

Bachelor thesis

The effect of first or second language use in international peace negotiations in relation to persuasive appeals used for influencing attitude, willingness to cooperate and decision-making

Abstract

This study aims to investigate the effect of first or second language use in relation to persuasive appeals on attitude towards an opposing party, the willingness to cooperate and decision-making in an international peace negotiation setting. Participants were required to be between the age of 21 and 67 and to have Dutch as their first language (L1) and English as a their second language (L2). The research was conducted through an online survey including a role play in which participants represented a non-existing country that was in conflict with another country. Participants were first given initial information about, who the participant represented, who the opposing party was, what the conflict revolved around and the offered solution by the opposing party. After answering questions regarding their attitude, willingness to cooperate and decision on the offered solution, additional information was given. The information and arguments provided by the opposing party were divided into four categories: the additional information was either in Dutch or English and contained either emotional or informative appeals. The attitude, willingness to cooperate and the final decision were measured again after receiving the additional information. In spite of predictions that there would be an effect of L2 use on the emotional appeal, in which L2 use would lead to a lower attitude, lower willingness to cooperate and more rejections of the proposal of the other party, no statistically significant effects were found. Furthermore, the emotional appeals were not significantly more effective than the informational appeals. However, this study serves as a starting point for a new domain of research.

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1. Introduction

The ancient Greek philosopher Plato once said, “Human behaviour flows from three main sources: desire, emotion and knowledge” (in Durant, 2012, p. 20). This quote originates from around 482 B.C. - 348 B.C., but there still seems to be logic behind it. Although there might be more factors influencing human behaviour, these three constructs still tend to have a huge impact on our choices and actions.

When focussing on emotions, a fundamental step is the process of expressing emotions. Here, language is of great importance. Human beings and other highly sociable animals work and live together effectively by communicating motives, feelings, intentions and interests, and language extends this communication (Trevarthen, 2015). Emotion influences communication in many ways: from choice of words to non-verbal cues such as facial expression and movement. According to the Sapir-Whorf hypothesis, the reality and perception of emotion is very different across languages and therefore no two languages are ever capable of representing the same social reality. (Sapir & Whorf, 1929). Although one would not suddenly change perceptions of their social reality by adopting a second language (L2), one could wonder whether a second language could influence the perception of emotions. Previous research has found a dampening effect of perceived emotionality when communicating in an L2 (e.g. Caldwell-Harris & Dinn, 2016; Caldwell-Harris, 2015; Pavlenko, 2005). This dampening effect caused by the L2 use and perhaps even sometimes emotional miscommunication, could have far-reaching influences in the nowadays globalising world.

With the obvious results of globalisation and the increasingly internationally orientated world, the need for using a different language rather than the mother tongue (L1) to communicate with different groups of people becomes almost inevitable. The rise of English as

a lingua franca (ELF) has become very prominent (e.g. Jenkins, Baker & Dewey, 2017). English is not only widely used but also has gained a power status. This effect is for example seen when native English speakers are compared to people who speak with a non-native accent. Native English speakers are often viewed as more intelligible, of a higher status and more likeable (e.g. Fuertes et al., 2012; Roessel et al., 2017; Jensen & Thørgersen, 2017; Nejjari et al., 2012). The use of ELF therefore does not only influence the perception of emotions but also evokes new emotions with regard to status.

When focussing on the process of decision-making, the effect of desire, emotion and knowledge is very prominent. The process of decision-making can be seen as an instrument that is used in nearly every procedure of daily life (Roy, 2016). The decision-making process has been researched extensively, and many models and theories of decision-making have been formed in all different fields of applications (Kahneman, 2003 in Roy, 2016). However, the role of emotion has long remained unexplored within these models and theories (Roy, 2016). Fortunately, at this moment more is known about the role of emotion on decision-making and research has shown that emotions influence this process (e.g. Schwarz, 2000; Lerner et al., 2014).

The strategic use of emotions for persuasion is prominent in many fields. For example, more specific research has been conducted into the domains of advertising in which emotional appeals are fruitful for the attitude towards the brand, product and company and the related purchase intention (Akbari, 2015). Another important field in which emotion often seems to be used as a tool is in politics and negotiation (e.g. Brader, 2005; Widmann, 2020). While politics and negotiations also have the tendency to be heavily dependent on informational appeals, which can be described as pure facts, figures and numbers, emotions serve a different

goal. From emotionally based arguments to emotional speeches and from using emotion in lobbying to using it as a bargaining strategy, emotions are a powerful weapon (e.g. Fulmer, Barry & Long, 2008; Barry, Fulmer & van Kleef, 2004).

A negotiation setting that has the tendency to be even more induced with emotionality is the one concerned with peace negotiations. Here emotion can play a big role in negotiation due to for example psychological barriers and public opinions (Halperin, 2011). When looking at peace negotiation preparation, the choice to use a lingua franca, which is often an L2 for the people involved, or to use a strategy that revolves around local languages might be a more difficult decision than previously thought due to the dampening effect of emotionality in an L2. This might influence the outcome of negotiations to a greater extent than estimated. The outcomes of peace negotiations generally have drastic results for certain groups, nations and even the whole world. However, in this crucial field, the important role of language on emotion has not been covered by research yet. This paper aims to shine a greater light on the influence of language choice and the strategic use of emotion in international negotiations. Additionally, this study also targets to find possible differences between emotional and informational appeals. Research into this domain could hopefully lead to better conversations between parties and to more successful peace negotiations.

2. Theoretical framework

2.1 Persuasive appeals

Emotional appeals are appeals that intend to evoke emotions to motivate certain behaviour (Oxford Reference, n.d.). This emotion can be distinguished as either positive (e.g. love, freedom, popularity as a reward for compliance) or negative (e.g. loneliness, fear, guilt for noncompliance) (Taute et al., 2011). The use of these emotional appeals has been researched over the past years and has proven to influence attitude and behaviour (e.g. Jorgensen, 1996). Taute et al. (2011) concluded that people who are better at managing negative emotions may be less affected by negative emotional appeals. Using positive emotional appeals for these people might be more beneficial as they use the positive affective state when responding to emotional appeals. Furthermore, Taute et al. (2011) state that persons dealing with negative emotions have reduced empathy while managing positive results in an increase of empathy. Their Emotional Information Management (EIM) model predicts that the response to stimulus material embedded with emotional appeals is affected by the earlier described effect of empathy. An earlier study dealing with the effect of empathy and emotional appeals was conducted by Aaker and Williams (1998). Aaker and Williams (1998) found that emotional appeals that were ego-focused, such as pride and personal happiness, versus other-focused appeals, such as empathy and peacefulness, lead to more favourable attitudes for members of a collectivist society and vice versa.

On the other hand, informational appeals are described more as rational appeals that involve facts (e.g. Teichter et al., 2018). The difference in effectiveness of using informational appeals or emotional appeals has been thoroughly researched in multiple fields of communication. Far out the most research about the difference in effectiveness between

emotional and informational appeals has been done in the field of advertising. There are multiple factors influencing which type of appeal is most effective in advertising. The effectiveness can be dependent on culture, product type, personality type processing and purchase intention (Albers-Miller & Stafford, 1999; Ruiz & Sicilia, 2004; Jovanovic et al., 2017). For example, research into the effectiveness of appeals and product type has shown that for low involvement products, which are products that are bought without much thought, emotional appeals have a greater positive effect than rational appeals (Akbari, 2015). Moreover, Ruiz and Sicilia (2004) found that the type of appeal in advertising is more effective when it matches the individual personality type preferences for processing information. People who are more thinking-processors had the tendency to prefer informational appeals, while people who are more thinking-feeling processors, prefer informational-emotional advertising appeals. In the field of negotiations comparisons in effectiveness between informational appeals and emotional appeals have not been researched yet.

2.2 Decision-making

Emotions and have an effect on decision-making in multiple stages of the process, starting with the process before the decision-making. Previous research has that mood had an effect on the estimation of risk. Subjects in a negative mood had the tendency to indicate greater risks and are less willing to take these risks than people in a positive mood. (e.g., Deldin & Levin, 1986; Yuen & Lee, 2003; Johnson & Tversky, 1973).

A second way in which emotions can influence decision-making is the effect on the information processing strategy (Schwarz, 2000). People who feel happy have a greater tendency to use a heuristic processing strategy, that is defined by top-down processing. They

have relatively little attention to the details at hand and have a greater dependency on already existing knowledge about the topic. On the other hand, people who feel sad have a greater tendency to use a systematic processing strategy, that is defined by bottom-up processing. They have noticeable attention for details and are less dependent on already existing knowledge (Schwarz, 2000).

A third effect of emotion on decision-making is the anticipated affect (Schwarz, 2000). Deciders are influenced by the anticipation of a possible outcome. The avoidance of regret or disappointment has been well covered in previous research in which individuals had the tendency to make decisions to avoid these emotions (e.g. Bell 1982; Loomes & Sugden, 1986). This is not limited to the two previously stated emotions, but all anticipated emotions may influence the decision (Schwarz, 2000). When for example negotiating we try to anticipate which outcome will make us feel most happy.

2.3 Willingness to cooperate

Solving conflict and reaching settlements can only be reached when all actors involved are willing to look for solutions (Starkey, Boyer and Wilkenfeld, 2015).

Emotions can be an important factor for the willingness to cooperate. Research has shown that emotions such as guilt can increase cooperative behaviour (Ketelaar & Au, 2003; de Hooze et al., 2007). Furthermore, Lok, Bond and Tse (2008) researched the role of anger on cooperative behaviour. They found that participants who were in an angry mood were less cooperative.

For peace negotiations an important factor influencing the willingness to cooperate is the emotion of mistrust (Kydd, 2000). The mistrust comes forth out of the fear that the other

party is aiming to exploit one's cooperation. Kydd (2000) proposes that strategies of reassurance could potentially decrease the influence of mistrust. As previous research suggests that emotions can influence the willingness to cooperate one could wonder whether the strategic use of emotional appeals could increase cooperative behaviour.

Language can possibly play a role in cooperative behaviour as well. Research in multinational companies has shown that having a shared language, and thus a (limited) form of shared identity can lead to less interpersonal conflict in cooperation (Hinds & Mortensen, 2005). However, these results are mostly focused on the basis of having a shared identity than the preference to communicate in the L1's of the people involved.

2.4 ELM and attitudes

Attitudes are not solely based on thoughts and beliefs but also on feelings and emotions (Petty & Briñol, 2014; Crites, Fabrigar & Petty, 1994). Research by Petty and Briñol (2014) gives us more insight on how emotions can influence attitudes and persuasion by using the elaboration likelihood model (ELM) as a guide. The ELM grasps that change of attitude and judgement result from distinctive psychological processes depending on the degree of elaboration an individual is engaging in at the moment of influence (Petty & Cacioppo, 1986; Petty & Briñol, 2012, 2014). Petty and Briñol (2014) distinguish different types of thinking. Firstly, thinking is considered low when not much thought goes into the process and high when the message is carefully and thoroughly processed. Furthermore, thinking is constrained when people know the ability and motivation to process is low or high due to the conditions of the message (e.g. for a message that contains a lot of distracting features thinking is constrained to be low and for a message that is personally relevant thinking is constrained to be high). Thinking

is unconstrained when people are not aware of how much they are able and willing to think. The research by Petty and Briñol (2014) concludes that emotions will act as simple indicators when thinking is constrained to be low and as arguments when applicable. Additionally, emotions influence cognitive processing or legitimise thoughts when thinking is high. On the other hand, when thinking is unconstrained, emotions have the tendency to affect how much thinking takes place. Petty and Briñol (2014) also elaborate on the timing of the emotions. When emotions come after careful message processing, they mostly act in a validation role. Emotions can lead people to like or dislike their thoughts, which is described as affective validation, or to feel more confident or doubtful in their thoughts, which is described as cognitive validation. When emotions come before message processing, they seem to influence thinking to a greater extent. Lastly Petty and Briñol (2014) conclude that emotions serve as simple but effective indicators regardless of whether they are placed after or before the information when thinking is low.

2.5 Emotion as a tool in negotiations

Emotion can serve as a predictor, a consequence or a tactic (Barry, Fulmer & van Kleef, 2004). When focussing on tactics in negotiations, many can be distinguished. From walking away to showing anger, from showing sadness to using positive rewards; emotion is a prominent tool. Also the type of emotion that is displayed has influence on the outcome of the negotiation (e.g. Kopelman et al., 2006). Kopelman et al. (2006) found that managers who displayed positive emotions were more likely to close a deal opposed to managers who displayed negative emotions. Furthermore, they found that in a distributive setting, in which one party loses something if the other party gains something, using positive emotions was a more effective

strategy for gaining concessions from the other party. Tng and Au (2014) researched the role of strategic display of anger and happiness in negotiation. They found that negotiators who perceived their opposing party's display of anger as inauthentic conceded less than when they found their counterpart's emotion authentic. Tng and Au (2014) also concluded that the display of anger had a bigger effect on whether they would concede than the display of happiness, when these emotions were perceived as authentic. However, when emotions were not perceived as authentic, there was no difference between anger or happiness.

Furthermore, emotion is also important in relationship building between parties that negotiate together. Lawler and Yoon (1995) state that continual accords between the same parties result in mild positive emotions. These emotions influence following negotiations in the future.

2.6 Second language use and emotional perception

The use of an L2 has been shown to influence the perception of emotions. Eilola and Havelka (2010) found that native English speakers demonstrated physiologically higher levels of arousal resulting from negative taboo words than non-native English speakers. This is just one example of many researches that have found that emotional expressions feel stronger in one's L1 than in a foreign language (e.g. Caldwell-Harris & Dinn, 2016). Thus, it could be said that L2 use dampens the effect of emotionality. However, this mostly applies when an L2 is learned after early childhood (Caldwell-Harris, 2014). When an L2 is learned at an early age this process happens simultaneously to developing the emotional regulation systems which might influence the perception of emotion through language (Bloom & Beckwith, 1989). Furthermore, at this age language is mostly learned via immersion instead of in a classroom which can lead to more

emotional ties to the language (Caldwell-Harris, 2014). In domains such as advertising, this perception of emotionality has been a topic of great interest. Puntoni et al. (2009) found that messages expressed in L1 are perceived as more emotional than messages in L2.

The possible causes for the dampening L2 use effect have already been thoroughly researched, finding different types of causes (extensive review in Caldwell-Harris, 2015). One key concept that is believed to be a cause is the emotional context of learning and use theory (Harris et al., 2006 in Eilola & Havelka, 2010). This theory explains that the process and context in which the L1 and L2 are learnt have a great influence on the perception of emotionality. The first language is normally learned in a naturalistic context during the childhood years. In this naturalistic context the emotional development of the child, experiences, home situations and personal relationships are deeply connected to the process of language acquisition. The learning of the language and the language itself will consequently be connected to these countless emotional experiences and occasions. However, an L2 is mostly learned in a professional or academic setting. This L2 will therefore not have the same emotional resonance and is linked to a learning environment that is focused on control (Harris et al., 2006 in Eilola & Havelka, 2010). For example, Dutch students learn French in high school. In this scenario the language is learned in a controlled academic environment where new vocabulary is acquired through textbooks and lessons. In this academic setting, students learn the language in a less emotional environment than in the naturalistic setting. A Dutch student learning how to say 'I love you' in French from a textbook connects less emotions to this utterance than a child learning how to say 'I love you' by hearing it from their mother and experiencing it through personal relations.

Additionally, another cause for the dampening effect on emotions by L2 is believed to be due to the language proficiency of the L2. A study by Dong et al. (2005) indicates that a

higher proficiency in an L2 has the tendency to result in a higher conceptual representation of emotions across languages. However, other research suggests that this does not have a far-reaching influence. Opitz and Degner (2012) state that an L2 never reaches the same quality as an L1 regardless, of their proficiency. Even when participants know and understand the emotional meaning of the words perfectly, they do not feel the same emotional resonance. Furthermore, the frequency of use and the automaticity of lexical access, which go hand in hand with increased proficiency, have been believed to be a possible cause of the dampening effect of emotions on second language use (e.g. Degner et al., 2011; Simcox et al., 2008 in Caldwell-Harris, 2015). Using a language less often and having weaker automaticity of lexical access could lead to a greater dampening effect of L2 use on emotions.

2.7 Present study

The present study will shine a greater light on the domain of L2 use, emotionality, decision-making and negotiations by providing a new perspective on language choice and negotiation preparations by answering the following research question: *What is the effect of first or second language use in international peace negotiations in relation to persuasive appeals used for influencing attitude, willingness to cooperate and decision-making?* Congruent with the literature, an effect of first or second language use on the effect of the emotional appeals is expected, indicating that the L2 will result in a dampening effect of emotions and a consequent reduction in attitude change, willingness to cooperate and in the decision-making process. Furthermore, it is also expected that using emotional appeals will have a greater influence on attitude, willingness to cooperate and decision-making than using informational appeals across the languages.

3. Method

3.1 Operationalisation and instrumentation

3.1.1 L1 and L2

The first independent variables are *L1* and *L2*. *L1* represents the first language of the participant, which is their mother tongue. In this research the *L1* will be Dutch. *L2* represents the second language of the participant, which is in this research English.

3.1.2 Persuasive appeals

The persuasive appeal type is the second independent variable. There are two different types of persuasive appeals used, which are *emotional appeals* and *informational appeals*. Emotional appeals in the research are described as the attempt to evoke either positive or negative emotions to motivate certain behaviour (Oxford Reference, n.d.). The stimulus material with the emotional appeal contained both positive and negative appeals to ensure that the category of emotional appeal would not play a role. The positive appeals aimed to evoke pride and empathy, while the negative emotional appeals aimed to evoke guilt and helplessness.

Informational appeals in this research can be seen as neutral appeals containing only objective facts, reasoning and logic.

3.1.1 Attitude and change

The first dependent variables are *attitude* and *attitude change*. In this thesis, '*attitude*' is described as the way one feels about something or someone. In this case, the participants' attitude towards the opposing party was researched. This was measured with on a 7-point Likert scale anchored from a negative to a positive response (1 = most negative and 7 = most positive).

The attitude was measured before the additional information, *initial attitude*, as described in 3.5, and after the additional information, *attitude after (additional information)*, to see whether the emotional appeals in combination with the language use had any effect on the attitude towards the party. These two measures of attitude were compared and calculated into a variable that indicates the *attitude change*.

3.1.2.2 Decision-making and change

The second group of dependent variables are *decision-making* and *decision-making change*. Decision-making is the process of coming to a choice. In this research, decision-making was tested by asking participants for a decision to accept or reject a proposal both before, *initial decision* and after receiving the additional information from the opposing party, *decision after (additional information)*. These measures were compared and calculated into an additional variable called '*decision-making change*'. The participants were given the choice to accept or decline the request made by the other party. The variable *decision-making* is a binary categorical variable (accept or decline), while the variable *decision-making change* is a categorical variable with three levels (no change, positive change (from reject to accept), negative change (from accept to reject)).

3.1.2.3 Willingness to cooperate and change

The last group of dependent variables are *willingness to cooperate* and *willingness to cooperate change*. The variable '*willingness to cooperate*' indicates whether a participant wants to continue negotiation and actively look for solutions with the opposing party. This variable was measured with a 7-point Likert scale anchored from a negative to a

positive response (1 = least willing and 7 = most willing). The *willingness to cooperate* was measured before the additional information, *initial willingness to cooperate*, and after the additional information, *willingness to cooperate after (additional information)*, to see whether the emotional appeals in combination with the language use had any effect on the willingness to cooperate with the opposing party. These two measures of *willingness to cooperate* were compared and calculated into a variable that indicates the *change in willingness to cooperate*.

3.1.3 Background variables

In the survey, participants were asked to indicate multiple background variables, starting with *age*, *gender*, *educational level* and the current *mood* they were in.

Additionally, participants were asked to indicate how interesting they found the topic by using a 7-point Likert scale anchored ‘not interesting - very interesting’. This measure was used for the background variable *topic interest*.

Participants who received information in English were also asked to indicate their own English proficiency for the variable *self-assessed English proficiency* on a 7-point Likert scale anchored ‘poor - excellent’ for the skills ‘speaking, writing, reading and listening’ (based on Krishna & Alhuwalia, 2008). These four measures were calculated into one compound variable ($\alpha = .92$). Furthermore, participants were asked to fill out a LexTALE test to indicate their *objective English proficiency* (Lemhöfer & Boersma, 2012). The LexTALE consisted of 60 trials in which participants had to indicate whether or not a string of letters was an actual word. The answers were calculated into a final score by using the following formula: $((\text{number of words correct}/40 * 100) + (\text{number of nonwords correct}/20 * 100)) / 2$ (Lemhöfer & Boersma, 2012).

3.2 Subjects

A total of 112 participants completed the survey. Out of the 112 responses, 96 met the two requirements. First of all, all subjects needed to have the Dutch mother tongue and should have learned English as an L2. Secondly, the participants needed to be between the age of 21 and 67 years old. All 96 responses who met the requirements were used in the analysis further reported (mean age: 33.78, SD = 13.91, range 21-67; 55.2% female; most frequent educational level: WO, range: VMBO-WO). All participants were assigned to one out of four groups, which all had a unique combination of type of appeal and message language. The group with the informative message in Dutch consisted of 23 participants, while 29 participants were shown the Dutch emotional message. The English informative message condition counted 23 participants, while 21 participants were shown the English emotional message.

The participants who received the additional message in English were also asked to indicate their English proficiency and to fill out a LexTALE test to calculate their objective English proficiency (mean self-assessed English proficiency: 5.94, SD = .83; mean LexTALE score: 81.61, SD = 11.65)

Multiple one-way ANOVAs were carried out to ensure that the characteristics of the participants were spread equally among groups. There were no statistical differences found between the four groups for the variables *age* ($p = .86$), *mood* ($p = .89$), *self-assessed proficiency* ($p = .52$), *LexTALE score* ($p = .06$) and *topic interest* ($p = .21$). Two Chi-square tests were carried out to analyse whether the characteristics *gender* and *educational level* were equal among the groups. No statistical differences were found (*gender* ($p = .51$), *educational level* ($p = .85$)).

3.3 Materials

A Qualtrics survey was used for conducting the research. In the survey, different texts were used to simulate a negotiation with an opposing party. The texts were developed based on common causes for conflict and eventually war (Jackson & Morelli, 2011). The conflict in the material was a conflict that revolved around resources, territory and to some extent history and religion. There were three different texts of which two were provided in two different languages. The message content was first written in Dutch and later translated to English. This English translation was double checked by a second reader to ensure that the quality of the translation was good.

The first text contained initial information about the roleplay. This message held basic information about the issue at hand, their position towards the opposing party and their desires and objectives in the negotiation. In short, the opposing party, country B, had violently taken land and killed innocent citizens from country A in the process. This piece of land was of religious meaning to country A. The text ended with a proposal by country B in which they asked country A to give them the land and to make it in to a demilitarised zone. The first information was identical for all participants.

The second text was shown to the participants after the first texts and the corresponding questions. This text was available in four versions differing in the type of appeal and the language of the message. The second text was written from the perspective of the opposing country and provided arguments to explain their actions and to convince the participant to accept the same proposal as in the first text. These arguments were either brought with informational appeals or emotional appeals. In the informational version all arguments were

based on facts and numbers. The message content was written in a formal manner. In the emotional version all arguments were based on evoking emotions from the reader. For example, the most important argument for the opposing country to have taken the land was that they had a major crop failure which led to severe famine in the country. In the informational version, the harvest lost and famine were expressed in numbers: 43% harvest lost and a food shortage for 1.5 million citizens. However, in the emotional version the information was expressed more emotionally, speaking about malnourished children and terrible deaths from this hunger.

Additionally, both parties were non-existing countries to eliminate certain prejudices that could occur when using a real conflict. All the information was kept as short as possible to avoid effects of memory or difficult comprehensibility. All messages contained around 230 words.

The survey questions and initial information was provided in Dutch for all conditions; only the additional information with the informational or emotional appeal was in English for those who received the L2 message. This choice was made to avoid the potential effect of a difference in evaluation when answering the questions in English and Dutch. Only the information that the opposing party sent in the L2 condition was in English; this is most true to a real life situation when communicating with an international party. The knowledge about the opposing party pre hand would normally be accessible in the language of the country of the negotiator itself, in this case in Dutch. However, a message from the opposing country that speaks a different language would naturally be provided in a lingua franca (English) or translated to the language of the own country (Dutch). The participants who received the information in the L2 could possibly be influenced by language switching in relation to the effectiveness of the persuasive appeals (e.g. Luna & Peracchio, 2005). Nevertheless, the

possible influence of this language switch in the proposed study seems to mostly influence the time participants need for processing this switch. (Macizo et al, 2012).

The survey and stimulus texts can be found in *Appendix A*.

3.4 Design

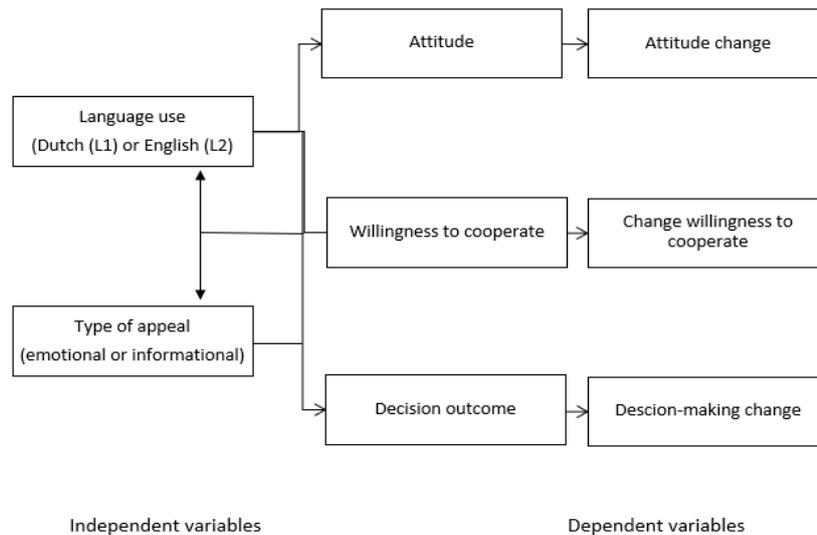
The research design was a quantitative experiment with a 2x2 between-subject design. The first factor being the language choice of either *L1* or *L2* and the second factor being the type of appeal either being *informational* or *emotional* as shown in table 1. All participants were randomly assigned across conditions. Figure 1 displays the dependent and independent variables and conditions.

Table 1 *Group distribution*

Language of information/ Type of appeal	L1	L2
Emotional	Group 1	Group 3
Informational	Group 2	Group 4

Notes: L1 = Dutch, L2 = English.

Figure 1 *Dependent and independent variables*



Notes: Overview of independent and dependent variables.

3.5 Procedure

The Qualtrics survey was distributed through different social media channels such as Facebook, LinkedIn and WhatsApp. There was no preselection to choose participants.

Before starting the survey, participants first received general information about the survey and were told that it would include a short role play concerning international negotiations. The first questions of the survey contained the following background variables: *age, gender and educational level*. After these general questions, participants were shown a short information briefing (text one) about what the negotiation was about, who they were roleplaying as, what the participants' goals were, some information about the opposing party and the proposal of the opposing party. This was followed by a question measuring the participants' initial decision, initial willingness to cooperate and initial attitude towards the

opposing party. To avoid an effect of the memory of the participant on the outcome, the text was still visible when answering the questions. Next, the participant received additional information from the opposing party; this message was either using informational or emotional appeals and was written in either Dutch (L1) or English (L2), as described in 3.3. After this, they were asked their new decision and were to evaluate the opposing party and their willingness to cooperate again. Just like with the initial information the texts were still available when answering the questions. The participants receiving the English information were asked to rate their own English proficiency and to fill out the LexTALE. Lastly, all participants were asked to indicate how interested they were in the topic.

The participants were offered unlimited time to complete the survey. Most participants completed the experiment in approximately six minutes. The participants did not receive a debriefing, unless they requested more information about the experiment by emailing the researcher. Furthermore, no financial compensations were given.

3.7 Statistical treatment

All results were analysed using IBM SPSS Statistics 27.0. Firstly, the measures *attitude* and *willingness to cooperate* were analysed by using a paired samples t-test, comparing the measures before and after the additional information. The variable *decision-making* was analysed by using a McNemar's Chi-square test comparing the decision before and after the additional information. Additionally, the variables *attitude after* and *change* and *willingness to cooperate after* and *change* were analysed by using a two-way ANOVA. For all the two-way ANOVAs a Levene's test was carried out to test whether the assumption of homogeneity was met. A Chi-square test was carried out to research the *decision-making after* and *change*

variable. Multiple one-way ANOVAs were used to test distribution of background variables. The LexTALE was calculated into a score as described at 3.1.6. to check the background variable ‘*objective English proficiency*’.

4. Results

4.1 Attitude

A paired samples t-test showed a significant overall difference between attitude before the additional message and after the additional message ($t(95) = 7.90, p < .001$). The initial attitude had the tendency to be more negative ($M = 3.32, SD = 1.17$) than the attitude after receiving a message from the opposing party ($M = 4.18, SD = 1.08$).

4.1.1. Attitude after message from opposing party

The attitude scores after the additional message for all experimental conditions are shown in Table 1.

Table 1. Mean Attitude after

	<i>informative</i>			<i>emotional</i>			<i>total</i>		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
Dutch	4.13	1.14	23	4.28	1.00	29	4.21	1.05	52
English	4.17	1.19	23	4.10	1.04	21	4.14	1.11	44
Total	4.15	1.15	46	4.20	1.01	50	4.18	1.08	96

Notes: Mean scores (M) 0 = very negative attitude, 7 = very positive attitude, standard deviations (SD), number of observations n);

For the analysis of the attitude of the participants after receiving the additional information, a Levene's test showed that the homogeneity assumption of variances was met ($p = .574$). A two-way ANOVA with the type of appeal and the language of the message as factors showed no significant main effect of the type of appeal on attitude ($F(1, 92) = .02, p = .882$). Furthermore, there was no significant main effect of language on attitude ($F(1, 92) = .09, p = .761$). Lastly, there was no significant interaction effect between the type of appeal and language ($F(1, 92) = .25, p = .619$).

4.1.2 Attitude change

The score of change in attitude for all experimental conditions are shown in Table 2.

Table 2. Mean Attitude change

	<i>informative</i>			<i>emotional</i>			<i>total</i>		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
Dutch	.65	.88	23	1.07	1.19	29	.88	1.08	52
English	.78	1.17	23	.90	1.00	21	.84	1.08	44
Total	.72	1.03	46	1.00	1.11	50	.86	1.07	96

Notes: Mean scores (M) -6 = very negative change, 6 = very positive change, standard deviations (SD), number of observations (n)

A Levene's test showed that for the analysis of the attitude change with regards to the type of appeal and the language of the message the assumption of homogeneity was met ($p = .606$). A two-way ANOVA with the type of appeal and language of the

message as factors showed no significant main effects of type of appeal ($F(1, 92) = 1.48, p = .227$) or language of the message ($F(1, 92) = .01, p = .939$) on attitude change. There was no statistically significant interaction effect found between type of appeal and language ($F(1, 92) = .44, p = .508$).

4.2 Willingness to cooperate

A paired samples t-test showed a significant difference between the willingness to cooperate before and after the additional message ($t(95) = 2.12, p = .036$). The initial willingness to cooperate had the tendency to be lower ($M = 5.73, SD = 1.39$) than the willingness after receiving a message from the opposing party ($M = 5.93, SD = 1.12$).

4.2.1 Willingness to cooperate after message from the opposing party

The willingness to cooperate scores after the additional message for all experimental conditions are shown in Table 3.

Table 3. Mean *willingness to cooperate after*

	<i>informative</i>			<i>emotional</i>			<i>total</i>		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
Dutch	5.87	1.14	23	6.10	.72	29	6.00	.93	52
English	5.87	1.39	23	5.81	1.25	21	5.84	1.31	44
Total	5.87	1.26	46	5.98	1.12	50	5.93	1.12	96

Notes: Mean scores (M) very low willingness to cooperate = 0, max very high willingness to cooperate = 7, standard deviations (SD), number of observations (N)

According to a Levene's test the assumption of homogeneity was violated ($p = .027$). A two-way ANOVA with the type of appeal and the language of the message as factors showed no significant main effects on the willingness to cooperate after the additional message (type of appeal: $F(1, 92) = .14, p = .709$; language of the message: $F(1, 92) = .40, p = .528$). Additionally, there was no significant interaction effect between the type of appeal and language on the willingness to cooperate ($F(1, 92) = .40, p = .528$).

4.2.2 Willingness to cooperate change

The score of change in willingness to cooperate for all experimental conditions are shown in Table 4.

Table 4. Mean willingness to cooperate change

	<i>informative</i>			<i>emotional</i>			<i>total</i>		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
Dutch	.26	.92	23	.24	.99	29	.25	.95	52
English	.09	.85	23	.19	.93	21	.14	.88	44
Total	.17	.88	46	.22	.95	50	.20	.91	96

Notes: Mean scores (M) -6 = very negative change , 6 = very positive, standard deviations (SD), number of observations (N); change

For the analysis of the change in the willingness to cooperate of the participants after receiving the additional information a Levene's test showed that the homogeneity assumption of variances was met ($p = .698$). A two-way ANOVA with the type of appeal and the language of the message as factors showed no significant main effect of the type of appeal on the change in willingness to cooperate ($F(1, 92) = .05, p = .826$). Furthermore, there was no significant main effect of language message on attitude ($F(1, 92) = .35, p = .556$). Lastly, there was no significant interaction effect between appeal type and language ($F(1, 92) = .10, p = .747$).

4.3 Decision-making

An exact McNemar's Chi-square test showed that there is a significant difference in the decision of the participants before and after the additional information ($p = .013$). Participants had the tendency to chose the option to accept the proposal more after receiving the additional information. Before the additional information 22.9% decided to accept the proposal, while after the additional information 33.3% decided to accept the proposal.

4.3.1 Decision-making after message from the opposing party

The percentages for decision-making after the additional message for all experimental conditions are shown in Table 5.

Table 5. *decision after percentages*

	<i>informative</i>			<i>emotional</i>		
	<i>accept</i>	<i>reject</i>	<i>total</i>	<i>accept</i>	<i>reject</i>	<i>total</i>
Dutch	34.8%	65.2%	100.0%	41.4%	58.6%	100.0%
English	30.4%	69.6%	100.0%	23.8%	76.2%	100.0%
Total	32.6%	67.4%	100.0%	34.0%	66.0%	100.0%

Notes: percentages of answer counts

A Chi-square test showed no significant relation between the decision-making after the additional information and the type of appeal ($\chi^2(1) = .02, p = .885$). Furthermore, a Chi-square test also showed no relation between the decision-making after the initial information and the language of the message ($p = .247$). Lastly, a Chi-square test also showed no significant relation between the decision afterwards and the four versions of the message ($\chi^2(1) = 1.34, p = .613$)

4.3.2 Decision-making change

The percentages of changes in decision-making for all experimental conditions are shown in Table 6.

Table 6. *decision change percentages*

	<i>No change</i>	<i>positive change</i>	<i>negative change</i>	<i>total</i>
Dutch informative	82.6%	13.0%	4.3%	100.0%
Dutch emotional	86.2%	10.3%	3.4%	100.0%
English informative	82.6%	17.4%	0.0%	100.0%
English emotional	90.5%	9.5%	0.0%	100.0%
Total	85.4%	12.5%	2.1%	96

Notes: percentages of answer counts, positive change is a change from reject to accept, negative change is a change from accept to reject.

A Chi-square test showed no significant relation between a change in decision-making (no change, positive change (from reject to accept) or negative change (from accept to reject)) after the additional information and the type of appeal ($\chi^2(2) = .61$, $p = .738$). Furthermore, a Chi-square test also showed no relation between a change in decision-making after the initial information and the language of the message ($\chi^2(2) = .179$, $p = .410$). Lastly, a Chi-square test also showed no significant relation between the change in decision and the four versions of the message ($\chi^2(6) = 2.55$, $p = .863$).

5. Discussion

The aim of this study was to answer the question whether there was an effect of first or second language use in international peace negotiations in relation to persuasive appeals influencing attitude, willingness to cooperate and decision-making. Overall, there was a difference in attitude and willingness to cooperate and decision-making regardless of the condition of the participant after receiving additional information compared to before the additional information. This means that receiving more information generally led to a more positive attitude towards the opposing party, to a higher willingness to cooperate and to a more frequent decision to accept the offer of the opposing party.

Unfortunately, there was no difference found between the language versions of the emotionally based texts. This means that the emotional appeals were not perceived stronger in the L1 than the L2, indicating that there was no dampening effect of the perception of emotions in the L2 condition. This, in contrast to the hypothesis and previous research where there was a difference in the perception of emotions when using an L2 compared to a first language (e.g. Caldwell-Harris & Dinn, 2016).

Furthermore, it was expected that the emotional appeals would be more effective than the informational appeals regardless of language. However, there was no statistical difference of attitude, willingness to cooperate or decision-making between informational and emotional appeals. As previous research on the effectiveness of informational versus emotional appeals in the domain of advertising suggests this could be dependent on multiple factors. It could be that the personality type preference of processing information, as described by Ruiz and Silicia (2006), weakened possible results as it was not known what type of processors were present

among the conditions. Additionally, previous research also suggests that the difference in effectiveness is dependent on product and message type (Albers-Miller & Stafford, 1999). It could be that for the domain of negotiations there is no preferred appeal type and that maybe even a message of mixed appeals might be more effective. However, this is just an assumption that could be investigated in future studies.

Moreover, the lack of significant difference between the informational appeal text and the emotional appeal text are in contrast with previous literature on the influence of emotion on attitude, willingness to cooperate and decision-making. According to the ELM by Petty and Briñol (2014), attitudes are influenced by emotions in several ways dependent on the type of thinking and processing. Additionally, willingness to cooperate is influenced by emotions such as anger and guilt (Ketelaar & Au, 2003; de Hooge et al., 2007; Lok, Bond & Tse, 2008). Lastly, also the decision-making process is believed to be influenced to a great extent by emotions (Schwarz, 2000). However, for attitude, willingness to cooperate and decision-making no influence of emotionally based arguments was found. It could be that emotional appeals in the stimulus text did not actually evoke enough emotions within the participants, but were only read as emotionally based arguments or that in this scenario there was simply no clear effect.

There are various explanations and limitations that can be noted. Firstly, according to Dong et al. (2005), L2 proficiency plays a role in the difference of perception of emotions. A higher proficiency often had a less dampening effect of L2 use on emotions. In general the participants had a high level of L2 proficiency, both subjectively and objectively. However, not all previous research suggests a far-reaching influence of proficiency as the L2 never completely reaches the same emotionally induced quality as the L1 (Opitz & Degner, 2012). Secondly, another explanation could revolve around the processing of the information by the

participants. According to the ELM model, the influence of emotions is smaller when information is processed carefully and when emotions occur after careful message processing (Petty & Briñol, 2014). Participants should not have had any prior emotions towards the subject and were encouraged to read the message attentively. This could result in a smaller effect of emotions on the perceived attitude, willingness to cooperate and decision-making for both appeal types and language conditions.

Moreover, there are multiple limitations to this study that might have influenced the results. In the first place, the research did not resemble a real life situation. Although the participants were representative of the working community by age and were on average highly educated, they do not fully represent the types of persons who deal with international peace negotiations for their careers. Politicians, spokespersons and diplomats have been trained for these situations and have a very different outlook on the scenarios. Furthermore, in real life, a negotiation on such an important matter would not have been conducted by paper, and participants did not have the opportunity to send information to the other party. The focus on the written materials within the research was chosen to avoid potential bias towards opposing party in terms of appearance, voice characteristics and accent as these can also influence the participants' response (e.g. Fuertes et al., 2012). It could be that the results might have been different if the conditions had been more realistic. Further research outside of the context of a bachelor thesis could be more feasible.

Secondarily, the participants do not have any experience in the field of negotiation. One extremely important aspect of this research was that participants read the texts carefully and that they needed to empathise with the situation at hand. This of course is never controllable with an online survey. However, due to the uniqueness of the role play, it might have been

harder for participants to really inhabit the role. For example, the initial information stated that the opposing country had killed unarmed citizens of the participant's country. This should evoke strong emotions towards the opposing party. Nevertheless, it is easy to read over such crucial information. Additionally, it might also be that this statement did not evoke the strong emotions as participants did not have any bond with the country they represented.

Thirdly, when looking at the survey and the stimulus materials, there is also room for improvement. The survey questions measuring attitude and willingness to cooperate consisted of one question each. It would be better to ask the questions concerning these variables in multiple 7-point Likert scales. Using multiple scales could bring more nuance to the results and could increase internal reliability and cohesion. Furthermore, the materials used in this research had not been used or tested before. It would be better if the materials were pre-tested to ensure that the level of emotionality was high enough and that the right emotions were evoked. Moreover, it would be good if the materials were tested to ensure that the informational appeal version and the emotional appeal version still conveyed the exact same message regardless of the appeal type. An improvement would be to pre-test new materials and adjust them accordingly.

In conclusion, this study can be seen as a start into a undiscovered field of interdisciplinary research. As stated in the introduction, language choice in international settings that are infused with emotions might be more important than previously thought. Further research that avoids the limitations encountered in this study needs to be done to analyse whether these influences have a significant impact and to, when needed, find solutions to avoid possibly negative effects. Although this research did not find the expected results with respect to the main research questions, it can hopefully be seen as the start to a larger body of work in

this field of research. As the ancient Greek philosopher Plato once said “the beginning is the most important part of the work” (Plato, 2000).

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De procedure van het onderzoek bevat het invullen van een online enquête. Eerst zult u basisvragen beantwoorden over uw achtergrond. Hierna zult u informatie krijgen voor een klein rollenspel waarin u een land vertegenwoordigt dat in conflict is met een buurland (beide landen zijn fictief). Hierna zullen aanvullende vragen worden gesteld waarna u nieuwe informatie krijgt vanuit het buurland. Vervolgens zullen er nog een aantal vragen worden gesteld. Het is belangrijk dat u de tekst goed doorleest en u zich probeert in te leven in de situatie. Het onderzoek zal ongeveer 10 minuten in beslag nemen.

Uw deelname is volledig vrijwillig en u kunt stoppen op ieder moment. Al uw antwoorden zijn ten allen tijde vertrouwelijk en worden anoniem verwerkt. De antwoorden zullen ook alleen voor dit onderzoek verwerkt worden.

Het doorklikken naar de enquête geeft aan dat:- U bovenstaande informatie heeft gelezen- U vrijwillig instemt deel te nemen aan dit onderzoek - U minstens 18 jaar oud bent Wilt u niet deelnemen aan dit onderzoek verlaat dan deze pagina.

Mocht u meer informatie willen over het onderzoek neem dan contact op met l.dirchs@student.ru.nl

Nogmaals bedankt voor uw deelname.

Met vriendelijke groet,
Lotte Dirchs

Q1 Wat is uw geslacht?

- Vrouw (1)
- Man (2)
- Anders (3)
- Zeg ik liever niet (4)

Q2 Wat is uw leeftijd?

Q3 Wat is uw hoogst genoten opleiding?

- VMBO (1)
- HAVO (2)
- VWO (3)
- MBO (4)
- HBO (5)
- WO (6)

Q4 Wat is uw moedertaal (de taal waarmee u bent opgevoed)?

- Nederlands (1)
- Nederlands en Engels (2)
- Nederlands en een andere taal (3)
- Anders (4)

Q5 Hoe voelt u zich?

	Erg slecht (1)	Slecht (2)	Matig (3)	Neutraal (4)	oké (5)	Goed (6)	Erg goed (7)
Ik voel mij... (1)	<input type="radio"/>						

In het volgende onderdeel zullen wij u informatie geven over uw rol in de onderhandelingen en zullen wij de situatie van het conflict schetsen. Lees deze informatie goed door en probeer de rol zorgvuldig aan te nemen. De tekst zal tijdens het beantwoorden van de vragen zichtbaar blijven.

Oorspronkelijk informatie

Jij bent leider van het land genaamd Andal en bent in conflict met het buurland Zindië. De landen spreken allebei een andere taal en hebben etnisch gezien een verschil in bevolking. Het conflict is ontstaan omdat Zindië een groot stuk land bij de grensregio gewelddadig heeft bezet.

- Uw land is een rijk land dat niet afhankelijk is van landbouw
- Zindië is een arm land
- Het stuk grond waar het over gaat is oorspronkelijk van Zindië maar is al sinds 1921 onderdeel van Andal
- Het stuk grond heeft voor beide landen een heilige waarde en bevat voor beide bevolkingsgroepen een van de belangrijkste gebedsplaatsen.
- Op het stuk grond woont een belangrijk deel van de bevolking van Andal
- Zindië heeft in het overnemen van het land burgerdoden veroorzaakt afkomstig van Andal

Als president van Andal heeft u na het positioneren van militaire troepen aan de grensstreek contact opgenomen met Zindië om een oorlog te voorkomen. **Het voorstel van Zindië is:** Het bezette stuk grond van Andal wordt afgestaan aan Zindië en dit zal een gedemilitariseerde zone worden. In ruil daarvoor kunnen de inwoners van Andal de gebedsplaats ongestoord blijven bezoeken.

Q6 Neemt u op dit moment het voorstel van Zindië aan?

- Ja (1)
- Nee (2)

Q7 Geef aan hoe bereid u bent om verder met Zindië in gesprek te gaan voor het zoeken van een oplossing voor het conflict.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet bereid in gesprek te gaan	<input type="radio"/>	Bereid in gesprek te gaan						

Q8 Geef aan hoe zich voelt tegenover Zindië

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Ik sta erg negatief tegenover Zindië	<input type="radio"/>	Ik sta erg positief tegenover Zindië						

VOOR NEDERLANDSE VERSIES

Zindië heeft u een nieuw bericht gestuurd over de onderhandelingen over het grondgebied en de oorlog die er mogelijk aankomt wanneer er geen oplossing wordt gevonden. De informatie blijft zichtbaar tijdens het beantwoorden van de vragen.

VOOR ENGELSE VERSIES

Zindië heeft u een nieuw bericht gestuurd over de onderhandelingen over het grondgebied en de oorlog die er mogelijk aankomt wanneer er geen oplossing wordt gevonden. De informatie blijft zichtbaar tijdens het beantwoorden van de vragen. Omdat beide landen een andere taal spreken is dit bericht in het Engels.

CONDITIE - NEDERLANDS INFORMATIEF

Beste president van Andal,

Graag bedank ik u nogmaals voor de eerdere gesprekken die wij gevoerd hebben voor het voorkomen van een oorlog. Hierbij wilde ik onze argumenten nogmaals opsommen en ons voorstel herhalen.

Zindië heeft al jaren te kampen met een grote mislukte oogst waardoor er minder voedsel is voor onze bevolking dan normaal. Momenteel hebben wij een oogstverlies van 20% ten opzichte van vorig jaar. Wanneer dit verlies berekend wordt over een periode van 10 jaar is er een verlies van 43% van de oogst. Dit betekent voor ons momenteel dat wij voedseltekort hebben voor 1,5 miljoen mensen.

Het stuk grond dat wij momenteel hebben teruggenomen is erg vruchtbaar en biedt voor ons een lange termijn oplossing voor het landbouw probleem. Uw land is niet afhankelijk van landbouw en heeft veel rijkdom met een BNP van 738.419 terwijl ons land een BNP heeft van 291.965 en er armoede heerst.

Bovendien behoort het stuk land oorspronkelijk toe tot Zindië en heeft u het nu 100 jaar in bezit gehad. Wij vinden daarom ons voorstel meer dan redelijk het land terug te laten keren naar zijn rechtmatige eigenaar.

Wij stellen voor dat u het stuk grond afstaat aan Zindië en dat wij dit een gedemilitariseerde zone maken. In ruil daarvoor kunnen de inwoners van Andal de gebedsplaats ongestoord blijven bezoeken.

Wij horen graag van u.

Met vriendelijke groet,
President van Zindië

CONDITIE - NEDERLANDS EMOTIONEEL

Beste president van Andal,

Graag bedank ik u nogmaals voor de eerdere gesprekken die wij gevoerd hebben voor het voorkomen van een oorlog. Hierbij wilde ik u nogmaals verzoeken onze situatie te bekijken.

Zindië heeft al jaren te kampen met een grote mislukte oogst. Onze bevolking lijdt daardoor erg veel honger en de situatie is onhoudbaar. Onze kinderen zijn zwaar ondervoed en het duurt niet lang voor er meer mensen zullen overlijden aan deze verschrikkelijke honger. Deze situatie is niet menswaardig en wij vragen u dit leed te harte te nemen.

Het stuk grond dat wij momenteel hebben teruggenomen is erg vruchtbaar en is hard nodig voor het voeden van onze kinderen, volwassenen en ouderen. U bent al jaren een rijk land en uw land is niet afhankelijk van landbouwen. Wij vragen u om ons deze kostbare grond vreedzaam te laten houden. Ons land kampt al met voldoende problemen en een oorlog is niet wat wij willen. De acties die tot nu toe zijn ondernomen, zijn uit pure noodzaak om te overleven.

Het stuk grond behoort oorspronkelijk toe aan Zindië en is nu de laatste 100 jaar in uw bezit geweest. De timing is cruciaal om dit stuk land terug bij ons te voegen opdat wij geen honger meer hoeven te lijden. Wij stellen voor dat u het stuk grond afstaat aan Zindië en dat wij dit een gedemilitariseerde zone maken. In ruil daarvoor kunnen de inwoners van Andal de gebedsplaats ongestoord blijven bezoeken.

Wij horen graag van u.

Met vriendelijke groet,

President van Zindië

CONDITIE - ENGELS INFORMATIEF

Dear President of Andal,

I would like to thank you again for the earlier negotiations we have had to prevent a war between our countries. I wanted to repeat our arguments and our proposal.

Zindië has had to deal with a major crop failure for years, which means that there is less food for our population than usual. We currently have a harvest loss of 20% compared to last year. When this loss is calculated over a period of 10 years, there is a loss of 43% of the harvest. For us, this currently means that we do not have enough food for 1.5 million of our people.

The piece of land that we have currently repossessed is very fertile and offers us a long-term solution to the agricultural problem. Your country does not depend on agriculture and has a lot of wealth with a GDP of 738,419 while our country is rather poor and has a GDP of 291,965.

Moreover, the piece of land originally belonged to Zindië and you have owned it for 100 years now. We therefore consider our proposal to be more than reasonable to return the land to its rightful owner.

We propose that you give the land back to Zindië and that we make this a demilitarized zone. In return, the inhabitants of Andal can continue to visit the place of worship undisturbed. We look forward to hearing from you.

Sincerely,
President of Zindië

CONDITIE - ENGELS EMOTIONEEL

Dear President of Andal,

I would like to thank you again for the earlier negotiations we have had to prevent a war between our countries. I hereby ask you again to review our situation.

Zindië has had to deal with a major crop failure for years. As a result, our population is very hungry and the situation is unsustainable. Our children are severely malnourished and it will not be long before more people will die from this terrible hunger. This situation is unethical and we ask you to take this suffering to heart.

The piece of land that we are currently taking back is very fertile and is badly needed to feed our children, adults and elderly. You have been a rich country for years and your country is not dependent on agriculture. We ask you to let us keep this precious land peacefully. Our country is already facing enough problems and a war is not what we want. The actions taken so far are out of sheer necessity to survive.

The piece of land originally belongs to Zindië and has now been in your possession for the last 100 years. The timing is crucial to bring this piece of land back to us so that our country can stop the hunger.

We propose that you hand over the land to Zindië and that we make this a demilitarized zone. In return, the inhabitants of Andal can continue to visit the place of worship undisturbed.

We look forward to hearing from you.

Sincerely,

President of Zindië

Q9 Neemt u het voorstel van Zindië aan?

- Ja (1)
- Nee (2)

Q10 Geef aan hoe bereid u bent om verder met Zindië in gesprek te gaan voor het zoeken van een oplossing voor het conflict.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet bereid	<input type="radio"/>	Erg bereid						

Q11 Geef aan hoe u zich voelt tegenover Zindië

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Ik sta erg negatief tegenover Zindië	<input type="radio"/>	Ik sta erg positief tegenover Zindië						

Q12 Hoe interessant vond u het onderwerp van dit onderzoek?

	Totaal niet interessant (1)	Niet interessant (2)	Matig interessant (3)	Neutraal (4)	Voldoende interessant (5)	Interessant (6)	Erg interessant (7)
Ik vond dit onderwerp... (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Afsluiting

DE VOLGENDE VRAGEN ZIJN ALLEEN GESTELD IN DE ENGELSE CONDITITES

Wij zullen u nu aantal aanvullende vragen stellen over het onderzoek en uw Engels vaardigheden.

Q12 Hoe interssant vond u het onderwerp van dit onderzoek?

	Totaal niet interessant (1)	niet interessant (2)	matig interessant (3)	neutraal (4)	voldoende interessant (5)	Interessant (6)	Erg interessant (7)
Ik vond het onderwerp... (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Op welke leeftijd heeft U Engels geleerd?

- Voor mijn 5de levensjaar (1)
 - 5 jaar of ouder (2)
 - Ik spreek geen Engels (3)
-

Q14 Geef uw Engelse vaardigheden aan

	Erg slecht (1)	Slecht (2)	Matig (3)	Neutraal (4)	Voldoende (5)	Goed (6)	Erg goed (7)
Schrijven (1)	<input type="radio"/>						
Lezen (2)	<input type="radio"/>						
Luisteren (3)	<input type="radio"/>						
Spreken (4)	<input type="radio"/>						

Het laatste gedeelte van deze test bestaat uit reeksen van letters. Het is uw taak om te kiezen of deze reeks letter een Engels woord is of niet. U mag bij het uitvoeren van deze test GEEN woordenboek gebruiken.

Als u denkt dat het woord bestaat, ook wanneer u de betekenis niet kent kiest u 'Ja'. Als u denkt dat het geen bestaand woord is dan kiest u 'nee'.

In dit experiment wordt Britse Engelse in plaats van Amerikaanse spelling gebruikt (bv. "colour" vs. "color"). Laat de spelling van bepaalde woorden je niet afleiden of het een bestaand woord is of niet. Het is geen spellings test.

U kunt zo lang over de test doen als je wilt. Het experiment duurt ongeveer maximaal 5 minuten.

Q15 Is de volgende letter reeks een Engels bestaand woord?

	Ja (1)	Nee (2)
mensible (1)	<input type="radio"/>	<input type="radio"/>
scornful (2)	<input type="radio"/>	<input type="radio"/>
stoutly (3)	<input type="radio"/>	<input type="radio"/>
ablaze (4)	<input type="radio"/>	<input type="radio"/>
kermshaw (5)	<input type="radio"/>	<input type="radio"/>
moonlit (6)	<input type="radio"/>	<input type="radio"/>
lofty (7)	<input type="radio"/>	<input type="radio"/>
hurricane (8)	<input type="radio"/>	<input type="radio"/>
flaw (9)	<input type="radio"/>	<input type="radio"/>
alberation (10)	<input type="radio"/>	<input type="radio"/>
unkempt (11)	<input type="radio"/>	<input type="radio"/>
breeding (12)	<input type="radio"/>	<input type="radio"/>
festivity (13)	<input type="radio"/>	<input type="radio"/>
screech (14)	<input type="radio"/>	<input type="radio"/>
savoury (15)	<input type="radio"/>	<input type="radio"/>
plaudate (16)	<input type="radio"/>	<input type="radio"/>
shin (17)	<input type="radio"/>	<input type="radio"/>
fluid (18)	<input type="radio"/>	<input type="radio"/>

spaunch (19)	<input type="radio"/>	<input type="radio"/>
allied (20)	<input type="radio"/>	<input type="radio"/>
slain (21)	<input type="radio"/>	<input type="radio"/>
recipient (22)	<input type="radio"/>	<input type="radio"/>
exprate (23)	<input type="radio"/>	<input type="radio"/>
eloquence (24)	<input type="radio"/>	<input type="radio"/>
cleanliness (25)	<input type="radio"/>	<input type="radio"/>
dispatch (26)	<input type="radio"/>	<input type="radio"/>
rebondicate (27)	<input type="radio"/>	<input type="radio"/>
ingenious (28)	<input type="radio"/>	<input type="radio"/>
bewitch (29)	<input type="radio"/>	<input type="radio"/>
skaye (30)	<input type="radio"/>	<input type="radio"/>
plaintively (31)	<input type="radio"/>	<input type="radio"/>
kilp (32)	<input type="radio"/>	<input type="radio"/>
interfate (33)	<input type="radio"/>	<input type="radio"/>
hasty (34)	<input type="radio"/>	<input type="radio"/>
lengthy (35)	<input type="radio"/>	<input type="radio"/>
fray (36)	<input type="radio"/>	<input type="radio"/>

crumper (37)	<input type="radio"/>	<input type="radio"/>
upkeep (38)	<input type="radio"/>	<input type="radio"/>
majestic (39)	<input type="radio"/>	<input type="radio"/>
magrity (40)	<input type="radio"/>	<input type="radio"/>
nourishment (41)	<input type="radio"/>	<input type="radio"/>
abergy (42)	<input type="radio"/>	<input type="radio"/>
proom (43)	<input type="radio"/>	<input type="radio"/>
turnoil (44)	<input type="radio"/>	<input type="radio"/>
carbohydrate (45)	<input type="radio"/>	<input type="radio"/>
scholar (46)	<input type="radio"/>	<input type="radio"/>
turtle (47)	<input type="radio"/>	<input type="radio"/>
fellick (48)	<input type="radio"/>	<input type="radio"/>
destription (49)	<input type="radio"/>	<input type="radio"/>
cylinder (50)	<input type="radio"/>	<input type="radio"/>
ensorship (51)	<input type="radio"/>	<input type="radio"/>
celestial (52)	<input type="radio"/>	<input type="radio"/>
rascal (53)	<input type="radio"/>	<input type="radio"/>
purrage (54)	<input type="radio"/>	<input type="radio"/>

pulsh (55)	<input type="radio"/>	<input type="radio"/>
muddy (56)	<input type="radio"/>	<input type="radio"/>
quirty (57)	<input type="radio"/>	<input type="radio"/>
pudour (58)	<input type="radio"/>	<input type="radio"/>
listless (59)	<input type="radio"/>	<input type="radio"/>
wrought (60)	<input type="radio"/>	<input type="radio"/>

Afsluiting

Hierbij wil ik u nogmaals hartelijk bedanken voor het deelnemen aan mijn onderzoek. Mocht u vragen, opmerkingen of klachten hebben na het invullen van deze enquête neem dan contact met mij op via l.dirchs@student.ru.nl

Ook als u op de hoogte wilt blijven van de resultaten van mijn onderzoek kunt u bovenstaand mailadres gebruiken.

Nogmaals hartelijk bedankt!

Met vriendelijke groet,
Lotte Dirchs

Appendix B – Statement of own work

Statement of own work

Sign this *Statement of own work* form and add it as the last appendix in the final version of the Bachelor's thesis that is submitted as to the first supervisor.

Student name: Lotte Dirchs

Student number: s4868064

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a. I hereby declare that I am familiar with the faculty manual

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Signature:

A handwritten signature in black ink, appearing to read 'L. Dirchs', is written over a horizontal line.

Place and date: Nijmegen, 04-06-2021