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**Bilingual Spanish-English Marketing as a Catalyst
for Cultural Awareness: The Effect on Parents in
the Toy Market**

UConn IDEA Grant Project

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Abstract

Due to globalization, multinational companies are increasingly cognizant of the language used in marketing materials. The growing Hispanic population in the U.S. and the increasing desire to learn and consume English in Spain makes marketers think twice about how they use language. This research is multi-method, using in-depth interviews and an experiment to learn more about how languages are used in advertisements to target monolingual and bilingual consumers within a country, and how consumers respond to monolingual and bilingual advertisements.

I started by interviewing two marketing managers with experience in bilingual advertising in various media to better understand their decisions to use English, Spanish, or some combination of the two languages in advertisements. Afterward, I conducted 12 interviews with parents (bilingual, monolingual English, monolingual Spanish) in the U.S. and Spain to examine their different cultural values, and how these cultural values influenced their reactions to bilingual toy advertisements. Finally, I examined the effects of bilingual versus monolingual toy advertisements on 275 parents (bilingual, monolingual English, monolingual Spanish) of children aged 6-10 in the U.S. and Spain. This study demonstrated that bilingual and monolingual advertisements were equally effective in creating an overall positive attitude toward the ad/company/products, perceiving the company in the ad as international, encouraging parents to raise more culturally open children, and increasing support of foreign language education. In addition, the cross cultural nature of this study revealed that U.S. English-speaking parents are less culturally open and less interested in supporting foreign language education than their Bilingual and Spanish dominant peers in the U.S. and Spain.

Research Objectives

1. Analyze the use of bilingual and monolingual advertisements in the U.S. and Spain, and understand when and why a bilingual ad is used from a marketer's perspective.
2. Understand the different levels of cultural awareness of monolingual English, monolingual Spanish and bilingual parents in the U.S. and Spain who have a child aged 6-10. Specifically, look at the differences in how these parents value raising bilingual children and evaluate a bilingual toy advertisement.
3. Determine if a bilingual (vs. monolingual) toy advertisement targeted at parents creates a more positive overall attitude toward an ad/company/products in bilingual, Spanish-monolingual, and English-monolingual parents in the U.S. and Spain. Further, understand if the bilingual element of an ad encourages a parent to raise a multilingual and culturally aware child.

Research Questions

1. When studying Spanish-monolingual, English-monolingual and bilingual parents in the U.S. and Spain, would bilingual (vs. monolingual) advertisements for toys in print media targeted to parents cause these consumers to view the ad more positively and decide to spend more time looking at an ad?
2. Will the exposure to bilingual Spanish-English (vs. monolingual) advertisements in print media targeted to parents result in stronger levels of parents' multiculturalism, as measured by the parent's responses to questions that quantify their cultural openness both before and after being exposed to the ad? Further, will a bilingual ad (versus monolingual) be attributed to intentions to raise multilingual children?

Definitions

Cultural Awareness: The conscious comprehension and acceptance of other cultures, languages and peoples.

Cultural Openness: Holding values that show acceptance of other cultures and a desire to participate within them.

County Language (CL) Group: A term used for the purposes of this study that refers to the different groups of participants, as defined by their country of residence and language use.

Linguistically Diverse: A person, society or communication tactic that uses more than one language.

Monolingual-English: A person, society or communication tactic that uses only English or is English dominant.

Monolingual-Spanish: A person, society or communication tactic that uses only Spanish or is Spanish dominant.

Mainstream Communication Channels: The methods of communication (such as television, print and digital) that feature the dominant language of that country.

Multicultural: Embracing cultures other than one's own by actively participating in their traditions and languages.

Literature Review

America's Language Deficit

After the attacks of 9/11 in 2001, The Modern Language Association (MLA) was tasked with creating a team to examine what has come to be known as “America’s language deficit,” the notable lack of importance given to cultural and linguistic diversity, particularly to languages other than English, within the United States. The report, titled “Foreign Languages and Higher Education: New Structures for a Changed World,” emphasized the importance of full comprehension of foreign languages to enhance our society’s internal culture and international relations. The report noted that, while Americans now appreciate critical languages, especially languages such as Arabic that are key in current international affairs, there is still an overwhelming sense of ethnocentrism and limited drive to succeed in linguistic diversity (“Foreign Languages,” 2007). In 2013, less than 1% of American adults who learned a foreign language in a U.S. classroom (elementary-high school) obtained proficiency, and only 7% of American college students took a foreign language course (Freidman, 2015).

Lack of foreign language proficiency could be caused by several factors. For one, elementary schools and high schools in the United States have been cutting foreign language programs, specifically at the elementary and middle school levels. Between 1997-2008, public and private elementary schools offering courses in foreign language dropped from 31% to 25%, and middle schools from 75% to 58% (Skorton et al., 2012). Interestingly enough, instead of allocating more resources into teaching languages at a young age (the most effective approach), the data show that 91% of high schools offer foreign language programs (Skorton et al., 2012). Therefore, the experience of many students has been to go through life not being exposed to a

second language until they were fourteen. By that age, not only does it become increasingly difficult to learn, but foreign languages likely are viewed as unnecessary due to the previous lack of emphasis placed on the foreign languages in school. At the college level, the lack of priority on foreign languages that was established in secondary education continues on. Universities have made it easier for students to graduate without learning to fluently speak a second language. Many universities have cut the requirement to pass a foreign language course. Between 1994 and 1995, 67.5% of colleges and universities required foreign language, but despite increased globalization, only 50.7% made foreign language a requirement between 2009 and 2010 (Skorton et al., 2012). Many higher education institutions give students who have completed the sufficient number of years in high school the option to waive college requirements despite a lack of fluency in the language.

The MLA report suggests that this foreign language deficiency may be a function of the U.S. high school and university systems treating language as “instrumental,” where language is solely looked at as a tool to communicate (“Foreign Languages,” 2007). The most detrimental outcome of this attitude is that people are taught a second language through the lens of their first language. The teacher gives lists of translations to memorize; grammar is understood through comparisons with one’s first language. When it comes to talking, we form thoughts in our native language and try our best to translate them as we speak. Through this process, not only does one reinforce the need for the original language by using it as a translator for the second one, but also nuances in communication and culture are lost. Opposing this view is the “constitutive” usage of language, where language is analyzed as a means to express complex thoughts, culture, and histories (“Foreign Languages,” 2007). In the constitutive method of teaching, language is immersive. We learn vocabulary as we originally did, by associating words with the objects and

feelings that they represent. Grammar is first learned through trial and error in conversations, and then reinforced through lessons where it is taught based on its merits, not through comparisons. Through these methods, students are immersed in another language apart from their own and are better able to communicate, understand concepts, appreciate cultures, and share stories.

Of course, in American society teaching through the constitutive approach is more difficult because it requires two things: an immersive language environment for the student and the student's intrinsic motivation to learn (Stein-Smith, n.d.). After years of imposing English as the lingua franca, American society makes it difficult for a student of any age to receive daily exposure to other languages. This, in turn, lowers the perceived necessity of foreign languages and decreases the intrinsic motivation to learn other languages. The MLA report proposes a variety of changes that the United States could take to reflect the constitutive approach and incorporate foreign languages in a way that is conducive to better understand a language, its intricacies, and the everyday cultural phenomena that reflect and restructure the way a language is used in a particular society (i.e., media, stereotypes, sports, news). Suggestions include putting higher language requirements in place at the collegiate level, providing K-12 students with more foreign media and print, and adding to the variety of languages taught ("Foreign Languages," 2007).

Bilingual Advertising as an Endorser of Language in a Society

Advertising, proposes the Modern Language Association, is one of the cultural phenomena that forms impressions and understanding of other cultures ("Foreign Languages," n.d.). Research studies affirm this sentiment with supporting evidence that brands play a large role in the development of a consumer's identity (Askegaard, 2006). However, identity development is

limited by the consumer's underlying disposition toward local and global cultures. Strizhakova et al. (2012) strategically broke down consumer dispositions toward culture in young adults in emerging markets, identifying four categories: the glocally-engaged, the globally-engaged, the unengaged and the nationally-engaged. The globally and glocally-engaged consumers tended to accept and appreciate global brands, with the globals fully embracing it and the glocals combining customs from their local culture with that of the global brand. The unengaged and the nationally-engaged tended to connect better with local (vs. global) brands (Strizhakova et al., 2012).

Multinational corporations note the importance of creating rapport with consumers around the world who are open to their global brands. In addition, some companies believe that it is in their best interest to build social sustainability and uphold values of diversity. By using bilingual advertising, companies might promote cultural awareness and linguistic diversity among globally- and culturally-engaged consumers. By contrasting the majority-spoken language with a minority one, bilingual advertising is effective because of the Markedness Model, which advocates that individuals code-switch between two languages to convey specific cultural messages, thus piquing attention (Myers-Scotton, 1991).

Research conducted on bilingual advertising pointed out that English is seen as international and in vogue by non-native speakers (Micu and Coulter, 2010), while non-native speakers, and even U.S. Hispanics, consider Spanish lower class (Koslow, 1994). This is often why, on Hispanic networks, we see a mix of Spanish, English and bilingual ads. One of this study's areas of interest is to understand how bilingual versions would fare in mainstream channels of communication where the majority language dominates. Previous research has shown that code-switching from the majority language spoken in a country to a minority language marks the second language as salient and noticeable (Luna et al., 2005). It is possible that this increased

attention toward the minority language could lead to viewer associations with the language's culture and its place in that particular society.

Tensions Sparked by Spanish Language in the U.S.

The process of converting the U.S. into a linguistically diverse society is slow and burdened with pushbacks, including the tension between the Spanish and English languages. In a recent dissertation, Roberto Valdeón discusses some of the backlash against Hispanics in recent years, most of which stemmed from the use of language. For example, a Honduran student at the University of Massachusetts Amherst recently came back to his dorm room to find 'Kill these Mexicans can't even speak English' (sic) written on his door (Valdeón, 2015). More recently, Hispanic immigrants made massive moves to naturalize themselves as citizens to vote against Republican candidate Donald Trump after he stated that that majority of Mexican immigrants were drug addicts and rapists, and threatened to illegally deport them once in office (Levy, 2016). Accounting for 17% of the U.S. population, Hispanics are an important demographic, not only in business and politics, but also in American culture (Valdeón, 2015). Apart from the recent issues surrounding immigration reform, it is impossible to ignore Hispanic contributions to U.S. society. Not only has U.S. society embraced and Americanized Hispanic food (i.e. Tex-Mex) and adopted a slew of words (e.g. mosquito, plaza, tomato), but the U.S. has also benefited from those who have fought for the country and worked hard in the pursuit of the American dream. No matter what their ethnicity, those unopposed to the growing U.S. Hispanic population often reiterate that the U.S. is a country built by immigrants, with each group contributing something to American society. Stephen Balkaran, commenter for the *Harvard Journal of Hispanic Policy*, reflects on this perspective in the context of the U.S. Hispanic population.

“America must acknowledge and respect the contributions of Hispanics in every aspect of our society. At the same time we must also come to terms that we are a nation of immigrants. The economic, political and social-cultural influence of current immigrants is far more beneficial to the nation than our media critics make them out to be. Hispanics are fast becoming the new foundation of our country’s economic, political and social-cultural power” (2014).

Balkaran argues for a general acceptance and appreciation of Hispanics in U.S. society, including social-cultural elements such as language. By allowing Spanish to live alongside English without discrimination, millions of Americans could benefit from increased exposure to both languages that would increase their chances of becoming bilingual. This is not only a benefit to those individuals, but to society, as it would lead to better communication between the U.S. and other Spanish-speaking countries.

Spanish Language Media in the U.S.

The U.S. Hispanic Population. Mainstream marketing and communications evidence the importance of the Spanish language and the various different cultures tied to the language in the United States. With the U.S. Hispanic population expected to grow to 30% of the U.S. population by 2050, and with a purchasing power valued at \$1 trillion, marketers have shifted to focus on this growing market. Although Hispanics do not spend as much time online as the average American, their use of mobile devices is noteworthy. Compared to all other ethnic populations in the United States, Hispanics use their phones the most for text, emails and Internet, and they stream twice as much video content. When it comes to television, U.S. Hispanics are just as likely as non-Hispanics to own an HDTV (Pardo et al., 2011). Overall, any marketer can make a case for the

value of the U.S. Hispanic market and identify the media they prefer. It is more difficult, however, to determine whether television commercials or digital advertising should be in English, Spanish, or bilingual English-Spanish.

Complicating this decision is the knowledge that it is not appropriate to stereotype the Hispanic population; different generations have different levels of education, purchasing power and language preference. *Spanglish*, a 2004 film featuring Adam Sandler is an excellent example of this phenomenon. The film follows a young girl who emigrates from Mexico to America with her mother and serves as her mother's translator after learning English in school. The mother goes through a lot of hardships working for an Anglo family that does not speak Spanish, while trying to support her daughter. The daughter, on the other hand, grows and learns a lot from her mother's sacrifices while simultaneously assimilating into the ways of the Anglo family her mother is working for. By the end of the movie, the daughter is applying to an Ivy League college. Although the mother reaffirms her identity and power by learning some basic English at the end of the movie, the viewer understands that conversation between the mother and daughter will always be predominantly in Spanish. This reflects the complex relationship between different generations in the U.S. Hispanic community. First generation parents tend to use more Spanish, while their children are often better educated, further assimilated into the Anglo culture, and tend to use more English. Even so, what unifies this acculturated generation with their family is often language (Quinton, 2008). A report made by Nielsen in 2011 showed that 61% of the Hispanic population 18+ preferred to speak Spanish at home despite having obtained high levels of English, 17% preferred speaking English-only and the remaining 22% either used both equally or had no preference (Pardo et al., 2011).

Media Habits of U.S. Hispanics. In terms of media consumption, U.S. Hispanics (vs. non-Hispanics) differ in their language preferences for content, depending on the way they used languages at home. According to Nielson, between 2009-10, U.S. Hispanics watched Spanish television (compared to mainstream, monolingual-English television) 78% of the time if they were in a Spanish dominant home, 50% of the time if they were in a multi-language (English-Spanish) home, and only 3% of the time if they were in an English-dominant home. In this advertising space, Nielsen pointed out that the use of Spanish in an ad increased ad recall amongst all Hispanics aged 18-49, regardless of their language preference. In Nielsen's study, regular market ads were taken and repurposed to create three conditions: original ad in English, a version translated from English literally to Spanish, and a version that was translated into a more pure form of Spanish, free of any trace of English. These ads were shown to bilingual, monolingual Spanish, and monolingual English consumers. Baseline recall for English dominant Hispanics was 46% for the English ad, but saw a 15% lift in recall from the Spanish translation and Spanish original versions. 39% of bilinguals recalled the English ad, but a recall lift of 38% raised overall ad recall to 54%. As could be expected, the recall lift for Spanish dominant Hispanics was the largest: English recall was 36%, but Spanish originals and Spanish translations had a 69% recall lift, making overall ad recall for this group 61% (see Appendix A) (Pardo, 2011). The uptick in ad recall across all language groups, even those dominant in English, is likely because the use of Spanish feels more personal to Hispanic consumers.

It would be interesting, then, to understand the effect of Spanish-English bilingual advertisements on the Hispanic population. By 2020, 70% of the U.S. Hispanic population will have been born in this country and represent a unique mixing of Anglo and Hispanic languages and cultures (Quinton, 2008). Going forward, this number will continue to rise and more of the

Hispanic population will be growing up learning both English and Spanish in bilingual households. As acculturation continues Hispanic-specific media channels (such as Telemundo or local radio stations) feature more bilingual advertising to reach the younger second-generation crowd who often use English and Spanish interchangeably. The bilingual content represents the fusion of the two languages and the necessity to use both in everyday life. An additional advantage of this bilingual form of advertising is that first-generation Hispanics who tend to be more Spanish-dominant can still comprehend the basic messages or themes.

Bilingual Media and Non-Hispanics. Few attempts have been made to share these bilingual ads on mainstream TV. However, for the 2006 Super Bowl, Toyota sought to expand its market share to the U.S. Hispanic family while still maintaining its current Anglo, English-monolingual customer base. The result was a Toyota Camry Hybrid commercial that captured the element of blended cultures and made it analogous to the Hybrid. The thirty-second bilingual ad features a young boy driving in the Hybrid with his dad, asking him in English why his father chose the car. The father responds in a mix of English and Spanish that the car uses a combination of electricity and gas to run causing the young boy to say, “Just like you with English and Spanish.” The boy then goes on to question why the father learned English, to which he replies, “For your future” (see the ad [here](#) on YouTube) (“Toyota,” 2006). This move was revolutionary for marketing, as previously it was considered off limits to target Hispanics on mainstream television due to the possibility of upsetting the non-Hispanic segment. Toyota reported no backlash related to the ad, yet the tactic is still not used very much today. With more acculturated Hispanics in the U.S. electing to leave Hispanic-targeted communication media and moving to mainstream media sources, companies should place more value in the bilingual ad (Farah, 2006). Not only is it important to reach the Hispanic demographic, but also it should be a responsibility

to create a culture of acceptance of other languages and cultures in the typically “English-only” society.

Music, it appears, has been more successful at integrating Spanish and English, with many bilingual songs becoming quite popular. Famous Hispanic crossover artists such as Enrique Iglesias and Shakira weave full sentences of English into Spanish songs and sometimes come out with full English versions. Examples include Enrique Iglesias’ “Bailando” which reached number one on Latin streaming charts, with Iglesias later turning out a “Bailando (English Version)” that made it all the way to 15 on Billboard’s “Hot 100” chart (“How Did Bailando,” 2014). Colombian artist Shakira is also notable for her Spanglish crossover work and has even been cited by the *L.A. Times* as one of the few artists who can cross back and forth between the Spanish and English-dominant listeners continuously. Shakira’s success in this manner is the treatment of both groups as equals. Her album, “Fijación Oral” was also recreated in English as “Oral Fixation vol. 2” for the English-speaking demographic. However, executives at Shakira’s record company, Epic Records, tried to assimilate the American audience to all-Spanish songs by pitching the song “La Tortura” to mainstream radio stations. Their efforts were successful, and the Spanish album made it to the mainstream and Latin charts simultaneously (Gurza, 2006).

Likewise, many American artists are now creating Spanish versions of their most famous tracks to reach a wide fan base. When the self-named album, “Christina Aguilera” released in 2000, the artist also released some songs in Spanish that rose to comparable fame on the Latin charts. “Come on Over Baby” became “Ven Conmigo Baby” and remained number one for two weeks in 2000. Likewise, artists such as Beyoncé, Chris Brown, and Drake have all reached the

Hispanic population through collaborations with Hispanic artists and full-on translations (Aguila et al., 2014).

Spain's Use of the English Language

The Spanish-English relationship is not only important in America, but also in Spain and other Spanish-speaking countries. There is a lot of good business and social sense in using both English and Spanish together in marketing efforts due to the size and overlap of consumer language choice. Both languages are used worldwide, with English having a significant upper hand because it has been ingrained as “the language of business.” English, although ranked as the third most spoken natively in the world, is the number one language spoken in the world due to second-language speakers (Weltsprachen.net, n.d.). Coming in closely behind English, Spanish is ranked as the fourth most spoken native language in the world (Weltsprachen.net, n.d.) and is the second most popular language in the U.S. (“Detailed Languages Spoken at Home,” 2015), with Hispanics expected to make up nearly 30% of the U.S. population by 2050 (Population Projections, 2014).

U.S. Hispanics are overwhelmingly from Latin America. According to the 2010 U.S. Census Report, of the U.S. Hispanic population, only 1.3% identifies as Spaniards; the majority identify as Mexican (63%) followed by Puerto Rican (9.2%) (Lopez et al., 2011). It is important to understand that the cultures of Latin America and Spain are quite different, including their use of language. By conducting this study in the U.S., we can tap into the viewpoints and cultures of Anglo-Americans and Hispanic Americans who have cultural ties to Latin America.

By also conducting this study in Spain, I will be able to capture the traditional form of Spanish language and culture and analyze the value placed on English in a country where it is not

the dominant language. As a European nation, Spain's culture and economic standing more closely resembles America's than that of Mexico. Spain ranks 23 out of 70 countries on the EF English Proficiency Index (EPI) with an EPI score of 56.8. In relation to other European nations, Spain is lagging behind European standards for English, leaving room for growth. However, because English is the language of business in the European Union, learning English is highly valued in Spain, and it is prevalent in advertising. In a study comparing the use of English in print ads for magazines across several European countries, Spain showed that 75% of the ads were bilingual (Spanish-English), with an average of 7.9% of words in English. Interestingly, Spaniards (vs. the Dutch and Germans) had a more positive attitude about advertisements containing English. This finding may be due to the fact that Spaniards (vs. the Dutch and Germans) rated products in English ads as more modern and sophisticated (Gerritson et al., 2007). Overall, further investigation of bilingual English-Spanish ads in Spain should be very interesting and relevant for multinational companies. Could the same bilingual ads shown in Spain fare just as well in the U.S.? Would bilingual ads shown in Spain have more of an impact on social change in Spain than in the U.S.?

The Toy Industry and Parents

Factors Sought When Buying Toys. Very little publicly available research delves into the wide range of factors that parents are looking for when buying toys. When searching for studies on the topic, I found that most focused on parent and child perceptions on the gender stereotyping of toys. Not many databases had studies that specifically looked at how parents value products that have an element of cultural and linguistic diversity. Parsons and Ballantine (2008) offer some insight, reporting that 49.5% of parents are looking for toys that provide children with creative, self-motivated education while inspiring curiosity about the world. The study also

revealed that a critical requirement of a toy is that it encourages education or fosters development and creativity, with 15.2% of parents considering it the most important consideration (Parsons et al., 2008). Knowing this, bilingual advertisements with multicultural themes could be appealing to parents, influencing the parent to encourage the child to become culturally aware and develop a stronger desire to learn a second language.

U.S. Based Toy Companies in the International Market. In the U.S., six of the top ten toy companies in 2014 (assessed by market share) were American: Mattel Inc., Microsoft Corp, Hasbro Inc., Activision Blizzard Inc., Electronic Arts, Hallmark Cards Inc. (See Appendix B). In Spain, five of those same companies fell into Spain's top ten toy companies by market share in 2014: Mattel, Activision Blizzard Inc., Hasbro Inc., Electronic Arts, and Microsoft Corp. (See Appendix B). Therefore, for these U.S. based toy manufacturers who are important players in the U.S. and Spain, it is important to consider their use of Spanish and English in marketing materials.

Hypothesis Development

By incorporating both the majority and minority languages of a particular society, a bilingual ad speaks to the society through the majority language while also acknowledging the underlying subculture associated with the minority language. Code-switching from the majority language to the minority will be salient to the consumer and cause an overall higher positive attitude toward the ad/company/products (such as looking at the ad longer and liking the ad), while piquing levels of cultural awareness associated with the languages used (Myers-Scotton, 1991).

In the U.S., Hispanics are becoming more bilingual (Krogstad, 2015). Thus, bilingual

advertisements in mainstream communications channels (vs. Spanish-only channels) that emphasize the importance of the Hispanic language and culture could be appealing to Hispanics. For English-monolinguals in the U.S., younger generations are found to be increasingly accepting of the dual-use of Spanish and English in mainstream channels (those that are typically English-only) (Monllos, 2014). Thus, there is more of an opportunity for these English dominant consumers to notice the bilingual ads and have a piqued interest in the minority language (Spanish). A similar effect will occur in Spain, where people are very interested in learning English to gain better job opportunities (Jones, 2015).

H1: When presented in a mainstream, majority-language magazine for parents, a bilingual ad for toys that code-switches from the majority language to the minority language (versus monolingual ads) will increase the overall positive attitude toward the ad/company/products and result in the advertised brand being perceived as more “international” by parents.

H2: When presented in a mainstream, majority-language magazine for parents before an article weighing the benefits of bilingual education, a bilingual ad for toys that code-switches from the majority language to the minority language (versus monolingual ads) will result in parents having greater support of bilingual education and support for increasing cultural awareness in their children.

Overview of Research Method

This research project involves both qualitative interviews and a quantitative experiment. The qualitative phase was designed to better understand how culture and advertising are connected, as well as how parents interact with the toy industry. To assess these perspectives,

preliminary data was collected through in-person interviews with both marketing executives, and with parents of 6-10 year old children who live in monolingual-Spanish, monolingual-English, and bilingual (Spanish-English) households. As McCracken notes, while the qualitative interview approach creates a deeper understanding of a person, it can also be misleading in its representation, as it is impossible to stand in the shoes of every person in a society. The remedy to this is to pair the long interview with another method of data collection (McCracken, 1988). For this reason, the second phase of this research is an experiment embedded in a survey designed to assess the hypotheses. The survey was sent to parents of 6-10 year old children who are monolingual-Spanish, monolingual-English and bilingual in the U.S. and Spain. Additional details for each data collection are provided in subsequent sections.

Preliminary Data Collection: Long Interviews

Long Interviews with Marketers

The purpose of conducting long interviews with marketing experts was to: a) brainstorm and assess the structure and messaging of the advertisements to be used in the experiment and b) better gauge how companies (represented by marketers) use bilingual marketing tactics. I conducted one-on-one interviews with two marketing experts specializing in bilingual (Spanish-English) media. Both participants were bilingual in English and Spanish. One was American and worked in television advertising dealing with bilingual media. The other was from Spain originally but recently moved to the U.S., and she had experience working as an editor for a parenting magazine and frequently dealt with Spanish-English translations. I recruited the experts through networking with professional contacts and through LinkedIn. After being briefed on the experiment and expressing interest, I gave each expert an information sheet to further explain the

study and their rights as a participant. I conducted both interviews in English and took notes throughout. Upon completing the interview, the two experts were given a gift card for the equivalent of \$30.

The interviews lasted about an hour and were structured around interview questions (see Appendices D, E) and discussion on the initial versions of the advertisements to be featured in the magazines (see Appendix H). Both experts viewed the advertisements in the context of the English language magazine. The experts critiqued the advertisements, offering suggestions on how to improve the experimental stimuli.

Marketer Feedback on Advertisement Stimuli. Each marketer saw a different ad so that I could take feedback from the first interview to create a new advertisement to test a new concept. The first marketing expert was from the U.S., and he reviewed the ad featuring a mother and daughter coloring (Appendix H). Critiques of this first ad included: the ad was too busy, the pictures were confusing, and the branding was weak. Specifically, the picture did not clearly demonstrate the parent-child relationship; the mother looked more like a teacher helping a child in a classroom. The marketer suggested that the picture feature more children, particularly because U.S. Hispanic parents have more children. The expert also noted that the mother and child did not appear to be Hispanic, and that this may inhibit Hispanic parents from connecting with the piece. Further, the expert wondered whether the girl in the picture was actually a boy. This was of concern because of the second picture featured in the ad: an older girl in her art studio. The original idea for this second image was to convey to the viewer that this was the girl in the future: a young woman with a successful art career, after playing with the brand's toys with her mother as a child. The confusion with the gender of the younger child made the connection between the two images unclear. The text in the ad also raised questions. The expert believed that the original

message “We play together because her future is always worth it” seemed like more of a PSA for parents to play with their children than an advertisement for the company’s toys. The suggestion was to instead talk about the importance of play for kids, tying it to the brand. Finally, the expert reported that the brand logo with the slogan was too “busy,” and made a suggestion to simplify the text at the end to say “toys” instead of “toys for all.”

Based on the first marketing expert’s feedback, I revised the advertisements. First, I chose a silhouette of a child flying a toy plane against the backdrop of a sunset. Because the child is only a silhouette, the viewer cannot identify him as being from one race or another, thus eliminating the factor of race from the viewer’s perception of the ad. I changed the text to, “Pick a toy that lets their dreams take flight,” to have the viewer realize that the point of this ad was to pick a toy—from the toy company sponsoring the ad—to help their child fulfill his/her dreams. The brand logo was made larger and more central in the ad, and the extra text next to the logo was not removed.

The marketing expert from Spain reviewed the revised advertisement and was favorably disposed. She did raise a question, however, about the “Pick a toy that lets their dreams take flight” statement, asking whether monolingual speakers seeing a bilingual ad would understand the statement. She suggested including pictures that could visually describe the situation and supplement any misunderstandings, and also suggested to use stand-alone words instead of phrases in the foreign language. I again revised the advertisement based on feedback; I provide further detail in the “Advertisement Development and Stimuli” section.

U.S. Ads Prefer to Highlight Spanish Culture. Apart from critiquing the advertisements, the marketing experts discussed the growing importance of “cultural pieces” in advertising,

specifically in the United States. Advertisers find it advantageous to highlight Hispanic culture, family structures, traditions, and music in their ads to reach the U.S. Hispanic population; and non-Hispanics respond well to these advertisements when featured on mainstream English channels. The U.S. marketer also talked about the increasing importance of bilingual advertising in the context of Spanish-language television. As more Hispanics are born as second and third generation U.S. citizens, more Hispanics are growing up bilingual—learning Spanish at home but using English nearly everywhere else. Advertisers use bilingual ads to acknowledge this dual use of languages. Spanish, in particular, was noted as important because: a) although Hispanics come from a range of countries and traditions, Spanish is universal, and b) U.S. Hispanics tend to retain their culture (more so than other acculturated subcultures), and identify more with the use of Spanish. Overall, in mainstream English communications, “cultural pieces” are more popular than bilingual pieces. When Spanish and English were used in ads in these channels, they were designed so a non-Spanish speaker could still understand the general message. In other words, the ads were mostly in English with a few Spanish words and phrases inserted when appropriate.

Globalization Makes English Relevant and Cosmopolitan in Spain. In Spain, bilingual Spanish-English ads are used, but more sparingly, because Spain does not have as high of a concentration of native English speakers. When English is purposefully used in ads, it is usually used with luxury products or brands to position them as cosmopolitan or sophisticated. For example, during my time conducting interviews in Spain, I noticed a billboard that featured the brand name of a perfume, an image of a woman elegantly dressed, and the word “beautiful.” The use of a common English word conveys a sense of simple elegance while being easily understood by most Spaniards.

There are also several situations in which traces of English unintentionally appear in

advertising, despite a marketer's best efforts to translate into Spanish. For multinational corporations, advertisement copy is usually drafted in English, and translated into Spanish for print media, or dubbed over in Spanish for television and radio. Literal translating is more cost effective, but often it is obvious to the native Spanish speaker that English was the original language used. From my personal observations, companies also commonly use this practice in the U.S. to reach the Hispanic population.

Long Interviews with Parents

To reflect the demographics being surveyed in the experiment, purposive sampling was used to identify 12 parents of children 6-10 who were Spanish monolingual, English monolingual, or bilingual and living in the U.S. and Spain. Depending on their country of residence and their language usage, each participant was classified into a Culture Language (CL) Group. For example, a parent who was bilingual and lived in Spain would fall into the "Spain Bilingual-speaking parent" group. Five female participants were from the northeast U.S.; seven participants (six females) were from Madrid or Granada, Spain. Of the U.S. participants, three were monolingual in English, one was fluent in both English and Spanish, and one spoke Spanish predominantly. Of the Spanish participants, four were monolingual in Spanish and three were bilingual in both Spanish and English.

Local contacts in New York, New York; Storrs, Connecticut; Madrid, Spain; and Granada, Spain provided contact information for potential interview participants. I contacted each individual and gave him/her the information sheet to review the study and the participant rights, and requested that he/she take a preliminary survey. After the first three initial interviews, snowball sampling was used to identify additional participants. All participants were given the

equivalent of a \$30 gift card for participating in the study.

The preliminary survey included questions to assess: a parent's demographics, identification with global and local brands, and the cultural values they placed in their children. The survey included three pages of a mock magazine intended for parents (See Appendices H, I). In all of the surveys, the participants were only exposed to the bilingual version of the ad (the second page in the magazine) and were asked a few questions to test their understanding of the ad.

The in-person interviews lasted between 30-60 minutes and were structured around a list of questions (see Appendices F, G). Parents were asked a series of demographic questions before being reintroduced to the three magazine pages that they had seen in the survey. Following that discussion, I posed open-ended questions surrounding their behavior as a parent when deciding to buy a toy, and the value they placed on instilling the cultural openness and linguistic diversity in their children. I conducted all interviews in either Spanish or English, depending on the participant's preference. The interviews were audio recorded if a participant gave consent, and I transcribed the recordings.

General Findings Across Culture Language (CL) Groups. When asked to look at the print ad, 10 of the 12 parents interviewed claimed that the image and the coloring were the first things that they noticed. This is consistent with Pieters and Wedel's finding that pictures, independent of their size, in print ads tend to capture the most attention, (Pieters, 2004). However, once participants were asked if they noticed that the ad was bilingual and if they liked that the ad was bilingual, responses varied depending on the language and country of residence of the

participant. The responses to the bilingual ad within each language country group are reported below.

However, all 12 of the participants also recognized that language choice in advertising reflected a society's language. In other words, marketers catered to the language chosen by their target market, recognizing it as a prominent language in that society. The participants confirmed that they thought the use of the foreign language in an ad could act as an impetus to get people thinking about foreign languages. The reasoning was based on the profound impact advertising had in their lives, and that of their children. "Publicity leaves a mark on all children. And because the parents are looking out for their children--maybe [looking out for] their education--I think that yes it [the advertisement's language] is important," said Mom A, a Spanish-speaking mother in Spain. Mom B, An English-speaking mother in the U.S. noted, "[the ad's language] would definitely bring [the language] out there to people."

U.S. English-Speaking Parents. The three monolingual English parents in the U.S. did not think that the bilingual ad would catch their attention more than an English ad when seen in a monolingual English parenting magazine. "I mean the ad definitely made me ask what this said— It may make us ask more. I mean if I was home and was flipping through a magazine, I would honestly look at this and flip right past the page." said Mom C. This was a consistent response across all three of the English-speaking mothers interviewed. However, their liking of the ad was determined by their cultural openness toward the Spanish culture. Mom B talked a lot about how she wanted to foster in her daughter a desire to learn Spanish because she saw how useful it could be in the increasingly interconnected job market. Upon asking about her perception of bilingual element in the ad, she noted, "Well it speaks to multiple different people. There are some people who speak multiple different languages. So, I think it is important." Another monolingual English

mother, Mom D, whose child was one of two non-Hispanic kids in her grade school class was used to seeing everything coming home in both Spanish and English. “It is very common in today’s society. Everything in our school comes home in both languages.” Mom D later continues to say, “I think at some point it would probably be annoying for people to see [things in both English and Spanish].” Mom C and Mom D reported that the ad made no connection between them and their children. All three English-speaking mothers in the U.S. thought it would be great if their children were bilingual, but they did not view it as a necessity. It was likely for this reason that they became confused or even laughed when asked if the ad make a connection in their mind between the child and the foreign language.

Bilingual-Speaking Parents in the U.S. Mom E, a bilingual parent living in the U.S., remarked that noticing if an ad used both Spanish and English depended largely on context. This bilingual mother used the example of watching Spanish television and being surprised to hear English. “If it was something in English, it would catch my attention. [I’d say to myself] “Whoa I thought this was Spanish,” because all they do is Spanish. It would definitely catch my eye. I do like incorporating both things, whatever it is. Whether it is a commercial, an ad, a book.”

As a bilingual parent—who negotiates between her Hispanic and American backgrounds—Mom E found bilingual ads to be an important form of recognition of the Hispanic subculture in U.S. society. “I think that Hispanic people really appreciate when you acknowledge the language and you acknowledge them,” said Mom E. “Hispanics are very intimidated in this country because they do not always know the language. And when you acknowledge, when you put something like that on something just as simple as a toy...it would make them feel really special. Acknowledgement is a huge thing, and it might help people speak up more.” Mom E could connect the ad back to her child. Her children are bilingual, so she could imagine a scenario

where her child pointed out that the ad was also bilingual. “If they speak it they would actually know how to read it, and they would actually pick up that also and say, “Look mommy, this is in English, but this says it in Spanish.”

Spanish-Speaking Parents in the U.S. Like most of the other participants, the Spanish dominant Mom F echoed that the images were the first thing she noticed. When asked about the language element, she mentioned that it was increasingly popular to see bilingual ads on Spanish television networks or hear Spanglish in passing. Therefore, she was not surprised to see a bilingual ad, and seemed indifferent to the use of both languages. She did, however, like the idea of using a bilingual ad in mainstream channels where normally only English was used, because it was a form of acknowledgment. This mother alluded to feeling detached from U.S. society because of her limited English. “Sometimes I am in the store and I cannot speak to my kids in Spanish because other people look at me and assume I am talking about them. It’s nice when you see someone talk to you in your language like it is accepted.” Mom F connected her children to the ad because they spoke and consumed all of their media in English. The language mix of the ad was consistent with her everyday interactions with them.

Spain Spanish-Speaking Parents. The four Spanish-speaking parents living in Spain noticed that the ad was bilingual and liked it, because they valued English as important, or because they were accustomed to seeing ads and product packaging in both English and Spanish. One Spanish-speaking father from Spain, Dad A, noted, “Yes I like that [the ad] is bilingual, of course it is important, knowing English is important.” Like many Spaniards, he was used to seeing English. “Here in Granada it is normal to see things in English—they give classes in English. I see [the bilingual ad] as normal.” Although Dad A was not bilingual, he found it extremely important that his children learned English, and was accustomed to seeing English and

Spanish used together. Because most Spaniards have some knowledge of English, simple inclusions of English text can be understood. “You can understand [the ad] well. It is not anything complicated to understand even if you have a bad level of English,” said another mother.

In Spain, the parents who made an actual connection between the languages used in the ad and their children were those who were trying harder to make their kids bilingual. Though all parents interviewed in Spain expressed interest in helping their children learn English, these parents enrolled their children in bilingual schools and hired American nannies. “When you are playing with your son and you have this advertisement that is using both English and Spanish you think that it will have something to do with the languages,” said Mom F, a Spanish-speaking mother in Spain who hired American nannies. “It does not have to be, but it could be that it is a toy that also combines two languages.”

Spain Bilingual-Speaking Parents. Of the three bilingual parents in Spain, two did not notice the fact that the ad was bilingual, not only due to their bilingual fluency, but also due to the context of the situation. Mom G explains, “If I saw it in a Spanish magazine, the use of both languages could catch my attention, yes. But to see it now this way, knowing that it is coming from you [an American student researcher], [the bilingual component] does not catch my attention as much. But if I saw it in a Spanish magazine using both languages, it would surprise me.”

The bilingual Spanish parents who were taking steps to make their children bilingual were more likely to connect the bilingual ad back to their child. Mom H, a bilingual mother in Spain, made a symbolic connection when seeing the word “future” written in English. To her, English was synonymous with a bright future—something she hoped her children would learn to be

successful. She perceived this to be the message of the ad: that playing together and taking an active role in your child's upbringing could help your child learn English, and lead to a brighter future.

Secondary Data Collection: Survey with Embedded Experiment

A total of 275 participants (parents of children ages 6-10) were recruited by Qualtrics to participate in an online study. We originally expected to recruit 300 participants, with 50 individuals per country-language (CL) cell: 2 (country: U.S. vs. Spain) x 3 (Language: Monolingual Spanish, Monolingual English, Bilingual). However, due to inconsistencies in data collection for Monolingual English speakers in Spain, this cell was not used in analysis and caused other cells to increase their participant numbers above 50.

Upon entering the survey, a participant was asked (in both Spanish and English) whether or not they were the parent of a child 6-10. If they answered no, they were exited out of the survey. Those who continued selected their native language (English or Spanish) to direct them to view the remainder of the survey in their native language. Participants then reviewed an IRB approved information sheet that detailed the study and their rights as a participant. Those willing to take part clicked forward to continue with the survey.

The survey and advertisements used in this data collection were developed from the interviews with the marketing experts and parents. The survey used a series of multiple choice, sliding scale, open-ended, and 5-point Likert Scale questions to understand the sample's demographics and opinions, and to answer this study's research questions. One-way ANOVA's were used to compare means and Duncan post-hoc tests were used to understand how the means

differed (if at all).

Two questions were used to assign participants to a CL group at the beginning of the survey. The first was, “What country do you live in?” with options of: “United States” or “Spain.” The second, “Which best describes you?” had options of: “Spanish dominant,” “English dominant,” “bilingual in both,” “English dominant, but I also speak a bit of Spanish,” or “Spanish dominant, but I also speak a bit of English.” Those who answered “English/Spanish dominant but...” were classified as English or Spanish dominant and not bilingual. The survey logic matched a participant’s country of origin and language profile to place the participant in one of six CL groups. The quota for each cell was set at 50, and once a cell quota was met, additional participants from that quota were screened out. However, when the Spain English-speaking parent quota was removed, the 50 limit on the other five cells was removed; hence the cell sizes greater than 50.

Within each CL group, participants were randomly assigned to one of three conditions: a monolingual English advertisement, a monolingual Spanish advertisement, or a bilingual ad that code-switched from the majority to minority language. A soft run was done to collect the first 10% of the data and ensure that the survey was running smoothly. From this initial data, Qualtrics determined a normal curve of how long the survey took to complete and immediately removed any outliers that took too little or too long to complete the survey (this was also accounted for in the remaining 90% of the data collected).

Although mothers tend to be the primary purchasers of toys across all toy categories (Goulet et al., 2008), we did not limit those recruited to be mothers. This choice stems from the goal of this study to see how bilingual advertising can be used as a tool for social change. It is

Table 1:
Number of Participants and Breakdown of Gender

| | Number of Participants | Male/Female % |
|----------------------------|------------------------|----------------|
| U.S. English Monolinguals | 51 | 45%/55% |
| U.S. Bilinguals | 57 | 47%/53% |
| U.S. Spanish Monolinguals | 53 | 13%/87% |
| Spain Spanish Monolinguals | 56 | 50%/50% |
| Spain Bilinguals | 58 | 57%/43% |
| Total | 275 | 43%/57% |

valuable and interesting to see the reaction of parents of both genders to bilingual advertising and the effects, if any, it has on them. End results show that 43% of total respondents were male, while 57% were female (see Table 1). A multivariate analysis of all CL groups and the

dependent variables used to test the hypotheses showed that gender was not a significant covariate in the analysis ($F(10/249)=.41$, $p=0.94$). Across all language culture cells, the median number of children that participants had was 2. When asked the age of their oldest and youngest child on sliding scales, the average age of the youngest child was 5.5 years and the average age of the oldest child was 11 years. Across all language culture cells, a large percentage of parents reported that their children were bilingual: 51% of parents reported that at least one of their children was bilingual, with 31% claiming that their child(ren) was working toward fluency, and 18% whose child(ren) spoke only their native language. As Table 2 shows, there are differences in the extent

to which

children are

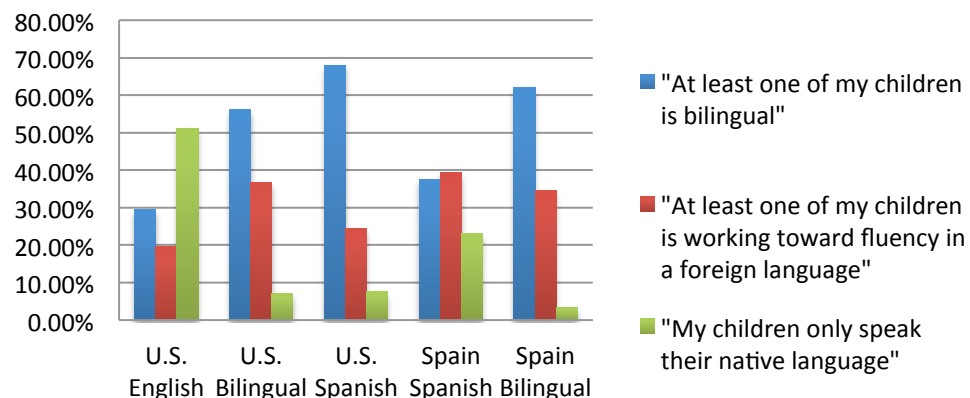
bilingual

depending on

their parent's

language and

Table 2: % of Children Bilingual by Language Culture Parents



country of residence. Specifically, the greatest percentages of bilingual children had parents (in the U.S. and Spain) who were bilingual, or who had U.S. Spanish-speaking parents. It is interesting to note that Spanish-speaking parents living in Spain report their children being bilingual (36%) or working toward bilingualism (39%) almost equally, and more so than “my children only speak their native language” (23%). On the contrary, for the U.S. English-speaking parent, 51% say that their child only speaks their native language, 20% report having a child working toward bilingualism, and 29% report full bilingualism in a child. This highlights the importance of foreign languages (in this case, English) for parents in Spain, but respectively shows the U.S.’s lacking interest in teaching future generations foreign languages.

Advertisement Development and Stimuli. Adjustments to the advertisement were made based on comments and suggestions made by the marketing experts and parents who participated in the interviews. The text of the ad reads, “Children should...create...dream... discover. They should...Play.” In the ad, the three different verbs associated with play are each paired with a picture of children playing with toys (see Appendices J, K). This was done with intention, as these were the words that would be translated in the bilingual ad to the minority language. The marketers suggested that for a bilingual ad to be successful, it would have to also be understood by speakers who were unfamiliar with the minority language. Using pictures to help describe the words was a way to bridge this gap, and even inadvertently teach people the meaning of the foreign word. In addition, using words instead of full phrases made for ease in understanding. The pictures chosen to represent these words aimed to show the viewer children of multiple genders and ethnicities to keep the image neutral and eliminate any stereotypes. Finally, the advertisement as a whole focused on the theme of parents choosing a TYB (fake brand name) toy to better the future of their child through play. The ad gets parents thinking not only about the toy, but also

about what kind of future they want for their children. If parents notice a minority language used in an ad while they are in this state of mind, they may be more likely to associate this foreign language with their child(ren).

Measurement. This survey included measures of 1) Overall attitude toward the ad/company/products, 2) Cultural openness of parents before viewing the ad, 3) Cultural openness values held by the parent for their child after viewing the ad, 4) Parents' opinion of foreign language education, 5) Parents' preference for global brands, and 6) Parents' preferred characteristics of educational toys.

The overall attitude toward the ad/company/product is the ad's ability to capture positive consumer attention while conveying the brand's international presence. Overall attitude was measured by four 5-point Likert Scale questions (1 = "Strongly Disagree," 5 = "Strongly Agree"). The questions measured participants' level of agreement related to liking the ad, whether they would notice the ad in a magazine, whether they believed the company sold its products in many countries, and if they were interested in learning more about the company's products. A second measure of attention to the ad was the time spent (in seconds) looking on the ad.

| Table 3: Likert Scale Questions to Measure Cultural Openness of Parent |
|--|
| I like the idea of being able to speak foreign languages (1) |
| It is important to learn to speak Spanish/English (2) |
| If we know more languages we can better manage international relations. (3) |
| I like the idea of living in a place with diversity of people and cultures (4) |
| I enjoy traveling to places and discovering more about other cultures (5) |
| We need to work harder to fix relationships between people of different cultures (6) |

Cultural openness of parents before viewing the ad, cultural openness values held by the parent for their child after viewing the ad, and parents' opinion of foreign language education, were all measured separately but analyzed in conjunction to assess the social influences

of the advertisement language. First, “Cultural Openness of the Parent” was measured by six 5-point Likert type (1 = “Strongly Disagree,” 5 = “Strongly Agree”) questions that were presented before viewing the ad (Table 3). The Cronbach’s alpha of 0.94 demonstrates strong internal consistency among the items in the scale. Thus, these six items were averaged for the participant’s “Cultural Openness of Parent” score.

After viewing the ad, parents’ values of “Cultural Openness for the Child” (Table 4) were measured using similar items that were used to assess Cultural Openness of Parent, but with 1

| Table 4: Likert Scale Questions to Measure Cultural Openness for Child |
|---|
| My child understands other cultures. (1) |
| My child has friends of different ethnicities/races. (2) |
| My child learns to respect people of other cultures (3) |
| My child learns a second language. (4) |
| My child can speak another language fluently. (5) |
| My child speaks Spanish/English. (6) |

being “Not at all important” and 5 being “Extremely Important.” A Cronbach’s alpha of .92 demonstrates strong internal consistency among the items in the scale. Thus, a mean of the items served as the participant’s “Cultural Openness for Child” score.

To understand how “Cultural Openness of the Parent” and “Cultural Openness of the Child” were correlated, a paired samples t-test on the means of the two scales was run. The t-test indicated that “Cultural Openness of Parent” and “Cultural Openness for Child” are significantly positively correlated ($r = .58$). I subtracted “Cultural Openness of Parent” from “Cultural Openness for Child” to see if the exposure to the ad language had any effect on changing the parent’s cultural values for their child(ren). This was used to analyze if ad language exposure impacted a parent’s increased desire to raise a culturally open child. In addition, a 5-point Likert scale question asked parents to agree with “the ad created a connection in my mind between my child and a foreign language” (where

1= “Strongly Disagree” and 5= “Strongly Agree”). This item served as another way to understand if exposure to the ad language impacted a parent’s values for his/her child.

After being exposed to one of the advertisement conditions, parents were then prompted to read an article that equally weighed both sides of a debate on cutting foreign language education to save other educational programs. Following the article, parents’ preference for teaching foreign languages was measured by a question that asked parents to indicate if they preferred to reduce (coded as 1), maintain (coded as 2), or increase (coded as 3) the hours that foreign languages were taught in school.

Though not directly related to the hypotheses, for purposes of comparing aspects of culture across CL groups, I measured both Global Brand Preference and educational toy

| Table 5: Likert Scale Questions to Measure Global Brand Preference of Parent | |
|--|-----|
| I prefer global brands to local brands. | (1) |
| Global brands support economies across the world. | (2) |
| I use global brands in my day-to-day life. | (3) |
| A global brand name tells me that a product is quality. | (4) |
| Global brands communicate the type of person I am. | (5) |

preferences of parents. A parent’s preference for global brands was measured using five 5-point Likert scale questions designed to test a person’s preference for global brands (Table 5). A reliability

analysis showed a Cronbach’s alpha of .87, demonstrating strong internal consistency among the scale items. The mean total of all of these scores was used to determine a participant’s global brand preference on a scale of 1 “Strongly Rejects Global Brands” to 5 “Strongly Accepts Global Brands.”

Similarly, educational toy preferences were analyzed across CL groups. Participants were asked to rate the importance of various toy characteristics on a scale of 1 to 5, with 1 being “Not important at all” to 5 being “Very important.” Two of the statements were “The toy teaches my

child math” and “The toy teaches my child another language.”

Results

The country-language group’s sample sizes ranged from 51 (U.S. English-speaking parents) to 58 (Spain Bilingual-speaking parents), and each group was nearly evenly split amongst the three advertisement conditions (between 17-20 participants per ad condition within a CL group). Before delving into the results within each CL group, I first provide an analysis across country-language groups.

Analysis Across Country-Language (CL) Groups. As an initial analysis, I examine how people of different country-language groups responded to measures of: cultural openness of the parent, the educational qualities sought in toys, and global brand preference of the parent (see Table 6). The questions corresponding to these measures were asked before exposure to an ad condition. One-way ANOVA’s were used to test for significant differences between means of the different ad conditions and Duncan post-hoc tests were used to determine how they differed.

As we can see in Table 6, “Cultural Openness of Parent” was statistically significant across country-language groups ($F(4/270)=5.31, p=.00$). U.S. English-speaking parents ($M=3.88$) were the least culturally open compared to the other country-language groups: $M=4.13$ for U.S. Bilingual-speaking, $M=4.29$ for Spain Spanish-speaking, $M=4.43$ for U.S. Spanish-speaking and $M=4.56$ for Spain Bilingual-speaking. There seems to be a pattern in how one’s language usage influences cultural openness within a country. Participants who speak only the majority language are less culturally open than the bilinguals in your society. In the U.S., where there are also people who speak only the minority language (U.S. Spanish-speaking), those who are likely to be the most culturally open, possibly because they have a stronger need to feel accepted into American culture. The cultural openness scores of parents from each of the two countries are also consistent

with what we heard from parents in interviews: cultural openness is more important for parents in Spain than for parents in America. The mean score of U.S. parents who are dominant in the majority language ($M=3.88$) is significantly lower than that of parents who speak the majority language in Spain ($M=4.29$). Similarly, bilingual parents in the U.S. have a cultural openness mean score of 4.13, while Spanish bilinguals scored a significantly higher score at 4.56.

Table 6
Pre-Ad Analysis Across Country Language Groups

| Dependent Variable Measured | U.S. English-Speaking (N=51) | U.S. Bilingual-speaking (N=57) | U.S. Spanish-speaking (N=53) | Spain Spanish-speaking (N=56) | Spain Bilingual Speaking (N=58) | Overall Mean (n=275) | Std. Deviation | df | F-Test | P-value |
|-------------------------------------|------------------------------|--------------------------------|------------------------------|-------------------------------|---------------------------------|----------------------|----------------|-----|--------|---------|
| Cultural Openness of Parent | 3.88 ¹ | 4.13 ^{1,2} | 4.43 ^{2,3} | 4.29 ^{2,3} | 4.56 ³ | 4.26 | 0.87 | 274 | 5.31 | 0.00 |
| Global Brand Preference | 3.35 ² | 3.67 ³ | 3.05 ¹ | 3.52 ^{2,3} | 3.67 ³ | 3.46 | 0.80 | 274 | 6.35 | 0.00 |
| Teaches my Child Math | 3.90 | 3.98 | 4.28 | 4.14 | 4.14 | 4.09 | 1.01 | 274 | 1.16 | 0.33 |
| Teaches my Child a Foreign Language | 3.63 ¹ | 4.05 ² | 4.21 ² | 4.13 ² | 4.31 ² | 4.07 | 1.05 | 274 | 3.40 | 0.01 |

Superscripts indicate that there was a significant difference among the means. An LC cell marked with a 1 is significantly different than those marked with 2, 3... Please note that some LC's can be marked with multiple numbers, because they fall into multiple groups.

Global Brand Preference is statistically different across the LC groups ($F(4/270)=6.35$, $p=.00$). U.S. Spanish-speaking parents have the lowest preference rating for global brands ($M=3.05$), indicating that they are neutral to global brands. Following them in order of global brand preference are US English-speaking parents ($M=3.35$), Spain Spanish-speaking parents ($M=3.52$), and bilinguals in the U.S. and Spain (both $M=3.67$). With respect to brands, those who are bilingual tend to prefer global brands, perhaps because they identify with the products of two different countries.

Educational toy qualities are important to parents. Having a toy that taught math was widely regarded as important for all CL groups ($F(4/270)=1.16$, $p=.33$). However, when it came to language, there were significant differences ($F(4/270)=3.40$, $p=.01$). U.S. English-speaking parents ($M=4.67$) cared less about a toy teaching their child a foreign language than all other CL groups ($M=4.05$ for U.S. Bilingual-speaking parents, $M=4.13$ for Spain Spanish-speaking,

M=4.21 for U.S. Spanish-speaking, and M=4.31 for Spain Bilingual-speaking). Consistent with some of our other findings, U.S. English seem to be less interested in foreign language education compared to the other CLs.

I then examined questions that were asked after exposure to an ad condition and the article (see Table 7). These questions served as items to measure: Overall attitude toward the ad/company/products, cultural openness values held by the parent for their child after viewing the ad, and parents' opinion of foreign language education.

| Table 7 | | | | | | | | | | |
|---|------------------------------|--------------------------------|------------------------------|-------------------------------|---------------------------------|----------------------|----------------|-----|--------|---------|
| Post-Ad Analysis Across Country Language Groups | | | | | | | | | | |
| Dependent Variable Measured | U.S. English-Speaking (N=51) | U.S. Bilingual-speaking (N=57) | U.S. Spanish-speaking (N=53) | Spain Spanish-speaking (N=56) | Spain Bilingual Speaking (N=58) | Overall Mean (n=275) | Std. Deviation | df | F-Test | P-value |
| Overall Attitude Toward Ad/Company/Products | | | | | | | | | | |
| I Liked the Ad | 3.92 | 4.16 | 3.96 | 4.02 | 4.05 | 4.03 | 0.89 | 274 | 0.56 | 0.69 |
| If I saw the ad in a magazine, I would take the time to look at it | 3.86 | 4.14 | 4.09 | 3.89 | 4.10 | 4.02 | 0.87 | 274 | 1.23 | 0.30 |
| Time Spent on Ad (seconds) | 8.98 | 7.89 | 9.65 | 7.93 | 13.03 | 9.53 | 18.41 | 273 | 0.75 | 0.56 |
| I am interested in learning more about this company and its products | 3.63 ¹ | 4.02 ² | 3.96 ² | 3.96 ² | 4.16 ² | 3.95 | 0.83 | 274 | 3.00 | 0.02 |
| The company that created the advertisement seems like it offers products in multiple different countries | 3.71 ¹ | 3.89 ^{1,2} | 3.60 ¹ | 3.96 ^{1,2} | 4.14 ² | 3.87 | 0.90 | 274 | 3.10 | 0.02 |
| Ad Exposure Encourages Parents to Instill Cultural Openness in Child | | | | | | | | | | |
| Cultural Openness for Child | 4.03 ¹ | 4.30 ² | 4.76 ³ | 4.39 ² | 4.57 ^{2,3} | 4.41 | 0.75 | 274 | 7.90 | 0.00 |
| "Cultural Openness for Child"- "Cultural Openness of Parent" | 0.15 | 0.17 | 0.33 | 0.09 | 0.01 | 0.15 | 0.75 | 274 | 1.38 | 0.24 |
| The ad created a connection in my mind between my child(ren) and foreign languages | 3.75 | 3.98 | 4.09 | 3.84 | 4.05 | 3.95 | 0.87 | 274 | 1.52 | 0.20 |
| Opinion of Foreign Language Education | | | | | | | | | | |
| Which of the following statements represents your opinion after reading the article? (1=reduce hours taught, 2=maintain hours taught, 3=increase hours taught) | 2.18 ¹ | 2.42 ² | 2.40 ² | 2.54 ^{2,3} | 2.67 ³ | 2.45 | 0.57 | 274 | 6.01 | 0.00 |
| Superscripts indicate that there was a significant difference among the means. An LC cell marked with a 1 is significantly different than those marked with 2, 3... Please note that some LC's can be marked with multiple numbers, because they fall into multiple groups. | | | | | | | | | | |

Looking first at the overall attitude toward the ad/company/products, Table 7 shows that parents from all CL groups overall agreed that they liked the ad (M=4.03, F(4/270)=.56, p=.69).

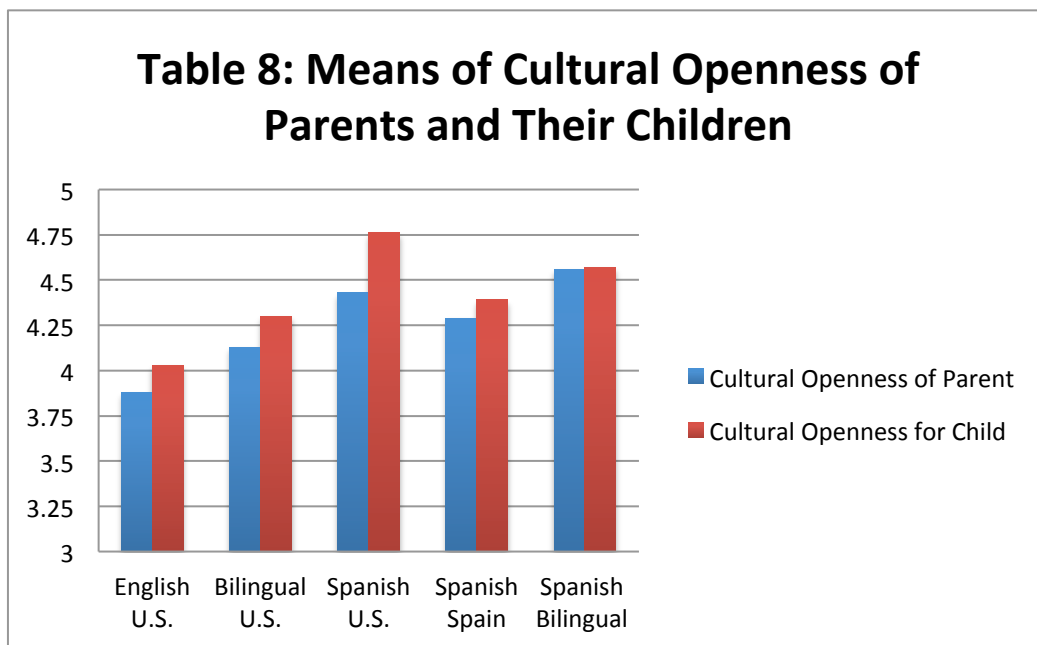
They agreed that they would take the time to look at the ad in a magazine ($M=4.02$, $F(4/270)=1.23$, $p=.30$). The same was true for the time spent in seconds looking at the ad ($F(4/269)=.75$, $p=.56$), with the overall mean indicating that parents spent 9.53 seconds looking at the ad.

In terms of interest in the ad/company/products, U.S. English-speaking parents ($M = 3.63$) were significantly less interested in learning more about the company and its products after seeing the ad than parents in the other four country-language groups: ($M = 3.96$ for U.S. Spanish-speaking parents and Spain Spanish-speaking parents; $M = 4.02$ for U.S. Bilingual-speaking parents; $M = 4.16$ for Spain Bilingual-speaking parents). These general findings are consistent with the interviews with parents; U.S. English-speaking parents were less receptive to the use of a minority language, while other groups had generally positive perceptions.

Country-language groups had varied opinions on whether or not the company in the ad sold its products in multiple different countries ($F(4/270)=3.10$, $p=.02$). U.S. Spanish-speaking parents were the least likely to agree with this statement ($M=3.60$), which is consistent with their lower scores for global brand preferences. Following them in order of agreeing that the company operated internationally were U.S. English-speaking parents ($M=3.71$), U.S. Bilingual-speaking ($M=3.89$), Spain Spanish-speaking ($M=3.96$), and Spain Bilingual-speaking ($M=4.14$).

Table 7 then shows the measures of cultural openness values held by the parent for their child after viewing the ad. The scores for “Cultural Openness for Child,” showed that U.S. English-speaking parents had lower scores of cultural openness for their children ($M=4.03$) as compared to the other CL groups ($M=4.30$ for U.S. Bilingual-speakers, $M=4.39$ for Spain Spanish-speakers, $M=4.57$ for Spain Bilingual-speaking parents, and 4.76 for U.S. Spanish-

speaking parents). When subtracting “Cultural Openness of Parent” from “Cultural Openness for Child” we found no significant differences across CL groups ($F(4/270)=1.38, p=.24$). In general, most parents rate their own personal cultural openness and the cultural openness that they hope to instill in their children at similar levels, with an overall mean difference of 0.15, indicating a negligible impact of the ad’s language (Table 8). Interestingly enough, across CL groups most agreed ($M=3.95$) that the ad created a connection in their mind between their child and foreign languages ($F(4/270)=1.52, p=.20$).



When it came to the opinion of foreign language education, the overall mean ($M=2.45$) indicated that parents were in between being in favor of maintaining (2.00) or decreasing (3.00) the hours that foreign language classes were taught. However, there were significant differences in preference among the CL groups ($F(4/270)=6.01, p=.00$). U.S. English-Speaking ($M=2.18$) were the most likely to prefer maintaining the number of hours foreign languages were taught compared to other CL groups. U.S. Bilingual-speaking parents ($M=2.42$), U.S. Spanish-speaking

parents ($M=2.41$), and Spain Spanish-speaking parents ($M=2.56$) all had means that fell in between maintaining and increasing the number of hours. The CL with the most preference in increasing the number of hours of foreign language courses were Spain Bilingual-speaking parents ($M=2.67$). This preference for increasing foreign language classes in Spain is consistent with the information gathered in interviews with parents. Spain, as a country, is very cognizant of the importance of learning another language, specifically English.

U.S. English-Speaking Parents. H1 proposed that the bilingual ad would be more engaging and be perceived as more international than the monolingual English or Spanish ads. Table 9 shows the means of overall attitude toward the ad, and the one-way ANOVA results indicate no statistically significant differences among the responses for the different ads. Thus, we must reject H1; U.S. English-speaking parents are not more engaged by a bilingual (vs. the monolingual English or Spanish) ad, nor do they perceive the bilingual ad (vs. the monolingual ads) as more international.

| Table 9 | | | | | | | | |
|---|--|--|--|--------------------------|----------------|------|--------|---------|
| Reactions of U.S. English-speaking Parents to Advertisement Language Conditions: Engagement and Perception as International | | | | | | | | |
| Dependent Variable Measured | Mean of Group Exposed to English Ad (N=20) | Mean of Group Exposed to Spanish Ad (N=16) | Mean of Group Exposed to Bilingual Ad (N=15) | Mean of Entire LC (n=51) | Std. Deviation | df | F-test | P-value |
| <i>Overall Attitude Toward Ad/Company/Products</i> | | | | | | | | |
| I am interested in learning more about this company and its products | 3.75 | 3.69 | 3.40 | 3.63 | 0.98 | 2.00 | 0.58 | 0.56 |
| I Liked the Ad | 4.05 | 3.94 | 3.73 | 3.92 | 0.87 | 2.00 | 0.56 | 0.57 |
| If I saw the ad in a magazine, I would take the time to look at it | 3.65 | 3.94 | 4.07 | 3.86 | 0.89 | 2.00 | 1.01 | 0.37 |
| Time Spent on Ad (seconds) | 7.96 | 13.07 | 5.99 | 8.98 | 10.36 | 2.00 | 2.05 | 0.14 |
| The company that created the advertisement seems like it offers their products in multiple countries | 3.85 | 3.94 | 3.27 | 3.71 | 1.01 | 2.00 | 2.16 | 0.13 |

H2 proposed that a bilingual ad (vs. monolingual English and Spanish ads) would result in greater support of bilingual education and support for increasing cultural awareness in their children. Table 10 reports on the one-way ANOVA results; we find no differences between the three ad language conditions on any one of the dependent variables. Therefore, we must reject

H2; the bilingual (relative to the monolingual English or Spanish) ad does not differentially affect U.S. English-speaking parents desire to support bilingual education or to raise more culturally open children.

| Table 10 | | | | | | | | |
|--|--|--|--|--------------------------|----------------|------|--------|---------|
| Ad's Impact on Encouraging U.S. English-speaking Parents to Instill Cultural Openness in Child | | | | | | | | |
| Dependent Variable Measured | Mean of Group Exposed to English Ad (N=20) | Mean of Group Exposed to Spanish Ad (N=16) | Mean of Group Exposed to Bilingual Ad (N=15) | Mean of Entire LC (n=51) | Std. Deviation | df | F-test | P-value |
| <i>Ad Exposure Encourages Parent to Instill Cultural Openness in Child</i> | | | | | | | | |
| "Cultural Openness for Child"- "Cultural Openness of Parent" | 0.24 | -0.05 | 0.26 | 0.15 | 0.65 | 2.00 | 1.19 | 0.31 |
| The ad created a connection in my mind between my child(ren) and foreign languages | 3.80 | 3.81 | 3.60 | 3.75 | 0.91 | 2.00 | 0.26 | 0.77 |
| <i>Opinion of Foreign Language Education</i> | | | | | | | | |
| Which of the following statements represents your opinion after reading the article? (1=reduce hours taught, 2=maintain hours taught, 3=increase hours taught) | 2.20 | 2.13 | 2.20 | 2.18 | 0.59 | 2.00 | 0.09 | 0.92 |

U.S. Bilingual-Speaking Parents. H1 proposed that the bilingual ad would be more engaging and be perceived as more international than the monolingual English or Spanish ads. Looking at the dependent variables used to test overall attitude toward the ad/company/products, we see no significant difference between the conditions except for in the time spent on the ad (see Table 11). In this case, U.S. Bilingual-speaking parents spend a significantly longer amount of time (M=11.62 seconds) looking at the bilingual ad than they do for the English (M=6.30) or Spanish ads (M=5.96). This may be because bilingual-speakers connect more with bilingual ads and it draws in their attention. However, since time spent on the ad is the only item supporting H1, we cannot confirm that a bilingual ad truly engages U.S. Bilingual-speaking parents more. Therefore, we must reject H1; U.S. Bilingual-speaking parents are not more engaged by a bilingual (vs. the monolingual English or Spanish) ad, nor do they perceive the bilingual ad (vs. the monolingual ads) as more international.

| Table 11 | | | | | | | | |
|---|--|--|--|--------------------------|----------------|------|--------|---------|
| Reactions of U.S. Bilingual-speaking Parents to Advertisement Conditions and Article | | | | | | | | |
| Dependent Variable Measured | Mean of Group Exposed to English Ad (N=20) | Mean of Group Exposed to Spanish Ad (N=18) | Mean of Group Exposed to Bilingual Ad (N=19) | Mean of Entire LC (n=57) | Std. Deviation | df | F-test | P-value |
| <i>Overall Attitude Toward Ad/Company/Products</i> | | | | | | | | |
| I am interested in learning more about this company and its products | 4.00 | 3.94 | 4.11 | 4.02 | 0.88 | 2.00 | 0.16 | 0.86 |
| I Liked the Ad | 4.25 | 4.06 | 4.16 | 4.16 | 1.00 | 2.00 | 0.18 | 0.84 |
| If I saw the ad in a magazine, I would take the time to look at it | 4.25 | 4.06 | 4.11 | 4.14 | 0.86 | 2.00 | 0.26 | 0.77 |
| Time Spent on Ad (seconds) | 6.30 ¹ | 5.96 ¹ | 11.62 ² | 7.90 | 7.94 | 2.00 | 3.15 | 0.05 |
| The company that created the advertisement seems like it offers their products in multiple countries | 4.05 | 4.00 | 3.63 | 3.89 | 0.87 | 2.00 | 1.37 | 0.26 |
| Superscripts indicate that there was a significant difference among the means. An LC cell marked with a 1 is significantly different than those marked with 2, 3... Please note that some LC's can be marked with multiple numbers, because they fall into multiple groups. | | | | | | | | |

Table 12 shows the three dependent variables used to assess H2 (bilingual ads are more effective (vs. monolingual ads) at encouraging a parent to raise a more culturally open child and support foreign language education). There are no indications of significant differences in any of the dependent variables. Therefore, we must reject H2 and say that for U.S. Bilingual-speaking parents, a bilingual ad is no more effective than a monolingual ad in encouraging a parent to raise the values of cultural openness that they hold for their child, nor will it increase their support for foreign education.

| Table 12 | | | | | | | | |
|--|--|--|--|--------------------------|----------------|------|--------|---------|
| Ad's Impact on Encouraging U.S. Bilingual-speaking Parents to Instill Cultural Openness in Child | | | | | | | | |
| Dependent Variable Measured | Mean of Group Exposed to English Ad (N=20) | Mean of Group Exposed to Spanish Ad (N=18) | Mean of Group Exposed to Bilingual Ad (N=19) | Mean of Entire LC (n=57) | Std. Deviation | df | F-Test | P-value |
| <i>Ad Exposure Encourages Parents to Instill Cultural Openness in Child</i> | | | | | | | | |
| "Cultural Openness for Child"- "Cultural Openness of Parent" | 0.55 | 0.05 | -0.11 | 0.17 | 1.10 | 2.00 | 2.06 | 0.14 |
| The ad created a connection in my mind between my child(ren) and foreign languages | 4.05 | 3.89 | 4.00 | 3.98 | 0.91 | 2.00 | 0.15 | 0.86 |
| <i>Opinion of Foreign Language Education</i> | | | | | | | | |
| Which of the following statements represents your opinion after reading the article? (1=reduce hours taught, 2=maintain hours taught, 3=increase hours taught) | 2.40 | 2.28 | 2.58 | 2.42 | 0.57 | 2.00 | 1.35 | 0.27 |

U.S. Spanish-Speaking Parents. H1 stated that, compared to monolingual ads, bilingual ads would be better at engaging a parent with the ad and giving them the perception that the ad was international. Table 13 shows the means of the dependent variables used to test H1 on U.S. Spanish-speaking parents. The results from a one-way ANOVA indicate that there are not major differences between the three different ad conditions on measures of overall attitude toward the ad/company/products. Therefore, we must reject H1; U.S. Spanish-speaking parents are not more engaged by a bilingual (vs. the monolingual English or Spanish) ad, nor do they perceive the bilingual ad (vs. the monolingual ads) as more international.

| Table 13 | | | | | | | | |
|--|--|--|--|--------------------------|----------------|------|--------|---------|
| Reactions of U.S. Spanish-speaking Parents to Advertisement Conditions and Article | | | | | | | | |
| Dependent Variable Measured | Mean of Group Exposed to English Ad (N=17) | Mean of Group Exposed to Spanish Ad (N=18) | Mean of Group Exposed to Bilingual Ad (N=18) | Mean of Entire LC (n=53) | Std. Deviation | df | F-Test | P-value |
| <i>Overall Attitude Toward Ad/Company/Products</i> | | | | | | | | |
| I am interested in learning more about this company and its products | 3.76 | 3.89 | 4.22 | 3.96 | 0.76 | 2.00 | 1.77 | 0.18 |
| I Liked the Ad | 3.71 | 4.22 | 3.94 | 3.96 | 0.85 | 2.00 | 1.64 | 0.20 |
| If I saw the ad in a magazine, I would take the time to look at it | 3.76 | 4.33 | 4.17 | 4.09 | 0.81 | 2.00 | 2.35 | 0.11 |
| Time Spent on Ad (seconds) | 12.03 | 6.27 | 10.78 | 9.65 | 13.44 | 2.00 | 0.90 | 0.41 |
| The company that created the advertisement seems like it offers their products in multiple countries | 3.59 | 3.67 | 3.56 | 3.60 | 0.97 | 2.00 | 0.06 | 0.94 |

Table 14 shows the means of the dependent variables measured for H2 (exposure to a bilingual ad makes a parent more likely to support foreign language education and cultural openness for their child). Results from the one-way ANOVA show that differences between the three ad conditions are negligible in all cases but one: respondents who saw the Spanish ad were more likely to agree that the ad created a connection in their mind between their child and foreign languages (M=4.44) than those exposed to an English ad (M=3.65), while those who saw the bilingual ad bridged the gap between the two (M=4.17). As exposure to bilingual ads did not

cause increased support of foreign language education or of raising a culturally open child, we must reject H2 for U.S. Spanish-speaking parents.

| Table 14 | | | | | | | | |
|---|--|--|--|--------------------------|----------------|------|--------|---------|
| Ad's Impact on Encouraging U.S. Spanish-speaking Parents to Instill Cultural Openness in Child | | | | | | | | |
| Dependent Variable Measured | Mean of Group Exposed to English Ad (N=17) | Mean of Group Exposed to Spanish Ad (N=18) | Mean of Group Exposed to Bilingual Ad (N=18) | Mean of Entire LC (n=53) | Std. Deviation | df | F-Test | P-value |
| <i>Ad Exposure Encourages Parents to Instill Cultural Openness in Child</i> | | | | | | | | |
| "Cultural Openness for Child"- "Cultural Openness of Parent" | 0.32 | 0.33 | 0.34 | 0.33 | 0.85 | 2.00 | 0.00 | 1.00 |
| The ad created a connection in my mind between my child(ren) and foreign languages | 3.65 ¹ | 4.44 ² | 4.17 ^{1,2} | 4.09 | 0.90 | 2.00 | 3.87 | 0.03 |
| <i>Opinion of Foreign Language Education</i> | | | | | | | | |
| Which of the following statements represents your opinion after reading the article? (1=reduce hours taught, 2=maintain hours taught, 3=increase hours taught) | 2.35 | 2.56 | 2.28 | 2.40 | 0.57 | 2.00 | 1.16 | 0.32 |
| Superscripts indicate that there was a significant difference among the means. An LC cell marked with a 1 is significantly different than those marked with 2, 3... Please note that some LC's can be marked with multiple numbers, because they fall into multiple groups. | | | | | | | | |

Spain Spanish-Speaking Parents. H1 stated that bilingual (vs. monolingual Spanish and English) ads would engage parents more and make the brand in the ad seem more international. Table 15 reports on the one-way ANOVA results that measured the overall attitude toward the ad/company/products across the three ad language conditions. Looking across the dependent variables, results show that Spain Spanish-speaking parents exposed to the monolingual English ad found it less engaging and international than they did the bilingual or monolingual Spanish versions. Parents exposed to the English ad (M=3.67) were, on average, significantly less likely to say that they were interested in learning about the company and its products than those seeing the

Spanish ad ($M=4.26$); while interest in the company generated by the bilingual version ($M=3.95$) was not significantly different from the English or Spanish versions. Similarly, when Spain Spanish-speaking parents were asked if they would take the time to look at the ad in a magazine, on average those exposed to the English version ($M=3.39$) were less likely to agree than those who saw the Spanish version ($M=4.34$). Again, those parents who saw the bilingual version ($M=3.89$) fell in between these two groups. When it came to measure the ad's international sentiment, Spain Spanish-speaking parents exposed to the English ad ($M=3.50$) were less likely to agree that the ad was sold in several countries than compared to those who saw both the Spanish ($M=4.21$) and the bilingual ($M=4.16$) versions. Liking the ad was not different among any of the three ad language conditions, nor was the time spent looking at the ad. Looking at these results as a whole, it appears that Spain Spanish-speaking parents had the highest overall positive attitude toward the Spanish ad, and perceived this version as the most international, followed by the bilingual and English versions. Thus we must reject H1 for Spain Spanish-speaking parents.

| Dependent Variable Measured | Mean of Group Exposed to English Ad (N=18) | Mean of Group Exposed to Spanish Ad (N=19) | Mean of Group Exposed to Bilingual Ad (N=19) | Mean of Entire LC (n=56) | Std. Deviation | df | F-Test | P-value |
|--|--|--|--|--------------------------|----------------|------|--------|---------|
| <i>Overall Attitude Toward Ad/Company/Products</i> | | | | | | | | |
| I am interested in learning more about this company and its products | 3.67 ¹ | 4.26 ² | 3.95 ^{1,2} | 3.96 | 0.74 | 2.00 | 3.28 | 0.05 |
| I Liked the Ad | 3.78 | 4.32 | 3.95 | 4.02 | 0.84 | 2.00 | 2.07 | 0.14 |
| If I saw the ad in a magazine, I would take the time to look at it | 3.39 ¹ | 4.34 ² | 3.89 ^{1,2} | 3.89 | 1.00 | 2.00 | 5.06 | 0.01 |
| Time Spent on Ad (seconds) | 6.78 | 10.78 | 6.16 | 7.93 | 12.25 | 2.00 | 0.79 | 0.46 |
| The company that created the advertisement seems like it offers their products in multiple countries | 3.50 ¹ | 4.21 ² | 4.16 ² | 3.96 | 0.91 | 2.00 | 3.79 | 0.03 |

Superscripts indicate that there was a significant difference among the means. An LC cell marked with a 1 is significantly different than those marked with 2, 3... Please note that some LC's can be marked with multiple numbers, because they fall into multiple groups.

The one-way ANOVA results in Table 16 show if bilingual ads (vs. monolingual ads) influenced Spain Spanish-speaking parents to instill cultural openness in their child and support foreign education (H2). When subtracting “Cultural Openness of the Parent” with “Cultural Openness for the Child,” we found that the differences across all three ad language conditions were the same ($F(2/53)=.73$, $p=.73$). However, when asked if the ad created a connection between the child and the foreign language differences were seen across ad conditions. Spain Spanish-speaking parents were more likely to say that the Spanish versions ($M=4.26$) created this connection for them than the English ($M=3.56$) or bilingual ($M=3.68$) versions did ($F(2/53)=3.50$, $p=0.04$). This is an odd result, considering that those parents exposed to the Spanish ad did not see any foreign language, yet they claim that the Spanish ad created more of a connection between their child and the foreign languages. This could be the result of poor wording in the survey design, which will be touched on in the discussion. In regards to the opinion of foreign language education, there were no significant differences between the means of the three advertisement conditions ($F(2/53)=1.42$, $p=.25$); indicating that all Spain Spanish-speaking parents leaned toward increasing the hours of foreign language education regardless of the ad language they were exposed to (overall $M=2.56$).

Based off of this information, H2 must be rejected for Spain Spanish-speaking parents because there is no supporting evidence that exposure to a bilingual ad (vs. monolingual) is more effective at encouraging a parent to raise a more culturally open child and support foreign language education. We cannot even concretely say that a Spanish ad would be more effective in this case, as it only scored significantly higher on one of the dependent variables. In addition, this higher score does not make logical sense, and may be the result of poor survey design.

| Table 16 | | | | | | | | |
|---|--|--|--|--------------------------|----------------|------|--------|---------|
| Ad's Impact on Encouraging Spain Spanish-speaking Parents to Instill Cultural Openness in Child | | | | | | | | |
| Dependent Variable Measured | Mean of Group Exposed to English Ad (N=18) | Mean of Group Exposed to Spanish Ad (N=19) | Mean of Group Exposed to Bilingual Ad (N=19) | Mean of Entire LC (n=56) | Std. Deviation | df | F-Test | P-value |
| <i>Ad Exposure Encourages Parents to Instill Cultural Openness in Child</i> | | | | | | | | |
| "Cultural Openness for Child"- "Cultural Openness of Parent" | 0.11 | 0.01 | 0.16 | 0.09 | 0.58 | 2.00 | 0.73 | 0.73 |
| The ad created a connection in my mind between my child(ren) and foreign languages | 3.56 ¹ | 4.26 ² | 3.68 ¹ | 3.84 | 0.91 | 2.00 | 3.50 | 0.04 |
| <i>Opinion of Foreign Language Education</i> | | | | | | | | |
| Which of the following statements represents your opinion after reading the article? (1=reduce hours taught, 2=maintain hours taught, 3=increase hours taught) | 2.61 | 2.63 | 2.37 | 2.56 | 0.54 | 2.00 | 1.42 | 0.25 |
| Superscripts indicate that there was a significant difference among the means. An LC cell marked with a 1 is significantly different than those marked with 2, 3... Please note that some LC's can be marked with multiple numbers, because they fall into multiple groups. | | | | | | | | |

Bilingual-Speaking Parents in Spain. H1 proposed that the bilingual ad would be more engaging and be perceived as more international than the monolingual English or Spanish ad. For Spain Bilingual-speaking parents, Table 17 reports that there was no difference in overall attitude toward the ad/company/products among the different ad language conditions. As the bilingual ad did not have any significant advantage, we must therefore reject H1.

| Table 17 | | | | | | | | |
|--|--|--|--|--------------------------|----------------|------|--------|---------|
| Reactions of Spain Bilingual-speaking Parents to Advertisement Conditions and Article | | | | | | | | |
| Dependent Variable Measured | Mean of Group Exposed to English Ad (N=19) | Mean of Group Exposed to Spanish Ad (N=19) | Mean of Group Exposed to Bilingual Ad (N=20) | Mean of Entire LC (n=58) | Std. Deviation | df | F-Test | P-value |
| <i>Overall Attitude Toward Ad/Company/Products</i> | | | | | | | | |
| I am interested in learning more about this company and its products | 4.11 | 4.05 | 4.30 | 4.16 | 0.72 | 2.00 | 0.63 | 0.54 |
| I Liked the Ad | 4.26 | 4.00 | 3.90 | 4.05 | 0.91 | 2.00 | 0.82 | 0.45 |
| If I saw the ad in a magazine, I would take the time to look at it | 4.00 | 4.00 | 4.30 | 4.10 | 0.74 | 2.00 | 1.07 | 0.35 |
| Time Spent on Ad (seconds) | 6.02 | 9.15 | 5.89 | 7.03 | 33.79 | 2.00 | 1.70 | 0.44 |
| The company that created the advertisement seems like it offers their products in multiple countries | 4.26 | 3.89 | 4.25 | 4.14 | 0.69 | 2.00 | 1.82 | 0.17 |

H2 proposed that a bilingual ad (vs. monolingual English and Spanish ads) would result in greater support of bilingual education and support for increasing cultural awareness in their children. Table 18 reports on the one-way ANOVA results; we find no differences between the three ad language conditions on any one of the dependent variables. Therefore, we must reject H2; the bilingual (relative to the monolingual English or Spanish) ad does not differentially impact Spain Bilingual-speaking parents desire to raise more culturally open children or support foreign language education.

| Table 18 | | | | | | | | |
|--|--|--|--|--------------------------|----------------|------|--------|---------|
| Ad's Impact on Encouraging Spain Bilingual-speaking Parents to Instill Cultural Openness in Child | | | | | | | | |
| Dependent Variable Measured | Mean of Group Exposed to English Ad (N=19) | Mean of Group Exposed to Spanish Ad (N=19) | Mean of Group Exposed to Bilingual Ad (N=20) | Mean of Entire LC (n=58) | Std. Deviation | df | F-Test | P-value |
| <i>Ad Exposure Encourages Parents to Instill Cultural Openness in Child</i> | | | | | | | | |
| "Cultural Openness for Child"- "Cultural Openness of Parent" | 0.02 | -0.03 | 0.05 | 0.01 | 0.35 | 2.00 | 0.23 | 0.80 |
| The ad created a connection in my mind between my child(ren) and foreign languages | 3.84 | 4.05 | 4.25 | 4.05 | 0.69 | 2.00 | 1.77 | 0.18 |
| <i>Opinion of Foreign Language Education</i> | | | | | | | | |
| Which of the following statements represents your opinion after reading the article? (1=reduce hours taught, 2=maintain hours taught, 3=increase hours taught) | 2.63 | 2.79 | 2.60 | 2.67 | 0.47 | 2.00 | 0.88 | 0.42 |

Discussion

Overall, across five country-language groups, the experimental findings document that monolingual and bilingual ads have similar outcomes on parents after viewing, with equal levels of: a) being engaged with the ad, b) perceiving the ad as international, c) being encouraged to raise their child as more culturally open, and d) being supportive of foreign language education. The interviews with parents and marketers give direction as to why the differences in ad language did not elicit variances in any of the measured categories.

There were two notable findings from this study. For one, bilingual advertising was tolerated in some cases and applauded in others, but it was not perceived negatively. Although the U.S. English-speaking parents did think that it would become annoying after a while, they did accept it as a part of the world today. Additionally, parents in Spain and parents who spoke Spanish (whether Spanish dominant or bilingual) in the U.S. generally perceived the bilingual versions positively.

Second, bilingual ads do not seem to catch as much attention as originally expected. The image of the ad—not the language—was the first thing participants noticed in interviews, and there was not much difference across LC's in the amount of time and liking of the ads in general. In addition, only once in the survey did the language of the ad elicit a connection between the foreign language in the ad and the child—and in that case the CL group (U.S. Spanish-speaking parents) was being exposed to their native language (Spanish). Adding something more culturally substantial (like lifestyle scenes, music, dance, food, colors, etc.) along with language, and using stronger messaging to tie culture to the child would likely create these types of connections. As indicated by the marketers, this is currently the popular choice when doing bilingual advertising,

particularly in Spanish-only communication channels in the U.S.

The second finding points to some design and exposure issues that could be contributing factors to our insignificant results. Across all CL groups, most people agreed to the statement that the ad created a connection between their children and foreign languages, even if they had not been exposed to a foreign language. This indicates that they did not spend enough time looking at the ad to notice the language, or, as parents in interviews alluded to, they noticed the image before they noticed the language element. If they did not notice the language, they might have confused this question with the article on foreign languages, and answered based on that exposure.

Managerial Implications

Deciding whether or not to use bilingual advertising should be a decision that is made with the brand image and target market in mind. Our interviews with two marketers confirmed that several companies are choosing to advertise bilingual, though they typically keep bilingual pieces in communication channels that are targeted at Hispanic viewers. These experts reinforced the importance of “cultural” pieces in U.S. Hispanic marketing and how this could be a useful tactic for companies to capture the attention of various consumers and promote multiculturalism in a subtle way. As the U.S. Hispanic community continues to grow in importance and Spain continues to drive the importance of bilingual education, marketers should continue to determine the appropriate balance of English and Spanish in marketing communications.

Limitations and Suggestions for Future Research

One of the primary limitations of this study was that participants were only exposed to an ad condition once and the language element was not as noticeable as the images. It may have been somewhat naive to assume that one exposure to a bilingual ad would cause people to change their values, especially if they noticed an image before the language. To assess the effects of multiple exposures, future research might conduct a longitudinal study over a month where participants are asked to look at a different bilingual ad, monolingual English ad, or monolingual Spanish ad each day. This would increase the exposure to the language and more closely mimic participant's actual exposure to advertising—where they are frequently served ads each day to heighten awareness.

Another opportunity to further explore my hypotheses would be to develop a study that involves monolingual and bilingual ads but that examines children's (vs. parents') reactions. From an internship with a major toy company, I discovered that toy advertising is more likely to develop content for kids, and rely on the "nag effect" to get parents to buy. Kids are also commonly known to be impressionable and would presumably be more influenced by the advertising content they are exposed to. It would be interesting to see if advertising could create in them an intrinsic motivation to learn another language. In terms of the content, commercials and videos are increasingly growing in popularity. For this reason, language choice in an ad has more of an opportunity to be noticed, while in print, a viewer could quickly flip a page. It may be worthy of contrasting the effects of television commercials with print ads to determine this; one might speculate that a television which would give sound to the languages may highlight the bilingual (vs. monolingual) aspect of the ad and be more effective in differentiating the ads. In addition, commercials have the opportunity to include both written and spoken communication,

and it would be interesting to see if a combination of the two would be more likely to catch a viewer's attention.

Another limitation of this study was the number of participants assigned to each condition. Each CL group had between 50-58 participants, and within each group participants were distributed almost evenly among the three different ad conditions. Therefore, each group assigned to a condition had anywhere from 17-20 participants in it. Such small numbers within each condition made it difficult to achieve significant results; with a larger sample and more power, it would be more likely to find significant differences, if in fact they would exist.

Conclusion

As demographics continue to evolve, the importance of bilingual advertising will increase in prevalence. This research provided an opportunity to draw upon marketing experts to understand their challenges in making decisions about bilingual advertising. My study results also suggest differences among country-language groups, particularly from the qualitative data, in how they react to bilingual and monolingual ads. It is evident from these results that countries like Spain are heightening their citizens' cultural awareness by better communicating and enforcing learning English as a second language. It is also evident that cultural openness in the U.S. is more varied, with parents who speak only English being less culturally open as compared to their bilingual and Spanish-dominant counterparts. If anything, this study emphasizes the importance in encouraging children to foster an appreciation for foreign languages and their respective cultures. Companies, through advertising and their products can play an important role in heightening a consumer's awareness of language as a function of culture to encourage and promote cultural awareness. With future research, I hope to discover a model for companies to do this effectively

while supporting their primary business functions.

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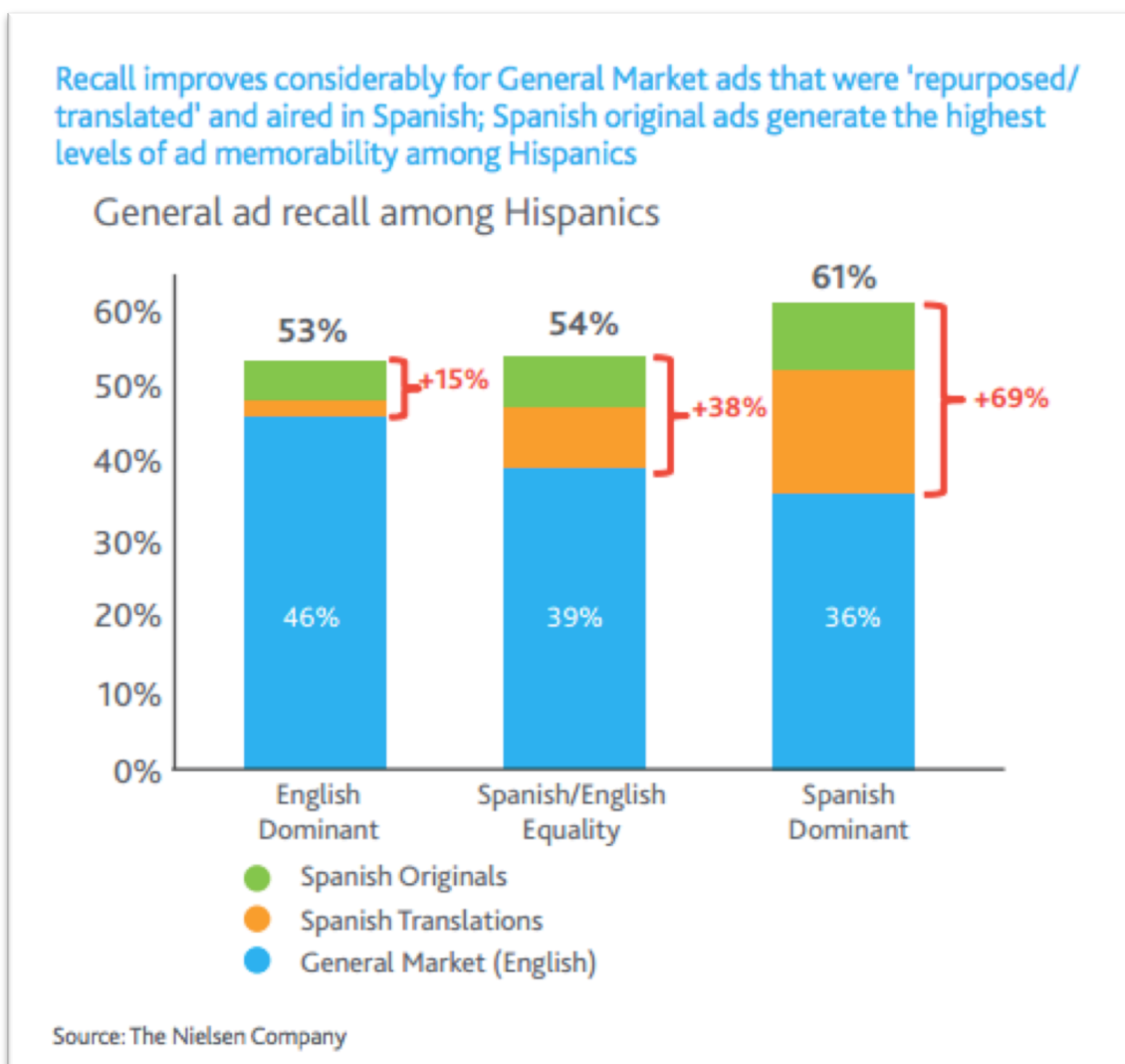
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Appendix A:

Television Advertisement Recall of U.S. Hispanics Aged 18-49



Appendix B

| Market Share and Year-Over-Year Growth of Top Ten Toy Companies in the U.S. and Spain | | | | | |
|--|-------------------|-------------------|-------------------------|--------------------------------|---------------------------------|
| Adapted from Toys and Games in Spain (Euromonitor, A), Toys and Games in the U.S. (Euromonitor, B) | | | | | |
| Company | Country of Origin | U.S. Market Share | Spain Market Share 2014 | U.S. Avg. YOY Growth (2009-14) | Spain Avg. YOY Growth (2009-14) |
| Mattel Inc | U.S. | 11.2% | 7.4% | 2.0% | 0.0% |
| Microsoft Corp | U.S. | 7.5% | 4.2% | 8.0% | 29.0% |
| Sony Corp | Japan | 7.2% | 9.7% | 5.0% | 8.0% |
| Hasbro Inc | U.S. | 7.1% | 5.8% | -2.0% | 2.0% |
| Activision Blizzard Inc | U.S. | 5.6% | 6.2% | 6.0% | 33.0% |
| Nintendo Co Ltd | Japan | 5.0% | 8.6% | -18.0% | -14.0% |
| LEGO Group | Denmark | 4.7% | 2.1% | 17.0% | 22.0% |
| Electronic Arts Inc | U.S. | 3.7% | 5.7% | -1.0% | 1.0% |
| Ubisoft Entertainment SA | France | 2.4% | 1.4% | 13.0% | 13.0% |
| Hallmark Cards Inc | U.S. | 2.4% | 0.3% | 3.0% | 0.0% |
| VTech Holdings Ltd | China | 1.1% | 1.4% | 0.6% | 15.0% |
| FAMOSA - Fábricas Agrupadas de Muñecas de Oñil SA | Spain | 0.0% | 6.7% | 0.0% | 3.0% |

Appendix C

Recruitment Materials for U.S. and Spain

The following is the script I will use to talk with my personal friends and family and see if they have any secondary friends or connections that fit the criteria for the parent interview.

Hello, as you know I am an undergraduate student studying Marketing at the University of Connecticut. I am conducting a study to understand the role language plays in advertising, and I am looking to interview [(parents in the U.S. and Spain of children ages 6-10) or (marketers in the U.S. and Spain who focus on the toy industry and/or bilingual Spanish-English advertising)]. Specifically, I am looking for parents who are bilingual in English and Spanish, monolingual in English, or monolingual in Spanish and would prefer if they lived nearby Storrs, Connecticut; New York, New York; Madrid, Spain; or Granada, Spain.

If you know anyone who fits these criteria, I would greatly appreciate the opportunity to contact them and see if they are interested in interviewing with me. The interviews will last a maximum of 2 hours and participants will receive a gift card for their time. Please advise me if you know of anyone interested.

Hola, como sabes, soy una estudiante de Marketing a la Universidad de Connecticut. Estoy conduciendo una investigación que quiere entender el papel del idioma en los anuncios, y estoy buscando padres de los Estados Unidos y España con hijos entre 6-10. Específicamente, estoy buscando [(padres que sean bilingües en inglés y español, monolingües en inglés o monolingües en español) or (marketers en los Estados Unidos y España con enfoques en la industria de juguetes o marketing bilingüe)]. Prefiero que vivan alrededor de Storrs, Connecticut; Nueva York, Nueva York; Madrid España; o Granada, España.

Si conoces alguien que satisfacen estos criterios, sería agradecida tener la oportunidad conectarme con él/ella y ver si está interesado(a) en una entrevista conmigo. Las entrevistas van a durar, aproximadamente, dos hora y los participantes van a recibir una tarjeta de regalo para su tiempo. Por favor, avísame si conoces alguien interesado.

The following is the script that I will use to talk with anyone who has indicated that they are interested in participating in the study.

Dear

My name is Margo Bailey and I am an undergraduate student studying Marketing at the University of Connecticut. As _____ may have already told you, I am conducting a study to understand the role of language in advertising. As a part of this study, I need to interview [(parents of children ages 6-10 in the U.S. and Spain who are bilingual in Spanish and English, monolingual in Spanish, or monolingual in English.) or [marketers with backgrounds in the toy industry or bilingual Spanish-English marketing]] As I understand you are _____ (insert

language usage/marketing background)_____ and I would like the opportunity to interview and hear your opinions.

If you choose to participate in the interview, I will book a time to meet with you (or Skype, depending on funding) in May of 2016. I will also send along a preliminary survey to understand more about your language and advertising preferences. The day of our interview, you can plan to take a maximum of 2 hours talking with me, although I expect interviews to be 1.5 hours. This interview is minimal risk and your participation in it will be beneficial for the role advertising plays in society. At the end of the interview, you will receive a \$30 or 25 euro gift card for your time.

Please let me know, at your earliest convenience, if you are interested in interviewing with me.

All the best,

Margo Bailey

Estimado(a):

Mi nombre es Margo Bailey y soy una estudiante de marketing a la Universidad de Connecticut. Como ya puede saber por parte de _____(nombre del contacto mutual)_____estoy conduciendo una investigación para mejor entender el papel del idioma con respeto a los anuncios. Como parte de esta investigación, necesito entrevistar a [(los padres con hijos entre 6-10 de los Estados Unidos y España que sean bilingüe en inglés y español, monolingüe en español o monolingüe en inglés.) o (los márketers en la industria de juguetes o con enfoques de márketing bilingüe español-inglés)]. Como yo entiendo, es usted _____(insertar uso de idioma/formación de márketing aquí)_____y me gustaría la oportunidad entrevistarle y oír sus opiniones.

Si elige participar en la entrevista, voy a hacer una cita con usted para conocerle (o a través de Skype, dependiente del financiación) en mayo de 2016. Voy a mandarle un sondeo preliminar para entender más sobre sus preferencias de idiomas y anuncios. El día de su entrevista, puede planear que la entrevista dura 2 horas al máximo, aunque espero 1.5 horas. Esta entrevista no tiene riesgo o amenazas conocidos, y su participación va a ayudar el papel de los anuncios en la sociedad. Además, por el fin de la entrevista, va a recibir una tarjeta de regalo de 30 dólares o 25 euros.

Por favor, avíseme si esta interesado(a) en la entrevista conmigo.

Todo lo mejor,

Margo Bailey

Information Sheet for Bilingual (Spanish-English) Marketing Study



Principal Investigator: Robin Coulter

Student: Margo Bailey

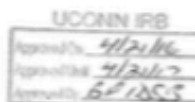
Title of Study: Bilingual Spanish-English Marketing as a Catalyst for Cultural Awareness: The Effect on Parents in the Toy Market

You are invited to participate in this survey of Bilingual Spanish-English Marketing. I am an undergraduate student at the University of Connecticut, and I am conducting this survey as part of my course work. I am interested in finding out marketers' views on the toy industry and/or marketing efforts in multiple languages.

Your participation in this study will require completion of an in-person interview with me, Margo Bailey. The interview should take approximately 45-60 minutes of your time. Your participation will be anonymous and you will not be contacted again in the future. When you finish this study, you will receive the equivalent of a \$30 gift card for being in this study. This survey does not involve any risk to you. However, the benefits of your participation may impact society by helping increase knowledge about how advertising could influence cultural awareness and acceptance in society.

You do not have to be in this study if you do not want to be. You do not have to answer any question that you do not want to answer for any reason. We will be happy to answer any questions you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact me, Margo Bailey, at +1 (860) 836-3114 or margo.bailey@uconn.edu; or my advisor, Robin Coulter at +1 (860) 486-28889. If you have any questions about your rights as a research participant you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802. The IRB is a group of people who review research studies to protect the rights and welfare of research participants.

If you agree to participate, we will organize a time where I can meet you in a public location that is convenient for you. Thank you.



Information Sheet for Bilingual (Spanish-English) Marketing Study



| UConn IRB | |
|-------------|---------|
| Approved On | 4/21/16 |
| Approved By | 4/21/17 |
| Approved By | BP/SSG |

Principal Investigator: Robin Coulter

Student: Margo Bailey

Title of Study: Bilingual Spanish-English Marketing as a Catalyst for Cultural Awareness: The Effect on Parents in the Toy Market

You are invited to participate in this survey of Bilingual Spanish-English Marketing. I am an undergraduate student at the University of Connecticut, and I am conducting this survey as part of my course work. I am interested in finding out parents' views on the toy industry and serve as the basis for a subsequent experiment.

Your participation in this study will require completion of an online questionnaire and an in-person interview with me, Margo Bailey. The survey will take approximately ten minutes of your time, and the interview should take approximately 45-75 minutes of your time. Your participation will be anonymous and you will not be contacted again in the future. When you finish this study, you will receive the equivalent of a \$30 gift card for being in this study. This survey does not involve any risk to you. However, the benefits of your participation may impact society by helping increase knowledge about how advertising could influence cultural awareness and acceptance in society.

You do not have to be in this study if you do not want to be. You do not have to answer any question that you do not want to answer for any reason. We will be happy to answer any questions you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact me, Margo Bailey, at +1 (860) 836-3114 or margo.bailey@uconn.edu; or my advisor, Robin Coulter at +1 (860) 486-28889. If you have any questions about your rights as a research participant you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802. The IRB is a group of people who review research studies to protect the rights and welfare of research participants.

If you agree to participate, we will organize a time where I can meet you in a public location that is convenient for you. Upon setting this date, I will send you the online questionnaire and ask that you complete it at least one week before the date of our in-person interview. Thank you.

Hoja de información para la investigación de Marketing Bilingüe
(Español-Inglés)



Investigadora principal: Robin Coulter

Estudiante: Margo Bailey

Nombre de la investigación: Bilingual Spanish-English Marketing as a Catalyst for Cultural Awareness: The Effect on Parents in the Toy Market (*Marketing bilingüe (Español-Inglés) como catalizador para el conocimiento cultural: el efecto en padres en el mercado de juguetes*)

Usted está invitado a participar en esta investigación de anuncios bilingües en español e inglés. Soy una estudiante universitaria de la University of Connecticut, y estoy haciendo esta investigación como parte de mi carrera. Estoy interesada en entender las opiniones generales de los marketers con respecto a la industria de juguetes y/o marketing bilingüe.

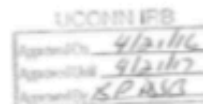
Su participación en esta investigación va a requerir que complete una encuesta en la red y entrevistarse conmigo, Margo Bailey, en persona. La entrevista va a durar 45-75 minutos de su tiempo. Su participación va a ser anónima. No va a ser contactado en el futuro para dar más información a esta investigación. Después de terminar la entrevista, va a recibir una tarjeta de regalo que es equivalente a \$30 por su participación. Su participación en esta investigación no tiene riesgo o amenazas conocidos. Además, su participación puede beneficiar a la sociedad al investigar cómo pueden influir los anuncios en la aceptación de culturas y tolerancia en la sociedad.

No tiene que participar en esta investigación si no lo desea. No tiene que responder a ninguna pregunta si no quiere. Estaremos encantados de responder a cualquier duda o pregunta que tenga sobre esta investigación. Si tiene algunas preguntas adicionales sobre la investigación o esta entrevista, por favor póngase en contacto conmigo, Margo Bailey, en el correo siguiente: margo.bailey@uconn.edu o través de mi teléfono móvil: +1 (860) 836-3114. También puede contactar con mi coordinadora, Robin Coulter, a +1 (860) 486-28889. Si tiene preguntas adicionales sobre sus derechos como participante, puede contactar con la University of Connecticut Institutional Review Board (IRB) a 860-486-8802. La IRB es un grupo de personas que revisan investigaciones para proteger los derechos y el bienestar de los participantes.

Si está de acuerdo en participar, vamos a reunirnos en el día y hora de su conveniencia en un lugar publico que le venga bien a usted. Gracias.

| | |
|--------------|----------|
| UCONN IRB | |
| Approved by: | 4/2/16 |
| Approved by: | 4/2/17 |
| Approved by: | GP 126.5 |

Hoja de información para la investigación de Marketing Bilingüe
(Español-Inglés)



Investigadora principal: Robin Coulter

Estudiante: Margo Bailey

Nombre de la investigación: Bilingual Spanish-English Marketing as a Catalyst for Cultural Awareness: The Effect on Parents in the Toy Market (*Marketing bilingüe (Español-Inglés) como catalizador para el conocimiento cultural: el efecto en padres en el mercado de juguetes*)

Usted está invitado a participar en esta investigación de anuncios bilingües en español e inglés. Soy una estudiante universitaria de la University of Connecticut, y estoy haciendo esta investigación como parte de mi carrera. Estoy interesada en entender las opiniones generales de los padres con respecto a la industria de juguetes y también va a servir como un base para un siguiente sondeo de investigación.

Su participación en esta investigación va a requerir que complete una encuesta en la red y entrevistarse conmigo, Margo Bailey, en persona. La encuesta va a durar, aproximadamente, 10 minutos de su tiempo. La entrevista va a durar 45-75 minutos de su tiempo. Su participación va a ser anónima. No va a ser contactado en el futuro para dar más información a esta investigación. Después de terminar la entrevista, va a recibir una tarjeta de regalo que es equivalente a \$30 por su participación. Su participación en esta investigación no tiene riesgo o amenazas conocidos. Además, su participación puede beneficiar a la sociedad al investigar cómo pueden influir los anuncios en la aceptación de culturas y tolerancia en la sociedad.

No tiene que participar en esta investigación si no lo desea. No tiene que responder a ninguna pregunta si no quiere. Estaremos encantados de responder a cualquier duda o pregunta que tenga sobre esta investigación. Si tiene algunas preguntas adicionales sobre la investigación o esta entrevista, por favor póngase en contacto conmigo, Margo Bailey, en el correo siguiente: margo.bailey@uconn.edu o través de mi teléfono móvil: +1 (860) 836-3114. También puede contactar con mi coordinadora, Robin Coulter, a +1 (860) 486-28889. Si tiene preguntas adicionales sobre sus derechos como participante, puede contactar con la University of Connecticut Institutional Review Board (IRB) a 860-486-8802. La IRB es un grupo de personas que revisan investigaciones para proteger los derechos y el bienestar de los participantes.

Si está de acuerdo en participar, vamos a reunirnos en el día y hora de su conveniencia en un lugar publico que le venga bien a usted. Después de finalizar esta fecha, voy a mandarle la encuesta online y le pido que lo complete una semana antes de nuestra entrevista en persona. Gracias.

Appendix D

Questionnaire for Long Interview with Marketers (U.S.)

The following is the script for interviewing with marketers focused on the toy industry and/or bilingual marketing in the United States. These interviews will all be held in a quiet environment and I will use this script as an outline to guide the conversation naturally. Wording may be changed to best get to the heart of the question I am trying to ask.

Introduction:

Thank you for taking the time to interview with me. If you agree to participate in this interview, I will ask you a series of questions that will help me best understand how marketing works in your field. If it is okay with you, I will take an audio recording of this interview.

The interview is estimated to take approximately an hour and a half, and pending its completion, you will receive a \$30 gift card as a token of our gratitude for participating in the study.

Before beginning the interview, I want to confirm that your choice to interview is voluntary and emphasize that nothing will be held against you if you choose not to participate.

(Hands over information sheet)

Great. Again, please remember that if you are uncomfortable with any question, you are not required to answer.

BILINGUAL SPANISH-ENGLISH MARKETING

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Preliminary Questions (Adapted from (McCracken 1988)):

Today's Date:

Place:

Interviewer's Name:

Subject's Name:

Sex:

Age:

Respondent's Education

Highest level:

Emphasis/specialty:

Multilingual: _____ Languages: _____ Learned

Where _____

Employment History

Job Title _____ Company _____ When _____

Job Title _____ Company _____ When _____

Job Title _____ Company _____ When _____

Job Title _____ Company _____ When _____

The following questions will serve as openers for this part of the interview. Further questions will be based off of the informant's job and depend on the flow of the conversation.

Questions for Marketers in Toy Industry

1. Could you describe to me your typical responsibilities in the average week of work?
2. Can you tell me more about your company's social philosophies? Could you give me an example of how your company incorporates this in a marketing campaign?
3. Can you tell me a little bit about how your company is engaging with the Spanish-speaking segment?
4. How do you connect with parents versus children in your marketing efforts?

Questions for Marketers in Bilingual (Spanish-English)

1. Could you describe to me your typical responsibilities in the average week of work?
2. Could you tell me how you would design a plan for a marketing campaign that had to reach both English and Spanish-speaking segments?
3. Can you tell me a little bit more about the value of the bilingual segment in the U.S. Hispanic market?
4. Do you see benefits to society, if any, in bilingual marketing efforts?

Marketer Reaction to Magazine

I will now show you a few pages taken from a magazine meant for parents of young children. I would like you to take the time to look at each page, and afterward we will discuss what you think about the content.

1. What did you think about the advertisement? Why?
2. As a marketer, what is your biggest critique of the piece?
3. Are there other facets of the advertisement that you would like to discuss?
4. Would you ever place a bilingual ad in a mainstream monolingual English communication channel? Why or why not?
5. Did you like the final opinion piece?
6. If you saw that ad in a magazine, would it make you consider encouraging your child to focus on learning a second language?
7. Do you think if all toy companies started using bilingual advertisements, people would begin to associate the advertisement content with the importance of their children using two languages?
8. Do you think it is a possibility that these ads could eventually reduce prejudice amongst cultures?

Appendix E

Questionnaire for Long Interview with Marketers (Spain)

Este guión es para entrevistar a los marketers que trabajan con empresas de juguetes o trabaja con anuncios bilingües en España. Esta entrevista va ser completada en un lugar sin ruido y yo, la entrevistadora, voy a seguir el guión para guiar la entrevista. Pero, las palabras exactas puede cambiar para facilitar la conversación y llegar a la raíz de la pregunta.

Introducción:

Gracias por tomar el tiempo para entrevistar y participar en esta investigación. Si estás de acuerdo con participando en esta entrevista, voy a preguntar cosas para entender mejor su campo de trabajo. Si le parece bien, voy a grabar el audio de esta entrevista.

Esta entrevista va a durar, aproximadamente, una hora y media, y después de su terminación usted va a recibir una tarjeta de regalo como una muestra de mi agradecimiento.

Antes de empezar, quiero asegurarme que usted sabe que su compleción de esta entrevista es por voluntad suyo y si no quiere participar, puede terminarlo libremente.

(Da la hoja de información)

Bien. De nuevo, recuerda que si se siente incomodo con alguna pregunta, no tiene que responderlo.

Preguntas Preliminares (Adaptados de (McCracken 1988)):

Fecha:

Lugar:

Nombre del Entrevistadora:

Nombre del Sujeto:

Apellido Segundo:

Sexo:

Edad:

Formación

Nivel alcanzado:

Especialidad:

Multilingüe: _____ Idiomas: _____ Dónde lo aprendió

Historia de Trabajo

| | | |
|--------------|----------------|--------------|
| Titulo _____ | Compañía _____ | Cuándo _____ |
| Titulo _____ | Compañía _____ | Cuándo _____ |
| Titulo _____ | Compañía _____ | Cuándo _____ |
| Titulo _____ | Compañía _____ | Cuándo _____ |

Las siguientes preguntas va a abrir la conversación para esta entrevista. Voy a preguntar mas dependiente del trabajo de informante y la naturalidad de la conversación.

Preguntas para marketers en impresas de juguetes

1. ¿Me puede describir sus responsabilidades en una semana típica de trabajo?
2. ¿Puede decirme más sobre las filosofías de diversidad de su compañía? ¿Puede darme un ejemplo de una vez que las incorporó en una campaña de márketing?
3. ¿Cómo conecta con los padres, comparado a los niños, en sus esfuerzos de márketing?

Preguntas para marketers con enfoque en cosas bilingües (español-inglés)

1. ¿Me puede describir sus responsabilidades en una semana típica de trabajo?
2. ¿Alguna vez ha tenido que usar inglés en su contenido? ¿Puede contarme la situación y los resultados?
3. ¿Ve beneficios para la sociedad, si hay algunos, en márketing bilingüe?

Reacción a la revista

Ahora voy a mostrarle algunas páginas de una revista para padres. Quiero que se tome algunos minutos para mirar cada página, y después vamos a discutir lo que usted piensa sobre el contenido de la revista.

1. ¿Qué piensa del anuncio?
2. ¿Qué es su critica más grande del anuncio?
3. ¿Hay otras cosas sobre el anuncio que quiere discutir?
4. ¿Consideraría publicarlo en una canal de comunicación donde el idioma dominante es el inglés?
5. ¿Le gusta el artículo de opinión? ¿Por qué?
6. Si usted ve este anuncio en una revista ¿Le animaría fomentar el aprendizaje de un segundo idioma para su hijo?
7. ¿Piensa que, si todas las compañías usaran anuncios bilingües, los padres empezaran asociarlos con la importancia de enseñar a sus hijos dos idiomas?
8. ¿Piensa que es una posibilidad que el uso de dos idiomas (e entonces dos culturas) en estos anuncios puede, con el tiempo, reducir prejuicios entre culturas?

Appendix F

Script for Interview with Parents of Children 6-10, United States

The following is the script for interviewing with parents of children 6-10 in the United States. These interviews will all be held in a quiet environment and I will use this script as an outline to guide the conversation naturally. Wording may be changed to best get to the heart of the question I am trying to ask.

Introduction:

Thank you for taking the time to interview with me and participate in this study. If you agree to participate in this interview, I will ask you a series of questions that will identify your preferences when purchasing a toy for your child(ren) and how those preferences align with the values you choose to instill in your child(ren). If it is okay with you, I will take an audio recording of this interview.

The interview is estimated to take approximately an hour and a half, and pending its completion, you will receive a \$30 gift card as a token of our gratitude for participating in the study.

Before beginning the interview, I want to confirm that your choice to interview is voluntary and emphasize that nothing will be held against you if you choose not to participate.

(Hands over information sheet)

Great. Again, please remember that if you are uncomfortable with any question, you are not required to answer.

BILINGUAL SPANISH-ENGLISH MARKETING

75

Preliminary Questions (Adapted from (McCracken 1988)):

Today's Date:

Place:

Interviewer's Name:

Subject's Name:

Birth (Maiden) Name:

Sex:

Age:

Residence Pattern:

Born in:

_____ till _____ big, medium, little, village, rural
_____ till _____ big, medium, little, village, rural
_____ till _____ big, medium, little, village, rural

Place of birth of mother: _____ stepmother _____

Place of birth of father: _____ stepfather _____

Ethnic background of mother: _____ stepmother _____

Ethnic background of father: _____ stepfather _____

Occupation of mother: _____ stepmother _____

Occupation of father: _____ stepfather _____

Language Spoken at Home in Childhood _____

Multilingual: _____ Languages: _____ Learned

Where _____

Respondent's Education

Highest level:

Emphasis/specialty:

Marital Status and History:

Married When: _____ Spouse Ethnicity _____ Occupation _____

Divorced When: _____

Remarried When: _____ Spouse Ethnicity _____ Occupation _____

Children:

Name: _____ age: _____ gender: _____

Name: _____ age: _____ gender: _____

Name: _____ age: _____ gender: _____

Name: _____ age: _____ gender: _____

Name: _____ age: _____ gender: _____

Language Spoken at Home: _____

Children Multilingual? _____ Languages _____ Learned

Where _____

Parent/Child Linguistic Demographic Questions

1. Does your child attend a bilingual school? What are the two languages?
2. (If previous answer is no) Does your child take foreign language classes? In what language?
3. Does your child like learning a second language? How do you know?

Parent Reaction to Magazine

I will now show you a few pages taken from a magazine meant for parents of young children. I would like you to take the time to look at each page, and afterward we will discuss what you think about the content.

4. What did you think about the advertisement?
5. Did it catch your attention? What about it made it stand out for you?
6. (If ad is bilingual) did you like the fact that it was bilingual? (If ad is not bilingual) Had this ad included text in Spanish, would you have liked it more, less, or the same amount?
7. Would you buy the product? Why?
8. Did you like the final opinion piece? Why?
9. What's your opinion on the bilingual vs. monolingual schools?
10. ?
11. If you saw that ad in a magazine, would it make you consider encouraging your child to focus on learning a second language?
12. Do you think if all toy companies started using bilingual advertisements, people would begin to associate them with the importance of their children using two languages?
13. Do you think it is a possibility that these ads could eventually reduce prejudice amongst cultures?

Child Preferences:

14. What toys does your child(ren) like to play with? What is his/her favorite toy at the moment?
15. Does your child typically play with his/her toys with friends or siblings? With you?
16. What is his/her favorite subject in school at the moment?

Parent Buying Behavior: Information Collection Before Purchase

17. Can you tell me about a time you bought a toy for your child recently?
18. How did you become aware of this product (toy)?
19. (If answer to question 18 includes the viewing of an advertisement) Can you describe the advertisement to me?
20. Where did you see that advertisement?
21. What caught your attention about it?
22. (If answer to question 18 includes child asking for it) How did your child become aware of this toy?

Parent Buying Behavior: Assessment of Company/Brand

23. Was the company or brand an important part of your decision?
24. Do you consider yourself loyal to one company?

25. In general, how important is a toy company's reputation to you? Do you consider their social and ethical positions?

Parent Cultural Openness and Global Identity

26. Imagine that you have the option to buy one of two toys; they are identical except that one was made by a U.S. company and one was made in Spain. Would you pick one over the other? Or would you be indifferent and buy either one?
27. What do you think about global brands versus local brands? Do you like having both options in your society?

Debriefing

This concludes the interview. Thank you again for taking the time to participate in my research. The goal of this survey was to determine four things a) what you look for in a toy for your child, b) if you choose to instill multicultural values in your child c) whether bilingual advertising catches your attention and d) your opinion on using bilingual ads as a social to influence parents and encourage them to teach their children about other languages and cultures.

All information you provided today will be disconnected from your name and labeled with a unique identifier of random numbers. In other words, your name will be kept completely confidential. I will compare the results of all my interviews and create a general conclusion about parents in the toy market, their values, and the influence of bilingual toy ads. I will use the results to create an online survey to that will be sent out to a larger population of monolingual Spanish, monolingual English and bilingual parents in Spain and the U.S. While the results of the interviews will be briefly discussed in my final thesis, the results of the survey will be the basis of proving or disproving my hypotheses.

If you have any further questions or suggestions, please let me know. Once we conclude this interview, I will not be in contact with you further. If you wish to see the final thesis that comes out of this project, you may provide your email and I will send you a copy once it is published.

As promised, as a token of my appreciation here is a \$30 gift card for your time today.

(Hands gift card)

Thank you again for participating, and for helping me discover if toy companies can use bilingual advertising to create positive social change.

Script for Interview with Parents of Children 6-10 (Spain)

Este guión es para entrevistar a los padres de niños de 6-10 años de edad en España. Esta entrevista va ser completada en un lugar sin ruido y yo, la entrevistadora, voy a seguir el guión para guiar la entrevista. Pero las palabras exactas pueden cambiar para facilitar la conversación y llegar a la raíz de la pregunta.

Introducción:

Gracias por tomar el tiempo para entrevistar y participar en esta investigación. Si está de acuerdo con participar en esta entrevista, voy a preguntarle un serie de preguntas sobre sus preferencias cuando está de compras para juguetes para su hijo(s) y como estas preferencias adaptan con sus valores que le(s) inculca en su(s) hijo(s). Si le parece bien, voy a grabar el audio de esta entrevista.

Esta entrevista va a durar, aproximadamente, una hora y media, y después de su terminación usted va a recibir un tarjeta de regalo como una muestra de mi agradecimiento.

Antes de empezar, quiero asegurarme que usted sabe que su participación en de esta entrevista es por voluntad suya y si no quiere participar, puede dejarla libremente.

(Da la hoja de información)

Bien. De nuevo, recuerde que si se siente incómodo con alguna pregunta, no tiene que responderla.

Preguntas Preliminares (Adaptados de (McCracken 1988)):

Fecha:

Lugar:

Nombre del Entrevistadora:

Nombre del Sujeto:

Apellido Segundo:

Sexo:

Edad:

Residencia:

Nació en:

_____ hasta _____ grande, medio, pequeño, pueblo, rural

_____ hasta _____ grande, medio, pequeño, pueblo, rural

_____ hasta _____ grande, medio, pequeño, pueblo, rural

Lugar de nacimiento de la madre: _____ madrastra _____

Lugar de nacimiento del padre: _____ padrastro _____

Origen étnico de la madre: _____ madrastra _____

Origen étnico del padre: _____ padrastro _____

Trabajo de la madre: _____ madrastra _____

Trabajo del padre: _____ padrastro _____

Idioma de la casa en niñez _____

Multilingüe: _____ Idioma: _____ Dónde Aprendido

Trabajo del Sujeto

Nivel alcanzado:

Especialidad:

Estado Civil:

Casado cuándo: _____ Origen étnico del esposo/a _____ Trabajo _____

Separado cuándo: _____

Casado de Nuevo cuándo: _____ Origen étnico del esposo/a _____ Trabajo _____

Hijos:

Nombre: _____ edad: _____ sexo: _____

Nombre: _____ edad: _____ sexo: _____

Nombre: _____ edad: _____ sexo: _____

Nombre: _____ edad: _____ sexo: _____

Nombre: _____ edad: _____ sexo: _____

Idioma de la casa: _____

Hijos Multilingües? _____ Idioma _____ Dónde

Aprendido _____

Padre/Hijo(a) preguntas demográficas lingüísticas

1. ¿Asiste su hijo(a) una escuela bilingüe? ¿Cuáles son los dos idiomas?
2. (Si la respuesta previa sea no) ¿Toma su hijo(a) clases de idiomas extranjeras? ¿Qué idiomas?
3. ¿Le gusta a su hijo(a) tomar clases de idiomas? ¿Cómo lo sabe?

Reacción del padre a la revista

Ahora voy a mostrarle algunas páginas de una revista para padres. Quiero que se tome algunos minutos para mirar cada página, y después vamos a discutir lo que usted piensa sobre el contenido de la revista.

4. ¿Qué piensa del anuncio?
5. ¿Le llama la atención? ¿Qué parte sobresale para usted?
6. (si el anuncio es bilingüe) ¿Le gusta el hecho de que era bilingüe? (si el anuncio no es bilingüe) Si el anuncio incluye texto en inglés ¿Le gustaría menos, más o le da igual?
7. ¿Compra el juguete?
8. ¿Le gusta el artículo de opinión? ¿O prefiere más actividades para hacer con su hijo(a)?
9. ¿Qué es su opinión de las escuelas bilingües vs. monolingües.
10. ¿Creó el anuncio una conexión en su mente entre los segundos idiomas y su hijo(a)?
11. Si usted ve este anuncio en una revista ¿Le animaría a fomentar el aprendizaje segundo idioma para su hijo?
12. ¿Piensa que, si todas las compañías usaran anuncios bilingües, los padres empezaran asociarlos con la importancia de enseñar a sus hijos dos idiomas?
13. ¿Piensa que es una posibilidad que el uso de dos idiomas (e entonces dos culturas) en estas anuncios puede, con el tiempo, reducir prejuicios entre culturas?

Preferencias del hijo(a):

14. ¿Con qué juguetes prefiere jugar su hijo(a)? ¿Por qué son sus favoritos?
15. ¿Normalmente, su hijo(a) juega con juguetes con sus hermanos o amigos? ¿Con usted?
16. ¿Cuál es su asignatura/tema favorito en el colegio ahora mismo?

Comportamiento de compras del padre: Acumulación de información antes de comprar

17. ¿Puede describirme la última situación en cuando compró un juguete para su hijo/a?
18. ¿Cómo se dio cuenta de este juguete?
19. (Si la respuesta de la pregunta 18 incluye un anuncio) ¿Me puede describir el anuncio?
20. ¿Dónde lo ha visto?
21. ¿Por qué se llamó la atención?
22. (Si la respuesta de la pregunta 18 incluye una solicitud de su hijo(a)) ¿Cómo se dio cuenta su hijo(a) sobre este juguete?

Comportamiento de compras del padre: Valoración de la compañía/marca

23. ¿Fue la compañía o marca una parte importante de su elección?
24. ¿Se considera usted fiel a una compañía o marca de juguetes?
25. ¿En general, que valor tiene la reputación de la compañía en su opinión? ¿Considera sus posiciones sociales en la sociedad y sus éticos?

Parent Cultural Openness and Global Identity

26. Imagínese que tiene la opción de comprar uno de dos juguetes: son iguales al menos que uno es de una compañía española y el otro de una compañía americana. ¿Elegiría uno sobre el otro? ¿O le da igual?
27. ¿Qué piensa en respeto a las marcas internacionales y las locales? ¿Le gusta teniendo ambas opciones en su sociedad?

Sesiones informativas

Así concluye esta entrevista. Gracias de nuevo por su colaboración con mi investigación. La meta de esta entrevista fue determinar cuatro cosas a) qué quiere usted cuando busca un juguete para su hijo(a), b) si elige inculcar valores multiculturales en su hijo(a), c) si los anuncios bilingües llama su atención, y d) su opinión sobre el uso de anuncios bilingües para influir en los padres y fomentarles que enseñan a sus hijos dos idiomas y culturas.

Toda la información que usted me ha dado hoy va a ser desconectada de su nombre y etiquetada con un identificador único de números aleatorios. En otras palabras, su nombre va ser completamente confidencial.

Voy a comparar todos los resultados de todas mis entrevistas y crear una conclusión general sobre los padres en el mercado de juguetes, sus valores, y las influencias de anuncios bilingües para juguetes. Voy a usar estos resultados para crear un sondeo que voy a mandar a una población más grande de padres que hablan español únicamente, inglés únicamente, y padres bilingües en España y los E.E.U.U. Aunque los resultados de las entrevistas van a ser discutidos brevemente en mi tesis, los resultados del sondeo van a ser la base para aprobar o desaprobar mis hipótesis.

Si usted tiene algunas preguntas o surgencias para la revista, por favor avíseme ahora. Cuando concluimos esta entrevista, no voy a estar en contacto con usted después. Si quiere ver la tesis que resulta de este proyecto, puede darme su correo electrónico y le mandaré una copia cuando sea publicado.

Como le prometí, aquí tiene una tarjeta de regalo de 25 euros como una muestra de mi agradecimiento.

(Le da la tarjeta de regalo)

Gracias de nuevo por su colaboración, y por ayudarme a descubrir si las compañías de juguetes pueden usar anuncios bilingües para crear cambios positivos en la sociedad.

Appendix H

Version One: English Magazine Layout Featuring Three Treatments: Spanish Monolingual, English Monolingual and Bilingual Advertisements





 Toys | **ForAll**



 Toys | **ForAll**



 Toys | **ForAll**

Pick a toy....



That lets their dreams take flight.



Toys | **ForAll**

Eliges un juguete...



Que permite que sus sueños vuelen.



Toys | **ForAll**

Pick a toy....



Que permite que sus sueños vuelen.



Toys | **ForAll**

Tiempos de Familia 14

Merece la pena la educación bilingüe?



Aunque la mayoría de los colegios públicos y privados tienen programas de lenguas extranjeras la mayoría de los niños no tienen fluidez por el final. Normalmente, los colegios bilingües tienen más éxito enseñando a los niños porque los cursos se imparten en cada idioma igualmente.

¿Pero merecen la pena los gastos adicionales y la confusión del niño? Los padres-expertos nos muestran cada lado de la historia.

"Las clases de idiomas en los colegios monolingües y tradicionales cumplen los requisitos de lenguas extranjeras sin confundir a los niños," dice Lea Duarte, madre e especialista de expresión oral para niños.

"Trabajando con los niños bilingües, he descubierto que los niños tienen dificultad para distinguir entre los dos idiomas. Hasta que el niño ha dominado ambos idiomas es posible que retroceda en la escuela. Los colegios monolingües permiten a los niños entender los conceptos con más facilidad. Cuando llegan a un nivel alto en un idioma, los formatos tradicionales de enseñar un nuevo idioma pueden ser introducidos. Aunque el niño no hubiera llegado a un nivel de fluidez, deben aprender suficiente para la comunicación básica. En muchas situaciones, eso es más que suficiente para un niño y su futuro éxito."

"Los colegios bilingües preparan a los niños para el mundo," dice Ana Abel, madre e especialista en la adopción de idiomas.

"La sociedad internacional hoy requiere que los niños aprendan una lengua segunda para relacionarse con otros, entender culturas distintas y adelantar en sus trabajos futuros. Es el conocimiento común que los idiomas son más fáciles de aprender cuando se es joven, y los colegios bilingües son el ambiente perfecto para sentar las bases de un idioma segundo. En los colegios bilingües, tienen en cuenta las dificultades aprendiendo una segunda lengua y los programas están diseñados para acomodar estos problemas. Aparte de eso, la confusión en la niñez es mucho mejor que lo de aprender un idioma en la madurez."

¿Qué piensa? Danos sus pensamientos:
TiemposdeFamilia.com

Appendix I

Version One: Spanish Magazine Layout Featuring Three Treatments: English

Monolingual, Spanish Monolingual and Bilingual Advertisements



We Play
Together....



Because
her future
is always
worth it



Juguetes | Para Todos

Jugamos
juntos....



Porque
su futuro
siempre
merece la pena



Juguetes | Para Todos

Jugamos
juntos....



Because
her future is
always
worth it



Juguetes | Para Todos

Family Times 14

Is Bilingual Education Worth It?



While most public and private schools have foreign language programs, most kids finish without achieving proficiency in another language. Bilingual schools are typically more successful at teaching children a second language, as children receive lessons equally in both languages. But is it worth the additional costs and confusion for the child? Parent experts give both sides of the story.

"Language classes at traditional monolingual schools meet foreign language requirements without confusing the child," says Lea Duarte, mom and childhood speech specialist.

"Working with bilingual children, I have found that they often have difficulty differentiating between two languages. Until the child has mastered both languages, they may fall-back in school in bilingual programs. A traditional monolingual environment allows a child to grasp concepts easier. Once they have reached a strong level in one language, the traditional formats of teaching a new language can be introduced. Although the child may not achieve perfect fluency from these programs, they should learn enough for basic communications. In many situations, this is more than enough for a child to be successful in life."

"Bilingual schools prepare your child for the world," says Ana Abel, mom and specialist in language adaptation.

"Today's international society requires that children learn a second language in order to interact with others, understand other cultures and get ahead in their future career. It is common knowledge that languages are best learned at a young age, and bilingual schools are the perfect environment to start your child out early and have them achieve lasting fluency that they can carry with them for life. In bilingual schools troubles learning in a foreign language are accounted for programs are formatted to accommodate the additional struggles. Besides, the confusion in childhood is much less than that of learning a second language as a young adult."

What do you think? Tell us your thoughts on FamilyTimes.com

Appendix J

Version Two: English Magazine Layout Featuring Three Treatments: English

Monolingual, Spanish Monolingual and Bilingual Advertisements



Children should...



They should...

Play



Niños deben...



Ellos deben...

Jugar



Children should...



They should...

Play



Family Times 14

Budget cuts threaten foreign language classes



Public schools across the country will be receiving a budget cut this year, and the first thing many look to cut are foreign language classes. School officials propose that language teachers rotate throughout schools, visiting each school only one day a week to reduce the number of hours of foreign language instruction.

"We do not want to cut other programs, and we can save them by reducing language teachers," says Lea Duarte, mom and Secretary of Education.

"Art, gym, drama and computer education have all received threats of budget cuts in the past, but many parents have resisted these changes. By cutting the hours language is being taught, we can keep these classes in schools. Although the child may not achieve perfect fluency from once a week lessons, they should learn enough for basic communications. In many situations, this is more than enough for a child to be successful in life. Art and gym, however, are necessary for our children to become creative thinkers and healthy individuals."

"Language coursework prepare your child for the world," says Ana Abel, mom and language activist.

"Today's international society requires that children learn a second language in order to interact with others, understand other cultures and get ahead in their future career. Basic communication is not enough, fluency is needed to succeed. It is common knowledge that languages are best learned at a young age, and schools need to prioritize immersing our children early so they can achieve lasting fluency.

What do you think? Tell us your thoughts on FamilyTimes.com

Appendix K

Version Two: Spanish Magazine Layout Featuring Three Treatments: English


Monolingual, Spanish Monolingual and Bilingual Advertisements



Niños deben...




Ellos deben...

Jugar 

Children should...




They should...

Play 

Niños deben...



Ellos deben...

Jugar 

Tiempo Familiar 14

Reducciones presupuestarias ponen en peligro las clases de idiomas extranjeros



Las escuelas públicas a través del país tienen que reducir sus presupuestos este año, y parece que las clases de los idiomas extranjeros serían recortados. Los oficiales de la educación pública proponen que los maestros de idiomas hacen turnos a través de las escuelas, visitando cada escuela una vez la semana para reducir la cantidad de horas de enseñanza de lenguas extranjeras.

"No queremos acortar otras clases, y podemos salvarlas por la reducción de maestros de idiomas," dice Lea Duarte, madre y Secretaria de Educación.

"Los cursos de arte, gimnasio, teatro y computadoras han recibido amenazas de recortes presupuestarios en el pasado, pero muchos padres y madres se resistían los cortes de estas clases. Si reducimos las horas de enseñanza de los idiomas, podemos mantener estas otras clases en nuestras escuelas. Aunque un niño no hubiera llegado a un nivel de fluidez después de una hora de idiomas cada semana, deben aprender suficiente para la comunicación básica. En muchas situaciones, eso es más que suficiente para un niño y su futuro éxito. A cambio, el arte y el gimnasio son necesarios para inculcar a nuestros hijos creatividad y ponerles en forma.

"Las clases de idiomas extranjeros preparan a los niños para el mundo," dice Ana Abel, madre y activista para los idiomas.

"La sociedad internacional hoy requiere que los niños aprendan una lengua segunda para relacionarse con otros, entender culturas distintas, y adelantar en sus trabajos futuros. La comunicación básica no es suficiente, los niños necesitan fluidez para su éxito. Es el conocimiento común que los idiomas son más fáciles de aprender cuando se es joven, y las escuelas necesitan priorizar la inmersión lingüística para sentar las bases de un idioma segundo."

¿Qué piensa? Danos sus pensamientos:
TiempoFamiliar.com

Appendix L

Survey for U.S. and Spain

Parents in the International Toy Market/Padres y madres en la industria internacional de juguetes

Q1.1 Do you have at least one child between the ages of 6-10? ¿Tiene al menos un/a hijo/a de 6-10 años?

☐ Yes (Sí) (1)

☐ No (2)

If No Is Selected, Then Skip To End of Block

Q2.1 Please choose your native language (Por favor, eliga su idioma materna)

- ☐ English (1)
- ☐ Español (2)

Q3.1

Information Sheet for Marketing Study on Parents in the International Toy Market



Principal Investigator: Robin Coulter

Student: Margo Bailey

Title of Study: Bilingual Spanish-English Marketing as a Catalyst for Cultural

Awareness: The Effect on Parents in the Toy Market

You are invited to participate in this survey of Parents in the Toy Market. I am an undergraduate student at the University of Connecticut, and I am conducting this survey as part of my course work. I am interested in finding out parents' views on the international toy industry

Your participation in this study will require completion of an online questionnaire. The survey will take approximately 15 minutes of your time. Your participation will be anonymous and you will not be contacted again in the future. When you finish the survey, you will be compensated through the survey panel that you belong to. This survey does not involve any risk to you. However, the benefits of your participation may impact society by helping increase knowledge about how advertising could influence cultural awareness and acceptance in society.

You do not have to be in this study if you do not want to be. You do not have to answer any question that you do not want to answer for any reason. We will be happy to answer any questions you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact me, Margo Bailey, at +1 (860) 836-3114 or margo.bailey@uconn.edu. If you have any questions about your rights as a research participant you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802. The IRB is a group of people who review research studies to protect the rights and welfare of research participants.

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Q4.1 What country do you live in?

- ☐ United States (1)
- ☐ Spain (2)

Q4.2 Which best describes the where you live?

- ☐ Rural (1)
- ☐ Suburban (2)
- ☐ Urban (3)

Q5.1 Which best describes you?

If Please choose your native language (Por favor, eliga su idioma materna) Español Is Selected

- ☐ Spanish-dominant (1)
- ☐ English-dominant (2)
- ☐ Bilingual in both English and Spanish (3)
- ☐ English-dominant, but I also speak a bit of Spanish (4)

If Please choose your native language (Por favor, eliga su idioma materna) Español Is Selected

- ☐ Spanish-dominant, but I also speak a bit of English (5)

Q6.1 What is your gender?

- ☐ Male (1)
- ☐ Female (2)
- ☐ Other (3)

Q6.2 What best describes the language(s) spoken in your household?

- ☐ Speak English only (1)
- ☐ Speak Spanish only (2)
- ☐ Speak both Spanish and English equally (3)
- ☐ Speak both Spanish and English, but we use Spanish more (4)
- ☐ Speak both Spanish and English, but we use English more (5)
- ☐ Other language (6)

Q6.3 What best describes the language(s) spoken in your town/city?

- ☐ Speak English only (1)
- ☐ Speak Spanish only (2)
- ☐ Speak both Spanish and English equally (3)
- ☐ Speak both Spanish and English, but we use Spanish more (4)
- ☐ Speak both Spanish and English, but we use English more (5)
- ☐ Other language (6)

Q6.4 How many children do you have in total?

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5+ (5)

Q6.5 How many children do you have between the ages of 6-10?

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5+ (5)

Q6.6 Please indicate the ages of your youngest and oldest child. (If you have only one child answer in the block for the youngest child and leave the oldest blank).

_____ My youngest child is... (1)

_____ My oldest child is... (2)

If My youngest child is... Is Greater Than 10, Then Skip To End of Block If My oldest child is... Is Less Than 6, Then Skip To End of Block

Q7.1 Do any of your children who are between the ages of 6-10 attend a bilingual school? (Where half of the classes are taught in one language and the other half another)

- ☐ Yes, at least one of my children attend a bilingual public school (1)
- ☐ Yes, at least one of my children attend a bilingual private school (2)
- ☐ No, my children attend a monolingual public school (3)
- ☐ No, my children attend a monolingual private school (4)
- ☐ My child is homeschooled (5)

Q7.2 Are any of your children who are between the ages of 6-10 bilingual?

- ☐ Yes, at least one of my children is fluent in a foreign language (1)
- ☐ Almost, at least one of my children is working on fluency in a foreign language (2)
- ☐ No, my children are only fluent in their native language (3)

Q8.1 Please indicate the extent to which you agree with each of the following statements.

| | Strongly Disagree (1) | Disagree (2) | Neither Agree nor Disagree (3) | Agree (4) | Strongly Agree (5) |
|--|--------------------------|-----------------------|-----------------------------------|-----------------------|-----------------------|
| I like the idea of being able to speak foreign languages (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is important to learn to speak Spanish (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If we know more languages we can better manage international relations. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like the idea of living in a place with diversity of people and cultures (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I enjoy traveling to places and discovering more about other cultures (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We need to work harder to fix relationships between people of different cultures (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q9.1 In general, what features do you look for when buying a toy for your child (referring to your child(ren) between ages 6-10)?

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Q9.2 In general, when purchasing toys for your child (referring to your child(ren), how important are each of the following to you? (Please refer to your child(ren) between the ages of 6-10).

| | Not at all Important (1) | Slightly Unimportant (2) | Neither Important or Unimportant (3) | Slightly Important (4) | Extremely Important (5) |
|---|-----------------------------|-----------------------------|--|---------------------------|----------------------------|
| The toy has an online component where my child can securely access games and activities (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The toy keeps my child entertained for hours. (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The toy teaches my child math. (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The toy teaches my child another language. (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The toy sparks my child's curiosity about the world. (7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The toy encourages my child to play outside. (8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

BILINGUAL SPANISH-ENGLISH MARKETING

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Q10.1 Please indicate the extent to which you agree with each of the following statements.

| | Strongly Disagree (1) | Disagree (2) | Neither Agree nor Disagree (3) | Agree (4) | Strongly Agree (5) |
|--|--------------------------|-----------------------|-----------------------------------|-----------------------|-----------------------|
| I prefer local brands to foreign brands. (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We should support the local economy and purchase products from our home country. (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use local products in my day-to-day life. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A local name indicates that a product is quality. (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Local brands help me express myself as a person (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q10.2 Please indicate the extent to which you agree with each of the following statements.

| | Strongly Disagree (1) | Disagree (2) | Neither Agree nor Disagree (3) | Agree (4) | Strongly Agree (5) |
|---|--------------------------|-----------------------|-----------------------------------|-----------------------|-----------------------|
| I prefer global brands to local brands. (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Global brands support economies across the world. (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use global brands in my day-to-day life. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A global brand name tells me that a product is quality. (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Global brands communicate the type of person I am. (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Q11.1 Please indicate how important each of the following is when you are purchasing a product for your child(ren). (Please refer to your child(ren) between the ages of 6-10).

| | Not at all Important (1) | Slightly Unimportant (2) | Neither Important or Unimportant (3) | Slightly Important (4) | Extremely Important (5) |
|--|-----------------------------|-----------------------------|--|---------------------------|----------------------------|
| The company is well known for creating quality toys (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The company has an online presence where my children can play games and interact online. (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The company is a known leader in educational toys. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The company participates in international charity work. (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The company has a good reputation. (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The company is part of an international community (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q12.1 Please read the following three pages and answer the questions that follow.

Q13.1 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)



Q14.1 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Children should...



They should...

Play



Q15.1 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Niños deben...



Ellos deben...

Jugar  TyB Toys

Q16.1 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Children should...



They should...

Play



Q17.1 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Family Times 14

Budget cuts threaten foreign language classes



Public schools across the country will be receiving a budget cut this year, and the first thing many look to cut are foreign language classes. School officials propose that language teachers rotate throughout schools, visiting each school only one day a week to reduce the number of hours of foreign language instruction.

"We do not want to cut other programs, and we can save them by reducing language teachers," says Lea Duarte, mom and Secretary of Education.

"Art, gym, drama and computer education have all received threats of budget cuts in the past, but many parents have resisted these changes. By cutting the hours language is being taught, we can keep these classes in schools. Although the child may not achieve perfect fluency from once a week lessons, they should learn enough for basic communications. In many situations, this is more than enough for a child to be successful in life. Art and gym, however, are necessary for our children to become creative thinkers and healthy individuals."

"Language coursework prepare your child for the world," says Ana Abel, mom and language activist.

"Today's international society requires that children learn a second language in order to interact with others, understand other cultures and get ahead in their future career. Basic communication is not enough, fluency is needed to succeed. It is common knowledge that languages are best learned at a young age, and schools need to prioritize immersing our children early so they can achieve lasting fluency."

What do you think? Tell us your thoughts on FamilyTimes.com

Q18.1 After reading the article, which of the following statement represents your opinion after reading this article?

- ☐ I would prefer to reduce the hours that foreign language classes are taught. (1)
- ☐ I would prefer to maintain the hours that foreign language classes are taught. (2)
- ☐ I would prefer to increase the hours that foreign language courses are taught (3)

Q19.1 Please indicate the extent to which you agree with each of the following statements.

| | Strongly Disagree (1) | Disagree (2) | Neither Agree Nor Disagree (3) | Agree (4) | Strongly Agree (5) |
|--|--------------------------|-----------------------|-----------------------------------|-----------------------|-----------------------|
| The company that created the advertisement seems like it offers their products in multiple countries (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am interested in learning more about this company and its products (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I liked the ad (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If I saw the ad in a magazine, I would take the time to look at it (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The ad created a connection in my mind between my child(ren) and foreign languages (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q20.1 Parents hope for their children to have various values. For each of the values below, please indicate how important it is for you that your child(ren) has(have) that specific value. (Please refer to your child(ren) between the ages of 6-10).

| | Not at all Important (1) | Slightly Unimportant (2) | Neither Important or Unimportant (3) | Slightly Important (4) | Extremely Important (5) |
|--|-----------------------------|-----------------------------|--|---------------------------|----------------------------|
| My child understands other cultures. (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My child has friends of different ethnicities/races. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My child learns to respect people of other cultures (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My child learns a second language. (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My child can speak another language fluently. (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My child speaks Spanish. (7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q21.1 According to the article, what is an advantage of foreign language classes?

- ☐ The kids can meet international schoolmates. (1)
- ☐ Language classes teach children more than art or gym. (2)
- ☐ The children become better prepared for the international world. (3)
- ☐ Universities prefer students who studied in bilingual schools. (4)

Q21.2 What was the message of the advertisement?

- ☐ Play betters a child's ability to dream and create. (1)
- ☐ We should buy toys for our children to better their futures. (2)
- ☐ We should teach our children to be creative to better their futures. (3)

Q22.1 This concludes the survey. Should you have questions or concerns please contact me, Margo Bailey, at margo.bailey@uconn.edu. Thank you for your time.

Hoja de Información para la investigación sobre los padres y madres en la industria internacional de juguetes



Investigadora principal: Robin Coulter

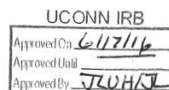
Estudiante: Margo Bailey

Nombre de la investigación: Bilingual Spanish-English Marketing as a Catalyst for Cultural Awareness: The Effect on Parents in the Toy Market (Marketing bilingüe (Español-Inglés) como catalizador para el conocimiento cultural: el efecto en los padres y madres en el mercado de juguetes)

Usted está invitado a participar en esta investigación de los padres y madres en la industria internacional de juguetes. Soy una estudiante universitaria de la University of Connecticut, y estoy haciendo esta investigación como parte de mi carrera. Estoy interesada en entender las opiniones generales de los padres y madre con respecto a la industria de juguetes.

Su participación en esta investigación va a requerir que complete una encuesta en la red. La encuesta va a durar, aproximadamente, 15 minutos de su tiempo. Su participación va a ser anónima. No va a ser contactado en el futuro para dar más información a esta investigación. Después de terminar el sondeo, Qualtrics va a compensarle por su tiempo. Su participación en esta investigación no tiene riesgo o amenazas conocidos. Además, su participación puede beneficiar a la sociedad al investigar cómo pueden influir los anuncios en la aceptación de culturas y tolerancia en la sociedad.

No tiene que participar en esta investigación si no lo desea. No tiene que responder a ninguna pregunta si no quiere. Estaremos encantados de responder a cualquier duda o pregunta que tenga sobre esta investigación. Si tiene algunas preguntas adicionales sobre la investigación por favor póngase en contacto conmigo, Margo Bailey, en el correo siguiente: margo.bailey@uconn.edu o través de mi teléfono móvil: +1 (860) 836-3114. Si tiene preguntas adicionales sobre sus derechos como participante, puede contactar con la University of Connecticut Institutional Review Board (IRB) a 860-486-8802. La IRB es un grupo de personas que revisan investigaciones para proteger los derechos y el bienestar de los participantes.



Q24.1 ¿En que país vives?

- ☐ Estados Unidos (1)
- ☐ España (2)

Q24.2 ¿Cuál mejor describe donde vive?

- ☐ Rural (1)
- ☐ Barrio Periférico (2)
- ☐ Urbano (3)

Q25.1 ¿Qué idioma domina mejor?

If Please choose your native language (Por favor, eliga su idioma materna) English Is Selected

- ☐ Inglés (1)
- ☐ Español (2)
- ☐ Bilingüe en inglés y español (3)

If Please choose your native language (Por favor, eliga su idioma materna) English Is Selected

- ☐ Inglés, pero también hablo un poco de español (4)
- ☐ Español, pero también hablo un poco de inglés (5)

Q26.1 Sexo:

- ☐ Hombre (1)
- ☐ Mujer (2)
- ☐ Otro (3)

Q26.2 ¿Qué idioma(s) utilizan en su casa?

- ☐ Hablamos inglés solamente (1)
- ☐ Hablamos español solamente (2)
- ☐ Hablamos español e inglés igual (3)
- ☐ Hablamos español e inglés, pero usamos más español (4)
- ☐ Hablamos español e inglés, pero usamos más inglés (5)
- ☐ Otro idioma (6)

Q26.3 ¿Qué idioma(s) utilizan en su pueblo/ciudad?

- ☐ Hablamos inglés solamente (1)
- ☐ Hablamos español solamente (2)
- ☐ Hablamos español e inglés igual (3)
- ☐ Hablamos español e inglés, pero usamos más español (4)
- ☐ Hablamos español e inglés, pero usamos más inglés (5)
- ☐ Otro idioma (6)

Q26.4 ¿Cuántos hijos/os tiene?

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5+ (5)

Q26.5 ¿Cuántos hijas/os tiene con 6-10 años?

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5+ (5)

Q26.6 Indique los edades de su hija/o menor y su hija/o mayor. (Si tiene solo un hijo, indica por parte del menor y de la parte de mayor a 0).

_____ Mi hija/o menor tiene... (1)

_____ Mi hija/o mayor tiene... (2)

If Mi hija/o menor tiene... Is Greater Than 10, Then Skip To End of Block If Mi hija/o mayor tiene... Is Less Than 6, Then Skip To End of Block

Q27.1 ¿Asisten sus hijas/os una escuela bilingüe? (Donde la mitad de las asignaturas se enseñan en un idioma y la otra mitad en otro) (Con respecto a sus hijas/os de 6-10 años).

- ☐ Sí, al menos una/o de mis hijas/os asiste a una escuela bilingüe y pública (1)
- ☐ Sí, al menos una/o de mis hijas/os asiste a una escuela bilingüe y privada (2)
- ☐ No, mis hijas/os asisten una escuela monolingüe y pública (3)
- ☐ No, mis hijas/os asisten una escuela monolingüe y privada (4)
- ☐ No, les educan en casa (5)

Q27.2 ¿Son sus hijos bilingües? (Con respecto a sus hijas/os de 6-10 años).

- ☐ Sí, al menos una/o de mis hijas/os tiene fluidez en un idioma extranjero (1)
- ☐ Casi, al menos una/o de mis hijas/os está/n trabajando para tener fluidez en un idioma extranjero (2)
- ☐ No, mis hijos solo hablan su idioma materno (3)

Q28.1 ¿En qué medida está de acuerdo de cada uno con las declaraciones siguientes?

| | Completamente en desacuerdo (1) | No estoy de acuerdo (2) | Ni de acuerdo ni desacuerdo (3) | Estoy de acuerdo (4) | Completamente de acuerdo (5) |
|---|---------------------------------------|----------------------------|------------------------------------|-------------------------|---------------------------------|
| Me gusta la idea de hablar un idioma extranjero (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Es importante que aprendamos a hablar inglés (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Si sabemos más idiomas podemos mejorar nuestras relaciones internacionales (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Me gusta la idea de vivir en un sitio con diversidad de gente y culturas (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Disfruto de viajes donde puedo descubrir otras culturas (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tenemos que trabajar más para mejorar las relaciones de gente de distintas culturas (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q29.1 En general, ¿qué características son importantes cuando está comprando un juguete para sus hijas/os? (Con respecto a sus hija/os de 6-10 años).

Q29.2 En general, cuando está de compras de juguetes para sus hijas/os ¿Qué importancia tienen los siguientes aspectos para usted? (Con respecto a sus hija/os de 6-10 años).

| | Sin importancia (1) | Un poco importante (2) | No es importante ni poco importante (3) | Importante (4) | Muy importante (5) |
|--|------------------------|---------------------------|--|-----------------------|-----------------------|
| El juguete tiene juegos y actividades en la red. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| El juguete entretiene a mis hijas/os por horas. (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| El juguete les enseña a mis hijas/os matemáticas. (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| El juguete les enseña a mis hijas/os otro idioma (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| El juguete crea en mis hijas/os una curiosidad sobre el mundo. (7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| El juguete fomenta que mis hijas/os jueguen fuera. (8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q30.1 ¿En qué medida está de acuerdo de cada uno con las declaraciones siguientes?

| | Completamente en desacuerdo (1) | No estoy de acuerdo (2) | Ni de acuerdo ni desacuerdo (3) | Estoy de acuerdo (4) | Completamente de acuerdo (5) |
|--|---------------------------------------|----------------------------|------------------------------------|-------------------------|---------------------------------|
| Prefiero las marcas locales sobre las marcas extranjeros. (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Debemos apoyar la economía local y comprar productos de nuestro país. (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Uso productos de marcas locales en mi vida diariamente. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Una marca local indica que el producto es de calidad. (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Las marcas locales expresan algo sobre quien soy. (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q30.2 ¿En qué medida está de acuerdo de cada uno con las declaraciones siguientes?

| | Completamente en desacuerdo (1) | No estoy de acuerdo (2) | Ni de acuerdo ni desacuerdo (3) | Estoy de acuerdo (4) | Completamente de acuerdo (5) |
|--|---------------------------------------|----------------------------|------------------------------------|-------------------------|---------------------------------|
| Prefiero las marcas globales a las marcas locales. (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Los productos extranjeros son importantes para apoyar la economía global. (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Uso productos de marcas globales en mi vida cada día. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Una marca global indica que el producto es de calidad. (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Las marcas globales expresan algo sobre quien soy. (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q31.1 Por favor, indica la importancia de cada uno de las declaraciones siguientes cuando está de compras para sus hijas/os.(Con respecto a sus hija/os de 6-10 años).

| | Sin importancia (1) | Un poco importante (2) | No es importante ni poco importante (3) | Importante (4) | Muy Importante (5) |
|--|------------------------|---------------------------|--|-----------------------|-----------------------|
| La compañía es conocida por crear juguetes de calidad. (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| La compañía tiene una presencia de la red donde mis hijas/os pueden jugar y hacer actividades de forma segura. (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| La compañía es conocida por sus juguetes educativos. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| La compañía hace caridad en el mundo internacional. (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| La compañía tiene un buen reputación. (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| La compañía es parte de la comunidad internacional. (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q32.1 Por favor, mire las páginas siguientes de una revista para madres y padres y responda a las preguntas.

Q33.1 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Q33.2



Q34.1 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Niños deben...



Ellos deben...

Jugar

Q35.1 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Tiempo Familiar 14

Reducciones presupuestarias ponen en peligro las clases de idiomas extranjeros



Las escuelas públicas a través del país tienen que reducir sus presupuestos este año, y parece que las clases de los idiomas extranjeros serían recortados. Los oficiales de la educación pública proponen que los maestros de idiomas hacen turnos a través de las escuelas, visitando cada escuela una vez la semana para reducir la cantidad de horas de enseñanza de lenguas extranjeras.

"No queremos acortar otras clases, y podemos salvarlas por la reducción de maestros de idiomas," dice Lea Duarte, madre y Secretaria de Educación.

"Los cursos de arte, gimnasio, teatro y computadoras han recibido amenazas de recortes presupuestarios en el pasado, pero muchos padres y madres se resistían los cortes de estas clases. Si reducimos las horas de enseñanza de los idiomas, podemos mantener estas otras clases en nuestras escuelas. Aunque un niño no hubiera llegado a un nivel de fluidez después de una hora de idiomas cada semana, deben aprender suficiente para la comunicación básica. En muchas situaciones, eso es más que suficiente para un niño y su futuro éxito. A cambio, el arte y el gimnasio son necesarios para inculcar a nuestros hijos creatividad y ponerles en forma.

"Las clases de idiomas extranjeros preparan a los niños para el mundo," dice Ana Abel, madre y activista para los idiomas.

"La sociedad internacional hoy requiere que los niños aprendan una lengua segunda para relacionarse con otros, entender culturas distintas, y adelantar en sus trabajos futuros. La comunicación básica no es suficiente, los niños necesitan fluidez para su éxito. Es el conocimiento común que los idiomas son más fáciles de aprender cuando se es joven, y las escuelas necesitan priorizar la inmersión lingüística para sentar las bases de un idioma segundo."

¿Qué piensa? Danos sus pensamientos:
TiempoFamiliar.com

Q36.1 Después de leyendo el artículo, cuál represente su opinión?

- ☐ Prefiero reducir las horas de enseñanza de los idiomas extranjeros. (1)
- ☐ Prefiero mantener las horas de enseñanza de los idiomas extranjeros. (2)
- ☐ Prefiero aumentar las horas de enseñanza de los idiomas extranjeros. (3)

Q37.1 ¿En qué medida está de acuerdo de cada uno con las declaraciones siguientes?

| | Completamente en desacuerdo (1) | No estoy de acuerdo (2) | Ni de acuerdo ni desacuerdo (3) | Estoy de acuerdo (4) | Completamente de acuerdo (5) |
|---|---------------------------------------|----------------------------|------------------------------------|-------------------------|---------------------------------|
| Parece que la compañía que hizo el anuncio ofrece sus productos en varios países (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Me interesa ver los juguetes de esta compañía (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Me gusta el anuncio (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Si vi este anuncio en una revista me tomaría un momento para verlo (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| El anuncio creó en mi mente una conexión entre mi hijas/os y el aprendizaje de idiomas extranjeros (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q38.1 Los padres y madres quieren inculcar en sus hijos algunos valores fundamentales. Mirando cada valor abajo, indica la importancia que sus hijas/os tienen este valor. (Con respecto a sus hija/os de 6-10 años).

| | Sin importancia (1) | Un poco importante (2) | No es importante ni poco importante (3) | Es un poco importante (4) | Muy Importante (5) |
|---|------------------------|---------------------------|--|------------------------------|-----------------------|
| Que mi hijas/os entiendan otras culturas. (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Que mi hijas/os tengan amigos de otras etnias/culturas. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Que mi hijas/os puedan respetar a gente de otras culturas (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Que mi hijas/os aprendan un idioma extranjero (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Que mi hijas/os tengan fluidez en un idioma extranjero (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Que mi hijas/os hablen inglés. (7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q39.1 Según el artículo, ¿cuál es una ventaja de las clases de idiomas extranjeros?

- ☐ Las/os chicas/os pueden conocer a compañeros internacionales. (1)
- ☐ Las clases de idiomas les enseñan a los niñas/os más que las del arte o gimnasio. (2)
- ☐ Preparan a las/os niñas/os para el mundo internacional. (3)
- ☐ Las universidades prefieren gente que estudiaba los idiomas. (4)

Q39.2 ¿Cuál es el mensaje del anuncio?

- ☐ Jugar va mejorando las habilidades de los niñas/os de crear y soñar. (1)
- ☐ Debemos comprar juguetes para nuestras/os hijas/os para mejorar sus futuros. (2)
- ☐ Debemos enseñar a nuestras/os hijas/os a ser creativas/os para mejorar sus futuros. (3)

Q40.1 Con esto concluye el sondeo. Si tiene más preguntas, puede ponerse en contacto con la investigadora, Margo Bailey, por su correo: margo.bailey@uconn.edu. Gracias por su tiempo.

