Rachèl Wannet

Slang in South African public information documents on HIV/AIDS

Performing an experiment among black South African students concerning slang in a public information document on HIV/AIDS in South Africa

Plaatje hier groot

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Plaatje hier klein

University of Nijmegen
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Abstract

This study was performed to determine the influence of slang with respect to the feeling of source similarity among black South African students. The study was based on the assumption that a more similar language use in a text increases the feeling of source similarity of a reader. The study consisted of an experiment that was performed with the help of 73 black South African students who have filled in a questionnaire after having read one out of two different texts on HIV/AIDS; one existing text using English slang language and a second text that was manipulated into a standard English text. The study showed that the use of slang language in the HIV/AIDS text did not increase the feeling of source similarity compared to the standard English text version. Contrary to expectations, the study also shows that the language used in the more formal text version was felt as more similar to the respondent's own language, compared to the slang language. Furthermore, this experiment suggests that there is a trend that the use of a more similar language, as unexpectedly proved to be the case in the standard English text, increases the source similarity feeling of the respondents. The second aim of the study was to determine what the experimental problems are that have arisen in this experiment. A number of problems were identified and are discussed.

Contents

Preface

In October 2001, I had my first contact with prof dr. C. Jansen (University of Nijmegen) with respect to a research project that he helped to develop, concerning the improvement of the text design of South African brochures with regard to human immune deficiency virus (HIV) and acquired immune deficiency syndrome (AIDS). Three Dutch universities (University of Nijmegen, Tilburg and Twente) and three South African universities (University of South Africa, Pretoria and Stellenbosch) began a collaboratory relationship and have developed an overall project called *'Improving the effectiveness of public information documents on HIV/AIDS in South Africa'*, which started in 2002 and will continue until 2006 (www.epidasa.org). The overall study consists of several sub studies. One of them is the study of Mr. E. Saal (University of South Africa): *'Persuading people to have safer sex: peers as credible sources'*. The important similarity aspect between individual peers and their target audience is the reason that my study has been developed. It is called: *'Slang in South African public information documents on HIV/AIDS', with the following subtitle: 'Performing an experiment among black South African students concerning slang in a public information document on HIV/AIDS in South Africa'*. Slang might increase the feeling of source similarity among readers, because slang can change the language in a text into a more similar language towards the language of the readers.

In order to prepare the study and conduct the actual experiment I lived in South Africa for a period of six months. This stay in South Africa broadened my view of life in several important ways and has therefore been one of the best experiences of my life. Without a very special friend who also participated in this HIV/AIDS project I would never have ended up in South Africa and experienced this great, unforgettable, special time: thanx a million, Eef! The actual implementation of the experiment would not have been possible without the help of 73 students from the University of Pretoria and the Vista University, for whom I would like to express my gratitude. I would also like to thank my supervisors prof dr. C. Jansen and Mr. E. Saal for their critical view and worthwhile comments and advice. Moreover, Elvis, thank you for all your safe car trips from Hatfield to UNISA! I am very grateful to my statistical help in desperate times: Frans van der Slik, thank you very much. Last, but definitely not least: the enormous warm welcome I received in Pretoria, thanks to Piet, Adelia, Dineke and Elvis, was great, a big 'THANK YOU' to all of you!

Nijmegen, 29 August 2003
Rachèl Wannet

1 Introduction

1.1 HIV/AIDS in South Africa

During the period 1994-2001, there has been an enormous growth of HIV infections in South Africa. Experts agree that South Africa now faces one of the world's most severe HIV/AIDS pandemics (loveLife, 2001). In South Africa, about 5 million people are infected with HIV (Mandela/HSCR Report, 2002). The Mandela/HSCR Report (2002) also shows that there still exist serious misconceptions in this country concerning HIV/AIDS. For example, 9.9% of South African youth (15-24 years) prove to give incorrect reactions, or are uncertain of the statement that HIV can be transmitted by touch. Another example of a misconception is the rumour that exists in parts of Africa, including large portions of South Africa, that having sex with a virgin will cleanse a male of AIDS. The Mandela/HSCR Report (2002) also shows that this myth is very dangerous in South Africa among youth. Between the ages of 15-24, 10.8% have incorrect knowledge or are uncertain about this myth.

Although the aforementioned studies show that some serious misconceptions exist, other studies have found that correct knowledge of risk factors for HIV infection and modes of prevention is high, especially among young people (Harrison, Jackson, Karim, Lurie, Ntuli & Wilkinson, 1999, Cameron, Joubert, Kuhn, Mathews & Metcalf, 1990 and loveLife, 2001). High knowledge is especially important among youth, because puberty and adolescence are important periods during which young people become sexually active and begin to form their values (Mathews, Kuhn, Joubert & Cameron, 1990). Moreover, more than half (60%) of all new HIV infections in South Africa are in the age group 15-25 (loveLife, 2001). This figure shows that although knowledge of HIV/AIDS transmission (by means of sexual intercourse) and the use of condoms as preventive method are high in some aspects, it does not translate automatically into sexual behaviour changes. This could be caused by the fact that a lot of young black South Africans do not think they themselves can influence their sexual activities. They may find it difficult to understand why they do get infected and why other people, who for example sleep around, do not get infected. There are young black South Africans who believe for example that AIDS is a punishment from God for immorality and sin (Van Dyk, 2001). Another belief is that ancestors no longer protect them, so the descendents will be left exposed to attacks by witches and sorcerers. There are black South African youth who think someone has 'sent' the virus in order to make the person ill (Van Dyk, 2001). The Mandela/HSCR Report (2002) shows that 14.8% of South African youth (15-24 years) give incorrect reactions or are uncertain with regard to the question of whether HIV can be transmitted by witchcraft. Beliefs about God, sorcery and witchcraft prove to result in important negative implications for AIDS education. Because a substantial group of South Africans seem to see AIDS as something they themselves cannot control, it implies that

individuals cannot be held responsible for their own behaviour and that they will not change their sexual behaviour (Van Dyk, 2001). Young black South Africans often do not see their own behaviour as a possible reason for HIV infection and therefore do not understand the importance of using HIV prevention methods (Van Dyk, 2001).

Besides these beliefs, societal structures also influence HIV/AIDS prevention efforts. For example, traditional African culture has its emphasis on fertility. “Most Africans believe that children are the extension of the bond between the living and the dead. Absence of children is usually viewed as meaning that either the wife is bewitched or that the ancestors are angry with the couple” (Wessels, 1996). Moreover, South Africa is mainly a patriarchal society: men are generally more dominant and women are generally more passive. Men are the decision-makers, while women have little power. In many cases, women do not have the voice to insist on the use of condoms. It is men who decide if they want to use condoms or not (Harrison et al., 1999, Wessels, 1996).

1.2 Public information documents on HIV/AIDS

Misconceptions, beliefs and societal structures that negatively influence HIV/AIDS transmission require that public information documents on HIV/AIDS improve. This will create more knowledge with regard to this disease among young black South Africans. Better knowledge of HIV/AIDS has been shown to have a positive relationship to prevention behaviours. The preceding paragraphs show that knowledge is not a sufficient condition for behaviour change, but that it is definitely a necessary one. It is important that a more targeted approach to development of knowledge and information about HIV/AIDS be adopted (Mandela/HSCR Report, 2002). This is one of the reasons why an overall project, ‘improving the effectiveness of public information documents on HIV/AIDS in South Africa’ has developed (www.epidasa.org) at three Dutch universities (among which the University of Nijmegen) and three South African universities (among which the University of South Africa, UNISA). This overall project consists of several sub studies.

One of them is the study of Mr. E. Saal (UNISA): ‘persuading people to have safer sex: peers as credible sources’. This study focuses on the use of peer group pressure in public information documents when trying to persuade youth with regard to their sexual behaviour changes. The term ‘peer’ refers to ‘one that is of equal standing with another’ (Centre for the Study of AIDS, 2002). Milburn (1995, referred to in Wolf, Tawnik & Bond, 2000) writes that numerous studies indicate that young people are likely to turn to peers for information and advice. “Research has shown that peers are reaching individuals who are similar to themselves, particularly regarding sex, age, education, marital status, religion and ethnicity” (Wolf, Tawnik & Bond, 2000). This research has for example shown that male peer educators tend to reach more males (58%) and female peer educators tend to reach more

females (62%). It was also clear that peers were reaching individuals very similarly educated to themselves (Wolf et al., 2000). According to Orme and Starkey (1999) peers have inside knowledge of the intended audience and peers use appropriate language/terminology to allow their audience to feel comfortable when talking about issues of sexuality and HIV/AIDS. This strengthens the fact that peer group pressure could be increased through the use of slang, as slang could increase the similarity feeling of a receiver towards a source. According to the speech accommodation theory, style shifts that increase perceived linguistic similarity between speaker and receiver are known as convergence (Thakerer, Giles and Cheshire, 1982). Interpersonal convergence through speech is one of many strategies that may be adopted in order to get recognised as more similar to another (Giles, Malac, Bradac & Johnson, 1987). The study described in this thesis is based on the assumption that the use of slang in an HIV/AIDS text might be seen as a style-shift that increases the feeling of source similarity of the receiver, because the writer will be seen as 'one of us' by the reader. In other words: the use of slang language in an HIV/AIDS text could increase the effectiveness of public information documents for black South African students. The use of their own slang language in a text could be a reason why they feel more addressed by a public information document. The experiment performed in this study analyses to what extent the use of English slang in an HIV/AIDS text can be an influential aspect to a source similarity feeling of a black South African reader. This implies that the experiment will have to analyse whether all respondents see the English slang as their own slang.

1.3 Research question

The research question in the experiment performed in this study is:

1. *To what extent does the use of slang in an HIV/AIDS text influence the feeling of source similarity among black South African students?*

Moreover, this study analyses several problems that are confronted during the preparation and conduct of this experiment. This can be of interest to other researchers. That is why the second aim of this study is:

2. To determine what the experimental problems are that have arisen in this experiment.

1.4 Definition of terms

This paragraph consists of a definition of two terms that are mentioned in the research question: *slang* and *source similarity*. A definition of the exact meaning of these two terms in this study is necessary, because they can be interpreted in several ways.

1.4.1 Slang

The New English Oxford Dictionary (1998) describes slang as colloquial language that is outside standard educated usage. Slang is not a secret code. It is easily understood by the English-speaking community and is only regarded as something not quite regular. Slang mainly differs from ordinary language in its vocabulary. The structure of the sentences remains practically unchanged. But such is the power of words, which are the basic and most conspicuous element in the language, that we unintentionally begin to speak of a separate language (Galperin, 1971). Slang consists either of new words or of current words employed in some special sense (New English Oxford Dictionary, 1998). Slang develops from the attempt to find fresh and vigorous, colourful, pungent or humorous expressions. It is characteristically more metaphorical and transitory compared to standard language (Collins English Dictionary, 1995). Slang is noted for its abundance of its synonyms. Slang is used because there is the desire to secure increased vivacity and to secure the sense of intimacy in the use of language. Pupils say they use slang because it is more expressive. It expresses feeling and thought better (Partridge, 1970). Wentworth and Flexner write in their 'Dictionary of American Slang' that slang is sometimes used to escape the dull familiarity of standard words, to suggest an escape from the established routine of everyday life. When slang is used, our life seems a little fresher and a little more personal (Galperin, 1971). Slang is also used to show that one belongs to a certain school, trade, or profession, artistic or intellectual set, or social class (Partridge, 1970). Language is one of the primary ways through which people show their social status (Kramarae, Schulz, O'Barr, 1984). "Slang can thus be seen as a marker of intergroup relations, as a way of expressing my belonging to a certain group" (Saal, 2003).

In this study slang is seen as colloquial language that is outside of standard usage and consists of new words, of current words employed in some special sense or of current words with new or extended meanings. Slang is seen here as a stylistic notation. Stylistic refers here to a continuum of formal-informal; slang will thus be placed at the informal end of the continuum (Saal, 2003). The use of slang in the text used in this study may resemble the style of the target group. This way, the feeling that the source is 'one of ours', is on the same 'wavelength', could be created. A youth service education project showed that young people relate more to other young people who talk in the same language (Orme & Starkey, 1999). As interpersonal convergence through speech is a strategy to become more similar to

another (Giles, Malac, Bradac & Johnson, 1987), the use of slang in a text could increase the feeling of source similarity of a reader.

1.4.2 Source similarity

Burgoon, Heston and McCroskey (1974) distinguish between two types of source similarities: attitudinal and characteristic similarity. Attitudinal similarities refer to shared subjective states, such as interests, beliefs and feelings, between individuals. Characteristic similarity refers to invariant characteristics. These are characteristics of the individual that are not subject to change at all, or can only change over an extended period of time, like age, educational level, gender and ethnicity (Burgoon et al. 1974). Characteristic similarity is the part of source similarity that is analysed in this study. It is proven that characteristics of the source influence the outcomes of the source's persuasive efforts (O'Keefe, 2002). Rogers and Shoemaker (1971) say that we are not only more attracted to people like ourselves, but that we are also more influenced by them. When a receiver experiences a source as similar, he will feel that they are the same kind of persons and this implies that the receiver will accept the source as an influence (Sandell, 1977). A receiver might infer attitudinal similarities of a source when the presence of other types of observed similarities, such as similarities in background and personality, are observed (O'Keefe, 2002). According to O'Keefe (2002) this influence occurs indirectly, because it influences receivers liking for the source. Besides this theory of liking, Sandell (1977) also suggests that receivers may believe in the following maxim if they experience a source as similar: "what is right for him, should be right for me". Sandell (1977) hypothesises that a receiver has a rather immediate perception of the similarity between the source's style and his own style of writing. If these styles are perceived as similar by the receiver, his total impression of similarity is strengthened. This implies that a receiver relates style to personality and subsequently style similarity to personality similarity (Sandell, 1977). This suggests a persuasion strategy that consists of emphasizing linguistic similarities between the source of a message and the receiver. Therefore, slang is used as a tool in this study through which the source similarity feeling towards invariant personality characteristics of an individual, such as age, gender, educational level and ethnicity is tried to be strengthened; the 'primary similarity feeling' with regard to language that is tried to be created through the use of slang could lead to several 'inferential similarity feelings', such as similarity in age, educational level, gender and ethnicity.

2 Method

2.1 Design

The design chosen for this experiment was a *basic between-subjects design*. Basic refers to the fact that respondents are randomly assigned to one of two different levels of the independent variable, and the dependent variable is measured only once. A comparison was made between the dependent variable responses of the two groups (Dane, 1990). Between-subject refers to the fact that each respondent receives only one value of the independent variable, which means there will not be a 'carry-over' effect (Maes, Ummelen & Hoeken, 1996). A between-subject design also implies that respondents understand the aim of the independent variable less easily, which minimalises participant bias. There was one independent variable: *language style*. The dependent variable was *feeling of source similarity*, with respect to four aspects: age, educational level, gender and ethnicity.

Independent variable		*Dependent variable*	
slang	------->	*source similarity,*	*age;*
		with respect to -------->	*educational level;*
			gender;
			ethnicity.

2.2 Subjects

Black South African students have been chosen as a target group in this experiment, because they are a high-risk group concerning HIV/AIDS:

- South Africa has been chosen, because it is a part of sub-Saharan Africa and this region is the most severely HIV/AIDS affected in the world (UNAIDS/WHO, 2002). Moreover, 11.4% of the South African population, aged two years and older, are infected with HIV (Mandela/HSCR Report, 2002);
- Students have been chosen, because more than half (60%) of all new HIV infections in South Africa are in the age group 15-25 (loveLife, 2001). Students are generally found in this age group;
- Blacks have been chosen, because black South African youth represent the highest AIDS prevalence compared to other race groups in South Africa (Mandela/HSCR Report, 2002).

For this experiment, 73 black South African students have been approached. Black students from both the University of Pretoria and the Vista University were asked to contribute to the experiment. The University of Pretoria is in Hatfield, a large suburb of Pretoria. The Vista University is in Mamelodi, a smaller suburb of Pretoria. All students filled in a questionnaire with several closed-ended and open-ended questions. About 64 questionnaires were used for the final result interpretation, because several students from the Vista University filled the questionnaire in incorrectly: they did not understand that the questions were related to the text they had read. Before the final result interpretation of the closed questions, seven more questionnaires were taken out, because of certain language groups (English, Afrikaans, Southern Sotho, Venda, Xhosa and Zulu) that were represented very weakly. This was important, because after the statistical analysis of the research question, additional statistical analyses were performed to, among other things, compare differences between language groups. The questionnaires with language groups that were represented very weakly were taken out in order to perform all statistical analyses on the same group of respondents. There were 28 males and 36 females who have filled in the questionnaire. All students took part in the experiment voluntarily. They were all unaware of the purpose of the experiment. The group was randomly divided into two groups: about half of the respondents from the Vista University read a slang text, the other half of the respondents read a standard English text before filling in the questionnaire. The same type of division was made among the students of the University of Pretoria.

2.3 Text versions

Two different texts were used in this experiment: a text with the use of slang language (appendix no.1) and another text with the use of standard English language (appendix no.2). The slang text was a part of an existing text of loveLife. LoveLife is a new lifestyle brand for young South Africans promoting healthy living and positive sexuality. LoveLife combines high-powered media with nationwide adolescent sexual health services, outreach and support programs. One of the aims of loveLife is to inform youth about HIV/AIDS. Therefore, they use texts with slang language. That is why this experiment has used an existing text of loveLife about the dangers of having different sexual partners.

Slang text:

Getting around

Okay, here's a thought: why have one guy or gal when you can have many?

Some of us lurv to score. We mean sleeping around with a hot new babe or guy every night, or trying to be a bigger playa than the rest of the crowd.

It's about quantity, right? WRONG. The days of the playa are over. These games could land us in a pit of problems and, hey, one love is better than being the village bicycle.

Come on! You don't need to be told how un-cool sleeping around is. You're sussed and you know where you are headed. Hey, you know that it will not only probably kill you as your chance of catching HIV/AIDS skyrockets, but that your chance of catching other nasty STIs increases too. After all, the more time you expose yourself to a danger, the more chance it's gonna hurt you-right?

Standard English text:

Sleeping around

Here is a thought: why have one partner when you can have many?

Some of us love to score. We mean having sex with a new partner every night, or trying to be a bigger player than the rest of the crowd.

Is it about quantity? No. The days of the player are over. These games could lead to several problems. Being with one partner is better than being with different partners.

Come on! You do not need to be told about the bad image you get from having sex with different partners all the time. Wake up; you know where it is going to lead to. You know that it will not only probably kill you as your chance of catching HIV/AIDS increases enormously, but that your chance of getting other terrible STIs increases too. After all, the more time you expose yourself to a danger, the more likely it will hurt you.

The first text has several characteristics of slang, as it uses different writing of existing words, words with new or extended meanings and words with youthful connotations. Words like '*girl'*, '*love'* and '*player'* are spelled in a different way: '*gal'*, '*lurv'* and '*playa'*. Several words that are often used by youth are used in this slang text: '*babe'*, '*un-cool'* and '*love'* (instead of '*partner'*). Some typical slang expressions are used: '*pit of problems'*, '*village bicycle'* and '*skyrockets'*. Words like '*hey'* and '*right?*' are used to address the target group in a youthful way and verbs are contracted.

In the second text, this vocabulary is changed into standard English vocabulary. Words that are spelled incorrectly like '*gal'*, '*lurv'* and '*playa'* are changed in the second text into standard English spelled words: '*girl'*, '*love'* and '*player'*. Contractions of verbs are taken out: '*here is*', '*it is*' and '*do not*'. Some typical slang expressions are taken out: '*village bicycle'* is replaced by '*being with different partners'*. Words with youthful connotations are taken out ('*okay'*, '*hey'*) or replaced by standard English, neutral words ('*un-cool*' is replaced by '*bad image*'). No 'too formal' words are used in the second text, as it remains a text for youth.

2.4 Questionnaire

A written questionnaire (appendix no.3) was created, in order to make it possible to measure the dependent variable: *feeling of source similarity*. There are four determinants of source similarity that are influential in individual peers: age, educational level, gender and ethnicity. The feeling of source similarity towards these determinants was found throughout closed questions, in the form of statements. These statements received the numbers '15-18' and were formulated as follows: *'I see the writer of the text as similar in age to me',* number 15*; 'I see the writer of the text as having the same educational background as me',* number 16*; 'I see the writer of the text as being of the same sex as me',* number 17*; 'I see the writer of the text as belonging to the same ethnic group as me',* number 18*.* The independent variable *'slang language'* is questioned in another statement, which received the number '19': *'I see the language used in the text as similar to the way I speak English'*. This statement proved whether or not the respondents saw the language used in the text as similar to theirs, which made it the *key question*. Four statements in the questionnaire were not used in the analysis of the research question *'to what extent does the use of slang in an HIV/AIDS text influence the feeling of source similarity among black South African students?'*; statement 13 '*I will probably like the writer of the text*' and 14 '*I will enjoy working/studying with the writer of the text*' were inserted in the questionnaire to help Mr. E. Saal with his study. These statements analyse the feeling of attraction of the respondents towards the writer of the text. Statement 20 '*I understand the language used in the text*' was inserted to check whether all respondents understood the English language used in the texts, because English is not the

mother tongue of the respondents. Statement 21 '*I can identify with the language used in the text*' was inserted to analyse whether respondents identified with the language used in the text. The answers regarding this statement would show whether respondents saw the language used in the text as similar to their own language. All statements used a five-point 'Likert scale' as a measurement scale. Through these five answer categories, which differed from *'strongly disagree*', *'disagree'*, *'neutral'*, *'agree'* to *'strongly agree'*, the respondent could indicate his intensity of (dis)agreement.

The written questionnaire also consisted of several open questions. The aim of these open questions was to find out whether the respondent saw the source as similar or not and whether the language in the text is similar to their own language or not. The first question was '*How do you see the writer of the text?'*. The second question was '*Which words or expressions used in the text would you use yourself?'*. The third question was '*Which words or expressions used in the text would you not use yourself? Which words do you use instead of these words?'*. It could also be interesting what answers the respondents who read the standard English text give.

2.5 Procedure

2.5.1 Pre-tests

Before the experiment itself was conducted, several pre-tests were carried out. The first pre-test was a focus group meeting with black South African students about slang. This focus group meeting was realized with the help of five black South African students from an AIDS workshop that the researcher attended for several months. Two different brochures were given to them, one with slang language, the other with standard English language. The aim of this meeting was to analyse whether black South African students could be attracted to a brochure that is addressed to youth by using slang. The students from the AIDS workshop read both brochures and discussed which brochure did they prefer, and why. The researcher listened to the discussion, posed several questions and wrote down all comments made by the students. They all strongly preferred the standard English brochure, because this one was, on their view, the most professional. All students saw professionalism as an important characteristic in HIV/AIDS brochures, because this makes brochures more serious and believable documents. These reactions of the students implied that slang language in HIV/AIDS texts must be carefully worded, as this can quickly be seen as too informal and therefore not be taking seriously.

Subsequently, the researcher went to the library of the University of Pretoria to pre-test the two texts that were going to be used in this experiment. About sixteen black South African students, in groups and individually, were asked to read both texts and to give remarks and underline strange, uncommon words or phrases. The researcher again wrote

down all remarks made by the students. The standard English text did not receive a lot of criticism. However, some students criticised several slang words in the slang version. The words were seen as too childish and moreover, not seen as their own slang. A few students described the slang used in the text as 'white slang'. Moreover, they explained the researcher that different black South African cultural groups, have different English slang words. This pre-test, again, gave an impression about slang language: slang is quickly seen as childish and not serious. It appeared that slang is a very sensitive aspect: black South African students feel and see very easily that the slang is not their own, but of another cultural group.

Subsequently, all colleagues from the overall project concerning the improvement of HIV/AIDS text design, acted like real respondents and read the slang text in order to fill in the questionnaire. This pre-test lead to a few small changes in the questionnaire. All colleagues read the slang text, because the researcher was especially interested in their view on the slang language used in this text. Moreover, the remarks of the students in previous pre-testing measurements were discussed. Although these different remarks implied that the wrong kind of slang might have been used in the original text, the decision was made to keep this text as it was, because the aim of the experiment was to analyse whether an existing HIV/AIDS text with English slang use was effective or not. Subsequently, all colleagues read the standard English text and discussed it. The decision was made that this text should be subjected to some changes. Some of the words used in this text seemed too formal; the text was meant to be a text for young people, therefore these words were changed into less formal words. After these changes, the questionnaire and texts were pre-tested in the library of the University of Pretoria. Four black South African male and female students were asked to fill in the questionnaire after reading one of the texts. All statements and questions appeared to be clear and well understood.

2.5.2 Actual experiment

After these pre-tests, the researcher went to the Vista University in Mamelodi, in order to conduct the actual experiment. First, this was done in a lecture-hall. However, there were only about 15 students attending the lecture. Therefore, the researcher decided to go to the library and hand out about 35 questionnaires. The two situations were very similar. A short, similar introduction was kept in both cases, explaining that the researcher was a foreign student from The Netherlands doing a research project to finish her thesis. She explained that the research included a questionnaire and therefore she asked several students to help her by filling in this questionnaire after having read a text. In both situations, in the lecture and the library, the students filled in the questionnaires individually.

After a quick result interpretation, it appeared that several students from the Vista University did not fill in the questionnaire properly; they did not understand that the questions concerned the text they had read. They thought the questions were all related to the text of the questionnaire itself. The assumption was made that the students of the University from Pretoria would not make this mistake, as this also did not happen during the pre-test procedure, which was conducted at the University of Pretoria. Therefore, the decision was made to hand out about twenty questionnaires at the library of the University of Pretoria. The researcher gave the same introduction as before; explaining she was a foreign student from The Netherlands doing a research project to finish her thesis. She explained the research included a questionnaire and therefore she asked several students to help her by filling in this questionnaire after having read a text. Again, all students filled in the questionnaire individually.

2.6 Data analysis

The program SPSS, version 11.0, was used to analyse all results of the closed-ended questions.

2.6.1 T-test

T-tests were performed to be able to answer, among other things, the first research question *'to what extent does the use of slang in an HIV/AIDS text influence the feeling of source similarity among black South African students?'.* T-tests compared mean scores, standard deviations and p-values of both text versions. They also showed whether the variances between both respondent groups were equal or not.

2.6.1.1 Key question

First, t-tests were performed on the reactions to statement 19 in the questionnaire, as this was the *key question*. Statement 19 was as follows: *'I see the language used in the text as similar to the way I speak English'.* This statement determined whether the respondents saw the language used in the text as their own language. This was a requirement in order to be able to answer the first research question properly.

2.6.1.2 Dependent variable statements

T-tests were also performed on each dependent variable statement. The mean scores of all dependent variable statements were compared individually, because factor and reliability analyses indicated that the aspects could not be combined in one scale; data reduction was not possible.

2.6.1.3 Statement 20 and 21

T-tests were also performed on statement 20 concerning the comprehensibility of the English language in the text and on statement 21 concerning the feeling of similarity towards the language used in the text.

2.6.2 ANOVA

To determine possible differences in certain groups of respondents, univariate analyses of variance (uni-anova) were performed. The groups were divided according to several factors: language, gender, age and educational level. These four factors were chosen, because they correspond with the source similarity aspects that were analysed in this experiment. The uni-anovas indicated whether there were individual effects within each independent group on each statement and whether there were effects of each independent group between both text versions on each statement. The uni-anova also analysed whether there were interaction effects between the independent group and the text version on each statement. When there was not an interaction effect found, it was taken out of the analysis, and only the main effects were analysed. The uni-anovas also showed whether the variances between each independent group were equal with regard to both text versions. When unequal variances were found, Dunnett's T3 test was performed in order to be able to compare the results of the groups. The uni-anovas were first performed on the key question and subsequently on all the dependent variable statements.

3 Results

3.1 T-test results

As stated in paragraph 2.6.1.1 and 2.6.1.2, first, the key question will be analysed and second, the dependent variable statements will be analysed. Third, possible correlations between the key question and the dependent variable statements will be analysed. Fourth, statement 20 and 21 will be discussed.

3.1.1 Key question

Statement 19, 'I see the language used in the text as similar to the way I speak English', the *key question*, resulted in the following outcomes: the mean score of the slang text was 3.14, the *SD*=1.41 and the mean score of the standard English text was 3.97, the *SD*=.98 and (t (df=48.10)=-2.55; p=.014), (table 1 + appendix no.4). This indicated that, in general, there was a very weak similarity feeling towards the slang language. The slang text received a significantly lower score on the source similarity scale compared to the standard English text; the respondents felt less similar to the language used in the slang language, compared to the language used in the standard English text. Apparently, the slang text had used slang language that was not very similar to the slang use of the respondents. This implied that the research question, '*to what extent does the use of slang in an HIV/AIDS text influence the feeling of source similarity among black South African students'* cannot be answered properly; it is difficult to determine whether slang influences the source similarity feeling of the respondents, when the key question shows that the similarity feeling of the respondents towards the slang language is very low and even significantly lower compared to the similarity feeling towards the other, standard English, language.

	Mean	N	Std. Dev.	Range			Levene's Test for Equality of Variances		t–test for Equality of Means		
							F	Sig.	T	df	Sig (2-tailed)
Text 1 Slang	3,14	28	1,407	4		Equal variances assumed	13,104	,001	-2,568	55	,013
Text 2 Standard English	3,97	29	,981	4		Equal variances not assumed			-2,552	48,096	,014

Table 1. T-test results with regard to statement 19, the key question: 'I see the language used in the text as similar to the way I speak English'

3.1.2 Dependent variable statements

The results in the preceding paragraph imply that low(er) slang mean scores will occur when analysing the results of the dependent variable statements, because the slang language that is used is not very similar to the respondent's own slang. A comparison of the mean scores of each dependent variable statement indeed indicated that the slang text means were all lower compared to the mean scores of the standard English text (appendix no.5); the respondents had a higher source similarity feeling after reading the standard English text compared to the slang text. The mean scores of the slang text were not high. All mean scores of the dependent variable statement of the slang text were lower than 3, meaning that there was a certain degree of disagreement on the source similarity feeling. Although the standard English text showed that its mean scores were not high either, they were almost all above 3, meaning there was a certain degree of agreement on the source similarity feeling. Statement 18, concerning similarity in ethnicity, is the only statement that showed a mean score with a degree of disagreement with regard to the standard English version. All these results indicated the first research question could not be answered as expected: the use of slang language did not increase the source similarity feeling. However, as stated above, the key question showed that the slang language used in the text was only weakly similar to the respondent's own slang, which could be a reason for this feeling of dissimilarity towards all dependent variable statements.

All t-test results of the dependent variable statements are discussed in depth here below.

Gender statement: 'I see the writer of the text as being of the same sex as me'.

Statement 17 concerning the source similarity feeling of respondents towards gender resulted in the following: the mean score of the slang text was 2.71, the *SD*=1.15. The mean score of the standard English text was 3.34, the *SD*=1.14, and (t (df=55)=-2.08; p=.043) (Table 2 + appendix no.5). The slang text received a significantly lower score on the source similarity scale compared to the standard English text; the respondents felt a significantly lower gender similarity feeling towards the source after having read the slang text.

	Mean	**N**	**Std. Dev.**	**Range**		**Levene's Test for Equality of Variances**		**t–test for Equality of Means**		
						F	Sig.	T	Df	Sig (2-tailed)
Text 1 Slang	2,71	28	1,150	4	Equal variances assumed	,000	,997	-2,076	55	,043
Text 2 Standard English	3,34	29	1,180	4	Equal variances not assumed			-2,076	54,902	,043

Table 2. T-test results with regard to dependent variable statement 17: 'I see the writer in the text as being of the same sex as me'.

Age statement: 'I see the writer of the text as similar in age to me'.

Statement 15 concerning the source similarity feeling of the respondents towards age resulted in the following: the mean score of the slang text was 2.82, the *SD*= 1.02. The mean score of the standard English text was 3.31, the *SD*=1.14, and: (t (df=55)=-1.71; p=.094). Although the respondents did feel a lower age similarity feeling towards the source after having read the slang text, compared to the standard English text, there was no significant difference (appendix no.5)

Educational level statement: 'I see the writer of the text as having the same educational background as me'.

Statement 16 concerning the source similarity feeling of the respondents towards educational level resulted in the following: the mean score of the slang text was 2.96, the *SD*= 1.11. The mean score of the standard English text was 3.28, the *SD*=1.13, and (t (df=55)=-1.05; p=.297). Although the respondents did feel a lower similarity feeling in educational level towards the source after having read the slang text, compared to the standard English text, there was no significant difference (appendix no.5).

Ethnicity statement: 'I see the writer of the text as belonging to the same ethnic group as me'.

Statement 18 concerning the source similarity feeling of the respondents towards ethnicity resulted in the following: the mean score of the slang text was 2.39, the *SD*=1.26. The mean score of the standard English text was 2.48, the *SD*=1.15, and (t (df=55)=-.281; p=.779). Although the respondents did feel a lower similarity feeling in ethnicity towards the source after having read the slang text, compared to the standard English text, there was no significant difference (appendix no.5).

Statement 15, 16, and 18 did not give significant differences between the means of the slang text and the standard English text, but all mean scores of the slang text were lower (appendix no.5). This indicated that the use of a lot of slang did not contribute to a higher source similarity feeling. However, this could be due to the fact that the slang was only weakly similar to the respondent's own slang.

3.1.3 Possible correlations

The first research question, whether slang language will increase the source similarity feeling of respondents, is answered negatively. Moreover, significant effects between the mean scores of the slang text and the standard English text, if any, were opposite to the expectations. In order to get more information about this result that respondents felt more similar to the standard English text, compared to the slang text., further analyses were conducted to see if there was a relation between perceived language similarity and aspects of source similarity. The researcher wanted to see how the key question (statement 19), with respect to similarity in language, was correlated with the dependent variable statements (statement 15-18). Perhaps, those respondents feeling similar to the text (answering value 4 or 5 in the questionnaire) would actually have a higher similarity feeling to the source concerning age, educational level, gender and ethnicity. All respondents were analysed: both the slang group as the standard English group. However, this suggestion was refuted

altogether; no significant correlations were found, nor for the group of respondents as a whole, nor for the two sub groups.

3.1.4 Statement 20 and 21

A t-test performed on statement 20 '*I understand the language used in the text*' proved that both text versions used English language that was understood by the respondents. Both texts received mean scores above 4 and there was no significant difference between both texts (appendix no.6). A t-test performed on statement 21 '*I can identify with the language used in the text*' showed two mean scores that were very close to each other (appendix no.6). After an analysis of the formulation of this statement, the decision was made not to use it, because the word 'identify' in this statement could have been interpreted in an incorrect way; the respondents could have understood from this statement that they had to identify with the *content* of the language instead of simply with the language itself. As statement 19 already functioned as a good *key question*, statement 21 could easily be left out of the analysis.

3.2 ANOVA results

As stated in paragraph 2.6.2, first, the key question will be analysed and second, the dependent variable statements will be analysed.

3.2.1 Key question

Uni-anovas showed several main effects with regard to statement 19, the *key question*. They specified the results of the t-test, because these uni-anovas determined different effects of both text versions in certain groups of respondents between the mean scores of both text versions; almost all slang mean scores were lower compared to the standard English mean scores. The uni-anovas also strengthen the results of the t-test on the key question on another aspect: the respondents felt, in general, a very weak similarity towards the slang language, implying that the research question could not be answered properly.

Gender group

An uni-anova on the gender groups and the two different texts resulted in the following:
There was no main effect of gender ($F(1.54)=3.55;p=.065$) and,
There was a main effect of text ($F(1.54)=6.75;p=.012$).

Both gender groups felt a significantly lower source similarity feeling with regard to the language used in the text after having read the slang text, compared to the standard English text (appendix no.7).

Age group

An uni-anova on the age groups and the two different texts resulted in the following:
There was no main effect of age (F(4.51)=.683;p=.607) and,
There was a main effect of text (F(1.51)=7.13;p=.010).
All age groups felt a significantly lower source similarity feeling with regard to the language used in the text after having read the slang text, compared to the standard English text (appendix no.7).

Educational level group

An uni-anova on the educational level groups and the two different texts resulted in the following:
There was no main effect of educational level (F(2.53)=.145;p=.865) and,
There was a main effect of text (F(1.53)=5.96;p=.018).
All educational level groups felt a significantly lower source similarity feeling with regard to the language used in the text after having read the slang text, compared to the standard English text (appendix no.7).

3.2.2 Dependent variable statements

Subsequently, uni-anovas were performed on the dependent variable statements. There was a trend that the mean scores of the slang text were lower compared to the standard English text; 13/16 slang mean scores were lower in the language groups, 7/8 slang mean scores were lower in the gender groups, 14/20 slang mean scores were lower in the age groups and 10/12 slang mean scores were lower in the educational level groups. These lower mean scores on the slang text could, again, be a consequence of the low similarity feeling towards the slang language. Only the significant differences of the uni-anova results are reported below. All tables, also of the results that were not significant, can be found in the appendices (no.8).

Language group

Statement 17, about the source similarity feeling with regard to gender resulted in the following:
There was no main effect of language (F(4.51)=1.32;p=.274) and,
There was a main effect of text (F(1.51)=4.90;p=.31).

All language groups felt a significantly lower source similarity feeling towards the gender of the source after having read the slang text, compared to the standard English text (appendix no.8).

Gender group

Statement 17, about the source similarity feeling with regard to gender resulted in the following:

There was a main effect of gender (F(1.54)=8.54;p=.005) and,

There was a main effect of text (F(1.54)=4.71;p=.034).

Both gender groups felt a significantly lower source similarity feeling towards the gender of the source after having read the slang text. Women felt a significantly higher source similarity feeling towards the gender of the source, compared to men, regardless of the text version with which they were confronted (appendix no.8).

Statement 18, about the source similarity feeling with regard to ethnicity resulted in the following:

There was a main effect of gender (F(1.54)=5.96;p=.018) and,

There was no main effect of text (F(1.54)=.066;p=.798).

Women felt a significantly higher source similarity feeling towards the ethnicity of the source, regardless of the text version with which they were confronted (appendix no.8).

Age group

Statement 18, about the source similarity feeling with regard to ethnicity resulted in the following:

There was no main effect of age (F(4.47)=.318;p=.864) and,

There was no main effect of text (F(1.47)=1.96;p=.168).

However, there was a significant interaction effect between age group and text concerning the feeling of source similarity towards ethnicity: (F(4.47)=2.70;p=.042) (figure 1. + appendix no.8). The respondent's ages were divided into five categories (AGEC): category 1 consists of students who are 17, 18, 19 or 20, category 2 consists of 21 and 22 year olds, category 3 consists of 23 and 24 year olds, category 4 consists of 25 and 26 year olds and category 5 consists of students who are 27 years of age or older. In these age groups it appeared that when the age of the respondent rises, the source similarity feeling of a respondent towards the ethnicity of the source decreased after having read text version 1, the slang text.

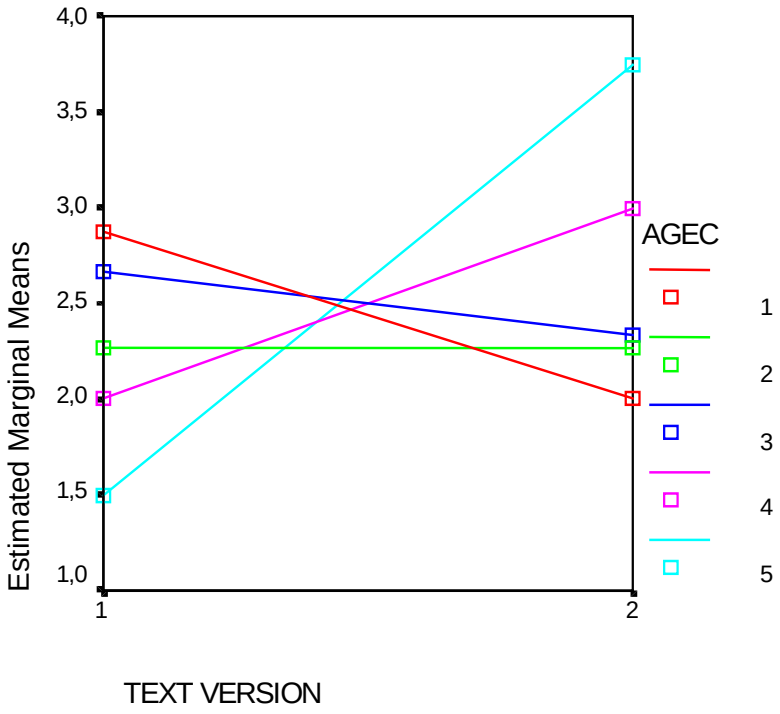

Figure 1. Interaction effect age group and text version concerning the feeling of source similarity with respect to statement 18: 'I see the writer of the text as belonging to the same ethnic group as me'.

Educational level group

Statement 17, about the source similarity feeling with regard to gender resulted in the following:

There was no main effect of educational level (F(2.53)=.147;p=.863) and,

There was a main effect of text (F(1.53)=4.38;p=.041).

The educational level groups felt a significantly lower source similarity feeling towards the gender of the source after having read the slang text (appendix no.8).

Another important result was the p-value of statement 15, concerning similarity in age, in each respondent group. Each respondent group showed a borderline significance in text: all p-values were >0.05 and <0.10 (appendix no.8). All respondent groups felt a lower source similarity feeling towards the age of the source after having read the slang text.

3.3 Open-ended questions

The first open question was as follows: *'How do you see the writer of the text?'*. This question was posed to determine whether respondents who read the slang version gave more source similar characteristics compared to the respondents who read the standard English text. After an analysis of the answers with regard to the slang version and the standard English version, it appeared that there were not a lot of differences. There were five respondents of the slang version and three respondents of the standard English version that did not answer this question. In total, there were 69 source characteristics given by all respondents of the slang version and 62 by all respondents of the standard English version. A lot of answers were given with regard to both versions. These answers were, for the most part, not about the specific source characteristics that the researcher was looking for, like age, educational background, gender and ethnicity. Both versions received approximately the same answers. A lot of different answers were given. There were only a few that were mentioned several times. The slang version received only three answers that were given more than twice: *'concerned about educating youth'* (11), *'high knowledge about AIDS'* (8) and *'young'* (3). These answers were also given more than twice with regard to the standard English version: *'concerned about educating youth'* (8), *'high knowledge about AIDS* (6) and *'young'* (4). There were three other answers that were given more than twice with regard to the standard English version: *'strong personality'* (4), *'caring'* (4) and *'intelligent'* (3).

The second open question was as follows: *'Which words or expressions used in the text would you use yourself?'*. This question was posed to determine whether certain words and expressions were used by the respondents themselves. After an analysis of the answers with regard to the slang version it appeared that all respondents answered this question. Several slang words and expressions were given four times or more: *village bicycle* (13), *un-cool* (12), *sleeping around* (11) in stead of *'having sex'*, *skyrockets* (8), *love* (8) in stead of *'partner'*, *playa* (7), *guy* (6), *nasty* (6), *lurv* (5), *right?* (5) and *babe* (4). There were also other, 'non-slang', words that were given as answers on this question: *expose* (8), *HIV/AIDS* (7), *danger* (7), *STI* (6), *hurt* (6) and *increases* (5). After an analysis of the answers with regard to the standard English version it also appeared that only one respondent did not answer this question. There were a lot of words (20) of the standard English text that were given as an answer more than four times.

The third question was as follows: *'Which words or expressions used in the text would you NOT use yourself?'. Which words do you use instead of these words?'*. This question was posed to determine whether certain words and expressions were not used by the respondents themselves and whether they preferred standard English words. After an analysis of the answers with regard to the slang version it appeared that all respondents answered this question. Several slang words and expressions were given four times or more:

lurv (16), *gal* (14), *playa* (13), *gonna* (8), *sussed* (7), *babe* (6), *skyrockets* (5), *un-cool* (5), *nasty* (4), *STI* (4) and *village bicycle* (4). However, a lot of these words and expressions were also given on the preceding open question. Moreover, there were eight respondents who filled in the same words and expressions on both questions, question 2 and 3. Three words were replaced more than four times by standard English words: lurv -> *love* (10), gal -> *girl* (9) and playa -> *player* (6). After an analysis of the answers with regard to the standard English version it appeared that only eight respondents answered this question. Moreover, five of these eight respondents filled in the same words and expressions on question 2 and 3. The low response on this question 3 could indicate that all other respondents felt all words and expressions could be used by themselves. Moreover, no word or expression in the standard English version was given particularly often; not one word was given four times or more.

4 Conclusions, discussion and recommendations

4.1 First research question

4.1.1 Slang

The first research question of this study is whether the use of slang in an HIV/AIDS text increases the source similarity feeling of black South African students. It was expected that slang would indeed increase their source similarity feeling. However, after an analysis of all of the results the *opposite of this expectation* appeared to be the case; the trend was that the feeling of source similarity of the respondents was lower after having read the slang text, compared to the standard English text. Although t-tests showed this result with respect to all dependent variable statements, only the statement with respect to gender showed a significant difference between the slang and the standard English version. The fact that the statements with respect to age, educational level and ethnicity did not show a significant difference between the two text versions, of course, does not say that a new study might not show other results. A new study with a larger respondent group might show significant results on the uni-anova performed on the age statement: in this study all independent groups showed a borderline significance here with regard to the main effect of text.

There are several possible explanations for the result that slang did not increase the source similarity feeling of the black South African respondents. The most important of which lies in the answers to the *key question*, statement 19. These answers showed that respondents felt only weakly similar to the slang language used in the text and respondents felt significantly more similar towards the language used in the standard English text. This could be the reason why respondents often did not felt source similar towards the dependent variable statements after they had read the slang text. Another explanation for the lack of slang influence can be that the pre-tests showed that the use of only *one kind of slang is very difficult*, if not impossible, when trying to approach a group of black South African students. During the pre-tests, black South African students also said that several words used in the text, have different slang versions in different South African cultural groups. This indicates that different black South African cultural groups probably, each, have their own English slang. Therefore, slang appeared to be a very sensitive subject; black South Africans immediately seem to notice when the writer of a slang text is part of another cultural group. This implies that one kind of slang in a text cannot be an effective approach towards different black South African cultural groups. This also implies that when slang is used properly, it could be an extremely effective tool through which an in-group, source similar, feeling could exist: when respondents do not see any slang words that are not theirs, this will imply that their own slang words are used, which could create an in-group feeling. Another explanation for the fact that slang did not increase the source similarity feeling is that the pre-tests also

showed that black South African students found the use of slang language in a serious text, like an HIV/AIDS text, *not appropriate*. This could be, because students represent a group of high intellect, compared to the rest of the population, and they probably understand the danger of the HIV/AIDS pandemic. Therefore, they could see HIV/AIDS as an important problem that requires a serious approach that includes, in their view, standard English language. This might also be an explanation for the fact that pre-tests indicated that respondents referred to the slang text as being 'too childish'. LoveLife is a new lifestyle brand for young South Africans; students are not their specific target group. Other studies concerning loveLife material should better be conducted among *younger people*, for example secondary school pupils between the ages of 15 to 18. It should be kept in mind, though, that conducting an experiment at a secondary school in South Africa requires a lot of necessary paper work and this takes a lot of time.

4.1.2 Standard English

The answers to the key question, statement 19, showed that the standard English text used a language that was in the respondent's view more their own language compared to the slang text. This standard English text resulted in higher source similar feelings compared to the slang text. Therefore, it seems that the source similar feeling of respondents indeed increases when a *more similar language* is used in a text, although the analyses of the correlations did not show any significant results. When all results are interpreted from the point of view that a more similar language increases the source similarity feeling of respondents, the following remarks can be made: the t-test and uni-anova results show that there is a trend that a text that uses more similar language in the respondent's view, which is thus the standard English text in this experiment, creates a higher source similarity feeling. This strengthens the assumption that interpersonal convergence through the use of a specific kind of language that is similar to the recipients language, is indeed a strategy to get recognised as more similar to another (Giles et al. 1987).

4.1.3 Open-ended questions

The answers on the *open-ended questions* also leave room for discussion. A lot of slang words were given as answers to the open-ended question concerning the words that the students would use themselves. However, several words given on this question were also given as an answer on another open-ended question concerning the words the students do not use themselves. Some students even filled in the same words with regard to both questions, meaning these answers do not have a value concerning the intended meaning of the question; students say they use these specific words themselves and they also say that they do not use these specific words themselves. However, it does imply that the

respondents could have misunderstood the questions posed, or that they did not want to take the time to answer them properly. It is a fact that all students who read the slang version, filled in words that they would not use themselves and there were even eleven words that were given as an answer four times or more. Only a third of the students who read the standard English text filled in words that they would not use themselves and there was not one word or expression that was given as an answer four times or more. This can be interpreted in the following way: the slang version used words that were less appreciated by its readers, compared to the standard English text readers.

4.1.4 Significant gender results

A *t-test* showed a significant result concerning *gender*: the respondents, both men and women, felt a significantly lower gender similarity feeling towards the source after having read the slang text. The key question showed that the standard English text used a more simiar language. As the gender similarity feeling is significantly higher here, it strengthens the theory that when a source uses a more similar language, it increases the source similarity feeling of a recipient (Giles et al., 1987).

The *uni-anovas* showed two significant main affects with regard to the *gender group*. Women felt significantly more similar towards the source concerning gender and ethnicity than men, regardless of the text version with which they were confronted. A possible reason for the significant result with regard to gender might be the fact that the researcher of this study who handed out the questionnaires was a woman. This result strengthens the theory that female peers tend to reach more females; peers that are of the same gender as their receivers seem to be more influential. Another possible reason for these results could be that many researchers believe that women have a greater need for social approval than men (Kramarae, 1981). Giles and Powland (1975) hypothesise that people requiring a relatively great deal of social approval will do more accommodating that those who have a low need. This could be an explanation for the fact that women feel more similar towards gender and ethnicity compared to men: women feel more need to accommodate and therefore are more aware of the presence of certain possible similarities and search more for these similarities compared to men.

4.1.5 Source characteristics and persuasion

Source characteristics can have complicated relationships with each other and can have various direct and indirect effects on persuasive outcomes (O'Keefe, 2002). The experiment seems to show that there is a trend that a more similar language increases the similarity feeling of a recipient towards a source concerning age, educational level, gender and ethnicity. According to O'Keefe (2002) these similarities indirectly affect persuasion, because

they influence the recipient's liking for the source. "Researchers are still some distance from a clear understanding of all the ways in which source characteristics affect persuasion, but it is already plain that the picture is rather more complex than might once have been supposed" (O'Keefe, 2002).

4.1.6 Recommendations in short

As stated in the preceding paragraphs future research on the importance of slang language in HIV/AIDS public information documents should pay attention to several aspects. It has appeared that different South African cultural groups probably,each, use different English slang language. Through the help of pre-tests it can be made sure that the *correct slang* is used.

The use of slang in HIV/AIDS public information documents should be well considered, as the student respondents soon experienced it as not appropriate. This study has also shown that slang is sometimes experienced as childish. Moreover, researchers should also be aware of the fact that students could also be a difficult group to persuade through a tool like slang, because they have a relatively high knowledge compared to the rest of the South African population and therefore only accept a professionnal approach. Slang could be a more effective tool when trying to persuade *teenagers instead of students*.

4.2 Second research question

Several problems that have occurred during the preparation and conduct of the experiment performed in this study are written down below in a table. Possible solutions that can be found in certain references and the decisions taken in this specific study are also given. Given that a several experimental problems are already extensively discussed in existing literature, some of these references are given in order to provide additional information. The lessons leared with regard to the experienced problems are also reported in the following table:

Problem in this study	**Possible solution**	**Reference**	**Decision taken in this study**	**Lesson learned**
1. Experimental design				
1.1 Carry-over effect	Use between-subject design	Dane, 1990 + Maes et al., 1996	Between subject design	Very important to avoid carry-over effect
1.2 Combination internal and external validity	Search for best combination in your specific study	Graziano & Raulin, 2000 + Korzilius, 2000 + Angelopulo, 1995	Internal validity has priority	It is a priority problem, one of the validities can not be performed to its best
1.3 Experimenter bias	Keep behaviour as neutral + similar as possible	Dane, 1990	Keep behaviour as neutral + similar as possible	Impossible to have no influence at all as researcher, be aware of this during result interpretation
1.4 Participant bias	Use between-subject design + Do not give information about aim study + Random assignment	Dane, 1990	Between-subject design + Keep participants unaware of aim + Create good question sequence	Impossible to be sure that there is no participant bias at all, be aware of this during result interpretation

Problem in this study	**Possible solution**	**Reference**	**Decision taken in this study**	**Lesson learned**
2. Written questionnaire				
2.1 Question sequence can be influential	Start with easy factual questions, later attitudinal and more specific questions	Korzilius, 2000 + Perterson, 2000 + Maes et al., 1996	Started with easy, factual questions, later attitudinal and more specific questions	Question sequence influences respondents, be aware of this
2.2 Scale measurement can be confusing	5-point instead of 7-point scale + Give extensive explanation with simple example	Peterson, 2000 + Maes et al., 1996 + Korzilius, 2000	Gave extensive explanation with simple example	Several cultural groups might not know certain scale measurements, be aware of this
2.3 Closed-ended questions: loss of expressiveness	No solution, but closed-ended questions have other important advantages	Peterson, 2000 + Korzilius, 2000	Used both closed and open-ended questions	Combine closed and open-ended to solve lack of one with advantage of the other
2.4 Open-ended questions: difficult to analyse, demand lot of time	Try to make them easy-to-answer for respondents + Not too difficult to analyse for researcher	Peterson, 2000 + Korzilius, 2000	Used both open and closed-ended questions + made some responses easy: respondents only had to underline words	Combine closed and open-ended to solve lack of one with advantage of the other

Problem in this study	Possible solution	Reference	Decision taken in this study	Lesson learned
2.5 Misunderstanding due to wrong question formulation	Pre-test questions + Be aware of all possible misunderstandings in formulation, correct them	Peterson, 2000 + Korzilius, 2000	One closed and one open-ended question formulated incorrectly, took out closed-ended question	Be very specific in open-ended questions + Be aware of all exact meanings of a word
2.6 Misunderstanding due to wrong answer interpretation	Be aware of exact meaning of answers	Korzilius, 2000	No solution possible, consequence: uncertain about South African nationality	Be careful when interpretating answers + Insert simple nationality question in questionnaire
2.7 Verification of independent variable	Insert question that functions as manipulation check	Peterson, 2000	No solution possible: consequence: uncertain about language style interpretation	Insert manipulation check question
3. Target group				
3.1 Weak respondents group	Teenagers better target group	Peterson, 2000	Used students as respondents	Slang probably more effective among teenagers
4. Pre-testing				
4.1 wrong pre-test group	Pre-test group must be exact same kind of group as respondents of actual experiment	Peterson, 2000	Added a large group of students from UP in actual experiment	Pre-test among exactly same group as group of actual experiment

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Appendices

No.1 Slang text

Getting around

Okay, here's a thought: why have one guy or gal when you can have many?

Some of us lurv to score. We mean sleeping around with a hot new babe or guy every night, or trying to be a bigger playa than the rest of the crowd.

It's about quantity, right? WRONG. The days of the playa are over. These games could land us in a pit of problems and, hey, one love is better than being the village bicycle.

Come on! You don't need to be told how un-cool sleeping around is. You're sussed and you know where you are headed. Hey, you know that it will not only probably kill you as your chance of catching HIV/AIDS skyrockets, but that your chance of catching other nasty STIs increases too. After all, the more time you expose yourself to a danger, the more chance it's gonna hurt you-right?

No.2 Standard English text

Sleeping around

Here is a thought: why have one partner when you can have many?

Some of us love to score. We mean having sex with a new partner every night, or trying to be a bigger player than the rest of the crowd.

Is it about quantity? No. The days of the player are over. These games could lead to several problems. Being with one partner is better than being with different partners.

Come on! You do not need to be told about the bad image you get from having sex with different partners all the time. Wake up; you know where it is going to lead to. You know that it will not only probably kill you as your chance of catching HIV/AIDS increases enormously, but that your chance of getting other terrible STIs increases too. After all, the more time you expose yourself to a danger, the more likely it will hurt you.

No.3. Questionnaire

Introduction

This questionnaire is part of a broad project on text design of HIV/AIDS brochures. We are trying to improve this text design. The objective is that HIV/AIDS education will be better focused on the target group.

You have received an educational text about HIV/AIDS. Please read it and afterwards fill in the questionnaire. Your response will remain anonymous, which means that it is not necessary to write your name on it.

Please remember that there are no wrong answers. This questionnaire is about your opinion. Your opinion is very important for future decision making in text choices of HIV/AIDS brochures!

Thank you very much for answering the following questions!

Part A

Please put an X in the applicable box.

What is your age? . . . .

What is your sex?

- ☐ Male
- ☐ Female

What is your mother tongue?

- ☐ English
- ☐ Afrikaans
- ☐ Ndebele
- ☐ Southern-Sotho
- ☐ Northern-Sotho
- ☐ Swati
- ☐ Tsonga
- ☐ Tswana
- ☐ Venda
- ☐ Xhosa
- ☐ Zulu
- ☐ Other, specify . . . . . .

English is my

- ☐ 1st language
- ☐ 2nd language
- ☐ 3rd language
- ☐ 4th language
- ☐ Other

What is your marital status?

- ☐ Never married
- ☐ Married
- ☐ Divorced
- ☐ Estranged from spouse
- ☐ Widowed
- ☐ Other

What is your highest educational level?

- ☐ Grade 12
- ☐ Any post-matric diploma
- ☐ Any degree
- ☐ Other

What is your present occupation or job?

Part B

Please put a circle around the value that reflects your opinion the best.

Example:
I like pizza

Strongly disagree	disagree	Neutral	Agree	strongly agree
1	2	3	4	5

When you do not like pizza at all, you strongly disagree with the statement, so you circle the number 1, which represents the value: strongly disagree.
When you do not really like pizza very much, you disagree with the statement, so you circle the number 2, which represents the value: disagree.
When you do not really know whether you like pizza or not, so you do not have an explicit opinion about pizza, you are neutral, so you circle the number 3, which represents the value: neutral.
When you only sort of like pizza, you agree with the statement, so you circle the number 4, which represents the value: agree.
When you like pizza very much, you strongly agree with the statement so, you circle the number 5, which represents the value: strongly agree.

I will probably like the writer of the text.

Strongly disagree	disagree	Neutral	agree	strongly agree
1	2	3	4	5

- **I will enjoy working/ studying with the writer of the text.**

Strongly disagree	disagree	Neutral	agree	strongly agree
1	2	3	4	5

- **I see the writer of the text as similar in age to me.**

Strongly disagree	disagree	Neutral	agree	strongly agree
1	2	3	4	5

- **I see the writer of the text as having the same educational background as me.**

Strongly disagree	disagree	Neutral	agree	strongly agree
1	2	3	4	5

- **I see the writer of the text as being of the same sex as me.**

Strongly disagree	disagree	Neutral	agree	Strongly agree
1	2	3	4	5

- **I see the writer of the text as belonging to the same ethnic group as me.**

Strongly disagree	disagree	Neutral	Agree	strongly agree
1	2	3	4	5

- **I see the language used in the text as similar to the way I speak English.**

Strongly disagree	disagree	Neutral	Agree	strongly agree
1	2	3	4	5

- **I understand the language used in the text.**

Strongly disagree	disagree	Neutral	Agree	strongly agree
1	2	3	4	5

- **I can identify with the language used in the text.**

Strongly disagree	disagree	Neutral	Agree	strongly agree
1	2	3	4	5

How do you see the writer of the text?

Which words or expressions used in the text would you use yourself?
You can underline them in the text.

Which words or expressions used in the text would you NOT use yourself?
Please write them down here. Which words do you use instead of these words?

Thank you very much for filling in this questionnaire!

No.4 T-test results with regard to statement 19, the Key Question: 'I see the language used in the text as similar to the way I speak English'.

	Mean	**N**	**Std. Dev.**	**Range**		**Levene's Test for Equality of Variances**		**t–test for Equality of Means**		
						F	Sig.	T	df	Sig (2-tailed)
Text 1 Slang	3,14	28	1,407	4	Equal variances assumed	13,104	,001	-2,568	55	,013
Text 2 Stan-dard Eng-lish	3,97	29	,981	4	Equal variances not assumed			-2,552	48,096	,014

No.5. T-test results with regard to dependent variable statements.

	Mean	N	Std. Dev.	Range		Levene's Test for Equality of Variances		t–test for Equality of Means		
						F	Sig.	T	df	Sig (2-tailed)
Text 1 Slang	2,82	28	1,020	4	Equal variances assumed	1,059	,308	-1,706	55	,094
Text 2 Standard English	3,31	29	1,137	4	Equal variances not assumed			-1,710	54,713	,093

T-test results with regard to dependent variable **statement 15**: 'I see the writer in the text as similar in age to me'.

	Mean	N	Std. Dev.	Range		Levene's Test for Equality of Variances		t–test for Equality of Means		
						F	Sig.	T	df	Sig (2-tailed)
Text 1 Slang	2,96	28	1,105	4	Equal variances assumed	,726	,398	-1,052	55	,297
Text 2 Standard English	3,28	29	1,131	4	Equal variances not assumed			-1,052	54,991	,297

T-test results with regard to dependent variable **statement 16**: 'I see the writer in the text as having the same educational background as me'.

	Mean	N	Std. Dev.	Range			Levene's Test for Equality of Variances		t–test for Equality of Means		
							F	Sig.	T	df	Sig (2-tailed)
Text 1 Slang	2,71	28	1,150	4		Equal variances assumed	,000	,997	-2,076	55	,043
Text 2 Standard English	3,34	29	1,180	4		Equal variances not assumed			-2,076	54,902	,043

T-test results with regard to dependent variable **statement 17**: 'I see the writer in the text as being of the same sex as me'.

	Mean	N	Std. Dev.	Range			Levene's Test for Equality of Variances		t–test for Equality of Means		
							F	Sig.	T	df	Sig (2-tailed)
Text 1 Slang	2,39	28	1,257	4		Equal variances assumed	,017	,895	-,281	55	,779
Text 2 Standard English	2,48	29	1,153	4		Equal variances not assumed			-,281	54,197	,780

T-test results with regard to dependent variable **statement 18**: 'I see the writer of the text as belonging to the same ethnic group as me'.

No.6. T-test results with regard to statement 20 and 21.

	Mean	N	Std. Dev.	Range		Levene's Test for Equality of Variances		t–test for Equality of Means		
						F	Sig.	T	df	Sig (2-tailed)
Text 1 Slang	4,18	28	,905	4	Equal variances assumed	4,139	,047	-1,930	55	,059
Text 2 Standard English	4,55	29	,506	4	Equal variances not assumed			-1,912	42,073	,063

T-test results with regard to **statement 20**: 'I understand the language used in the text'.

	Mean	N	Std. Dev.	Range		Levene's Test for Equality of Variances		t–test for Equality of Means		
						F	Sig.	T	df	Sig (2-tailed)
Text 1 Slang	3,96	28	,881	4	Equal variances assumed	2,364	,130	-,881	55	,382
Text 2 Standard English	4,14	29	,581	4	Equal variances not assumed			-,875	46,515	,386

T-test results with regard to **statement 21**: 'I can identify with the language used in the text'.

No.7 UNI-ANOVA results with regard to statement 19, the Key Question: 'I see the language used in the text as similar to the way I speak English'.

Univariate Analysis of Variance

Language groups

Between-Subjects Factors

		N
TEXT	1	28
	2	29
LANGUAGE	3	6
	5	21
	6	7
	7	6
	8	17

Descriptive Statistics

Dependent Variable: V19

TEXT	LANGUAGE	Mean	Std. Deviation	N
1	3	3,25	2,062	4
	5	3,30	1,252	10
	6	2,57	1,397	7
	7	4,50	,707	2
	8	3,00	1,414	5
	Total	3,14	1,407	28
2	3	4,50	,707	2
	5	3,64	1,286	11
	7	4,25	,957	4
	8	4,08	,669	12
	Total	3,97	,981	29
Total	3	3,67	1,751	6
	5	3,48	1,250	21
	6	2,57	1,397	7
	7	4,33	,816	6
	8	3,76	1,033	17
	Total	3,56	1,268	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V19

F	df1	df2	Sig.
2,825	8	48	,012

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+LANGUAGE

Tests of Between-Subjects Effects

Dependent Variable: V19

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	15,544[a]	5	3,109	2,128	,077
Intercept	548,590	1	548,590	375,589	,000
TEXT	4,187	1	4,187	2,866	,097
LANGUAGE	5,903	4	1,476	1,010	,411
Error	74,491	51	1,461		
Total	813,000	57			
Corrected Total	90,035	56			

a. R Squared = ,173 (Adjusted R Squared = ,092)

Univariate Analysis of Variance

Gender groups

Between-Subjects Factors

		N
TEXT	1	28
	2	29
GENDER	1	24
	2	33

Descriptive Statistics

Dependent Variable: V19

TEXT	GENDER	Mean	Std. Deviation	N
1	1	2,75	1,545	12
	2	3,44	1,263	16
	Total	3,14	1,407	28
2	1	3,67	1,231	12
	2	4,18	,728	17
	Total	3,97	,981	29
Total	1	3,21	1,444	24
	2	3,82	1,074	33
	Total	3,56	1,268	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V19

F	df1	df2	Sig.
3,878	3	53	,014

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+GENDER

Tests of Between-Subjects Effects

Dependent Variable: V19

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	14,601[a]	2	7,300	5,226	,008
Intercept	683,451	1	683,451	489,251	,000
TEXT	9,433	1	9,433	6,753	,012
GENDER	4,960	1	4,960	3,550	,065
Error	75,434	54	1,397		
Total	813,000	57			
Corrected Total	90,035	56			

a. R Squared = ,162 (Adjusted R Squared = ,131)

Univariate Analysis of Variance

Age groups

Between-Subjects Factors

		N
TEXT	1	28
	2	29
AGEC	1	12
	2	21
	3	13
	4	6
	5	5

Descriptive Statistics

Dependent Variable: V19

TEXT	AGEC	Mean	Std. Deviation	N
1	1	2,67	1,506	6
	2	3,10	1,449	10
	3	3,88	1,246	8
	4	3,00	1,414	2
	5	2,00	1,414	2
	Total	3,14	1,407	28
2	1	4,00	,632	6
	2	4,18	,982	11
	3	3,60	1,673	5
	4	4,00	,816	4
	5	3,67	,577	3
	Total	3,97	,981	29
Total	1	3,33	1,303	12
	2	3,67	1,317	21
	3	3,77	1,363	13
	4	3,67	1,033	6
	5	3,00	1,225	5
	Total	3,56	1,268	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V19

F	df1	df2	Sig.
1,863	9	47	,081

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+AGEC

Tests of Between-Subjects Effects

Dependent Variable: V19

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	13,727[a]	5	2,745	1,835	,123
Intercept	517,854	1	517,854	346,106	,000
TEXT	10,667	1	10,667	7,129	,010
AGEC	4,086	4	1,022	,683	,607
Error	76,308	51	1,496		
Total	813,000	57			
Corrected Total	90,035	56			

a. R Squared = ,152 (Adjusted R Squared = ,069)

Univariate Analysis of Variance

Educational level groups

Between-Subjects Factors

		N
TEXT	1	28
	2	29
education	1	35
	2	6
	3	16

Descriptive Statistics

Dependent Variable: V19

TEXT	education	Mean	Std. Deviation	N
1	1	3,19	1,424	16
	2	2,75	1,708	4
	3	3,25	1,389	8
	Total	3,14	1,407	28
2	1	4,00	,882	19
	2	4,00	,000	2
	3	3,88	1,356	8
	Total	3,97	,981	29
Total	1	3,63	1,215	35
	2	3,17	1,472	6
	3	3,56	1,365	16
	Total	3,56	1,268	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V19

F	df1	df2	Sig.
2,575	5	51	,038

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+EDUCATIO

Tests of Between-Subjects Effects

Dependent Variable: V19

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	10,079[a]	3	3,360	2,227	,096
Intercept	422,460	1	422,460	280,033	,000
TEXT	8,986	1	8,986	5,956	,018
EDUCATIO	,438	2	,219	,145	,865
Error	79,956	53	1,509		
Total	813,000	57			
Corrected Total	90,035	56			

a. R Squared = ,112 (Adjusted R Squared = ,062)

No.8 UNI-ANOVA results with regard to dependent variable statements.

Univariate Analysis of Variance

Language groups

Statement 15: 'I see the writer in the text as similar in age to me'.

Between-Subjects Factors

		N
LANGUAGE	3	6
	5	21
	6	7
	7	6
	8	17
TEXT	1	28
	2	29

Descriptive Statistics

Dependent Variable: V15

LANGUAGE	TEXT	Mean	Std. Deviation	N
3	1	2,75	1,500	4
	2	3,00	1,414	2
	Total	2,83	1,329	6
5	1	2,80	,919	10
	2	3,00	1,183	11
	Total	2,90	1,044	21
6	1	3,29	,951	7
	Total	3,29	,951	7
7	1	3,00	1,414	2
	2	3,75	,957	4
	Total	3,50	1,049	6
8	1	2,20	,837	5
	2	3,50	1,168	12
	Total	3,12	1,219	17
Total	1	2,82	1,020	28
	2	3,31	1,137	29
	Total	3,07	1,100	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V15

F	df1	df2	Sig.
,576	8	48	,792

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+LANGUAGE+TEXT

Tests of Between-Subjects Effects

Dependent Variable: V15

Source	Type IV Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6,631[a]	5	1,326	1,107	,368
Intercept	424,154	1	424,154	354,107	,000
LANGUAGE	3,226	4	,806	,673	,614
TEXT	4,248	1	4,248	3,546	,065
Error	61,088	51	1,198		
Total	605,000	57			
Corrected Total	67,719	56			

a. R Squared = ,098 (Adjusted R Squared = ,009)

Univariate Analysis of Variance

Statement 16: 'I see the writer of the text as having the same educational background as me'.

Between-Subjects Factors

		N
LANGUAGE	3	6
	5	21
	6	7
	7	6
	8	17
TEXT	1	28
	2	29

Descriptive Statistics

Dependent Variable: V16

LANGUAGE	TEXT	Mean	Std. Deviation	N
3	1	3,25	1,258	4
	2	3,00	1,414	2
	Total	3,17	1,169	6
5	1	2,60	,843	10
	2	2,73	1,272	11
	Total	2,67	1,065	21
6	1	3,57	,976	7
	Total	3,57	,976	7
7	1	3,00	2,828	2
	2	3,75	,957	4
	Total	3,50	1,517	6
8	1	2,60	,894	5
	2	3,67	,888	12
	Total	3,35	,996	17
Total	1	2,96	1,105	28
	2	3,28	1,131	29
	Total	3,12	1,119	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V16

F	df1	df2	Sig.
1,441	8	48	,204

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+LANGUAGE+TEXT

Tests of Between-Subjects Effects

Dependent Variable: V16

Source	Type IV Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9,817[a]	5	1,963	1,660	,161
Intercept	455,408	1	455,408	385,020	,000
LANGUAGE	8,434	4	2,108	1,783	,147
TEXT	2,273	1	2,273	1,922	,172
Error	60,324	51	1,183		
Total	626,000	57			
Corrected Total	70,140	56			

a. R Squared = ,140 (Adjusted R Squared = ,056)

Univariate Analysis of Variance

Statement 17: 'I see the writer of the text as being of the same sex as me'.

Between-Subjects Factors

		N
LANGUAGE	3	6
	5	21
	6	7
	7	6
	8	17
TEXT	1	28
	2	29

Descriptive Statistics

Dependent Variable: V17

LANGUAGE	TEXT	Mean	Std. Deviation	N
3	1	2,50	1,291	4
	2	3,50	,707	2
	Total	2,83	1,169	6
5	1	3,00	1,054	10
	2	3,82	1,250	11
	Total	3,43	1,207	21
6	1	2,71	,951	7
	Total	2,71	,951	7
7	1	4,00	1,414	2
	2	2,75	,500	4
	Total	3,17	,983	6
8	1	1,80	1,095	5
	2	3,08	1,165	12
	Total	2,71	1,263	17
Total	1	2,71	1,150	28
	2	3,34	1,143	29
	Total	3,04	1,180	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V17

F	df1	df2	Sig.
,461	8	48	,877

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+LANGUAGE+TEXT

Tests of Between-Subjects Effects

Dependent Variable: V17

Source	Type IV Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	12,454[a]	5	2,491	1,940	,104
Intercept	384,501	1	384,501	299,493	,000
LANGUAGE	6,790	4	1,698	1,322	,274
TEXT	6,292	1	6,292	4,901	,031
Error	65,476	51	1,284		
Total	603,000	57			
Corrected Total	77,930	56			

a. R Squared = ,160 (Adjusted R Squared = ,077)

Univariate Analysis of Variance

Statement 18: 'I see the writer of the text as belonging to the same ethnic group as me'.

Between-Subjects Factors

		N
LANGUAGE	3	6
	5	21
	6	7
	7	6
	8	17
TEXT	1	28
	2	29

Descriptive Statistics

Dependent Variable: V18

LANGUAGE	TEXT	Mean	Std. Deviation	N
3	1	2,00	,816	4
	2	3,00	1,414	2
	Total	2,33	1,033	6
5	1	2,60	1,430	10
	2	2,73	1,421	11
	Total	2,67	1,390	21
6	1	2,57	1,134	7
	Total	2,57	1,134	7
7	1	3,50	2,121	2
	2	2,50	1,000	4
	Total	2,83	1,329	6
8	1	1,60	,894	5
	2	2,17	,937	12
	Total	2,00	,935	17
Total	1	2,39	1,257	28
	2	2,48	1,153	29
	Total	2,44	1,195	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V18

F	df1	df2	Sig.
1,162	8	48	,341

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+LANGUAGE+TEXT

Tests of Between-Subjects Effects

Dependent Variable: V18

Source	Type IV Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6,109[a]	5	1,222	,843	,526
Intercept	263,905	1	263,905	182,063	,000
LANGUAGE	5,994	4	1,499	1,034	,399
TEXT	,622	1	,622	,429	,515
Error	73,926	51	1,450		
Total	419,000	57			
Corrected Total	80,035	56			

a. R Squared = ,076 (Adjusted R Squared = -,014)

Univariate Analysis of Variance

Gender groups

Statement 15: 'I see the writer of the text as similar in age to me'.

Between-Subjects Factors

		N
TEXT	1	28
	2	29
GENDER	1	24
	2	33

Descriptive Statistics

Dependent Variable: V15

TEXT	GENDER	Mean	Std. Deviation	N
1	1	2,83	,937	12
	2	2,81	1,109	16
	Total	2,82	1,020	28
2	1	3,42	1,240	12
	2	3,24	1,091	17
	Total	3,31	1,137	29
Total	1	3,13	1,116	24
	2	3,03	1,104	33
	Total	3,07	1,100	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V15

F	df1	df2	Sig.
,547	3	53	,653

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+GENDER

Tests of Between-Subjects Effects

Dependent Variable: V15

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3,550[a]	2	1,775	1,494	,234
Intercept	525,053	1	525,053	441,845	,000
TEXT	3,426	1	3,426	2,883	,095
GENDER	,145	1	,145	,122	,728
Error	64,169	54	1,188		
Total	605,000	57			
Corrected Total	67,719	56			

a. R Squared = ,052 (Adjusted R Squared = ,017)

Univariate Analysis of Variance

Statement 16: 'I see the writer of the text as having the same educational background as me'.

Between-Subjects Factors

		N
TEXT	1	28
	2	29
GENDER	1	24
	2	33

Descriptive Statistics

Dependent Variable: V16

TEXT	GENDER	Mean	Std. Deviation	N
1	1	3,00	,853	12
	2	2,94	1,289	16
	Total	2,96	1,105	28
2	1	3,17	,937	12
	2	3,35	1,272	17
	Total	3,28	1,131	29
Total	1	3,08	,881	24
	2	3,15	1,278	33
	Total	3,12	1,119	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V16

F	df1	df2	Sig.
1,347	3	53	,269

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+GENDER

Tests of Between-Subjects Effects

Dependent Variable: V16

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1,439[a]	2	,719	,566	,571
Intercept	539,199	1	539,199	423,816	,000
TEXT	1,374	1	1,374	1,080	,303
GENDER	5,597E-02	1	5,597E-02	,044	,835
Error	68,701	54	1,272		
Total	626,000	57			
Corrected Total	70,140	56			

a. R Squared = ,021 (Adjusted R Squared = -,016)

Univariate Analysis of Variance

Statement 17: 'I see the writer of the text as being of the same sex as me'.

Between-Subjects Factors

		N
TEXT	1	28
	2	29
GENDER	1	24
	2	33

Descriptive Statistics

Dependent Variable: V17

TEXT	GENDER	Mean	Std. Deviation	N
1	1	2,42	,996	12
	2	2,94	1,237	16
	Total	2,71	1,150	28
2	1	2,67	1,155	12
	2	3,82	,883	17
	Total	3,34	1,143	29
Total	1	2,54	1,062	24
	2	3,39	1,144	33
	Total	3,04	1,180	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V17

F	df1	df2	Sig.
,078	3	53	,972

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+GENDER

Tests of Between-Subjects Effects

Dependent Variable: V17

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	15,534[a]	2	7,767	6,722	,002
Intercept	487,879	1	487,879	422,229	,000
TEXT	5,441	1	5,441	4,709	,034
GENDER	9,870	1	9,870	8,542	,005
Error	62,396	54	1,155		
Total	603,000	57			
Corrected Total	77,930	56			

a. R Squared = ,199 (Adjusted R Squared = ,170)

Univariate Analysis of Variance

Statement 18: 'I see the writer of the text as belonging to the same ethnic group as me'.

Between-Subjects Factors

		N
TEXT	1	28
	2	29
GENDER	1	24
	2	33

Descriptive Statistics

Dependent Variable: V18

TEXT	GENDER	Mean	Std. Deviation	N
1	1	2,00	1,128	12
	2	2,69	1,302	16
	Total	2,39	1,257	28
2	1	2,00	1,206	12
	2	2,82	1,015	17
	Total	2,48	1,153	29
Total	1	2,00	1,142	24
	2	2,76	1,146	33
	Total	2,44	1,195	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V18

F	df1	df2	Sig.
,929	3	53	,433

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+GENDER

Tests of Between-Subjects Effects

Dependent Variable: V18

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8,063[a]	2	4,031	3,025	,057
Intercept	314,273	1	314,273	235,795	,000
TEXT	8,827E-02	1	8,827E-02	,066	,798
GENDER	7,948	1	7,948	5,963	,018
Error	71,972	54	1,333		
Total	419,000	57			
Corrected Total	80,035	56			

a. R Squared = ,101 (Adjusted R Squared = ,067)

Univariate Analysis of Variance

Age groups

Statement 15: 'I see the writer of the text as similar in age to me'.

Between-Subjects Factors

		N
TEXT	1	28
	2	29
AGEC	1	12
	2	21
	3	13
	4	6
	5	5

Descriptive Statistics

Dependent Variable: V15

TEXT	AGEC	Mean	Std. Deviation	N
1	1	2,50	1,225	6
	2	2,80	,789	10
	3	3,50	,926	8
	4	2,00	1,414	2
	5	2,00	,000	2
	Total	2,82	1,020	28
2	1	3,17	1,329	6
	2	3,55	1,036	11
	3	3,00	1,581	5
	4	2,75	,500	4
	5	4,00	1,000	3
	Total	3,31	1,137	29
Total	1	2,83	1,267	12
	2	3,19	,981	21
	3	3,31	1,182	13
	4	2,50	,837	6
	5	3,20	1,304	5
	Total	3,07	1,100	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V15

F	df1	df2	Sig.
1,245	9	47	,292

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+AGEC

Tests of Between-Subjects Effects

Dependent Variable: V15

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8,101[a]	5	1,620	1,386	,245
Intercept	386,652	1	386,652	330,757	,000
TEXT	4,355	1	4,355	3,726	,059
AGEC	4,695	4	1,174	1,004	,414
Error	59,619	51	1,169		
Total	605,000	57			
Corrected Total	67,719	56			

a. R Squared = ,120 (Adjusted R Squared = ,033)

Univariate Analysis of Variance

Statement 16: 'I see the writer of the text as having the same educational background as me'.

Between-Subjects Factors

		N
TEXT	1	28
	2	29
AGEC	1	12
	2	21
	3	13
	4	6
	5	5

Descriptive Statistics

Dependent Variable: V16

TEXT	AGEC	Mean	Std. Deviation	N
1	1	2,50	1,225	6
	2	2,90	1,197	10
	3	3,63	,916	8
	4	2,50	,707	2
	5	2,50	,707	2
	Total	2,96	1,105	28
2	1	3,00	1,265	6
	2	3,36	1,362	11
	3	2,80	,837	5
	4	3,50	,577	4
	5	4,00	1,000	3
	Total	3,28	1,131	29
Total	1	2,75	1,215	12
	2	3,14	1,276	21
	3	3,31	,947	13
	4	3,17	,753	6
	5	3,40	1,140	5
	Total	3,12	1,119	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V16

F	df1	df2	Sig.
,562	9	47	,821

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+AGEC

Tests of Between-Subjects Effects

Dependent Variable: V16

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3,994[a]	5	,799	,616	,688
Intercept	427,919	1	427,919	329,933	,000
TEXT	1,478	1	1,478	1,139	,291
AGEC	2,611	4	,653	,503	,733
Error	66,146	51	1,297		
Total	626,000	57			
Corrected Total	70,140	56			

a. R Squared = ,057 (Adjusted R Squared = -,036)

Univariate Analysis of Variance

Statement 17: 'I see the writer of the text as being of the same sex as me'.

Between-Subjects Factors

		N
TEXT	1	28
	2	29
AGEC	1	12
	2	21
	3	13
	4	6
	5	5

Descriptive Statistics

Dependent Variable: V17

TEXT	AGEC	Mean	Std. Deviation	N
1	1	2,83	1,602	6
	2	2,50	1,269	10
	3	2,75	,886	8
	4	2,50	,707	2
	5	3,50	,707	2
	Total	2,71	1,150	28
2	1	3,17	1,329	6
	2	3,55	1,128	11
	3	2,60	1,140	5
	4	3,00	,000	4
	5	4,67	,577	3
	Total	3,34	1,143	29
Total	1	3,00	1,414	12
	2	3,05	1,284	21
	3	2,69	,947	13
	4	2,83	,408	6
	5	4,20	,837	5
	Total	3,04	1,180	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V17

F	df1	df2	Sig.
1,093	9	47	,386

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+AGEC

Tests of Between-Subjects Effects

Dependent Variable: V17

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	13,291[a]	5	2,658	2,097	,081
Intercept	425,800	1	425,800	335,955	,000
TEXT	4,716	1	4,716	3,721	,059
AGEC	7,627	4	1,907	1,504	,215
Error	64,639	51	1,267		
Total	603,000	57			
Corrected Total	77,930	56			

a. R Squared = ,171 (Adjusted R Squared = ,089)

Univariate Analysis of Variance

Statement 18: 'I see the writer of the text as belonging to the same ethnic group as me'.

Between-Subjects Factors

		N
TEXT	1	28
	2	29
AGEC	1	12
	2	21
	3	13
	4	6
	5	5

Descriptive Statistics

Dependent Variable: V18

TEXT	AGEC	Mean	Std. Deviation	N
1	1	2,83	1,472	6
	2	2,30	1,252	10
	3	2,50	1,414	8
	4	2,00	,000	2
	5	1,50	,707	2
	Total	2,39	1,257	28
2	1	1,83	,983	6
	2	2,27	1,104	11
	3	2,20	,837	5
	4	3,00	,816	4
	5	4,33	,577	3
	Total	2,48	1,153	29
Total	1	2,33	1,303	12
	2	2,29	1,146	21
	3	2,38	1,193	13
	4	2,67	,816	6
	5	3,20	1,643	5
	Total	2,44	1,195	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V18

F	df1	df2	Sig.
1,277	9	47	,274

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+AGEC+TEXT * AGEC

Tests of Between-Subjects Effects

Dependent Variable: V18

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	18,120[a]	9	2,013	1,528	,166
Intercept	252,279	1	252,279	191,506	,000
TEXT	2,582	1	2,582	1,960	,168
AGEC	1,678	4	,420	,318	,864
TEXT * AGEC	14,215	4	3,554	2,698	,042
Error	61,915	47	1,317		
Total	419,000	57			
Corrected Total	80,035	56			

a. R Squared = ,226 (Adjusted R Squared = ,078)

Profile Plots

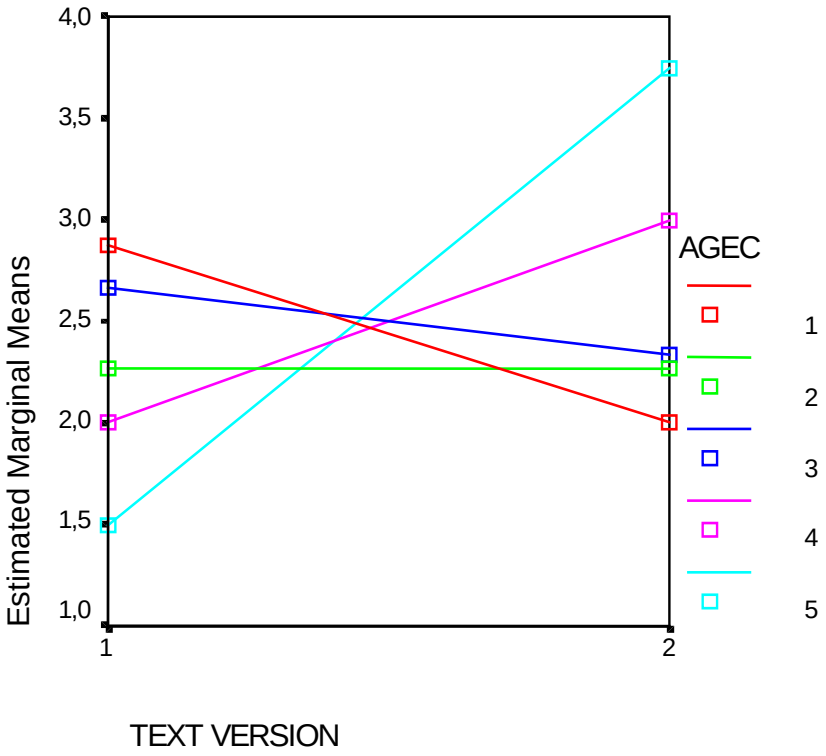

Figure 1. Interaction effect age group and text version concerning the feeling of source similarity with respect to statement 18: *'I see the writer of the text as belonging to the same ethnic group as me'*

Univariate Analysis of Variance

Educational level groups

Statement 15: 'I see the writer of the text as similar in age to me'.

Between-Subjects Factors

		N
TEXT	1	28
	2	29
education	1	35
	2	6
	3	16

Descriptive Statistics

Dependent Variable: V15

TEXT	education	Mean	Std. Deviation	N
1	1	2,81	1,047	16
	2	2,75	,957	4
	3	2,88	1,126	8
	Total	2,82	1,020	28
2	1	3,37	1,065	19
	2	4,00	1,414	2
	3	3,00	1,309	8
	Total	3,31	1,137	29
Total	1	3,11	1,078	35
	2	3,17	1,169	6
	3	2,94	1,181	16
	Total	3,07	1,100	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V15

F	df1	df2	Sig.
,362	5	51	,872

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+EDUCATIO

Tests of Between-Subjects Effects

Dependent Variable: V15

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3,896[a]	3	1,299	1,078	,366
Intercept	332,736	1	332,736	276,311	,000
TEXT	3,490	1	3,490	2,899	,095
EDUCATIO	,491	2	,245	,204	,816
Error	63,823	53	1,204		
Total	605,000	57			
Corrected Total	67,719	56			

a. R Squared = ,058 (Adjusted R Squared = ,004)

Univariate Analysis of Variance

Statement 16: 'I see the writer of the text as having the same educational background as me'.

Between-Subjects Factors

		N
TEXT	1	28
	2	29
education	1	35
	2	6
	3	16

Descriptive Statistics

Dependent Variable: V16

TEXT	education	Mean	Std. Deviation	N
1	1	2,69	1,138	16
	2	3,25	1,258	4
	3	3,38	,916	8
	Total	2,96	1,105	28
2	1	3,11	1,150	19
	2	3,50	,707	2
	3	3,63	1,188	8
	Total	3,28	1,131	29
Total	1	2,91	1,147	35
	2	3,33	1,033	6
	3	3,50	1,033	16
	Total	3,12	1,119	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V16

F	df1	df2	Sig.
,230	5	51	,948

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+EDUCATIO

Tests of Between-Subjects Effects

Dependent Variable: V16

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5,820[a]	3	1,940	1,599	,201
Intercept	370,404	1	370,404	305,215	,000
TEXT	1,756	1	1,756	1,447	,234
EDUCATIO	4,437	2	2,219	1,828	,171
Error	64,320	53	1,214		
Total	626,000	57			
Corrected Total	70,140	56			

a. R Squared = ,083 (Adjusted R Squared = ,031)

Univariate Analysis of Variance

Statement 17: 'I see the writer of the text as being of the same sex as me'.

Between-Subjects Factors

		N
TEXT	1	28
	2	29
education	1	35
	2	6
	3	16

Descriptive Statistics

Dependent Variable: V17

TEXT	education	Mean	Std. Deviation	N
1	1	2,63	1,147	16
	2	3,25	,500	4
	3	2,63	1,408	8
	Total	2,71	1,150	28
2	1	3,37	1,165	19
	2	3,00	,000	2
	3	3,38	1,302	8
	Total	3,34	1,143	29
Total	1	3,03	1,200	35
	2	3,17	,408	6
	3	3,00	1,366	16
	Total	3,04	1,180	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V17

F	df1	df2	Sig.
,823	5	51	,539

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+EDUCATIO

Tests of Between-Subjects Effects

Dependent Variable: V17

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6,063[a]	3	2,021	1,490	,228
Intercept	332,420	1	332,420	245,151	,000
TEXT	5,938	1	5,938	4,379	,041
EDUCATIO	,399	2	,200	,147	,863
Error	71,867	53	1,356		
Total	603,000	57			
Corrected Total	77,930	56			

a. R Squared = ,078 (Adjusted R Squared = ,026)

Univariate Analysis of Variance

Statement 18: 'I see the writer of the text as belonging to the same ethnic group as me'.

Between-Subjects Factors

		N
TEXT	1	28
	2	29
education	1	35
	2	6
	3	16

Descriptive Statistics

Dependent Variable: V18

TEXT	education	Mean	Std. Deviation	N
1	1	2,25	1,238	16
	2	2,50	1,732	4
	3	2,62	1,188	8
	Total	2,39	1,257	28
2	1	2,37	1,165	19
	2	2,00	,000	2
	3	2,88	1,246	8
	Total	2,48	1,153	29
Total	1	2,31	1,183	35
	2	2,33	1,366	6
	3	2,75	1,183	16
	Total	2,44	1,195	57

Levene's Test of Equality of Error Variances[a]

Dependent Variable: V18

F	df1	df2	Sig.
,383	5	51	,858

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+TEXT+EDUCATIO

Tests of Between-Subjects Effects

Dependent Variable: V18

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2,291[a]	3	,764	,521	,670
Intercept	212,118	1	212,118	144,606	,000
TEXT	,132	1	,132	,090	,765
EDUCATIO	2,176	2	1,088	,742	,481
Error	77,744	53	1,467		
Total	419,000	57			
Corrected Total	80,035	56			

a. R Squared = ,029 (Adjusted R Squared = -,026)