.4	2	4.4	2	4.4	2	4.4	2	4.4		
2	4	8.9	4	8.9	4	8.9	1	2.2	1	2.2	1	2.2	1	2.2		
3	8	17.8	8	17.8	7	15.6	11	24.4	13	28.9	13	28.9	13	28.9		
4	10	22.2	9	20.0	4	8.9	7	15.6	3	6.7	3	6.7	3	6.7		
5	8	17.8	12	26.7	13	28.9	7	15.6	10	22.2	10	22.2	10	22.2		
6	8	17.8	7	15.6	8	17.8	12	26.7	11	24.4	11	24.4	11	24.4		
7	2	4.4	4	8.9	7	15.6	5	11.1	5	11.1	5	11.1	5	11.1		
Never/definitely			Definitely not intend to buy/definitely intend			Very low/high purchase interest			Definitely not buy it/definitely buy it			Probably not/probably buy it				
F		%		F		%		F		%		F		%		
1	3	6.7	3	6.7	3	6.7	6	13.3	7	15.6	7	15.6	7	15.6		
2	5	11.1	7	15.6	9	20.0	5	11.1	4	8.9	4	8.9	4	8.9		
3	5	11.1	5	11.1	7	15.6	6	13.3	6	13.3	6	13.3	6	13.3		
4	13	28.9	13	28.9	12	26.7	16	35.6	8	17.8	8	17.8	8	17.8		
5	11	24.4	9	20.0	7	15.6	6	13.3	5	11.1	5	11.1	5	11.1		
6	6	13.3	6	13.3	5	11.1	3	6.7	12	26.7	12	26.7	12	26.7		
7	2	4.4	2	4.4	2	4.4	3	6.7	3	6.7	3	6.7	3	6.7		

Table 17. Frequency Table BP Items, AB, and PI Group 2

Independent			Cool		Spirited		Exciting		Friendly		Cheerful		Wholesome		Down-to-earth	
F		%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	6	13.3	2	4.4	12	26.7	8	17.8			3	6.7	3	6.7	4	8.9
2	11	24.4	15	33.3	12	26.7	13	28.9	5	11.1	3	6.7	13	28.9	8	17.8
3	13	28.9	22	48.9	18	40.0	15	33.3	11	24.4	11	24.4	13	28.9	16	35.6
4	11	24.4	3	6.7	3	6.7	7	15.6	22	48.9	20	44.4	8	17.8	12	26.7
5	4	8.9	3	6.7	5	11.1	2	4.4	7	15.6	8	17.8	8	17.8	5	11.1
Confident			Intelligent		Secure		Hardworking		Smooth		Good looking		Glamorous		Upper class	
F		%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	2	4.4	3	6.7	2	4.4	4	8.9	3	6.7	5	11.1	14	31.1	13	28.9
2	5	11.1	9	20.0	7	15.6	7	15.6	7	15.6	9	20.0	12	26.7	10	22.2
3	15	33.3	19	42.2	14	31.1	19	42.2	18	40.0	10	22.2	7	15.6	7	15.6
4	19	42.2	10	22.2	12	26.7	10	22.2	8	17.8	18	40.0	10	22.2	14	31.1
5	4	8.9	4	8.9	10	22.2	5	11.1	9	20.0	3	6.7	2	4.4	1	2.2
Unappealing/appealing			Bad/good		Unpleasant/pleasant		Unfavorable/favorable		Unlikeable/Likeable							
F		%	F	%	F	%	F	%	F	%						
1	6	13.3	3	6.7	3	6.7	2	4.4	4	8.9						
2	4	8.9	3	6.7	4	8.9	2	4.4	3	6.7						
3	8	17.8	6	13.3	4	8.9	8	17.8	3	6.7						
4	12	26.7	14	31.1	9	20.0	9	20.0	8	17.8						
5	9	20.0	8	17.8	8	17.8	8	17.8	13	28.9						
6	4	8.9	7	15.6	14	31.1	13	28.9	9	20.0						
7	2	4.4	4	8.9	3	6.7	3	6.7	5	11.1						
Never/definitely			Definitely not intend to buy/definitely intend		Very low/high purchase interest		Definitely not buy it/definitely buy it		Probably not/probably buy it							
F		%	F	%	F	%	F	%	F	%						
1	8	17.8	8	17.8	11	24.4	10	22.2	10	22.2						
2	5	11.1	7	15.6	5	11.1	4	8.9	5	11.1						
3	1	2.2	4	8.9	6	13.3	5	11.1	6	13.3						
4	16	35.6	11	24.4	10	22.2	13	28.9	6	13.3						
5	7	15.6	7	15.6	10	22.2	8	17.8	7	15.6						
6	6	13.3	7	15.6	1	2.2	3	6.7	6	13.3						
7	2	4.4	1	2.2	2	4.4	2	4.4	5	11.1						

Table 18. Frequency Table BP Items, AB, and PI Group 3

Independent			Cool		Spirited		Exciting		Friendly		Cheerful		Wholesome		Down-to-earth	
F		%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	14	31.1	9	20.0	5	11.1	9	20.0	2	4.4	6	13.3	5	11.1	5	11.1
2	6	13.3	11	24.4	9	20.0	13	28.9	8	17.8	8	17.8	11	24.4	10	22.2
3	12	26.7	13	28.9	15	33.3	17	37.8	8	17.8	7	15.6	9	20.0	11	24.4
4	10	22.2	9	20.0	10	22.2	5	11.1	15	33.3	16	35.6	17	37.8	14	31.1
5	3	6.7	3	6.7	6	13.3	1	2.2	12	26.7	8	17.8	3	6.7	5	11.1
Confident			Intelligent		Secure		Hardworking		Smooth		Good looking		Glamorous		Upper class	
F		%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	1	2.2	2	4.4	2	4.4	6	13.3	5	11.1	7	15.6	20	44.4	18	40.0
2	4	8.9	9	20.0	6	13.3	8	17.8	8	17.8	8	17.8	7	15.6	12	26.7
3	19	42.2	20	44.4	19	42.2	16	35.6	11	24.4	13	28.9	11	24.4	10	22.2
4	16	35.6	12	26.7	13	28.9	9	20.0	11	24.4	14	31.1	6	13.3	3	6.7
5	5	11.1	2	4.4	5	11.1	6	13.3	10	22.2	3	6.7	1	2.2	2	4.4
Unappealing/appealing			Bad/good		Unpleasant/pleasant		Unfavorable/favorable		Unlikeable/Likeable							
F		%	F	%	F	%	F	%	F	%						
1	4	8.9	2	4.4	1	2.2	3	6.7	3	6.7						
2	6	13.3	1	2.2	1	2.2	5	11.1	1	2.2						
3	7	15.6	8	17.8	1	2.2	9	20.0	4	8.9						
4	12	26.7	10	22.2	7	15.6	17	37.8	8	17.8						
5	13	28.9	13	28.9	24	53.3	8	17.8	19	42.2						
6	1	2.2	9	20.0	8	17.8	3	6.7	6	13.3						
7	2	4.4	2	4.4	3	6.7	5	11.1	4	8.9						
Never/definitely			Definitely not intend to buy/definitely intend		Very low/high purchase interest		Definitely not buy it/definitely buy it		Probably not/probably buy it							
F		%	F	%	F	%	F	%	F	%						
1	1	2.2	3	6.7	4	8.9	3	6.7	4	8.9						
2	7	15.6	4	8.9	5	11.1	4	8.9	5	11.1						
3	3	6.7	6	13.3	9	20.0	8	17.8	4	8.9						
4	14	31.1	14	31.1	15	33.3	13	28.9	14	31.1						
5	16	35.6	15	33.3	9	20.0	14	31.1	11	24.4						
6	2	4.4	2	4.4	2	4.4	2	4.4	5	11.1						
7	2	4.4	1	2.2	1	2.2	1	2.2	2	4.4						

Table 19. Frequency Table BP Items, AB, and PI Group 4

	Independent		Cool		Spirited		Exciting		Friendly		Cheerful		Wholesome		Down-to-earth	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	13	28.9	7	15.6	5	11.1	9	20.0	5	11.1	5	11.1	6	13.3	8	17.8
2	7	15.6	4	8.9	7	15.6	13	28.9	6	13.3	8	17.8	8	17.8	10	22.2
3	11	24.4	17	37.8	12	26.7	12	26.7	11	24.4	3	6.7	16	35.6	16	35.6
4	10	22.2	11	24.4	14	31.1	8	17.8	17	37.8	20	44.4	13	28.9	8	17.8
5	4	8.9	6	13.3	7	15.6	3	6.7	6	13.3	9	20.0	2	4.4	3	6.7
	Confident		Intelligent		Secure		Hardworking		Smooth		Good looking		Glamorous		Upper class	
1	6	13.3	10	22.2	7	15.6	13	28.9	6	13.3	9	20.0	12	26.7	12	26.7
2	5	11.1	6	13.3	6	13.3	8	17.8	10	22.2	5	11.1	15	33.3	10	22.2
3	15	33.3	14	31.1	10	22.2	13	28.9	15	33.3	12	26.7	8	17.8	16	35.6
4	11	24.4	12	26.7	13	28.9	9	20.0	8	17.8	11	24.4	9	20.0	5	11.1
5	8	17.8	3	6.7	9	20.0	2	4.4	6	13.3	8	17.8	1	2.2	2	4.4
	Unappealing/appealing		Bad/good		Unpleasant/pleasant		Unfavorable/favorable		Unlikeable/Likeable							
	F	%	F	%	F	%	F	%	F	%						
1	7	15.6	2	4.4	3	6.7	4	8.9	4	8.9						
2	3	6.7	5	11.1	4	8.9	3	6.7	4	8.9						
3	6	13.3	5	11.1	3	6.7	3	6.7	4	8.9						
4	8	17.8	10	22.2	7	15.6	9	20.0	6	13.3						
5	14	31.1	11	24.4	10	22.2	12	26.7	15	33.3						
6	6	13.3	11	24.4	14	31.1	8	17.8	4	8.9						
7	1	2.2	1	2.2	4	8.9	6	13.3	8	17.8						
	Definitely do not intend to buy/definitely intend				Very low/high purchase interest		Definitely not buy it/definitely buy it		Probably not/ probably buy it							
Never/definitely	F	%	F	%	F	%	F	%	F	%						
1	5	11.1	4	8.9	4	8.9	3	6.7	4	8.9						
2	1	2.2	6	13.3	8	17.8	3	6.7	6	13.3						
3	5	11.1	9	20.0	5	11.1	9	20.0	3	6.7						
4	13	28.9	14	31.1	18	40.0	15	33.3	12	26.7						
5	17	37.8	7	15.6	7	15.6	11	24.4	11	24.4						
6	4	8.9	5	11.1	3	6.7	2	4.4	4	8.9						
7							2	4.4	5	11.1						

With respect to the excitement dimension, sub-categories were evaluated more frequently with “1” in the questionnaire when the slogan was in English. While 15.6% of Group 1 (SP/SP) and 13.3% of Group 2 (EN/SP) evaluated “independence” with “1”, 31.1% of Group 3 (SP/EN) and 28.9% of Group 4 (EN/EN) evaluated independence with “1”. Also, for the item “exciting” Group 3 and Group 4 evaluated the item more frequently with “1” than participants of the other two groups. The item “cool” was evaluated considerably high in Group 4, in which 75.5% of participants evaluated the item with >”3” while 64.4% of Group 1, 62.3% of Group 2 and 55.6% of Group 3 evaluated the item with >”3”.

As mentioned in the interpretation of Table 15, the sincerity dimension indicated the highest average evaluation for Group 2 and Group 3, which evaluated the brand having a different language for brand name and slogan/product information. Tables 16, 17, 18 and 19 show that evaluations were more distributed between the items “1” and “5” compared with the excitement dimension. Group 2 and Group 3 evaluated items of the sincerity dimension more frequently with “5” than the other two groups that evaluated a brand having a brand name and slogan/product information in the same language. Participants that were assigned to Group 2 evaluated items of the sincerity dimension least frequently with only “1” compared with the other three groups.

Table 15 also shows that Group 2 and Group 3 reached the highest average evaluation in the competence dimension. Most remarkable differences were found in the item “secure” of the competence dimension. While 80% of Group 2 and 82.2% of Group 3 evaluated the item secure with >3 , only 71.7% of Group 1 and 71.1% of Group 4 evaluated the item with >3 .

Although, as Table 15 showed, the average brand evaluation was higher for the sophistication dimension evaluation when the brand name was in English, this tendency cannot be attributed to a single item of the sophistication particularly but more on slight differences in each of the items of the dimensions.

The frequency tables support the results from the factor analysis in that “unappealing/appealing” show most disperse results. In Table 12 it was mentioned that unappealing/appealing was not completely attributed to the AB dimension of the questionnaire by study participants.

As mentioned in the results of Table 15, average evaluations of AB and PI were higher when the brand name was Spanish. Considering Tables 16, 17, 18 and 19 it may be interfered that for PI this is due to the fact that the brands having an English brand name were more frequently evaluated with only “1” or “2” compared with the brands having a Spanish brand name. For example, only 6.7% of Group 1 and only 2.2% of Group 3 evaluated “never/definitely” with “1”, while 17.8% of Group 2 and 11.1% of Group 4 evaluated never/definitely with “1”.

6.2.3. The Effect of Language in Branding on Brand Evaluation of Participants having different Sociodemographic Profiles

For the analysis of the influence of different combinations of English and Spanish brand names, slogans, and product information on brand evaluation a multivariate analysis of variance (MANOVA) was applied. The Box’s M test was applied to determine the equality of covariance matrices. It confirms that the applied MANOVA analysis is adequate. MANOVA is applied when the relation between two or more independent and two or more dependent variables is analyzed (Hernández et al., 2010, 326). The test indicated that there were discrepancies between dependent variables which admits the conduction of the analysis ($M_{Box} = 211.492$, $F = 1.223$, $df_1 = 105$, $df_2 = 2624.832$, $p = .064$). Table 20 depicts results of the multivariate tests indicating whether each sociodemographic factor and combinations of them affect all variables of brand evaluation.

Table 20. Multivariate Tests Sociodemographic Characteristics and Language in Branding

Effect		Value	<i>F</i>	df of hypothesis	df of error	<i>p</i>	Partial ETA squared	NCP	Observed potency ^d
Intersection	Pillai's Trace	.711	47.514 ^b	6.000	116.000	.000	.711	285.084	.1.000
	Wilks' Lambda	.289	47.514 ^b	6.000	116.000	.000	.711	285.084	1.000
	Hotelling's Trace	2.458	47.514 ^b	6.000	116.000	.000	.711	285.084	1.000
	Roy's maximum root	2.458	47.514 ^b	6.000	116.000	.000	.711	285.084	1.000
Age	Pillai's Trace	.035	.709 ^b	6.000	116.000	.643	.035	4.254	.272
	Wilks' Lambda	.965	.709 ^b	6.000	116.000	.643	.035	4.254	.272
	Hotelling's Trace	.037	.709 ^b	6.000	116.000	.643	.035	4.254	.272
	Roy's maximum root	.037	.709 ^b	6.000	116.000	.643	.035	4.254	.272
Group	Pillai's Trace	.119	.809	18.000	354.000	.690	.040	14.565	.596
	Wilks' Lambda	.885	.802	18.000	328.583	.698	.040	13.600	.556
	Hotelling's Trace	.125	.796	18.000	344.000	.706	.040	14.322	.586
	Roy's maximum root	.065	1.283 ^c	6.000	118.000	.270	.061	7.701	.488
Gender	Pillai's Trace	.052	1.065 ^b	6.000	116.000	.388	.052	6.388	.406
	Wilks' Lambda	.948	1.065 ^b	6.000	116.000	.388	.052	6.388	.406
	Hotelling's Trace	.055	1.065 ^b	6.000	116.000	.388	.052	6.388	.406
	Roy's maximum root	.055	1.065 ^b	6.000	116.000	.388	.052	6.388	.406
Education	Pillai's Trace	.148	1.556	12.000	234.000	.106	.074	18.672	.815
	Wilks' Lambda	.855	1.570 ^b	12.000	232.000	.101	.075	18.841	.819
	Hotelling's Trace	.165	1.584	12.000	230.000	.097	.076	19.005	.823
	Roy's maximum root	.138	2.692 ^c	6.000	117.000	.017	.121	16.151	.852
English knowledge	Pillai's Trace	.245	1.749	18.000	354.000	.030	.082	31.481	.955
	Wilks' Lambda	.771	1.757	18.000	328.583	.029	.083	29.730	.940
	Hotelling's Trace	.276	1.758	18.000	344.000	.029	.084	31.650	.956
	Roy's maximum root	.152	2.989 ^c	6.000	118.000	.009	.132	17.932	.892
Group * Gender	Pillai's Trace	.168	1.167	18.000	354.000	.286	.056	21.007	.801
	Wilks' Lambda	.839	1.171	18.000	328.583	.284	.057	19.833	.769
	Hotelling's Trace	.184	1.173	18.000	344.000	.281	.058	21.116	.803
	Roy's maximum root	.123	2.422 ^c	6.000	118.000	.030	.110	14.533	.805
Group * Education	Pillai's Trace	.327	1.161	36.000	726.000	.241	.054	41.796	.964
	Wilks' Lambda	.706	1.171	36.000	512.153	.232	.056	30.536	.850
	Hotelling's Trace	.371	1.177	36.000	686.000	.223	.058	42.375	.966
	Roy's maximum root	.199	4.011 ^c	6.000	121.000	.001	.166	24.064	.967
Group * English knowledge	Pillai's Trace	.293	.889	42.000	726.000	.673	.049	37.323	.914
	Wilks' Lambda	.736	.881	42.000	547.540	.686	.050	28.712	.783
	Hotelling's Trace	.321	.874	42.000	686.000	.699	.051	36.695	.907
	Roy's maximum root	.140	2.412 ^c	7.000	121.000	.024	.122	16.884	.847
Gender * Education	Pillai's Trace	.089	.907	12.000	234.000	.541	.044	10.879	.525
	Wilks' Lambda	.913	.902 ^b	12.000	232.000	.546	.045	10.821	.522
	Hotelling's Trace	.094	.897	12.000	230.000	.551	.045	10.763	.519
	Roy's maximum root	.065	1.261 ^c	6.000	117.000	.281	.061	7.564	.479
Gender * English knowledge	Pillai's Trace	.087	.883	12.000	234.000	.565	.043	10.601	.512
	Wilks' Lambda	.915	.880 ^b	12.000	232.000	.568	.044	10.562	.510
	Hotelling's Trace	.091	.877	12.000	230.000	.571	.044	10.521	.508
	Roy's maximum root	.067	1.309 ^c	6.000	117.000	.258	.063	7.855	.497
Education * English knowledge	Pillai's Trace	.314	1.689	24.000	476.000	.023	.078	40.525	.982
	Wilks' Lambda	.720	1.671	24.000	405.886	.026	.079	34.757	.954
	Hotelling's Trace	.345	1.644	24.000	458.000	.029	.079	39.447	.978
	Roy's maximum root	.133	2.648 ^c	6.000	119.000	.019	.118	15.885	.845
Group * Gender * Education	Pillai's Trace	.047	.466	12.000	234.000	.933	.023	5.587	.263
	Wilks' Lambda	.954	.465 ^b	12.000	232.000	.933	.023	5.582	.263
	Hotelling's Trace	.048	.465	12.000	230.000	.934	.024	5.576	.263
	Roy's maximum root	.044	.850 ^c	6.000	117.000	.534	.042	5.102	.325
Group * Gender * English knowledge	Pillai's Trace	.346	1.235	36.000	726.000	.165	.058	44.455	.975
	Wilks' Lambda	.692	1.242	36.000	512.153	.162	.059	32.362	.877
	Hotelling's Trace	.391	1.243	36.000	686.000	.159	.061	44.745	.976
	Roy's maximum root	.199	4.010 ^c	6.000	121.000	.001	.166	24.058	.967
Group * Education * English knowledge	Pillai's Trace	.360	1.286	36.000	726.000	.124	.060	46.294	.981
	Wilks' Lambda	.681	1.300	36.000	512.153	.118	.062	33.857	.896
	Hotelling's Trace	.411	1.307	36.000	686.000	.111	.064	47.048	.983
	Roy's maximum root	.223	4.492 ^c	6.000	121.000	.000	.182	26.953	.982
Gender * Education * English knowledge	Pillai's Trace	.187	.973	24.000	476.000	.501	.047	23.345	.800
	Wilks' Lambda	.823	.973	24.000	405.886	.501	.048	20.303	.719
	Hotelling's Trace	.204	.974	24.000	458.000	.500	.049	23.371	.800
	Roy's maximum root	.130	2.587 ^c	6.000	119.000	.022	.115	15.519	.835
Group * Gender * Education * English knowledge	Pillai's Trace	.115	.785	18.000	354.000	.719	.038	14.121	.579
	Wilks' Lambda	.889	.778	18.000	328.583	.726	.039	13.191	.540
	Hotelling's Trace	.121	.772	18.000	344.000	.733	.039	13.898	.569
	Roy's maximum root	.067	1.315 ^c	6.000	118.000	.256	.063	7.887	.499

a. Design: Intersection + Age + Group + Gender + Education + Englishknowledge + Group * Gender + Group * Education + Group * Englishknowledge+ Geder * Education + Gender * Englishknowledge + Education * Englishknowledge + Group * Gender * Education + Group * Gender * Englishknowledge + Group * Education * Englishknowledge + Gender * Education * Englishknowledge + Group * Gender * Education * Englishknowledge.

b. Accurate statistics.

c. The statistic is an upper limit in F that generates a lower limit in the level of significance.

d. It has been calculated using alpha = .05.

Table 20 shows that: a) Education, b) English knowledge, c) Gender combined with the group factor, d) Education combined with the group factor, e) English knowledge combined with the group factor, f) Education combined with English knowledge, g) English knowledge combined with gender and the group factor, h) English knowledge combined with education and the group factor and i) English knowledge combined with education and gender, had a significant effect on overall brand evaluation.

Roy's maximum root indicates an upper bound on F , and gives a lower bound estimate of the probability of F . Having a $p=.017$ and a Roy's maximum root=.138, education was only significant in one of the calculated test statistics.

English knowledge was significant in all four test statistics. Having a $p=.30$ and Pillai's Trace=.245, a $p=.09$ and a Roy's maximum root=.152 the factor English knowledge significantly affected overall brand evaluation.

The factor gender, considered in the context of the four different groups, was significant in one of the four test statistics. Having a $p=.030$ and a Roy's maximum root=.123 gender was significant on a lower bound estimate of F .

The same applied to education and English knowledge considered in the combination with the group factor having a $p=.001$ and a Roy's maximum root=.199 and $p=.024$ and Roy's maximum root=.140 respectively.

The combination of education and English knowledge had significant results in all four test statistics having a $p=.023$ and Pillai's Trace=.314 and a $p=.19$ and a Roy's maximum root=.133.

Results for gender combined with English knowledge and the group factor were significant for one test statistic namely Roy's maximum root having a $p=.001$ and Roy's maximum root=.199.

The same applied to the combination of English knowledge and education and the group factor having a $p=.000$ and a Roy's maximum root=.223.

With respect to the combination of gender, education, and English knowledge also only Roy's maximum root was significant having a $p=.022$ and a Roy's maximum root=.130.

After having looked at the effect of sociodemographic characteristics on overall brand evaluation, in the following it will be looked at how all sociodemographic characteristics impact components of brand evaluation.

Table 21 depicts univariate tests of sociodemographic characteristics showing how each of the dimensions is affected by all sociodemographic characteristics and language in branding.

Table 21. Univariate Tests Sociodemographic Characteristics and Language in Branding

	Dependent Variable	Squared Sum	df	Squared Mean	F	p	Partial ETA Squared	Parameter of non-centrality	Observed Potency ^a
Corrected Model	Excitement	807.658 ^a	58	13.925	1.130	.284	.351	65.545	.971
	Sincerity	775.980 ^b	58	13.379	1.282	.128	.381	74.329	.988
	Competence	914.156 ^c	58	15.761	1.414	.057	.404	82.006	.995
	Sophistication	914.232 ^d	58	15.763	1.075	.365	.340	62.330	.960
	Attitudes towards the brand	3049.848 ^e	58	52.584	1.293	.120	.383	74.977	.988
	Purchase Intention	3148.399 ^f	58	54.283	1.034	.430	.331	59.988	.951
Intersection	Excitement	1181.918	1	1181.918	95.918	.000	.442	95.918	1.000
	Sincerity	1517.448	1	1517.448	145.352	.000	.546	145.352	1.000
	Competence	1552.825	1	1552.825	139.299	.000	.535	139.299	1.000
	Sophistication	1067.062	1	1067.062	72.750	.000	.375	72.750	1.000
	Attitudes towards the brand	4008.833	1	4008.833	98.553	.000	.449	98.553	1.000
	Purchase Intention	3185.461	1	3185.461	60.694	.000	.334	60.694	1.000
Age	Excitement	12.540	1	12.540	1.018	.315	.008	1.018	.170
	Sincerity	18.740	1	18.740	1.795	.183	.015	1.795	.265
	Competence	27.801	1	27.801	2.494	.117	.020	2.494	.347
	Sophistication	3.126	1	3.126	.213	.645	.002	.213	.074
	Attitudes towards the brand	21.245	1	21.245	.522	.471	.004	.522	.111
	Purchase Intention	49.143	1	49.143	.936	.335	.008	.936	.160
Group	Excitement	15.922	3	5.307	.431	.731	.011	1.292	.134
	Sincerity	57.065	3	19.022	1.822	.147	.043	5.466	.464
	Competence	49.498	3	16.499	1.480	.223	.035	4.440	.383
	Sophistication	24.032	3	8.011	.546	.652	.013	1.638	.160
	Attitudes towards the brand	47.492	3	15.831	.389	.761	.010	1.168	.125
	Purchase Intention	61.588	3	20.529	.391	.760	.010	1.173	.126
Gender	Excitement	3.752	1	3.752	.304	.582	.003	.304	.085
	Sincerity	4.467	1	4.467	.428	.514	.004	.428	.099
	Competence	21.537	1	21.537	1.932	.167	.016	1.932	.281
	Sophistication	4.877	1	4.877	.333	.565	.003	.333	.088
	Attitudes towards the brand	.596	1	.596	.015	.904	.000	.015	.052
	Purchase Intention	72.114	1	72.114	1.374	.243	.011	1.374	.214
Education	Excitement	26.249	2	13.125	1.065	.348	.017	2.130	.233
	Sincerity	91.174	2	45.587	4.367	.015	.067	8.733	.746
	Competence	127.285	2	63.643	5.709	.004	.086	11.418	.857
	Sophistication	115.012	2	57.506	3.921	.022	.061	7.841	.697
	Attitudes towards the brand	59.079	2	29.540	.726	.486	.012	1.452	.171
	Purchase Intention	44.378	2	22.189	.423	.656	.007	.846	.117
English knowledge	Excitement	90.697	3	30.232	2.453	.067	.057	7.360	.598
	Sincerity	68.434	3	22.811	2.185	.093	.051	6.555	.544
	Competence	150.536	3	50.179	4.501	.005	.100	13.504	.873
	Sophistication	119.898	3	39.966	2.725	.047	.063	8.174	.649
	Attitudes towards the brand	42.381	3	14.127	.347	.791	.009	1.042	.116
	Purchase Intention	138.750	3	46.250	.881	.453	.021	2.644	.238
Group * Gender	Excitement	65.080	3	21.693	1.761	.158	.042	5.282	.450
	Sincerity	29.314	3	9.771	.936	.426	.023	2.808	.251
	Competence	56.751	3	18.917	1.697	.171	.040	5.091	.435
	Sophistication	18.471	3	6.157	.420	.739	.010	1.259	.132
	Attitudes towards the brand	76.301	3	25.434	.625	.600	.015	1.876	.178
	Purchase Intention	169.776	3	56.592	1.078	.361	.026	3.235	.286
Group * Education	Excitement	88.725	6	14.787	1.200	.311	.056	7.200	.458
	Sincerity	76.571	6	12.762	1.222	.299	.057	7.334	.466
	Competence	119.231	6	19.872	1.783	.108	.081	10.696	.652
	Sophistication	93.432	6	15.572	1.062	.389	.050	6.370	.406
	Attitudes towards the brand	238.820	6	39.803	.979	.443	.046	5.871	.375
	Purchase Intention	136.685	6	22.781	.434	.855	.021	2.604	.174
Group * English knowledge	Excitement	86.921	7	12.417	1.008	.429	.055	7.054	.420
	Sincerity	92.633	7	13.233	1.268	.272	.068	8.873	.524
	Competence	99.732	7	14.247	1.278	.267	.069	8.947	.528
	Sophistication	111.554	7	15.936	1.087	.376	.059	7.606	.452
	Attitudes towards the brand	285.925	7	40.846	1.004	.432	.055	7.029	.418
	Purchase Intention	142.957	7	20.422	.389	.907	.022	2.724	.169
Gender * Education	Excitement	47.435	2	23.717	1.925	.150	.031	3.850	.393
	Sincerity	9.730	2	4.865	.466	.629	.008	.932	.125
	Competence	7.784	2	3.892	.349	.706	.006	.698	.105
	Sophistication	20.179	2	10.090	.688	.505	.011	1.376	.164
	Attitudes towards the brand	23.203	2	11.601	.285	.752	.005	.570	.094
	Purchase Intention	47.716	2	23.858	.455	.636	.007	.909	.123
Gender * English knowledge	Excitement	21.083	2	10.541	.855	.428	.014	1.711	.194
	Sincerity	18.769	2	9.384	.899	.410	.015	1.798	.202
	Competence	19.249	2	9.625	.863	.424	.014	1.727	.196
	Sophistication	46.697	2	23.348	1.592	.208	.026	3.184	.332
	Attitudes towards the brand	61.237	2	30.619	.753	.473	.012	1.505	.175

	Purchase Intention	45.226	2	22.613	.431	.651	.007	.862	.119
Education * English knowledge	Excitement	47.747	4	11.937	.969	.427	.031	3.875	.299
	Sincerity	43.310	4	10.827	1.037	.391	.033	4.149	.319
	Competence	127.602	4	31.901	2.862	.026	.086	11.447	.763
	Sophistication	96.968	4	24.242	1.653	.165	.052	6.611	.496
	Attitudes towards the brand	360.682	4	90.171	2.217	.071	.068	8.867	.636
	Purchase Intention	291.580	4	72.895	1.389	.242	.044	5.556	.422
Group * Gender * Education	Excitement	6.212	2	3.106	.252	.778	.004	.504	.089
	Sincerity	4.436	2	2.218	.212	.809	.003	.425	.083
	Competence	8.154	2	4.077	.366	.694	.006	.731	.108
	Sophistication	16.903	2	8.451	.576	.564	.009	1.152	.144
	Attitudes towards the brand	7.156	2	3.578	.088	.916	.001	.176	.063
	Purchase Intention	16.975	2	8.487	.162	.851	.003	.323	.075
Group * Gender * English knowledge	Excitement	128.121	6	21.354	1.733	.119	.079	10.398	.637
	Sincerity	131.831	6	21.972	2.105	.058	.094	12.628	.738
	Competence	159.701	6	26.617	2.388	.032	.106	14.326	.799
	Sophistication	192.725	6	32.121	2.190	.048	.098	13.140	.758
	Attitudes towards the brand	543.828	6	90.638	2.228	.045	.099	13.369	.766
	Purchase Intention	645.277	6	107.546	2.049	.064	.092	12.295	.724
Group * Education * English knowledge	Excitement	125.024	6	20.837	1.691	.129	.077	10.146	.625
	Sincerity	91.361	6	15.227	1.459	.198	.067	8.751	.549
	Competence	81.446	6	13.574	1.218	.302	.057	7.306	.464
	Sophistication	130.719	6	21.787	1.485	.189	.069	8.912	.559
	Attitudes towards the brand	416.349	6	69.392	1.706	.125	.078	10.236	.629
	Purchase Intention	197.270	6	32.878	.626	.709	.030	3.759	.242
Gender * Education * English knowledge	Excitement	51.480	4	12.870	1.044	.387	.033	4.178	.321
	Sincerity	116.380	4	29.095	2.787	.030	.084	11.148	.750
	Competence	55.941	4	13.985	1.255	.292	.040	5.018	.383
	Sophistication	78.928	4	19.732	1.345	.257	.043	5.381	.409
	Attitudes towards the brand	131.334	4	32.833	.807	.523	.026	3.229	.252
	Purchase Intention	129.158	4	32.290	.615	.652	.020	2.461	.198
Group * Gender * Education * English knowledge	Excitement	16.972	3	5.657	.459	.711	.011	1.377	.140
	Sincerity	22.356	3	7.452	.714	.546	.017	2.141	.198
	Competence	48.576	3	16.192	1.453	.231	.035	4.358	.377
	Sophistication	58.558	3	19.519	1.331	.268	.032	3.992	.347
	Attitudes towards the brand	214.887	3	71.629	1.761	.158	.042	5.283	.450
	Purchase Intention	120.134	3	40.045	.763	.517	.019	2.289	.210

a. R squared = .351 (adjusted squared R = .040)

b. R squared = .381 (adjusted squared R = .084)

c. R squared = .404 (adjusted squared R = .118)

d. R squared = .340 (adjusted squared R = .024)

e. R squared = .383 (adjusted squared R = .087)

f. R squared = .331 (adjusted squared R = .011)

g. It has been calculated using alpha = .05)

Table 21 shows that for some of the six dimensions there was a significant effect of sociodemographic characteristics in combination with language in branding on its' evaluation; they are similar to those in Table 20, except for a non-significant effect for the combinations of group and gender, group and education, group and English knowledge, and group, education and English knowledge. Regarding each factor, education was significant for sincerity ($F = 4.367$, $p = .015$), competence ($F = 5.709$, $p = .004$) and sophistication ($F = 3.921$, $p = .022$); English knowledge was significant for competence ($F = 4.501$, $p = .005$) and sophistication ($F = 2.725$, $p = .047$); the combination of education and English knowledge was significant for competence ($F = 2.862$, $p = .026$); group combined with gender and English knowledge was significant for competence ($F = 2.388$, $p = .032$), sophistication ($F = 2.190$, $p = .048$) and attitudes towards the

brand ($F = 2.228$, $p = .045$); gender combined with education and English knowledge was significant for sincerity ($F = 2.787$, $p = .030$).

Therefore, in the following, each sociodemographic factor is analyzed separately, and comparisons of pairs are analyzed. This will be done through an initial comparison of pairs in order to determine whether there is a difference in evaluations, a subsequent multivariate test in order to determine whether independent variables have an effect on all dependent variables and finally, and a final univariate test to indicate which dependent variables are affected by the sociodemographic characteristic combined with language in branding. Analyses are based on comparisons of pairs.

Table 22 shows the comparison of pairs, Table 23 shows the multivariate tests and Table 24 depicts results of the univariate tests for gender. The comparisons of pairs table show whether there were differences in evaluations, the multivariate tests show whether a sociodemographic factor had an effect on overall brand evaluation and univariate tests show whether a sociodemographic factor had an effect on each of the questionnaire dimensions.

Table 22. Comparisons of Pairs Gender

Dependent Variable	(I) Gender	(J) Gender	Difference in		<i>P</i>	95% Confidence Interval	
			Means(I-J)	Standard Error		Lower Level	Higher Level
Excitement	1	2	.088 ^{a,b}	.687	.898	-1.271	1.448
	2	1	-.088 ^{a,b}	.687	.898	-1.448	1.271
Sincerity	1	2	.039 ^{a,b}	.632	.950	-1.212	1.291
	2	1	-.039 ^{a,b}	.632	.950	-1.291	1.212
Competence	1	2	.659 ^{a,b}	.653	.315	-.634	1.952
	2	1	-.659 ^{a,b}	.653	.315	-1.952	.634
Sophistication	1	2	.445 ^{a,b}	.749	.554	-1.038	1.928
	2	1	-.445 ^{a,b}	.749	.554	-1.928	1.038
Attitudes towards the brand	1	2	-1.279 ^{a,b}	1.248	.307	-3.750	1.191
	2	1	1.279 ^{a,b}	1.248	.307	-1.191	3.750
Purchase Intention	1	2	-2.297 ^{a,b}	1.417	.108	-5.103	.509
	2	1	2.297 ^{a,b}	1.417	.108	-.509	5.103

Based on estimated marginal means. a. An estimate of the modified marginal population mean (I). b. An estimate of the modified marginal population mean (J). c. Adjustment for several comparisons: minor significant difference (equivalent to no adjustments).

Table 23. Multivariate Tests Gender

	Value	F	df of hypothesis	df of Error	<i>p</i>	Partial ETA squared	Parameter of non-centrality	Observed Potency ^b
Pillai's Trace	.035	.709 ^a	6.000	116.000	.643	.035	4.254	.272
Wilks' Lambda	.965	.709 ^a	6.000	116.000	.643	.035	4.254	.272
Hotelling's Trace	.037	.709 ^a	6.000	116.000	.643	.035	4.254	.272
Roy's maximum root	.037	.709 ^a	6.000	116.000	.643	.035	4.254	.272

Each F tests the multivariate effect of Gender. These tests are based on comparisons by linearly independent pairs between the estimated marginal means. a. Accurate statistics. b. It has been calculated using $\alpha = .05$

Table 24. Univariate Tests Gender

Dependent Variable		Squared Sums	df	Squared mean	F	p	Partial ETA squared	Parameter of non-centrality	Observed Potency ^a
Excitement	Contrast	.205	1	.205	.017	.898	.000	.017	.052
	Error	1490.986	121	12.322					
Sincerity	Contrast	.041	1	.041	.004	.950	.000	.004	.050
	Error	1263.220	121	10.440					
Competence	Contrast	11.344	1	11.344	1.018	.315	.008	1.018	.170
	Error	1348.838	121	11.147					
Sophistication	Contrast	5.172	1	5.172	.353	.554	.003	.353	.091
	Error	1774.768	121	14.668					
Attitudes towards the brand	Contrast	42.771	1	42.771	1.051	.307	.009	1.051	.174
	Error	4921.902	121	40.677					
Purchase Intention	Contrast	137.884	1	137.884	2.627	.108	.021	2.627	.363
	Error	6350.551	121	52.484					

F tests the effect of Gender. This test is based on comparisons in linearly independent pairs between the estimated marginal means. a. It has been calculated using alpha = .05

Table 22 shows that there are no differences in evaluations of male and female participants and thus, results for the multivariate and univariate tests are also insignificant.

Table 25 shows the comparison of pairs, Table 26 shows the multivariate tests and Table 27 depicts results of the univariates tests for education.

Table 25. Comparisons of Pairs Education

Dependent Variable	(I) Education	(J) Education	Difference in Means(I-J)	Standard Error	p	95% Confidence Interval	
						Lower Level	Higher Level
Sincerity	3	4	2.208 ^{a,b,*}	1.046	.037	.137	4.280
		5	2.349 ^{a,b,*}	1.142	.042	.089	4.609
	4	3	-2.208 ^{a,b,*}	1.046	.037	-4.280	-.137
		5	.141 ^{a,b}	.725	.846	-1.295	1.577
	5	3	-2.349 ^{a,b,*}	1.142	.042	-4.609	-.089
		4	-.141 ^{a,b}	.725	.846	-1.577	1.295
Competence	3	4	2.272 ^{a,b,*}	1.081	.038	.132	4.412
		5	1.686 ^{a,b}	1.180	.156	-.650	4.021
	4	3	-2.272 ^{a,b,*}	1.081	.038	-4.412	-.132
		5	-.586 ^{a,b}	.749	.436	-2.070	.897
	5	3	-1.686 ^{a,b}	1.180	.156	-4.021	.650
		4	.586 ^{a,b}	.749	.436	-.897	2.070

It is based on estimated marginal means *. The difference in means is significant at the level .05. a. An estimate of the modified marginal population mean (I). b. An estimate of the modified marginal population mean (J). d. Adjustment for several comparisons: minor significant difference (equivalent to no adjustments).

Table 25 demonstrates that there was a significant difference in evaluation of sincerity between participants having reached secondary education (3), those having reached undergraduate education (4) and those with a postgraduate education (5). Participants having reached secondary education evaluated the sincerity dimension of BP higher than those having undergraduate or postgraduate education. The significance is demonstrated by $p=.037$ and $p=.042$ respectively. With respect to competence participants having reached secondary education (3) evaluated competence higher than participants having undergraduate education (4) demonstrating a $p=.038$.

Table 26. Multivariate Tests Education

	Value	F	df of hypothesis	df of Error	<i>p</i>	Partial ETA squared	Parameter of non-centrality	Observed Potency ^b
Pillai's Trace	.089	.911	12.000	234.000	.537	.045	10.927	.528
Wilks' Lambda	.913	.904 ^a	12.000	232.000	.544	.045	10.844	.523
Hotelling's Trace	.094	.897	12.000	230.000	.551	.045	10.761	.519
Roy's maximum root	.057	1.104 ^b	6.000	117.000	.364	.054	6.625	.422

Each F tests the multivariate effect of Education. These tests are based on comparisons by linearly independent pairs between the estimated marginal means. a. Accurate statistics. b. The statistic is an upper limit in F that generates a lower limit in the level of significance. c. It has been calculated using alpha = .05

Table 27. Univariate Tests Education

Dependent Variable		Squared Sums	Df	Squared mean	F	<i>p</i>	Partial ETA squared	Parameter of non-centrality	Observed Potency ^a
Excitement	Contrast	23.162	2	11.581	.940	.394	.015	1.880	.210
	Error	1490.986	121	12.322					
Sincerity	Contrast	50.930	2	25.465	2.439	.092	.039	4.878	.483
	Error	1263.220	121	10.440					
Competence	Contrast	50.602	2	25.301	2.270	.108	.036	4.539	.454
	Error	1348.838	121	11.147					
Sophistication	Contrast	29.270	2	14.635	.998	.372	.016	1.996	.220
	Error	1774.768	121	14.668					
Attitudes towards the brand	Contrast	.537	2	.268	.007	.993	.000	.013	.051
	Error	4921.902	121	40.677					
Purchase Intention	Contrast	18.953	2	9.476	.181	.835	.003	.361	.077
	Error	6350.551	121	52.484					

F tests the effect of Education. This test is based on comparisons in linearly independent pairs between the estimated marginal means. a. It has been calculated using alpha = .05

Although Table 25 indicated a difference in evaluations of participants having reached different education levels, Table 26 shows that this difference was not a result of the factor education. Table 27 shows that education had no significant effect on none of the dimensions when considered separately.

Table 28 shows the comparison of pairs, Table 29 shows the multivariate tests and Table 30 depicts results of the univariate tests for English knowledge.

Table 28. Comparisons of Pairs English Knowledge

Dependent Variable	(I) English Knowledge	(J) English Knowledge	Difference in Means(I-J)	Standard Error	p	95% Confidence Interval	
						Lower Level	Higher Level
Excitement	1	2	-2.564 ^{a,b}	1.800	.157	-6.128	1.000
		3	-.143 ^{a,b}	1.726	.934	-3.560	3.275
		4	.354 ^{a,b}	1.742	.839	-3.094	3.802
	2	1	2.564 ^{a,b}	1.800	.157	-1.000	6.128
		3	2.421 ^{a,b,*}	.908	.009	.624	4.219
		4	2.918 ^{a,b,*}	.955	.003	1.026	4.809
	3	1	.143 ^{a,b}	1.726	.934	-3.275	3.560
		2	-2.421 ^{a,b,*}	.908	.009	-4.219	-.624
		4	.496 ^{a,b}	.789	.531	-1.067	2.059
	4	1	-.354 ^{a,b}	1.742	.839	-3.802	3.094
		2	-2.918 ^{a,b,*}	.955	.003	-4.809	-1.026
		3	-.496 ^{a,b}	.789	.531	-2.059	1.067
Sincerity	1	2	-4.229 ^{a,b,*}	1.657	.012	-7.510	-.948
		3	-2.655 ^{a,b}	1.589	.097	-5.800	.491
		4	-3.236 ^{a,b,*}	1.603	.046	-6.409	-.062
	2	1	4.229 ^{a,b,*}	1.657	.012	.948	7.510
		3	1.574 ^{a,b}	.836	.062	-.080	3.229
		4	.994 ^{a,b}	.879	.261	-.747	2.735
	3	1	2.655 ^{a,b}	1.589	.097	-.491	5.800
		2	-1.574 ^{a,b}	.836	.062	-3.229	.080
		4	-.581 ^{a,b}	.727	.426	-2.019	.858
	4	1	3.236 ^{a,b,*}	1.603	.046	.062	6.409
		2	-.994 ^{a,b}	.879	.261	-2.735	.747
		3	.581 ^{a,b}	.727	.426	-.858	2.019
Competence	1	2	-3.269 ^{a,b}	1.712	.059	-6.659	.121
		3	-1.026 ^{a,b}	1.642	.533	-4.276	2.224
		4	-2.405 ^{a,b}	1.657	.149	-5.685	.874
	2	1	3.269 ^{a,b}	1.712	.059	-.121	6.659
		3	2.43 ^{a,b,*}	.863	.011	.534	3.953
		4	.864 ^{a,b}	.909	.344	-.935	2.663
	3	1	1.026 ^{a,b}	1.642	.533	-2.224	4.276
		2	-2.243 ^{a,b,*}	.863	.011	-3.953	-.534
		4	-1.379 ^{a,b}	.751	.069	-2.865	.107
	4	1	2.405 ^{a,b}	1.657	.149	-.874	5.685
		2	-.864 ^{a,b}	.909	.344	-2.663	.935
		3	1.379 ^{a,b}	.751	.069	-.107	2.865
Sophistication	1	2	-3.059 ^{a,b}	1.964	.122	-6.947	.830
		3	.034 ^{a,b}	1.883	.985	-3.694	3.763
		4	.113 ^{a,b}	1.900	.953	-3.649	3.874
	2	1	3.059 ^{a,b}	1.964	.122	-.830	6.947
		3	3.093 ^{a,b,*}	.990	.002	1.132	5.054
		4	3.171 ^{a,b,*}	1.042	.003	1.108	5.235
	3	1	-.034 ^{a,b}	1.883	.985	-3.763	3.694
		2	-3.093 ^{a,b,*}	.990	.002	-5.054	-1.132
		4	.078 ^{a,b}	.861	.928	-1.627	1.783
	4	1	-.113 ^{a,b}	1.900	.953	-3.874	3.649
		2	-3.171 ^{a,b,*}	1.042	.003	-5.235	-1.108
		3	-.078 ^{a,b}	.861	.928	-1.783	1.627

It is based on estimated marginal means. *. The difference in means is significant at the level .05. a. An estimate of the modified marginal population mean (I). b. An estimate of the modified marginal population mean (J). d. Adjustment for several comparisons: minor significant difference (equivalent to no adjustments).

Results showed that, with respect to the excitement dimension participants having basic English knowledge (2) evaluated excitement higher than those with advanced knowledge (3) or those who were fluent in English (4) indicating a $p=.009$ and $p=.003$ respectively. There were no significant differences between participants having no English knowledge (1) and the already mentioned participants.

Indicating a $p=.012$ participants having basic English knowledge (2) evaluated sincerity higher compared to participants having no English knowledge (1). Having a $p=.012$ participants having basic English knowledge (2) evaluated competence higher than those having advanced

knowledge in English. With respect to sophistication, participants having basic English knowledge (2) evaluated sophistication higher than those with advanced knowledge (3) or fluent speakers (4) having a $p=.002$ and $p=.003$ respectively.

Table 29. Multivariate Tests English Knowledge

	Value	F	df of hypothesis	df of Error	<i>p</i>	Partial ETA squared	Parameter of non-centrality	Observed Potency ^b
Pillai's Trace	.256	1.837	18.000	354.000	.020	.085	33.058	.965
Wilks' Lambda	.762	1.841	18.000	328.583	.020	.087	31.163	.952
Hotelling's Trace	.289	1.841	18.000	344.000	.020	.088	33.130	.965
Roy's maximum root	.170	3.343 ^a	6.000	118.000	.004	.145	20.057	.927

Each F tests the multivariate effect of English knowledge. These tests are based on comparisons by linearly independent pairs between the estimated marginal means. a. The statistic is an upper limit in F that generates a lower limit in the level of significance. b. It has been calculated using alpha = .05

Table 29 shows that English knowledge significantly affected results of overall brand evaluation. Results indicated a Pillai's Trace=.256 at a $p=.020$ a Roy's maximum root=.170 at a $p=.004$

Table 30. Univariate Tests English Knowledge

Dependent Variable		Squared Sums	df	Squared mean	F	<i>p</i>	Partial ETA squared	Parameter of non-	Observed Potency ^a
Excitement	Contrast.	126.491	3	42.164	3.422	.019	.078	10.265	.758
	Error	1490.986	121	12.322					
Sincerity	Contrast	82.505	3	27.502	2.634	.053	.061	7.903	.632
	Error	1263.220	121	10.440					
Competence	Contrast	102.989	3	34.330	3.080	.030	.071	9.239	.708
	Error	1348.838	121	11.147					
Sophistication	Contrast	171.640	3	57.213	3.901	.011	.088	11.702	.817
	Error	1774.768	121	14.668					
Attitudes towards the brand	Contrast	56.776	3	18.925	.465	.707	.011	1.396	.142
	Error	4921.902	121	40.677					
Purchase Intention	Contrast	225.213	3	75.071	1.430	.237	.034	4.291	.371
	Error	6350.551	121	52.484					

F tests the effect of English knowledge. This test is based on comparisons in linearly independent pairs between the estimated marginal means. a. It has been calculated using alpha = .05

Table 30 shows that, having $p=.019$ English knowledge had a significant effect on excitement, with $p=.030$ English knowledge had a significant effect on competence, with $p=.011$ English knowledge had a significant effect on sophistication. However, with a $p=.053$ it did not have a significant effect on sincerity, with a $p=.707$ it did not have a significant effect on attitudes towards the brand and, with a $p=.237$, it did not significantly affect purchase intention

Based on these results the hypothesis H1 is tested:

H1: There is a significant effect of sociodemographic characteristics on overall brand evaluation

As Table 20 shows, education and English knowledge had a significant effect on overall brand evaluation. However, there was no significant effect of the factors gender and age. Thus, H1 is only partially confirmed. There is a significant effect of distinct sociodemographic characteristics on overall brand evaluation.

6.2.4. The Effect of Brand Name, Slogans/Information on Brand Evaluation

In the following it will be analyzed whether the factors “brand name factor”, “slogan factor” that comprise both slogan and product information and “group factor”, which is the combination of both, had a significant effect on differences in brand evaluations between the four groups according to the objectives:

- Analyzing the effect of English and Spanish brand names on brand personality evaluation, attitudes towards the brand, and purchase intention
- Analyzing the effect of English and Spanish slogans and product information on brand personality evaluation, attitudes towards the brand, and purchase intention
- Comparing the effect of combinations of English and Spanish brand names, slogans, and product information on brand personality evaluation, attitudes towards the brand, and purchase intention

Table 31 shows comparisons of evaluations of pairs of the groups for the dimensions of brand evaluation.

Table 31. Comparisons of Pairs Group

Dependent Variable	(I) Group	(J) Group	Mean Difference			95% Confidence Interval	
			(I-J)	Standard Error	p	Lower Level	Higher Level
Excitement.	1	2	.536 ^{a,b}	.968	.581	-1.381	2.453
		3	1.639 ^{a,b}	.979	.097	-.299	3.577
		4	1.190 ^{a,b}	.984	.229	-.757	3.138
	2	1	-.536 ^{a,b}	.968	.581	-2.453	1.381
		3	1.103 ^{a,b}	.936	.241	-.750	2.956
		4	.655 ^{a,b}	.942	.488	-1.209	2.519
	3	1	-1.639 ^{a,b}	.979	.097	-3.577	.299
		2	-1.103 ^{a,b}	.936	.241	-2.956	.750
		4	-.448 ^{a,b}	.949	.637	-2.327	1.430
	4	1	-1.190 ^{a,b}	.984	.229	-3.138	.757
		2	-.655 ^{a,b}	.942	.488	-2.519	1.209
		3	.448 ^{a,b}	.949	.637	-1.430	2.327
Sincerity	1	2	-.242 ^{a,b}	.891	.786	-2.007	1.522
		3	.836 ^{a,b}	.901	.356	-.948	2.620
		4	1.630 ^{a,b}	.905	.074	-.162	3.423
	2	1	.242 ^{a,b}	.891	.786	-1.522	2.007
		3	1.078 ^{a,b}	.861	.213	-.628	2.783
		4	1.873 ^{a,b,*}	.867	.033	.157	3.588
	3	1	-.836 ^{a,b}	.901	.356	-2.620	.948
		2	-1.078 ^{a,b}	.861	.213	-2.783	.628
		4	.795 ^{a,b}	.873	.365	-.934	2.524
	4	1	-1.630 ^{a,b}	.905	.074	-3.423	.162
		2	-1.873 ^{a,b,*}	.867	.033	-3.588	-.157
		3	-.795 ^{a,b}	.873	.365	-2.524	.934
Competence	1	2	-.069 ^{a,b}	.921	.941	-1.892	1.755
		3	.967 ^{a,b}	.931	.301	-.876	2.810
		4	2.227 ^{a,b,*}	.936	.019	.374	4.079
	2	1	.069 ^{a,b}	.921	.941	-1.755	1.892
		3	1.036 ^{a,b}	.890	.247	-.727	2.798
		4	2.295 ^{a,b,*}	.896	.012	.522	4.069
	3	1	-.967 ^{a,b}	.931	.301	-2.810	.876
		2	-1.036 ^{a,b}	.890	.247	-2.798	.727
		4	1.260 ^{a,b}	.902	.165	-.527	3.046
	4	1	-2.227 ^{a,b,*}	.936	.019	-4.079	-.374
		2	-2.295 ^{a,b,*}	.896	.012	-4.069	-.522
		3	-1.260 ^{a,b}	.902	.165	-3.046	.527
Sophistication	1	2	.280 ^{a,b}	1.056	.791	-1.811	2.372
		3	1.542 ^{a,b}	1.068	.151	-.573	3.656
		4	1.201 ^{a,b}	1.073	.265	-.924	3.326
	2	1	-.280 ^{a,b}	1.056	.791	-2.372	1.811
		3	1.262 ^{a,b}	1.021	.219	-.760	3.283
		4	.921 ^{a,b}	1.027	.372	-1.113	2.955
	3	1	-1.542 ^{a,b}	1.068	.151	-3.656	.573
		2	-1.262 ^{a,b}	1.021	.219	-3.283	.760
		4	-.341 ^{a,b}	1.035	.742	-2.390	1.708
	4	1	-1.201 ^{a,b}	1.073	.265	-3.326	.924
		2	-.921 ^{a,b}	1.027	.372	-2.955	1.113
		3	.341 ^{a,b}	1.035	.742	-1.708	2.390
Attitudes towards the brand	1	2	2.028 ^{a,b}	1.759	.251	-1.455	5.512
		3	2.431 ^{a,b}	1.779	.174	-1.090	5.952
		4	1.958 ^{a,b}	1.787	.275	-1.580	5.497
	2	1	-2.028 ^{a,b}	1.759	.251	-5.512	1.455
		3	.403 ^{a,b}	1.700	.813	-2.964	3.769
		4	-.070 ^{a,b}	1.711	.967	-3.457	3.317
	3	1	-2.431 ^{a,b}	1.779	.174	-5.952	1.090
		2	-.403 ^{a,b}	1.700	.813	-3.769	2.964
		4	-.473 ^{a,b}	1.724	.784	-3.885	2.940
	4	1	-1.958 ^{a,b}	1.787	.275	-5.497	1.580
		2	.070 ^{a,b}	1.711	.967	-3.317	3.457
		3	.473 ^{a,b}	1.724	.784	-2.940	3.885
Purchase Intention	1	2	3.124 ^{a,b}	1.998	.121	-.832	7.081
		3	.929 ^{a,b}	2.020	.647	-3.071	4.929
		4	2.246 ^{a,b}	2.030	.271	-1.773	6.266
	2	1	-3.124 ^{a,b}	1.998	.121	-7.081	.832
		3	-2.195 ^{a,b}	1.931	.258	-6.019	1.629
		4	-.878 ^{a,b}	1.943	.652	-4.725	2.969
	3	1	-.929 ^{a,b}	2.020	.647	-4.929	3.071
		2	2.195 ^{a,b}	1.931	.258	-1.629	6.019
		4	1.317 ^{a,b}	1.958	.502	-2.559	5.194
	4	1	-2.246 ^{a,b}	2.030	.271	-6.266	1.773
		2	.878 ^{a,b}	1.943	.652	-2.969	4.725
		3	-1.317 ^{a,b}	1.958	.502	-5.194	2.559

It is based on estimated marginal means. *. The difference in means is significant at the level .05. a. An estimate of the modified marginal population mean (I). b. An estimate of the modified marginal population mean (J). d. Adjustment for several comparisons: minor significant difference (equivalent to no adjustments).

Table 31 shows that, having a $p=.033$ and a difference in means=1.873 Group 2 (English brand name, Spanish slogan/description) evaluated the sincerity dimension significantly higher than Group 4 (English brand name/English slogan/product description).

Having a $p=.019$ and a difference in means=2.227 participants of Group 1 (Spanish brand name, Spanish slogan/description) evaluated the competence dimension higher compared to Group 4 (English brand name, English slogan/description). Indicating a $p=.012$ and a difference in means=2.295 Group 2 (English brand name, Spanish slogan/description) evaluated the competence dimension significantly higher than Group 4 (English brand name, English slogan/product information).

Tables 32 and 33 show results of the multivariate tests and the univariate tests respectively.

Table 32. Multivariate Tests Group

	Value	F	df of hypothesis	df of Error	p	Partial ETA squared	Parameter of non-centrality	Observed Potency ^b
Pillai's Trace	.156	1.081	18.000	354.000	.370	.052	19.452	.760
Wilks' Lambda	.851	1.072	18.000	328.583	.379	.052	18.164	.720
Hotelling's Trace	.167	1.063	18.000	344.000	.389	.053	19.131	.750
Roy's maximum root	.090	1.770 ^a	6.000	118.000	.111	.083	10.618	.648

Each F tests the multivariate effect of Group. These tests are based on comparisons by linearly independent pairs between the estimated marginal means. a. The statistic is an upper limit in F that generates a lower limit in the level of significance. b. It has been calculated using $\alpha = .05$

Table 33. Univariate Tests Group

Dependent Variable		Squared Sums	df	Squared mean	F	p	Partial ETA squared	Parameter of non-centrality	Observed Potency ^a
Excitement	Contrast	40.423	3	13.474	1.093	.355	.026	3.280	.289
	Error	1490.986	121	12.322					
Sincerity	Contrast	58.883	3	19.628	1.880	.137	.045	5.640	.477
	Error	1263.220	121	10.440					
Competence	Contrast	92.581	3	30.860	2.768	.045	.064	8.305	.657
	Error	1348.838	121	11.147					
Sophistication	Contrast	42.492	3	14.164	.966	.411	.023	2.897	.258
	Error	1774.768	121	14.668					
Attitudes towards the brand	Contrast	89.148	3	29.716	.731	.536	.018	2.192	.202
	Error	4921.902	121	40.677					
Purchase Intention	Contrast	152.476	3	50.825	.968	.410	.023	2.905	.259
	Error	6350.551	121	52.484					

F tests the effect of Group. This test is based on comparisons in linearly independent pairs between the estimated marginal means. a. It has been calculated using $\alpha = .05$

Table 32 shows that there was no significant effect of language in branding on overall brand evaluation. Although, as Table 31 indicates, there were significant differences in means with respect to the evaluation of the sincerity and competence dimension, Table 33 shows that only for the competence dimension these differences can be attributed to the effect that English and Spanish

brand names and/or slogan/product information have on the evaluation of competence, indicating a $p=.045$. However, results for excitement with $p=.355$, sincerity with $p=.137$, sophistication with $p=.411$, AB with $p=.536$ and PI with $p=.968$ were not significant.

Based on the results of the MANOVA, in the following it will be analyzed whether each of the hypotheses is either confirmed or rejected.

H2: Colombian consumers evaluate brand personality dimensions higher for English brand names compared to Spanish Brand names

Table 33 shows that only in the competence dimension there was an effect of language in branding on BP evaluation. Results showed that Group 1 (SP/SP) was evaluated higher in competence than Group 4 (EN/EN) and thus, the Spanish brand name generated better results than the English brand name. For the other dimensions of BP there was no significant effect of language in branding on evaluations. Thus, H2 is rejected. Colombian consumers do not evaluate BP dimensions higher for English brand names compared to Spanish brand names.

H3: Colombian consumers evaluate attitude towards the brand higher for English brand names compared to Spanish brand names

Table 33 shows that there was no significant effect of language in brand names on AB. Therefore, H3 is rejected. Colombian consumers do not evaluate AB higher for English brand names compared to Spanish brand names

H4: Purchase intention is evaluated higher for English brand names compared to Spanish brand names by Colombian consumers

H4 is rejected. As Table 33 shows, there was no significant effect of language in brand names on PI. Thus, evaluations for PI are not higher for English brand names compared to Spanish brand names.

H5: There is a significant difference between the evaluation of brand personality dimensions for English and Spanish slogans and product information

Table 33 shows that, having a $p=.045$, the competence dimension is the only BP dimension for which there was an effect of language in branding on BP evaluation. Table 31 shows that Group 1 (SP/SP) evaluated competence higher than Group 4 (EN/EN) indicating $p=.019$ and Group 2

(EN/SP) evaluated competence higher than Group 4 (EN/EN). Thus, with respect to competence the Spanish slogan/ product information generated better results compared to the English slogan/ product information. However, as Table 33 shows, there were no significant effects of language in branding on the other three dimensions of BP. Thus, H5 is only partially confirmed. There is a significant difference between the evaluation of the competence dimension of BP for English and Spanish slogans and product information.

H6: There is a significant difference between attitudes towards the brand for English and Spanish slogans and product information

As table 33 shows that there was no significant effect of language in branding on AB. Hence, H6 is rejected. There are no significant differences in AB between the groups who evaluated products having an English slogan and product description and those who evaluated a product having a Spanish slogan and product information.

H7: There is a significant difference between the purchase intention for English and Spanish slogans and product information

H7 is rejected. As table 31 shows, there are no significant differences in PI between the groups that evaluated products having an English slogan and product description and those who evaluated a product having a Spanish slogan and product information.

H8: There is a significant difference in brand personality dimension evaluation between different combinations of English and Spanish brand names, slogans, and product information

Table 33 shows that, having a $p=.045$, the competence dimension is the only BP dimension for which there was a significant effect of language in branding on BP evaluation. Table 31 shows that Group 1 (SP/SP) had higher evaluations than Group 4 (EN/EN) indicating $p=.019$ and Group 2 (EN/SP) evaluated competence higher than Group 4 (EN/EN). Thus, there was a significant difference in BP dimension evaluation between different combinations of English and Spanish brand names, slogans, and product information for the competence dimension of BP. However, for excitement, sincerity and sophistication results were not significant. Accordingly, H8 is only partially confirmed. There are significant differences in BP dimension evaluation with respect to language in branding between different combinations of English and Spanish brand names,

slogans, and product information for the competence dimension but not for excitement, sincerity, and sophistication.

H9: There is a significant difference in attitudes towards the brand between different combinations of English and Spanish brand names, slogans, and product information

H9 is rejected. As table 31 shows there are no significant differences between groups of AB evaluation.

H10: There is a significant difference in purchase intention between different combinations of English and Spanish brand names, slogans, and product information

H10 is rejected. As table 31 shows, there were no significant differences in PI between the groups who evaluated different combinations of English and Spanish brand names, slogans, and product information.

7. Discussion

In this research a reliable instrument was created through the construction, validation, and application of a questionnaire that consisted of questions from prior studies with respect to BP (see Rojas-Méndez et al., 2004), AB and PI (see Spears & Singh, 2004). Results of the psychometric test showed a high reliability having a Cronbach's $\alpha=.941$.

As already mentioned in section 5.3. the study is characterized by a high degree of internal validity as bias is reduced through the unification of product packaging characteristics of the four groups having different combinations of English and Spanish brand names and slogans/information. Bias was further reduced through the random assignment of participants to the four groups. Accordingly, it goes beyond former studies conducted with respect to the problem. It goes beyond the study conducted by Olavarrieta et al. (2009) in Chile by not only mentioning a brand name and product category but actually creating a simulated product demonstrating the different brand names and information on its packaging. It also goes beyond the study of Rosa et al. (2016) by eliminating other product packaging characteristics and information and solely focusing on the factors that are analyzed. Furthermore, it reduces bias through a PHP code that assigns participants to groups (compare Öztürk et al., 2015).

As suggested by Öztürk et al. (2015) brand names and translations were determined by participants from the same population as the participants who answered the questionnaire and not by the researcher or an external agency. Furthermore, the focus groups determined other external product attributes such as shape, color, size. Consequently, the simulated product that was used as a stimulus for the questionnaire demonstrated the perspective of Colombian consumers with respect to the following attributes:

- a) An adequate brand name and slogan in Spanish having a particular semantic meaning.
- b) The translation of the brand name and slogan from Spanish into English without losing its semantic meaning and at the same time, evoking the same sensations.
- c) The determination of the color and shape of the product packaging that is perceived as being most neutral and cannot be associated in any way to the English or Spanish language.

- d) The determination of a typography, packaging size and SPF that is considered as most adequate for Colombian consumers.
- e) The importance of further product information.

The high control of bias reduction that comes with the elimination of the potential contamination of other product packaging characteristics led to the isolation of the effect of the analyzed factors brand name, slogan and information and its combinations on evaluations of BP dimensions, AB, and PI. In many former studies the effect of language in brand names was analyzed for different products having different shapes, colors, countries of origin etc. Hence, in other studies it was more difficult to consider the factor brand name in an isolated way. Furthermore, many former studies analyzed the effect of language in branding on brand evaluation in combination with particular product types such as hedonistic, utilitarian and hybrid products (Olavarrieta et al., 2009) or made a differentiation between goods and services (see Öztürk et al., 2015). In this research a neutral product having both hedonistic and utilitarian characteristics was determined by a focus group. Thus, the potential effect of the product type that could have contaminated brand evaluation was eliminated and the most neutral product type was used for the analysis.

The questionnaire and its items were translated through a comprehensive backward translation approach that guaranteed that items from the original questionnaire maintained their semantic meaning in Spanish and particularly, in the Colombian context. The validation of the questionnaire had two phases, which were an initial qualitative phase in which ten judges evaluated clarity and understandability of questions and its explications. The judge's observations and recommendations were considered in order to make adjustments that enhanced both clarity and understandability of the questionnaire. In the subsequent quantitative phase, it was analyzed whether participants attributed items to belong to the overall questionnaire and to the dimension they belonged to. Although there were some minor distortions with respect to the attribution of the single items to their dimension, there was a high model fit and the item test showed that items described the overall questionnaire.

The isolation of the factor language in branding and the reduction of contamination through other factors reduced the strength of the analyzed effects compared to former studies. With respect to sociodemographic characteristics as predictors for orientation towards a global consumer culture

results partially coincide with results of findings of the study of Carpenter et al. in which age and education were most significant predictors for ACGG (see Carpenter et al., 2013). In this research, age did not have a significant effect on differences in brand evaluations, but for education there were significant differences in evaluations. This research went beyond former studies by considering the factor English knowledge as another sociodemographic factor (see Carpenter et al., 2013; Cleveland & Laroche, 2007). In this study it was found that it was the most significant sociodemographic factor that had an effect on differences in BP evaluations.

In the study of Olavarrieta et al. (2009) product evaluations of Chilean consumers were higher for English brand names than for Spanish brand names across hedonistic, hybrid and utilitarian product categories. In the study of Öztürk et al. (2015), which was conducted in Turkey, the competence dimension of BP, AB, and PI was evaluated higher for the English brand name, while the traditionalism dimension of BP was evaluated highest for the Turkish name. With respect to a café brand, the English brand name reached the highest evaluation with respect to the excitement and joyfulness dimension of BP, the Turkish café had higher evaluations in traditionalism and simplicity dimension. AB and PI were evaluated highest for the Turkish name and the English sounding name had a higher evaluation than the English name.

Thus, results of studies in different cultural contexts for different product categories vary. In the study of Cleveland and Laroche it was found that both collectivism and uncertainty avoidance should negatively affect drivers of AGCC (see Cleveland & Laroche, 2007). Compared to Chile and Turkey, the countries in which the two other studies were conducted, Colombia scores lower in the individualism dimension which could mean that consumers consume less global products. With a score of 64 Colombia ranks comparatively high in the masculinity dimension which could mean that there is a high appeal towards foreign products. With a score of 13 Colombia ranks lower than Chile and Turkey in the Long-term orientation dimension which, among others, means that high importance is attributed to traditions in Colombia. Although there is a cultural proximity to Chile, considering the individualism, uncertainty avoidance and long-term orientation dimensions of Hofstede's cultural dimensions, Colombia's scores could indicate that there is a negative correlation with orientation towards GCC.

Therefore, although in the study of Olavarrieta et al. (2009) all three product categories had higher evaluations for the English brand name, in the Colombian context cultural influences might have neutralized this effect and in the case of evaluation of the competence dimension of

brand personality even generated better results for the Spanish branding compared with English branding. As results showed Group 1 (SP/SP) was evaluated higher than Group 4 (EN/EN) and Group 2 (EN/SP) was evaluated higher than Group 4 (EN/EN). Thus, in both cases the factor slogan played an important role in differences in product evaluations. As Colombia scores high in the uncertainty avoidance dimension of Hofstede's cultural dimensions, in the shopping experience much importance is attributed to expert knowledge and purity of the product (see Hofstede et al., 2010). Therefore, using the local language to communicate product features and characteristics might have generated a higher level of competence for the Spanish language as uncertainty is reduced through a better comprehension, which might have generated more associations to expert knowledge and pureness of the product.

Another element that might be considered when comparing results with findings of former studies is the year in which the study was conducted. While the study of Olavarrieta et al. (2009) was conducted in 2009, the investigation of Öztürk et al. (2015) was conducted more recently, and this research is the most recent of the three studies. Besides cultural influences and the effect that product type and context might have had on brand evaluations the time in which the study was conducted might also have had an impact on outcomes. As Manrai and Manrai (2011) mentioned, accelerating globalization might lead to a consumer culture orientation that becomes more preoccupied with the conservation of their national culture and ethnic identity. Accordingly, the consumer's consciousness with respect to the importance of the maintenance of one's own culture and traditions might have also led to the results of the study of Öztürk et al. (2015) in which in some context there was a preference of the English, in another context of the Turkish language and in this study in which the product having Spanish branding was perceived to be more competent than the product with English branding. Globalization might evoke a certain kind of threat when the process is accelerating and thus, preferences of global versus local branding might change over time.

Considering the drivers of the acculturation towards the Global Consumer Culture the driver English language usage and exposure (ELU) may have contributed to the higher evaluation of the competence dimension of BP for the Spanish branding. Only 49.9 percent of the Colombian population has knowledge in English (see EF English Live, 2017a) and thus, the extent of English usage remains low. This reduces the orientation towards a Global Consumer Culture and thus, might have led to the higher evaluation in competence for the Spanish branding. However, as

Colombia is in a process of attracting foreign investors and the tourism industry is growing, the driver Social Interactions (SIN) might in the future lead to an increased acculturation towards the Global Consumer Culture in Colombia. Moreover, the more contact there is with travelers, expats or other foreigners visiting the country the more the effect of SIN might influence other drivers of the acculturation of Global Consumer Culture. Initially, it might affect the driver cosmopolitanism (COS) as individual's willingness to interact with the foreign might increase when there are more foreigners entering the country. After that there might be an increased openness to imitate a Global Consumer Culture as due to personal reasons or symbolism consumers prefer consuming global products. With increased influence of foreign culture and contact to foreigners, individuals increasingly see themselves as being part of a global consumer culture.

8. Recommendations and Limitations

Having a $p = .013$ in the Chi-square test, the factor education was not distributed in an equal way as, through the snowball sampling technique, most of participants were students and thus, had reached a higher education. Thus, the snowball sampling technique can be considered as a limitation of the study.

In this research a product was simulated based on two focus group discussions. Participants chose product type, design, names and slogans and its translations. The focus groups, as the qualitative part of the study served as a basis for the subsequent quantitative part. Although it may be argued that the creation of the simulated product through a focus group might be more subjective than, for example, through an advertising agency it is considered as a strength of the study as participants of the focus groups were extracted from the same population as participants that answered the questionnaire. Thus, the brand name and slogan creation and translation implied the tacit linguistic intuition of Colombian consumers and eliminated the subjective perspective of the researcher or an external agency. Accordingly, it is recommended that in future studies brand names and slogans, as well as product characteristics, are created by consumers.

The isolation of the effect of the variables can be considered as another recommendation of the study. The focus group determined other external packaging characteristics that were the same in each of the four groups and thus, avoided a bias in the analysis. Additionally, the random assignation of participants to one of the groups through the implementation of a PHP code into the online questionnaire is a strength of this research and is recommended for further investigation.

In this research it was found that besides language in the brand name, language in slogan and other product information had an effect on the evaluation of the competence dimension of BP. Accordingly, it is recommended that in future studies language in slogan and other product information is considered in the evaluation of global and local branding.

9. Conclusion

Although all hypotheses were refused or only partially confirmed, results of this study showed that both language in brand names and in slogans/product information can have an effect on the competence dimensions of BP. It furthermore demonstrated that education and English knowledge are important factors affecting brand evaluations of global and local branding. Results coincide with findings of Thakor and Pacheco (1997) indicating that brand name becomes an increasingly important factor in product evaluation.

Furthermore, it illustrates that evaluation of global and local language in branding varies between countries and different cultural contexts. Accordingly, there is a high level of complexity with respect to international branding decisions. This research highlights the importance of applying a unique branding approach for each sales market. Besides the impact of national culture on consumer's preferences the orientation of consumer segments towards either a global or a local consumer culture requires a unique approach with respect to language in branding on a sales market level but also when targeting a specific consumer segment within one sales market.

However, besides collecting quantitative data about consumer perceptions and preferences marketing managers should keep in mind that their branding approach is in coherence with the company's values and the message that a certain brand should transmit to its consumers. Besides that, in a constantly changing environment it is important to consider future trends and outlooks with respect to consumer behavior and preferences as the globalization of consumption has led towards an orientation towards a global orientation but in the long-term these homogenizing effects of globalization can merge into heterogenizing effects of globalization that results in consumer segments that attach greater importance to support local products and traditions which are among others reflected through language. Consumers who critically reflect their consumption patterns might be an influencing factor in the debate about standardization versus adaptation of language in branding in the future.

References

- Aaker, J. L. (1997). Dimensions of Brand Personality. *Journal of Marketing Research*, 34(3), 347–356.
- Aaker, J. L., Benet-Martínez, V., & Garolera, J. (2001). Consumption symbols as carriers of culture: A study of Japanese and Spanish brand personality constructs. *Journal of Personality and Social Psychology*, 81(3), 492–508.
- Ahmad, A., & Thyagaraj, K. S. (2017). An empirical comparison of two brand personality scales: Evidence from India. *Journal of Retailing and Consumer Services*, 36, 86–92.
- Alden, D. L., Steenkamp, J.-B. E.M., & Batra, R. (1999). Brand Positioning through Advertising in Asia, North America and Europe: The Role of Global Consumer Culture. *Journal of Marketing*, 63, 75–87.
- Batra, R., & Ray, M. L. (1986). Affective Responses Mediating Acceptance of Advertising. *Journal of Consumer Research*, 13(2), 234–249.
- Belk, R. W. (1988). Possessions and the Extended Self. *Journal of Consumer Research*, 15(2), 139–168.
- Biel, A. L. (2009). Converting Image into Equity. In D. A. Aaker & A. L. Biel (Eds.), *Brand Equity & Advertising: Advertising's Role in Building Strong Brands* (pp. 67–82). East Sussex: Lawrence Earlbaum Associates.
- Campbell, D. T., & Stanley, J. C. (1967). *Experimental and quasi-experimental designs for research* (2. print). Boston: Houghton Mifflin Comp.
- Carpenter, J. M., Moore, M., Alexander, N., & Doherty, A. M. (2013). Consumer demographics, ethnocentrism, cultural values, and acculturation to the global consumer culture: A retail perspective. *Journal of Marketing Management*, 29(3-4), 271–291.
- Chao, P., & Lin, S. (2017). Translating Brand Names Effectively: Brand Attitude Reversal and Perceived Brand Name Translation Relevance in an Emerging Market. *Journal of International Consumer Marketing*, 29(3), 120–134.

- Cleveland, M., & Laroche, M. (2007). Acculturation to the global consumer culture: Scale development and research paradigm. *Journal of Business Research*, 60(3), 249–259.
- Cleveland, M., Laroche, M., & Papadopoulos, N. (2009). Cosmopolitanism, Consumer Ethnocentrism, and Materialism: An Eight-Country Study of Antecedents and Outcomes. *Journal of International Marketing*, 17(1), 116–146.
- Collins, K. M.T., Onwuegbuzie, A. J., & Jiao, Q. G. (2006). Prevalence of Mixed-methods Sampling Designs in Social Science Research. *Evaluation & Research in Education*, 19(2), 83–101.
- Colmenares, O., Torres, S., & Luis, J. (2008). Dimension of the Brand Personality: Case Study: Pharmacy Chains. *Revista Venezolana De Gerencia*, 13(43), 220–232.
- Cornwell, T. B., & Drennan, J. (2004). Cross-Cultural Consumer/Consumption Research: Dealing with Issues Emerging from Globalization and Fragmentation. *Journal of Macromarketing*, 24(2), 108–121.
- EF English Live. (2017a). EF EPI 2017 - Ranking der Englischkenntnisse nach Ländern. Retrieved from <https://www.ef.de/epi/>
- EF English Live. (2017b). EPI 2017 - América Latina. Retrieved from <https://www.ef.com.co/epi/regions/latin-america/>
- Export Entreprises SA. (2018). Colombian Market: Consumer. Retrieved from <https://import-export.societegenerale.fr/en/country/colombia/market-consumer>
- Fishbein, M. (1966). The Relationships between Beliefs, Attitudes and Behavior. In S. Feldman (Ed.), *Cognitive Consistency: Motivational Antecedents and Behavioral Consequents* (pp. 199–224). New York: Academic Press Inc.
- Francis, J.N.P., Lam, J.P.Y., & Walls, J. (2002). The Impact of Linguistic Differences on International Brand name standardization: A Comparison of English and Chinese Brand Names of Fortune-500 Companies. *Journal of International Marketing*, 10(1), 98–116.
- French, P. L. (1977). Toward an Explanation of Phonetic Symbolism. *WORD*, 28(3), 305–322.
- Fromkin, V., Rodman, R., & Hyams, N. (2011). *An Introduction to Language* (9th ed.). Wadsworth: Cengage Learning.
- Gray, D. E. (2004). *Doing Research in the Real World*. London: Sage Publications Ltd.

- Han, C. M. (1989). Country Image: Halo or summary construct? *Journal of Marketing Research*, 26(2), 222–229.
- Hernández, R., Fernández, C., & Baptista, P. (2010). *Metodología de la investigación* (5th). Mexico City: McGrawHill Interamericana.
- Hirschman, E. C., & Holbrook, M. B. (1982). Hedonic Consumption: Emerging Concepts, Methods and Propositions. *Journal of Marketing*, 46(3), 92–101.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind* (3rd ed.). New York: MC-Graw Hill.
- Hofstede Insights. (2017). Country Comparison: Colombia. Retrieved from <https://www.hofstede-insights.com/country-comparison/colombia/>
- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies*. Thousand Oaks: Sage Publications.
- Hurn, B. J. (2009). Will international business always speak English? *Industrial and Commercial Training*, 41(6), 299–304.
- Index Mundi. (2018). Colombia Demographics Profile 2018. Retrieved from https://www.indexmundi.com/colombia/demographics_profile.html
- Juárez, F. (2013). Relación de las organizaciones con el medio y marketing. Retrieved from <http://www.urosario.edu.co/Escuela-de-Administracion/Archivos/Investigacion/2-Relacion-de-las-organizaciones-con-el-medio-y-ma.PDF>
- Keller, K. L. (1993). Conceptualizing, Measuring, and Managing Customer-Based Brand Equity. *Journal of Marketing*, 57(1), 1–22.
- Keller, K. L. (2008). *Strategic Brand Management: Building, Measuring and Managing Brand Equity* (3rd ed.). New Jersey: Pearson Education, Inc.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*: New Age International. Retrieved from <https://books.google.com.co/books?hl=de&lr=&id=hZ9wSHysQDYC&oi=fnd&pg=PA2&dq=Research+Methodology+:+Methods+%26+Techniques.+New+Age+International.+New+Delhi,&ots=1sUemHaZE2&sig=QwDGT21-2FoR8oAAz8JPn5LScYs#v=onepage&q&f=false>

- Laroche, M., Kim, C., & Tomiuk, M. A. (1998). Italian ethnic identity and its relative impact on the consumption of convenience and traditional foods. *Journal of Consumer Marketing*, 15(2), 125–151. <https://doi.org/10.1108/07363769810210340>
- Laub, F., Ferdinand, H.-M., Kramer, I., & Pätzmann, J. (2018). How archetypal brands leverage consumers' perception: A qualitative investigation of brand loyalty and storytelling. *Markenbrand*, 6.
- Leclerc, F., Schmitt, B. H., & Dube, L. (1994a). Foreign Branding and Its Effects on Product Perceptions and Attitudes. *Journal of Marketing Research*, 31(2), 263–270. <https://doi.org/10.2307/3152198>
- Leclerc, F., Schmitt, B. H., & Dube, L. (1994b). Foreign Branding and Its Effects on Product Perceptions and Attitudes. *Journal of Marketing Research*, 31(2), 263–270.
- Leclerc, F., Schmitt, B. H., & Dube, L. (1994c). Foreign Branding and Its Effects on Product Perceptions and Attitudes. *Journal of Marketing Research*, 31(2), 263–270.
- Levitt, T. (1983). The Globalization of Markets. Retrieved from <https://hbr.org/1983/05/the-globalization-of-markets>
- Manrai, L. A., & Manrai, A. K. (2011). Cross-Cultural and Cross-National Consumer Research in the Global Economy of the Twenty-First Century. *Journal of International Consumer Marketing*, 23, 167–180.
- Manrai, L. A., & Manrai, A. K. (2001). Current Issues in the Cross-Cultural and Cross-National Consumer Research in the New Millennium. *Journal of East-West Business*, 7(1), 1–10.
- Mark, M., & Pearson, C. (2001). *The Hero and the Outlaw: Building Extraordinary Brands Through the Power of Archetypes*. New York: McGraw-Hill.
- Mitchell, A. A., & Olson, J. C. (1981). Are Product Attribute Beliefs the Only Mediator of Advertising Effects on Brand Attitude? *Journal of Marketing Research*, 18(3), 318–332.
- Mooij, M., & Hofstede, G. (2011). Cross-Cultural Consumer Behavior: A Review of Research Findings. *Journal of International Consumer Marketing*, 23, 181–192.
- Olavarrieta, S., Manzur, E., & Friedmann, R. (2009). Foreign Branding: Examining the Relationship between Language and International Brand Evaluations. *Innovar*, 19(35), 9–18.

- Öztürk, S. A., Özata, F. Z., & Feyza, A. (Eds.) 2015. *How foreign Branding affect Brand Personality and Purchase intention?* Retrieved from <http://www.iises.net/proceedings/business-management-conference-vienna/front-page>
- Quinlan, C. (2011). *Business Research Methods*. London: Cengage Learning EMEA.
- Riezebos, R. (2003). *Brand Management: A Theoretical and Practical Approach*. Harlow: Pearson Education Limited.
- Rojas-Méndez, J. I., Erenchun-Podlech, I., & Silva-Olave, E. (2004). The Ford Brand Personality in Chile. *Corporate Reputation Review*, 7(3), 232–251.
- Rosa, F., Sillani, S., & Vasciaveo, M. (2016). Cross-Cultural Consumer Behavior: Use of Local Language for Market Communication—A Study in Region Friuli Venetia Giulia (Italy). *Journal of Food Products Marketing*, 23(6), 621–648.
- Schmitt, B., & Zhang, S. (2012). Selecting the right brand name: An examination of tacit and explicit linguistic knowledge in name translations. *Journal of Brand Management*, 19(8), 655–665.
- Schmitt, B., & Zhang, S. (2016). Brand Identity: Brand Naming Process and Brand Linguistics in the International Context. In R. K. Srivastava & G. M. Thomas (Eds.), *The Future of Branding* (pp. 99–119). SAGE Publications Pvt. Ltd.
- Shrum, L. J., Lowrey, T. M., Luna, D., Lerman, D. B., & Liu, M. (2012). Sound symbolism effects across languages: Implications for global brand names. *International Journal of Research in Marketing*, 29(3), 275–279.
- Spears, N., & Singh, S. N. (2004). Measuring Attitude toward the Brand and Purchase Intentions. *Journal of Current Issues & Research in Advertising*, 26(2), 53–66.
- Steenkamp, J.-B. E.M., Batra, R., & Alden, D. L. (2003). How Perceived Brand Globalness Creates Brand Value. *Journal of International Business Studies*, 34(1), 52–65.
- Szybillo, G. J., & Jacoby, J. (1974). Intrinsic versus extrinsic cues as determinants of perceived product quality. *Journal of Applied Psychology*, 59(1), 74–78.
- Thakor, M. V., & Pacheco, B. G. (1997). Foreign Branding and its Effects on Product Evaluation and Attitudes: A Replication and Extension in a Multicultural Setting. *Journal of Marketing*. (Winter), 15–30.

- Thakor, M. V. (1996). Brand origin: Conceptualization and review. *Journal of Consumer Marketing*, 13(3), 27–42.
- Thomas, G. M. (2016). The Dynamics of Brand Trust. In *The Future of Branding* (pp. 238–270). New Delhi.
- Toldos, M. P. (2012). Dimensions of brand personality in Mexico. *Global Journal of Business Research*, 6(5), 35–47.
- Whitelock, J., & Pimblett, C. (2008). The Standardisation Debate in International Marketing. *Journal of Global Marketing*, 10(3), 45–66. https://doi.org/10.1300/J042v10n03_04
- Winit, W., Gregory, G., Cleveland, M., & Verlegh, P. (2014). Global vs local brands: How home country bias and price differences impact brand evaluations. *International Marketing Review*, 31(2), 102–128.
- World Bank. (2016a). GDP Colombia. Retrieved from <https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?locations=CO>
- World Bank. (2016b). Imports of goods and services Colombia. Retrieved from <https://data.worldbank.org/indicator/NE.IMP.GNFS.ZS?view=chart>
- World Bank. (2018). Doing Business in Colombia. Retrieved from <http://www.doingbusiness.org/data/exploreeconomies/colombia>
- Zimmermann, T. E., & Sternefeld, W. (2003). *Introduction to Semantics: An Essential Guide to the Composition of Meaning*. Berlin: De Gruyter Mouton.