

# Radboud University



## The Effects of Language Choice on Narrative Persuasion

An experimental study into the influence of an L1 (Dutch/German) or L2  
(English) on narrative persuasion for Dutch and German readers

**Bachelor thesis**

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## **Abstract**

Narrative persuasion and its underlying mechanisms have been found to contribute to influencing readers' attitudes and opinions. However, to date, not much research has investigated the effect of language on narrative persuasion. The current study addresses this scientific gap by investigating language (L1/L2) in combination with narrative persuasion in corporate narratives. A between-subjects design was set up in which 151 Dutch-English and 66 German-English bilinguals read a corporate narrative in either their L1 (Dutch/German) or the L2 English, after which they filled out a questionnaire. Results showed that narratives in the readers' L1 were more comprehensible than in English. No effect of language on emotionality, identification, transportation and attitude towards the company was found. Dutch participants' purchase intention was higher for the L1 narrative than for the English narrative. There was no effect of language on German readers' purchase intention. Taking the effects of language and nationality into account, it can be recommended for international businesses to make use of the adaptation strategy by adapting corporate narratives to the readers' L1. However, further research with other nationalities, languages and narratives is recommended.

**Keywords:** narrative persuasion, corporate narratives, language choice, language proficiency, L1, L2, German, Dutch, English

## **1. Introduction**

Advertising is an important tool for businesses to communicate corporate messages to their consumers. The experience of the advertisement is controlled by the reader and the reader's attitude towards the advertisement (Mehta, 2000). The attitude towards advertising in general can influence the reader's response to any particular advertising. Since consumers are more critical and sceptical towards the informational value of advertisements nowadays (Mehta, 2000), companies have to find other ways to persuade target stakeholders into thinking positively about their company. One interesting field for advertising and marketing communications is narrative persuasion: the influence that stories that are not overtly persuasive, such as novels and movies, can have on the real-world beliefs, opinions and attitudes of readers (Appel & Richter, 2010; Beentjes, De Graaf, Hoeken, & Sanders, 2009; De Graaf, Hoeken, Sanders, & Beentjes, 2012). Previous studies have shown that several interrelated mechanisms, such as emotionality, identification, transportation, and comprehensibility (e.g., Appel & Richter, 2010; Busselle & Bilandzic, 2009; Cohen, 2001; De Graaf et al., 2012; Puntoni, de Langhe, & van Osselaer, 2009), contribute to changing readers' attitudes and opinions (Beentjes et al., 2009). The use of narratives can improve a company's reputation, since stories have been found to create a vivid memory that is likely to be repeated (Mangold & Faulds, 2009). Using narratives in corporate advertising can therefore be seen as a promising communications tool in persuading consumers.

Since globalization and internationalization are important aspects in today's advertising strategies, businesses that want to make use of narrative persuasion not only operate nationally, but also internationally. They therefore face the issue of whether to standardize their campaigns or to adapt them to the needs and expectations of stakeholders with different linguistic and cultural backgrounds (Vrontis, Thrassou, & Lamprianou, 2009). Language is an important aspect in this debate. An often made decision is to standardize a company's campaign when advertising internationally. As a consequence, English is the language most frequently used in international advertising (Gerritsen et al., 2010).

Although extensive research has been carried out on narrative engagement (e.g., Appel & Richter, 2010; Busselle & Bilandzic, 2009; De Graaf, Hoeken, Sanders, & Beentjes, 2009) and the effect of language on persuasiveness (e.g., Gerritsen et al., 2010; Pagani, Goldsmith, & Perracchio, 2015), the effect of a reader's native language (L1) or second language (L2) on narrative persuasion in corporate narratives specifically has not yet been investigated. Therefore, the present study aims to make a relevant contribution to the field of narrative persuasion and the influence of foreign languages on the persuasiveness of corporate narratives.

In doing so, this study will focus on the dimensions comprehensibility and narrative engagement, consisting of emotionality, identification and transportation.

## **2. Literature review**

### *2.1 Narrative persuasion*

Narrative persuasion refers to the influence that narratives can have on the real-world beliefs and attitudes of readers (Appel & Richter, 2010; De Graaf et al., 2012), which can change their attitudes, opinions and beliefs without being overtly persuasive (Beentjes et al., 2009). Aspects such as emotionality towards the narrative, identification with the characters (e.g., Busselle & Bilandzic, 2009), and transportation into the narrative (Green & Brock, 2000) predict the persuasiveness of the narrative.

According to Kim, Ratneshwar, & Thorson (2017), narrative advertisements are generally more persuasive than non-narrative advertisements. Narrative advertisements were found to generate more positive feelings and cognitive responses, less cognitive negative responses, and more positive brand attitudes. Murphy, Frank, Chatterjee, & Baezconde-Garbanati (2013) showed that narratives have a greater impact on health-related knowledge, attitudes and behavioural intention in cervical cancer-related films than non-narratives do.

Whereas several previous studies have focused on the effects of narratives on persuasiveness in e.g., health communication and marketing communication, much less is known about the persuasiveness of corporate narratives. Therefore, this paper critically examines the effects of multiple dimensions (emotionality, identification, transportation, and comprehensibility) on the persuasiveness of corporate narratives.

### *2.2 The role of language*

According to Gerritsen et al. (2010, p. 351), the standardized approach in advertising includes “the use of uniform messages with no modifications of headings, illustrations or body copy, except for translation”. An even more standardized advertising approach is when one language is used worldwide for the same advertisement, which helps in saving translation, adaptation, and registration costs. As a result, advertisements will be processed differently in each country. Namely, according to the Revised Hierarchical Model (Dufour & Kroll, 1995), texts in a person’s native language (L1) are processed differently than in a person’s second language (L2). In advertising, texts in a foreign language have been found to be less appreciated than texts in a native language (Pagani et al., 2015), and this negative attitude towards the

language may lead to a rather negative attitude towards the advertisement and towards the brand and product as a consequence (van Hooft, van Meurs, & Spierts, 2017).

When addressing international stakeholders in standardized advertisements, English has been found to be the obvious language to use (Gerritsen et al., 2010; Hornikx, van Meurs, & de Boer, 2010). According to Nickerson (2005, p. 368), English is “an intrinsic part of communication in multinational settings and a fact of life for many business people”. It is seen as a global language and a large audience can therefore be reached when using English in advertising (Gerritsen et al., 2010).

If narrative persuasion works for participants from one country, it does not automatically mean that it also works for participants from another country (Beentjes et al., 2009), which is in line with the Revised Hierarchical Model (Dufour & Kroll, 1995). Against this background, it can be presumed that the attitude towards a reader’s L2 is different in each country as well. Therefore, it is important to take nationality into account when looking at the effects of language in corporate narratives, as it might affect how readers perceive narratives in their L1 or L2.

In order to look at differences in nationality in more detail, the differences in the influence of the English language on narrative persuasion for Dutch and German readers will be examined in this study. Dutch and German readers are considered suitable in order to measure the effect of language on narrative persuasion, since they both have a high enough English proficiency to read an English narrative (Man, Weinkauff, Tsang, & Sin, 2004), but they do differ significantly with respect to their English proficiency (EF English Proficiency Index, 2017; Man et al., 2004). Dutch speakers were found to have a very high English proficiency, being ranked first out of 80 countries on English proficiency levels for non-native speakers (EF English Proficiency Index, 2017). German speakers were found to be ranked ninth, being in the top 3 of countries with the widest generation gaps in English proficiency: older adults were found to have a significantly lower proficiency than younger professionals.

Since the actual influence of a corporate narrative in a foreign language on comprehensibility and the dimensions of narrative engagement has not yet been researched, the present study investigates the influence of language (L1/L2) on persuasion in corporate narratives for Dutch and German readers.

### *2.3 Narrative engagement*

An important aspect of narrative persuasion is the dimension narrative engagement, which can be described as “the narrative experience as a whole” (De Graaf et al., 2009, p. 389), consisting of several dimensions. Busselle and Bilandzic (2009) distinguish different aspects of

the narrative reading experience: narrative understanding (the perception of narrative realism and comprehension of the narrative), attentional focus (the level of distraction from or focus on the story), emotional engagement (the emotions regarding characters in the story), and narrative presence (the transition from the actual world into the narrative world). However, the nature of narrative engagement is multi-dimensional and can relate to multiple dimensions. Since distinct dimensions of narrative engagement have been found to play a different role in persuasiveness, it is important to distinguish between other dimensions (De Graaf et al., 2009). Therefore, in this study, the term narrative engagement will be sub-divided into the following dimensions: emotionality, identification, and transportation.

### *2.3.1 Emotionality*

Emotion is a substantial component of narrative impact. According to Busselle and Bilandzic (2009, p. 327), it is reasonable to assume that “more engaging narrative experiences are more enjoyable”. Here, emotionality is described as the tendency to feel for and with characters, which is strongly related to the adoption of story-consistent beliefs. Emotionality has been found to positively predict participants’ attitudes towards the story (De Graaf et al., 2009). Extensive research (e.g., Busselle & Bilandzic, 2009; Green, 2006) has shown that experienced emotions caused by adopting a character’s perspective can be effective in forming and changing behaviour and attitudes towards the story. The emotions of the reader towards a character of a story may lead to a shift in the reader’s attitude towards the attitude implicated by the character, and therefore play an important role in the persuasiveness of a story.

It has previously been observed that language (L1/L2) is a factor that could affect emotionality (e.g., Puntoni et al., 2009; Wissmath, Weibel, & Groner, 2009). Previous research of Puntoni et al. (2009) showed that textual information (e.g., marketing slogans) expressed in a reader’s L2 is perceived as less emotional than in a reader’s L1. This effect is not uniquely due to a difference in comprehension between L1 and L2, or specific country or culture stereotypes associated with the L2. Besides, words in a specific language evoke a certain emotional experience since words are stored together with emotional content (Puntoni et al., 2009). However, this has only been researched for textual information such as advertising slogans or product descriptions and cannot be generalized to corporate narratives. Hence, there is still uncertainty about the impact of language on emotionality. This indicates a need to gain more insight into the influence of language (L1/L2) on the emotionality of a written corporate narrative.

### 2.3.2 *Identification*

Closely related to the concept of emotionality is the dimension identification: the imaginative process through which readers experience interpretation from the inside, as if they were part of the event (Cohen, 2001). Within this concept, a reader is not aware of his or her role as an audience and adopts the perspective, identity and goals of the character (Busselle & Bilandzic, 2009; Cohen, 2001). The reader sees the events and characters from a point of view within the story, which makes him or her aware of the character's perspective and interpretations. When adopting a character's perspective, the reader starts to comprehend and relive the emotions of the character. Emotionality plays a significant role in identification in that emotional connection with a character may shift the reader's beliefs in such way that it is more consistent with the character's beliefs and experiences (De Graaf et al., 2009).

Since emotionality and identification are closely related (e.g., Tal-Or & Cohen, 2010) and language has been found to be a factor that affects emotionality, it can be presumed that language could affect identification with characters in corporate narratives as well. However, no studies have been found which investigate the effect of language (L1/L2) on identification in narrative persuasion. Thus, the present study aims to address this scientific gap.

### 2.3.3 *Transportation*

Another underlying mechanism of narrative engagement is transportation, which is closely related to identification and emotionality. Green and Brock (2000) conceptualize transportation as a convergent mental process in which attention, emotion, imagery, and a loss of access to real-world information become focused on events occurring in the narrative. According to Busselle and Bilandzic (2009), transportation into a narrative feels like a complete focus on the activity of understanding situations from within the story which is accompanied by an unawareness of the reader himself and his or her surroundings, being immersed in an alternative reality. Loss of self-awareness and the construction of an alternative world can therefore be expected to lead to the feeling of 'being' in the narrative world and leaving reality behind: transportation into the narrative.

Comparable to identification, transportation is highly correlated with emotionality. Appel and Richter (2010) assumed that emotionality facilitates the experience of being transported into the alternative reality of the narrative. The level of emotionality of a reader determines the of transportation into the story world and the persuasiveness of the information in the story. According to Tal-Or & Cohen (2010), people with a higher level of transportation will

consequently have a higher level of emotionality and will enjoy the content more than people with a lower level of transportation.

Recent evidence has shown that transportation is a key element of the effectiveness of narrative persuasion (e.g., Green & Brock, 2000). Distraction from the narrative, however, can hinder transportation and its positive effects on narrative persuasion as a consequence (De Graaf et al., 2009). Participants who read narratives that included language-errors have been found to pay less attention to the story and to be disrupted more quickly (De Graaf et al., 2009). This gives evidence for the assumption of language being an important factor on transportation in narratives. An L2 could cause the same effect: readers are likely to pay less attention to the story and may therefore enjoy a lower level of transportation into the narrative. Since little is known about the effect of language (L1/L2) on the level of transportation in narrative persuasion of written corporate narratives, this study aims to address this scientific gap.

#### *2.4 Comprehensibility*

Another underlying mechanism of narrative persuasion is the dimension comprehensibility: the ease of understanding a narrative (Busselle & Bilandzic, 2009). Narrative understanding or comprehensibility describes how readers make sense of or understand a narrative. It requires that a reader can locate him or herself within the alternative world of the narrative. When reading a narrative, readers should be unaware when understanding progresses smoothly and become aware only when the narrative understanding falters.

Comprehensibility has been found to be strongly related to emotionality, identification and transportation (Busselle & Bilandzic, 2009). To be able to feel emotionally attached to a story, a reader needs to understand the content and structure of a narrative. Besides, comprehension of a narrative supports identification with the story's characters and it is expected that narrative comprehension will support transportation into the narrative as well.

According to Gerritsen et al. (2010), the use of an L2 negatively affects comprehensibility. This may be due to a lower proficiency in the readers' L2, as language proficiency has been found to determine text comprehension (Carrell, 1991). The lower proficiency could decrease readers' attention towards the narrative, and comprehension of the narrative and narrative persuasion as a consequence (Busselle & Bilandzic, 2009).

Since the influence of language on comprehensibility within the field of narrative persuasion has not yet been investigated, this study aims to address this scientific gap.



In order to gain insight into the potential effects of language (L1/L2) on the persuasiveness of written corporate narratives for Dutch and German readers, and to address the scientific gaps accompanied with the dimensions comprehensibility and narrative engagement (emotionality, identification, transportation), the following question has been developed:

*RQ1: What is the effect of language (L1/L2) in a corporate narrative on narrative engagement (emotionality, identification, transportation) and comprehensibility for Dutch and German readers?*

### *2.5 Attitude towards the company and purchase intention*

As discussed above, narratives can change the real-world beliefs, attitudes and opinions of readers without being overtly persuasive (Appel & Richter, 2010; Beentjes et al., 2009; De Graaf et al., 2012). In order to establish a positive position in a consumer's mind, narratives can therefore be an effective manner to changing a reader's attitude towards the company.

According to Escalas (2004), mental simulation caused by using narratives leads to a better evaluation of the accompanying product, due to the transportation of the reader into the narrative (Green & Brock, 2000). Readers who do not engage in narrative thought processes are found to have more critical thoughts and fewer positive emotions towards the product, which causes less favourable attitudes towards the advertisement and the brand (Escalas, 2004). According to (Pagani et al., 2015), the use of an L1 positively influences readers' attitudes towards a brand. It can therefore be assumed that language is an important factor in changing readers' attitudes towards the company in a corporate narrative.

Since pleasure has been found to be positively related to purchase intention (Im, Lennon, & Stoel, 2010), it can be presumed that a more positive attitude towards the company is related to a stronger intention to purchase the product advertised. In addition, previous research of Anderson (1983) has found that the higher a person's level of transportation, the more intention change is produced. Thus, it can be assumed that a high level of narrative engagement leads to a stronger purchase intention. According to Im et al. (2010), purchase intention is the best estimate of a person's behaviour and it is critical for a company's success. It is therefore an important variable in narrative persuasion.

Although previous research has investigated the effect of narratives on the evaluation of a product (e.g., Escalas, 2004), to the best of my knowledge, no research to date has focused on the influence of language in corporate narratives on the evaluation of a product or company and the reader's purchase intention. Therefore, the present study aims to gain an insight in the

persuasive effect of language (L1/L2) on the attitude towards the company and the purchase intention in a corporate narrative. This leads to the following research question:

*RQ2: What is the effect of language (L1/L2) in a corporate narrative on the attitude towards the company and purchase intention for Dutch and German readers?*

### **3. Method**

#### *3.1 Materials*

Three versions of a corporate narrative were used: a Dutch, a German and an English version (Appendix A). The narratives used were fictitious to avoid pre-existing attitudes and familiarity with an existing brand. They were developed by Spring (2017), who used translation and back-translation to make sure the different versions of the narrative were of the same content and of the same level of idiomaticity. Each narrative tells the story of two childhood friends who founded a start-up company called *Perfect Cereal*, which became successful after having faced several problems. A food product was chosen in order to equally appeal to all readers, and with the intention that readers do not need to have any pre-knowledge about the product. Character names that could be used in each language were chosen, and names of places were left out deliberately to avoid preferences in place.

#### *3.2 Subjects*

A total of 224 participants took part in the experiment. Seven participants with a different nationality than Dutch or German were excluded. Thus, 217 valid questionnaires were collected. Of the 151 Dutch participants (age:  $M = 16.44$ ,  $SD = 0.95$ , range: 15-19; gender: 57.6% female), 74 participants read the narrative in their L1 Dutch and 77 in English. Of the 66 German participants (age:  $M = 52.89$ ,  $SD = 7.02$ , range: 40-78; gender: 68.2% female), 36 participants read the narrative in their L1 German and 30 in English.

The Dutch participants all attended higher education sections in secondary school. Their level of education ranged from HAVO5 to VWO6 (graduation) with VWO5 (42.4%) being the most frequent level. The level of education among the German participants ranged from Hauptschulabschluss to a Master's degree, with Fachhochschulreife (34.8%) being the most frequent level. The participants' tested English proficiency based on the LexTALE scores ranged from 46.25% (which equals a proficiency level of A2) to 96.25% (which equals a proficiency level of C2) (Dutch participants:  $M = 69.27$ ,  $SD = 12.00$ , range: 46.25 - 96.25; German participants:  $M = 63.11$ ,  $SD = 10.03$ , range: 46.89 - 93.77). Language proficiency in

the participants' L1 was measured by means of a LexTALE test as well (Dutch:  $M = 84.85$ ,  $SD = 7.16$ , range: 61.25 (proficiency level B2) - 96.25 (proficiency level C2); German:  $M = 86.84$ ,  $SD = 8.62$ , range: 61.25 (proficiency level B2) - 100.00 (proficiency level C2)).

A two-way ANOVA with language of the narrative (L1/L2) and nationality (Dutch/German) as factors showed a significant effect of language of the narrative on tested language proficiency (LexTALE) ( $F(1, 212) = 185.23$ ,  $p < .001$ ). There was no significant effect for nationality on tested proficiency ( $F(1, 212) = 2.08$ ,  $p = .151$ ). The interaction effect between language of the narrative and nationality was significant ( $F(1, 212) = 7.967$ ,  $p = .005$ ). The difference in proficiency was found for the L2 only ( $F(1, 105) = 6.21$ ,  $p = .014$ ). Dutch participants ( $69.27$ ,  $SD = 12.00$ ) were more proficient in English than German participants ( $M = 63.11$ ,  $SD = 10.03$ ).

A two-way ANOVA with language of the narrative and nationality as factors showed a significant effect of nationality on self-assessed language proficiency ( $F(1, 213) = 56.17$ ,  $p < .001$ ). There was no significant effect for language on self-assessed proficiency ( $F(1, 213) < 1$ ). The interaction effect between language of the narrative and nationality was significant ( $F(1, 213) = 5.20$ ,  $p = .024$ ). The difference in proficiency was found for the Dutch participants only ( $F(1, 149) = 8.35$ ,  $p = .004$ ). Dutch participants rated themselves as more proficient in Dutch ( $M = 5.50$ ,  $SD = 0.79$ ) than in English ( $M = 4.98$ ,  $SD = 1.34$ ).

A two-way ANOVA with language of the narrative and nationality as factors showed no significant effect for language on self-assessed proficiency ( $F(1, 213) < 1$ ). Nationality did have a significant effect on self-assessed language proficiency ( $F(1, 213) = 56.17$ ,  $p < .001$ ).

A two-way ANOVA with language of the narrative and nationality as factors showed that age was distributed equally across experimental conditions ( $F(2, 213) < 1$ ). Nationality had a significant effect on age ( $F(1, 213) = 3873.20$ ,  $p < .001$ ). German participants were older ( $M = 52.89$ ,  $SD = 7.02$ ) than Dutch participants ( $M = 16.44$ ,  $SD = 0.95$ ). The interaction effect between language of the narrative and nationality was not significant ( $F(1, 213) < 1$ ).

A Chi-square test showed that gender was distributed evenly across experimental conditions ( $\chi^2(3) = 4.02$ ,  $p = .259$ ). Another Chi-square test showed that level of education was not distributed equally across experimental conditions (Dutch participants:  $\chi^2(3) = 13.77$ ,  $p = .003$ ; German participants:  $\chi^2(5) = 17.75$ ,  $p = .003$ ).

A two-way ANOVA with language of the narrative and nationality as factors showed a significant effect of language of the narrative on attitude towards language ( $F(1, 213) = 27.82$ ,  $p < .001$ ). There was no significant effect for nationality on attitude towards language ( $F(1, 213) < 1$ ). The interaction effect between language of the narrative and nationality was

significant ( $F(1, 213) = 8.78, p = .003$ ). The difference in attitude was only found among Dutch participants. Dutch participants' attitude towards English ( $M = 5.12, SD = 0.78$ ) was more positive than their attitude towards Dutch ( $M = 4.15, SD = 0.69$ ). There was no difference in attitude towards language among German participants ( $F(1, 213) = 1.43, p = .237$ ).

### 3.3 Design

A 2 (language of the narrative: L1/L2) x 2 (nationality: Dutch/German) between-subjects design was used.

### 3.4 Instruments

A questionnaire was conducted in order to test the dependent variables. There were four versions (Appendix B): two paper version questionnaires in Dutch with either the Dutch or the English narrative, and two German questionnaires in the online programme Qualtrics with either the German or the English narrative.

*Emotionality* was measured using a 7-point Likert scale (1 = completely disagree; 7 = completely agree) based on Busselle & Bilandzic (2009) and Wissmath, Weibel and Groner (2009). An example item was "I felt sorry for Thomas". For the Dutch questionnaire, the reliability of emotionality comprising eight items was good ( $\alpha = .82$ ). For the German questionnaire, the reliability of emotionality was low ( $\alpha = .34$ ). Therefore, the results for emotionality will be reported for the Dutch questionnaire only.

*Identification* was measured using a 7-point Likert scale (1 = completely disagree; 7 = completely agree) based on Cohen (2001). An example item was "At key moments in the story, I felt I knew exactly what Thomas was going through". The reliability of identification comprising eight items was good ( $\alpha = .86$ ) for the Dutch questionnaire, and acceptable ( $\alpha = .74$ ) for the German questionnaire.

*Transportation* was measured using a 7-point Likert scale (1 = not at all; 7 = very much) adapted from Green & Brock (2000). An example item was "While reading the narrative, I could easily picture the events in it taking place". The reliability of transportation comprising nine items was acceptable (Dutch:  $\alpha = .79$ ; German:  $\alpha = .75$ ).

*Comprehensibility* was measured using a 7-point Likert scale (1 = completely disagree; 7 = completely agree) adapted from Busselle and Bilandzic (2009). An example item was "The story was logical and convincing". The reliability of comprehensibility comprising six items was good (Dutch:  $\alpha = .81$ ; German:  $\alpha = .85$ ).

*Attitude towards company* and *attitude towards language* were measured using 7-point semantic differentials scales (e.g., positive – negative, interesting – not interesting) based on Matthes, Schemer and Wirth (2007). For the Dutch questionnaire, the reliability of attitude towards company comprising six items and the attitude towards language comprising ten items were acceptable (company:  $\alpha = .79$ ; language:  $\alpha = .77$ ). For the German questionnaire, the reliability of attitude towards company and language were good (company:  $\alpha = .95$ ; language:  $\alpha = .83$ ).

*Purchase intention* was measured using a 7-point Likert scale (1 = completely disagree; 7 = completely agree). The item was: “I would like to buy the product”.

The participants’ language proficiency was measured by means of their tested proficiency level and their self-assessed proficiency. *Tested language proficiency* was measured by conducting a LexTALE test (Lemhöfer & Broersma, 2012). This is a five-minute vocabulary test that measures language proficiency in English, Dutch and German by conducting a simple visual lexical decision task which comprises 60 items (3 items were dummies), of which 40 words and 20 non-words. The participants had to indicate whether they believed these items were words or non-words. The results could range from 0 (0%) to 60 (100%). *Self-assessed language proficiency* was measured using a 7-point Likert scale (1 = completely disagree; 7 = completely agree) adapted from Luna, Ringberg and Peracchio (2008). The participants had to indicate their own reading, writing, listening and speaking skills. The reliability of self-assessed language proficiency comprising four items was good (Dutch:  $\alpha = .94$ ; German:  $\alpha = .81$ ).

Lastly, questions about the participants’ demographics, such as age, gender, nationality, level of education and mother tongue were asked.

### 3.5 Procedure

The Dutch participants were asked to participate in the experiment in person in class at school, and they were provided with a paper version of the questionnaire. The German participants were asked to participate in the experiment in person or through social media, and were provided with a link to the online questionnaire in Qualtrics. The participants were randomly assigned to either the Dutch/German or the English narrative, after which they were informed about the study without giving too much information about the purpose of the study. They were informed that they would first read a short narrative and that they would individually have to fill out a short questionnaire afterwards, which would take about 30 minutes in total. The participants were ensured that their data would be kept confidential and would only be used for this particular study. The data were collected between April 9<sup>th</sup> and May 4<sup>th</sup>.

### 3.6 Statistical treatment

Two-way univariate analyses of variance with as factors language of the narrative (L1/L2) and nationality of the reader (Dutch/German) were carried out in order to measure the effect of language on identification, transportation, comprehensibility, attitude towards the company and purchase intention in a corporate narrative, differently for Dutch and German readers. A one-way analysis of variance was carried out in order to measure the effect of language on emotionality for the Dutch readers.

## 4. Results

Two-way ANOVAs with language of the narrative and nationality as factors were carried out for the dependent variables identification, transportation, comprehensibility, attitude towards the company and purchase intention. An overview of the means and standard deviations can be found in Table 1.

A two-way ANOVA showed no significant main effect of language of the narrative ( $F(1, 213) < 1$ ) and nationality ( $F(1, 213) < 1$ ) on identification. The interaction effect between language of the narrative and nationality was not significant ( $F(1, 213) = 1.47, p = .228$ ).

Another two-way ANOVA showed no significant main effect of language of the narrative ( $F(1, 213) < 1$ ) and nationality ( $F(1, 213) = 2.77, p = .098$ ) on transportation. The interaction effect between language of the narrative and nationality was not significant ( $F(1, 213) = 2.45, p = .119$ ).

A two-way ANOVA showed a significant effect of language of the narrative ( $F(1, 213) = 8.01, p = .005$ ) and nationality ( $F(1, 213) = 27.01, p < .001$ ) on comprehensibility. Participants who read the narrative in their L1 ( $M = 5.61, SD = 0.78$ ) had a better understanding of the narrative than participants who read the narrative in their L2 ( $M = 5.28, SD = 1.02$ ). Dutch participants ( $M = 5.64, SD = 0.81$ ) had a better understanding of the narrative than German participants ( $M = 5.00, SD = 1.01$ ). The interaction effect between language of the narrative and nationality was not significant ( $F(1, 213) < 1$ ).

A two-way ANOVA showed a significant main effect of nationality on attitude towards company ( $F(1, 213) = 24.69, p < .001$ ). Dutch participants ( $M = 5.51, SD = 0.87$ ) had a more positive attitude towards the company than German participants ( $M = 4.65, SD = 1.61$ ). Language of the narrative did not have a significant main effect on emotionality ( $F(1, 213) < 1$ ). The interaction effect between language of the narrative and nationality was not significant ( $F(1, 213) = 1.78, p = .184$ ).

A two-way ANOVA showed no significant effect of language of the narrative ( $F(1, 213) = .10, p = .749$ ) and nationality ( $F(1, 213) = .11, p = .736$ ) on purchase intention. The interaction effect between language of the narrative and nationality was significant ( $F(1, 213) = 7.73, p = .006$ ). Dutch participants were more likely to buy the product when they read the Dutch narrative ( $F(1, 149) = 7.35, p = .008$ ) ( $M = 4.66, SD = 1.79$ ) than when they read the English narrative ( $M = 3.86, SD = 1.86$ ). No difference between L1 and L2 was found among German participants ( $F(1, 64) = 2.68, p = .107$ ).

Table 1. Identification, transportation, comprehensibility, attitude towards company and purchase intention in function of language of the narrative (L1/L2) and nationality (Dutch/German) (1 = very low; 7 = very high) ( $n = 217$ )

	Dutch		German		Total
	L1	L2	L1	L2	
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
	<i>n = 74</i>	<i>n = 77</i>	<i>n = 36</i>	<i>n = 30</i>	<i>n = 217</i>
Identification	4.64 (1.04)	4.45 (1.02)	4.58 (0.69)	4.73 (0.74)	4.57 (0.95)
Transportation	4.44 (0.93)	4.18 (0.97)	4.00 (0.93)	4.17 (0.81)	4.24 (0.93)
Comprehensibility	5.82 (0.66)	5.47 (0.90)	5.17 (0.83)	4.80 (1.17)	5.45 (0.92)
Attitude towards company	5.55 (0.94)	5.47 (0.80)	4.48 (1.58)	4.86 (1.65)	5.25 (1.21)
Purchase intention	4.66 (1.79)	3.86 (1.86)	4.03 (1.72)	4.67 (1.40)	4.27 (1.78)

A one-way ANOVA showed no significant effect of language of the narrative on emotionality for the Dutch participants ( $F(1, 149) = 1.51, p = .222$ ). The Dutch narrative ( $M = 3.87, SD = 1.00$ ) did not significantly evoke more emotionality than the English narrative ( $M = 3.67, SD = 0.94$ ). The results can be found in Table 2.

Table 2. Emotionality in function of language of the narrative (L1/L2) for Dutch participants (1 = very low; 7 = very high) ( $n = 151$ )

	Dutch (L1)	English (L2)	Total
	$M (SD)$	$M (SD)$	$M (SD)$
	$n = 74$	$n = 77$	$n = 151$
Emotionality	3.87 (1.00)	3.67 (0.94)	3.77 (0.97)

## 5. Conclusion and Discussion

The aim of the present study was to investigate how Dutch and German readers evaluated corporate narratives in their L1 (Dutch/German) or their L2 (English). The persuasiveness of the corporate narratives was measured for the dimensions emotionality, identification, transportation and comprehensibility, and the readers' attitude towards the company and their purchase intention.

### *Narrative persuasion*

For the dimensions identification, transportation and emotionality, it did not matter whether participants read the narrative in their L1 or in their L2: language did not have an influence on these dimensions. Nationality did not have an effect on the dimensions identification and transportation either. This is contrary to expectations that a narrative in the readers' L1 would cause a higher level of narrative engagement than in the readers' L2. These expectations were based on the Revised Hierarchical Model (Dufour & Kroll, 1995), which showed that it is easier to process texts in an L1 than in an L2. Besides, previous research has shown that texts in the readers' L2 are perceived as less emotional (Puntoni et al., 2009) and cause a rather negative attitude (Pagani et al., 2015).

Although the present study did not look at predictors, results differ from findings of van Hooft et al. (2017), who found that readers' attitudes towards the language could predict their attitude towards the advertisement. Namely, Dutch readers had a more positive attitude towards English than towards Dutch, but no differences in narrative engagement between the Dutch and English narrative were found. No differences in narrative engagement between the German and English narrative were found either. A possible explanation might be that all participants had a relatively high English proficiency. Besides, people are more used to being exposed to English in their daily lives (Gerritsen et al., 2010; Puntoni et al., 2009). As a result, the readers' level of engagement may be less influenced by English as compared to their L1.



Comprehensibility was the only dimension of narrative persuasion on which language had an influence. Narratives in the readers' L1 were more comprehensible than in English, which supports the Revised Hierarchical Model (Dufour & Kroll, 1995). These results are consistent with those of Gerritsen et al. (2010), who showed that an L2 affects text comprehension and narrative persuasion as a consequence (Busselle & Bilandzic, 2009). In addition, comparison of these findings with those of Carrell (1991) can confirm that language proficiency determines text comprehension: the better proficiency in the readers' L1 is related to a better understanding of the narrative in their L1 than in English. It is interesting to note that German readers rated themselves as just as proficient in German as in English. This is in contrast with the tested proficiency results, since both Dutch and German readers were more proficient in their L1 than in English. A possible explanation for this may be that respondents often produce a higher self-assessed proficiency than their actual tested proficiency (van Onna & Jansen, 2006).

Furthermore, Dutch readers understood the English narrative better than German readers. Considering the fact that Dutch participants had a better English proficiency than German participants, it is likely that this difference in understanding is caused by a difference in proficiency (Carrell, 1991). However, even though no difference in L1 proficiency between Dutch and German participants was found, Dutch readers also had a better understanding of their L1 narrative than German readers. A possible explanation may be that Dutch participants read a paper version of the narrative and German participants read an online version. Namely, previous research has found that text comprehension is better when reading from paper than when reading digitally (Singer & Alexander, 2017). Despite the promising results on the effect of language on comprehensibility, questions remain about differences in text comprehension between Dutch and German readers. Further studies on this topic are therefore recommended.

#### *Attitude towards the company*

Against expectations, language of the narrative did not affect the readers' attitude towards the company: Dutch and German readers equally perceived and evaluated the narratives in their L1 and L2. This is contrary to previous research of Pagani et al. (2015), who found that texts in the readers' L1 were preferred and led to a more positive attitude towards the brand. A possible explanation might be the relatively high English proficiency and the fact that people are more used to being exposed to English (Gerritsen et al., 2010; Puntoni et al., 2009), which enables them to perceive the English narrative similarly to their L1 narrative.

Nationality did affect the readers' attitude towards the company. Dutch readers had a more positive attitude towards the company than German readers. This is in line with expectations

for the English narrative. Namely, since Dutch readers had a better English proficiency level (EF English Proficiency Index, 2017) and a better attitude towards English, it was expected that they would also have a more positive attitude towards the company. However, this difference was found for the L1 narrative as well, even though there were no differences in L1 proficiency between Dutch and German readers. In order to further investigate this effect, more research into this topic is required.

### *Purchase intention*

Language of the narrative was found to affect purchase intention for Dutch readers: Dutch readers were more likely to buy the product when they read the narrative in Dutch than in English. A possible explanation for this is the readers' better language proficiency in their L1, which determines text comprehension (Carrell, 1991) and consequently increases narrative engagement and persuasiveness (Busselle & Bilandzic, 2009). It could therefore be assumed that a higher persuasiveness leads to a stronger purchase intention.

However, this effect did not occur for the German readers: German readers were not more likely to buy the product when they read the narrative in German than in English. This may partly be explained by the fact that there was also no difference in narrative engagement with respect to language of the narrative. Remarkably, language of the narrative did not have an influence on narrative engagement for Dutch readers either, however, there was a difference in purchase intention for Dutch readers. As several questions regarding the effect of language on purchase intention remain unanswered, further research into this topic is recommended.

Since pleasure has been found to be positively related to purchase intention (Im et al., 2010), it was expected that a more positive attitude towards the language of the narrative would lead to a stronger purchase intention. However, it is interesting to note that even though Dutch readers had a more positive attitude towards English than towards Dutch, they were more likely to buy the product when they read the narrative in Dutch than in English. This is contrary to previous research of van Hooft et al. (2017), who showed that attitude towards language could predict attitude towards the advertisement and the product as a result. The fact that Dutch participants had a more positive attitude towards English than towards Dutch is in line with previous research that has shown that English is often associated with positive stereotypes such as modernity, sophistication and success (Piller, 2003). To develop a full picture of the influence of language on purchase intention, further studies will need to be undertaken.

### *5.1 Limitations and recommendations for future research*

Choices on the methodological procedure of the current study were made carefully. Still, inevitably, there were several limitations regarding participants, materials and instrumentations.

One limitation is the small scale of the study: only two nationalities and three languages were investigated. Since Dutch and German readers both have a high enough English proficiency to read a narrative (Man et al., 2004), it would be interesting to look at nationalities with a lower English proficiency. Besides, this study only involved unbalanced bilinguals who learned the English language in a later stage in life. Since language has been found to influence the dimensions of narrative persuasion (Gerritsen et al., 2010; Puntoni et al., 2009), it seems likely that different effects may occur among balanced bilinguals. A further study with more focus on balanced as opposed to unbalanced bilinguals is therefore recommended. In line with this, another limitation is the use of English as the only L2. In order to be able to determine the effect of language in general, it is interesting to investigate the influence of another, less frequently used (Gerritsen et al., 2010) language as well. Thus, it is suggested to use other nationalities and languages in future research in order to gain insight into the effect of language on the persuasiveness of corporate narratives.

Another limitation is the fact that a paper version as well as an online version were used. Effects of nationality on narrative persuasion may have been caused by the different versions, since print and online texts cause differences in comprehensibility (Singer & Alexander, 2017). Therefore, for future research, it is recommended to either only use one version of a questionnaire, or to equally divide the versions among all groups of participants.

Furthermore, it is possible that the L1 narrative was not taken seriously by the German participants, since they indicated that they found the German narrative childish. The fact that the German participants were older than the Dutch participants, who did not find the narrative childish, may be an explanation. Even though the decision to ensure differences in age and educational level between Dutch and German participants was made consciously, the fact that German participants were older than Dutch participants could be a limitation. Namely, effects of nationality on narrative persuasion may have been caused by this difference in age and therefore a difference in how the narrative is perceived. Besides, some participants mentioned that they did not want to buy the product, as they claimed to never eat cereals. Since the present study is the first study to investigate the effects of language and nationality on the persuasiveness of corporate narratives, further research with other corporate narratives for other products is recommended.

One major limitation of this study is the low reliability for emotionality among German participants, so that German participants had to be left out of the statistical analyses. This might be due to the fact that German participants found the German narrative childish. Another explanation may be that the German scoring system works contrariwise, with 1 being most positive and 7 being most negative (Classbase, 2012), which might have caused distraction. As many studies found that emotionality is an important aspect in forming and changing readers' attitudes (Busselle & Bilandzic, 2009; De Graaf et al., 2009; Green, 2006), and that language could influence this (Puntoni et al., 2009), it is important to create a more reliable scale for this dimension. Therefore, more research into the effect of language on emotionality in corporate narratives might be a promising addition for further research.

Lastly, the effects of language proficiency and attitude towards language on narrative persuasion could only be based on expectations, since it was beyond the scope of this study to look at the role of predictors. Another interesting focus of research would be to investigate the influence of the dimensions of narrative persuasion on the readers' attitudes towards the company and their purchase intention. Since several questions about these effects still remain unanswered, further work needs to be done to establish other relations within the field of narrative persuasion.

### *5.2 Theoretical and practical implications*

To conclude, the present study was the first study to investigate the effect of language choice and nationality on the persuasiveness of corporate narratives. It has therefore yielded a number of additional insights.

This study contributes to existing theory, as it found that narratives in readers' L1 or L2 work equally well with respect to emotionality, identification and transportation. Since these findings are contrary to expectations and previous findings (Dufour & Kroll, 1995; Pagani et al., 2015; Puntoni et al., 2009), this offers a critical view for future research into this topic. In line with previous research (Dufour & Kroll, 1995; Gerritsen et al., 2010), it was found that narratives in the readers' L1 were more comprehensible than in the readers' L2. In addition, Dutch readers were more likely to buy the product when they read the narrative in their L1. Furthermore, the present study found that overall, the narrative worked better for Dutch than for German readers, as Dutch readers had a better understanding and a more positive attitude towards the company presented in the narrative.

Taking these effects of language and national differences into account, it can be recommended for international business communication to adapt corporate narratives to the

readers' L1, making use of the adaptation approach (Vrontis et al., 2009). However, in order to precisely determine the effects of language choice and nationality on narrative persuasion and to be able to give detailed recommendations for international business communication, further research with other nationalities, languages and narratives is recommended.

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## 7. Appendixes

### Appendix A

#### The Dutch narrative (1,197 words)

##### *Alles behalve rozijnen*

Ik hou van kamperen. Toen ik klein was, ging ik vaak op vakantie met mijn familie en beleefde ik geweldige dingen in de wereld. Mijn buurman en beste vriend Oscar was altijd bij ons. Hij is de grappigste vent die ik ooit heb ontmoet in mijn leven en hij kon een achterwaartse salto, wat hem groot respect opleverde in de hele buurt. De tijd vloog voorbij: Ik groeide op, maakte de middelbare school af en begon wiskunde te studeren om leraar te worden. De tripjes met mijn ouders waren verleden tijd, maar Oscar was nog elke keer aan mijn zijde en in onze oude roestige auto gingen we twee keer per jaar de wereld ontdekken. Het was een van die legendarische vakanties waar het allemaal mee begon!

Onderweg naar de mooie stranden van Frankrijk hoorden we een verschrikkelijke radioreclame waarin een piepstemmetje ontbijtgranen met rozijnen als hun nieuwe smaak probeerde te adverteren. Na een levendige discussie waren Oscar en ik er zeker van dat we niet alleen betere radiocommercials wilden maken – waarom niet ook betere ontbijtgranen? Ik bedoel, kom op: wie wil er nou rozijnen in zijn ontbijtgranen? Aangezien Oscar en ik een passie voor eten delen, kostte het ons de resterende uren in de auto richting Frankrijk en de eerste twee dagen van onze vakantie om erover te discussiëren wat de perfecte ontbijtgranen zijn. We dachten aan bananen, lijnzaad en bosbessen of zelfs cashewnoten in combinatie met mango. Voor Oscar was het een mix van fruitige en knapperige ingrediënten, voor mij was chocolade het belangrijkste. Uiteindelijk realiseerden we ons dat de perfecte ontbijtgranen voor iedereen iets anders zijn. Het idee achter Perfect Cereal was geboren.

Eenmaal thuis presenteerden we ons idee aan familie en vrienden en gelukkig was iedereen er enthousiast over. In onze fantasie hadden we al miljoenen euro's verdiend met dit geweldige plan, maar in werkelijkheid bleek het lastiger dan ik had verwacht. Ik moest mijn opleiding op de universiteit nog afmaken en Oscar zat vast in een negen tot vijf baan in een stad verderop. We hadden heel weinig tijd om aan ons idee te werken en geen ervaring met het opzetten van een bedrijf. In die tijd wist ik nog niet helemaal zeker of ondernemen mijn doel in het leven was. Kon dit echt werken? Eerlijk gezegd had ik op dat punt misschien ook kunnen stoppen en had ik nu een fantastische leraar geweest kunnen zijn, maar ik had niet gerekend op Oscars

enthousiasme. In eindeloze vergaderingen aan zijn keukentafel overtuigde hij me ervan dat Perfect Cereal echt zou kunnen werken en dat ons idee het waard was om voor te vechten. Tot op de dag van vandaag ben ik dankbaar voor zijn koppigheid.

In de volgende maanden staken we onze koppen bij elkaar om uit te zoeken hoe ons bedrijf zou kunnen werken. Omdat we allebei de stemmen van onze moeders in ons hoofd hoorden zeggen “Ontbijt is de belangrijkste maaltijd van de dag”, besloten we dat Perfect Cereal bij moest dragen aan een gezonde manier van leven (chocolade telt officieel als gezond in kleine hoeveelheden!). Ons assortiment ontbijtgranen zou biologisch moeten zijn, zonder toegevoegde kleur- en smaakstoffen en bestaan uit allerlei ingrediënten. Van bananen, sesam en vijgen tot chocolade stukjes, je kan alles kiezen voor je eigen perfecte ontbijtgranen!

We hadden geld geleend van familie en vrienden om onze eerste opslagruimte te openen. Helaas was het op de bovenste verdieping van een gebouw, wat veel traplopen betekende voor ons en onze eerste twee werknemers. Afgezien daarvan liepen de zaken goed. Onze website was klaar en Perfect Cereal kon eindelijk online besteld worden! Ons idee waar we al die eindeloze dagen en nachten aan gewerkt hadden, onze baby. Ik was erg blij dat ik deze reis was begonnen met mijn beste vriend.

Toen kwam echter de schok.

Een paar maanden nadat we gestart waren, stagneerden de orders voor Perfect Cereal. Iedereen die we verteld hadden over ons bedrijf was erg enthousiast, maar tot nu toe waren we er nog niet in geslaagd om ons product te adverteren. “Hallo. Wij maken ontbijtgranen. Je kan je eigen smaken online kiezen en wij sturen ze naar je op”. Blijkbaar was dit niet genoeg om vanzelf te werken. Ons product had wat hulp nodig, maar er was geen budget meer over vanwege de hoge kosten voor verzending en opslag. Ik had me eerlijk gezegd nooit voor kunnen stellen hoe duur professionele advertenties zijn. Aan de ene kant verklaart dit natuurlijk de verschrikkelijke commercial die ons toentertijd inspireerde, maar aan de andere kant kon dit ook het eind van onze droom betekenen. Hoe konden we dit niet hebben zien aankomen? We hadden echt bijna opgegeven. Ik herinner me nog duidelijk één van die slapeloze nachten in Oscars keuken, waar we al onze opties bespraken met een kop vreselijke smakende, zwarte koffie. Ik zat onderuitgezakt op mijn stoel, terwijl Oscar tegen de houten tafel leunde, trommelend met zijn vingers tegen zijn mok.

Oscar: “Maar wat als we...”

Ik: “Dat hebben we al geprobeerd.”

Oscar: Ja, dat weet ik, Thomas, maar misschien kan mijn oom...”

Ik: “Hoe? Je oom heeft geen geld meer... dat heeft niemand. Aargh! Ik kan nog steeds niet geloven dat één enkele advertentie zo duur is om te produceren! Konden we het nou maar zelf doen!”

Oscar: “Hmm”

Ik: “Hmm niet naar me! We hebben een serieus probleem naast het feit dat jij geen fatsoenlijke koffie kan maken!”

Oscar: “Ik zat net te denken...Als we het probleem van adverteren niet op kunnen lossen, moeten we misschien iets anders proberen...Wat als we ons product zichtbaarder maken zonder het echt te adverteren?”

En zo kregen we onze eerste winkel. Uiteindelijk was Oscars idee gewoon briljant! Gelukkig vonden we een winkel dichtbij het centrum tegen een lage huurprijs. Hier waren we zichtbaarder voor iedereen. Doordat nieuwe klanten spontaan de winkel in konden lopen, hadden we de mogelijkheid om de verzendkosten te verlagen en onze merkbekendheid te vergroten. Verder hoefden we niet meer 47 traptreden op om bij onze opslagplaats te komen en konden we meer ingrediënten opslaan tegen minder kosten. Eindelijk stegen de verkoopcijfers weer. Hierdoor geïnspireerd probeerden we meer alternatieve manieren te vinden om onze ontbijtgranen te adverteren. We flopten met een enorm opblaasbaar ontbijtgranenbord, maar de stickers met ons logo bleken een enorm succes. Het kostte ons nog een paar maanden voordat we eindelijk genoeg geld hadden om een echte advertentie te maken. Ik wil niet opscheppen, maar die was heel goed! De verkoopcijfers bereikten een nieuw hoogtepunt en alles was fantastisch. Nou ja, naast de kleine problemen die elk bedrijf heeft, zoals vertraagde verzendingen of dat je tien werknemers ervoor stemmen om rozijnen op je lijst van ingrediënten te krijgen (blijkbaar zijn er toch mensen die dat echt lekker vinden...). Uiteindelijk was het allemaal dankzij de koppigheid en creativiteit van mijn beste vriend dat onze droom is uitgekomen. Dit is niet het einde, maar pas het begin van onze reis! Onlangs hebben we ontdekt dat eten veel beter smaakt in de nacht bij een kampvuur of onder de eindeloze, blauwe lucht – dus waarom zouden we geen vleugels kunnen geven aan ons idee? Perfect Cereal to go? We komen eraan!

Thomas

## **The German narrative (1,161 words)**

### *Alles außer Rosinen*

Ich liebe das Campen. Als ich klein war, machte ich mit meiner Familie oft Reisen und erlebte was großartig in der Welt war. Immer bei uns war mein Nachbar und bester Freund: Oskar. Er ist der lustigste Typ, den ich je in meinem Leben getroffen habe und er konnte einen Rückwärtssalto, was ihm großen Respekt überall in der Nachbarschaft verschaffte. Die Zeit fliegt dahin: Ich wurde erwachsen, beendete die Schule und begann Mathe zu studieren, um Lehrer zu werden. Die Ausflüge mit meinen Eltern gehörten der Vergangenheit an, aber Oskar war immer noch jedes Mal bei mir und in unserem alten rostigen Auto wenn wir uns zweimal im Jahr aufmachten, um die Welt zu entdecken. Es war eine dieser legendären Reisen, die alles in Gang setzte!

Auf unserem Weg zu den schönen Stränden Frankreichs hörten wir einen furchtbaren Radiospot, in dem eine quietschende Stimme versuchte, für Müsli mit neuem Rosinengeschmack zu werben. Nach einer angeregten Diskussion waren Oskar und ich sicher, dass wir nicht nur bessere Radiowerbung machen wollten – Warum nicht auch besseres Müsli? Denn, mal ehrlich: Wer will Rosinen in seinem Müsli? Da Oskar und ich Essen als Leidenschaft teilen, dauerte es die restlichen Stunden bis nach Frankreich und die beiden ersten Tage unserer Reise, um zu diskutieren, was das perfekte Müsli ausmacht. Wir dachten an Bananen, Leinsamen und Blaubeeren oder sogar Cashewnüsse, kombiniert mit Mango. Für Oskar war es ein Mix aus fruchtigen und knusprigen Zutaten, für mich war Schokolade das Wichtigste. Letztendlich wurde uns klar, dass das perfekte Müsli für jeden etwas anderes ist. Die Idee hinter Perfect Cereal war geboren.

Zurück zu Hause stellten wir unsere Idee Familie und Freunden vor und glücklicherweise waren alle davon begeistert. In unserer Fantasie hatten wir schon eine Million Euro mit diesem super Plan verdient. Aber in der Praxis stellte es sich als viel schwieriger heraus, als ich erwartet hatte. Ich musste noch mein Studium an der Universität beenden und Oskar war in einem nine to five job in der nächsten Stadt gefangen. Wir hatten sehr wenig Zeit, um an unserer Idee zu arbeiten und keine Erfahrung darin ein Unternehmen zu gründen. Zu der Zeit war ich mir auch wirklich nicht sicher, ob es mein Ziel im Leben sein sollte, ein Unternehmer zu sein. Könnte das wirklich funktionieren? Ehrlich gesagt, hätte ich an diesem Punkt vielleicht aufgehört und wäre jetzt ein phänomenaler und beliebter Lehrer, aber ich hatte nicht mit Oskars Enthusiasmus gerechnet. In endlosen Treffen an seinem Küchentisch überzeugte er mich, dass Perfect Cereal wirklich

funktionieren könnte und, dass unsere Idee es wert war, dafür zu kämpfen. Und bis heute bin ich ihm immer noch dankbar für seine Dickköpfigkeit.

In den folgenden Monaten steckten wir unsere Köpfe zusammen um herauszufinden, wie unser Unternehmen funktionieren könnte. Da wir beide die Stimmen unserer Mütter in unseren Köpfen klingeln hörten “Frühstück ist die wichtigste Mahlzeit des Tages”, entschieden wir uns, dass Perfect Cereal zu einer gesunden Lebensweise beitragen sollte (Schokolade zählt in kleinen Mengen offiziell als gesund!). Unser Müsliangebot sollte organisch sein, ohne zusätzliche Geschmacks- und Farbstoffe, und aus Zutaten aller Art bestehen. Von Bananen, Sesam und Feigen zu Schokoladenstückchen: Du kannst alles für dein eigenes perfektes Müsli auswählen!

Wir hatten Geld von Familie und Freunden geliehen um unseren ersten Lagerraum zu eröffnen. Unglücklicherweise im obersten Stock eines Gebäudes, was eine Menge Treppensteigen für uns und unsere ersten beiden Mitarbeiter bedeutete. Aber abgesehen davon lief unser Unternehmen gut. Unsere Website war fertig und Perfect Cereal konnte endlich online bestellt werden. Unsere Idee, für die wir all diese endlosen Tage und Nächte gearbeitet hatten. Unser Baby. Ich war sehr froh, diese Reise mit meinem besten Freund begonnen zu haben.

Aber dann kam der Schock.

Ein paar Monate nachdem wir anfangen, stagnierten die Bestellungen für Perfect Cereal. Alle, denen wir von dem Unternehmen erzählt hatten, waren sehr begeistert, aber bis jetzt hatten wir es nicht geschafft unser Produkt richtig zu vermarkten. „Hallo. Wir machen Müsli. Du kannst deine eigenen Geschmacksrichtungen online auswählen und wir schicken sie dir zu“. Scheinbar war das nicht genug, um von selbst zu funktionieren. Unser Produkt brauchte ein bisschen Hilfe aber wegen den hohen Kosten für Versand und Lagerung war jedoch nichts vom Budget übrig. Ich habe mir ehrlich nie vorstellen können wie teuer professionelle Werbung ist. Auf der einen Seite erklärt das vielleicht den furchtbaren Radiospot, der uns inspiriert hat, aber auf der anderen Seite konnte das auch das Ende unseres Traums sein. Wie konnten wir das nicht kommen sehen? Wir waren wirklich nah dran aufzugeben. Ich erinnere mich genau an eine von diesen schlaflosen Nächten in Oskars kleiner Küche, wo wir alle möglichen Optionen bei einer Tasse furchtbarem schwarzen Kaffee diskutierten. Ich saß zusammengesunken auf meinem

Stuhl, während Oskar sich gegen den hölzernen Tisch lehnte und mit seinen Fingern gegen seine Tasse trommelte.

Oskar: „Aber was wenn wir...“

Ich: „Das haben wir schon probiert.“

Oskar: „Ja, ich weiß, Thomas, aber vielleicht kann uns mein Onkel...“

Ich: „Wie? Dein Onkel hat kein Geld mehr ... niemand hat das. Aaahh! Ich kann es immer noch nicht glauben, dass es so teuer ist, eine einzige Werbeanzeige zu produzieren! Ich wünschte wir könnten es selbst tun!“

Oskar: „Hmm“

Ich: „Hmm mich nicht an! Wir haben einige ernsthafte Probleme, abgesehen von deinen fehlenden Fähigkeiten, anständigen Kaffee zu machen!“

Oskar: „Ich dachte gerade... wenn wir das Werbeprobem nicht lösen können, sollten wir vielleicht etwas anderes probieren... Was wenn wir unser Produkt sichtbarer machen, ohne wirklich dafür zu werben?“

Und so haben wir unseren ersten Laden bekommen. Letztendlich war Oskars Idee einfach brillant! Glücklicherweise haben wir ein Ladenlokal nahe an der Stadtmitte, für wenig Miete gefunden. Hier waren wir sichtbar für alle. Mit den neuen Kunden, die spontan in den Laden kommen konnten, konnten wir unsere Lieferkosten reduzieren und erhöhten unseren Bekanntheitsgrad. Außerdem mussten wir nicht mehr 47 Stufen laufen, um in unseren Lagerraum zu kommen und wir konnten mehr Zutaten für geringere Kosten lagern. Unsere Verkäufe stiegen endlich wieder an. Dadurch inspiriert, versuchten wir mehr alternative Wege zu finden, um für unser Müsli zu werben. Wir scheiterten mit einer riesigen aufblasbaren Müslischüssel, aber die Sticker mit unserem Logo stellten sich als großer Erfolg heraus. Wir brauchten noch ein paar weitere Monate um endgültig genug Geld zu haben, um eine echte Werbeanzeige zu schalten. Und ich will nicht angeben, aber sie war wirklich gut. Die Verkäufe erreichten einen neuen Höhepunkt und alles war fantastisch. Naja, abgesehen von den kleinen Problemen, die jedes Unternehmen hat, wie verspätete Lieferung oder dass deine zehn Angestellten dafür stimmen Rosinen auf deine Zutatenliste zu setzen (scheinbar gibt es Leute, die das wirklich mögen...). Letztendlich war alles der Dickköpfigkeit und Kreativität meines besten Freundes zu verdanken, dass unser Traum wahr geworden ist. Und das ist nicht das Ende, sondern nur der Anfang unserer Reise! Kürzlich fanden wir heraus, dass Essen viel besser bei

Nacht am Lagerfeuer oder unter dem endlosen, blauen Himmel schmeckt - also warum nicht unserer Idee Flügel verleihen? Perfect Cereal to go? Jetzt kommen wir!

Thomas

## **The English narrative (1,187 words)**

### *All but raisins*

I love camping. When I was young, I often went on holidays with my family and experienced what was magnificent in the world. Always with us was my neighbour and best friend: Oscar. He is the funniest guy I have ever met in my life and was able to do a back flip, which earned him great respect all around the neighbourhood. Time flies: I grew up, finished school and started studying math to become a teacher. The trips with my parents became a thing of the past but, Oscar was still with me every time and in our old rusty car we went to discover the world twice a year. It was one of those legendary trips that started it all!

On our way to the beautiful beaches of France, we listened to a horrible radio spot in which a squeaky voice tried to advertise cereals with raisins as their new flavour. After a vivid discussion, Oscar and I were sure that not only did we want to make better radio ads - Why not also better cereals? Because, I mean honestly: Who would want raisins in their cereals? As Oscar and I share food as passion, it took all the remaining hours to France and the first two days of our journey to discuss what makes a perfect cereal. We thought about bananas, linseeds and blueberries or even cashew nuts combined with mango. For Oscar, it was a mix of fruity and crunchy ingredients, for me chocolate was the most important. Eventually we realised that the perfect cereal was something different for everyone. The idea behind Perfect Cereal was born.

Back home, we presented our idea to family and friends, and luckily everybody was excited about it. In our imagination we had already made one million Euros with this awesome plan. But in practice, it turned out to be more difficult than I had expected. I still had to finish my studies at university and Oscar was stuck in a nine to five job in the next town. We had very little time to work on our idea and no experience in setting up a business. At this time, I also wasn't sure whether being an entrepreneur should really be my aim in life. Could this really work? Honestly, I might have stopped at that point and now be a phenomenal and much-loved teacher, but I didn't take Oscar's enthusiasm into account. In endless meetings at his kitchen table, he convinced me that Perfect Cereal could really work and that our idea was worth fighting for. And to this day, I am still thankful for his pigheadedness.

In the following months, we put our heads together to figure out how our business could work. As we both heard our mothers' voices ringing in our heads "Breakfast is the most important



meal of the day”, we decided that Perfect Cereal should contribute to a healthy way of living (chocolate officially counts as healthy in small amounts!). Our range of cereals should be organic, without added flavouring or colouring, and consist of ingredients of all kinds. From bananas, sesame and figs to bits of chocolate: You can choose everything for your own perfect cereal!

We had borrowed money from family and friends to open our first storehouse. Unfortunately at the top floor of a building, which meant a lot of stair climbing for us and our first two employees. But apart from that, our business was going well. Our website was finished and Perfect Cereal could finally be ordered online! Our idea that we had worked for all these endless days and nights. Our baby. I was really glad to have started this journey with my best friend.

But then came the shock.

A few months after we started, the orders for Perfect Cereal stagnated. Everyone we had told about the business was very enthusiastic, but so far now we had not managed to properly advertise our product. “Hello. We make cereals. You can choose your own flavours online and we will send them to you”. Apparently this was not enough to work by itself. Our product needed a little help, but there was no budget left due to the high costs for shipping and storage. I could honestly never have imagined how expensive professional advertising is. On the one hand, that might explain the horrible radio commercial that inspired us, but on the other hand, that could also be the end of our dream. How could we not have seen this coming? We were really close to giving up. I clearly remember one of those sleepless nights in Oscar’s small kitchen, where we were discussing all the possible options over a cup of horrible black coffee. I was sitting sunk down on my chair, while Oscar leaned against the wooden table drumming with his fingers against his mug.

Oscar: “But what if we...”

Me:” We have already tried that.”

Oscar: “ Yes I know, Thomas, but maybe my uncle can...”

Me:” How? Your uncle has no money left...no one has. Aargh! I still can’t believe that a single advertisement is so expensive to produce! I wish we could just do it ourselves!”

Oscar:” Hmm”

Me: “Do not hmm at me! We have a serious problem besides you lacking skills for making decent coffee!”

Oscar: “I was just thinking... if we cannot fix the advertising problem maybe we should try something else...What if we make our product more visible without really advertising it?”

And this is how we got our first shop. In the end Oscar’s idea was simply brilliant! Luckily, we found a shop close to the city centre for a low rent. Here, we were more visible to everyone. With the new customers who could spontaneously walk into the shop, we were able to reduce our shipping costs and increase our brand awareness. Furthermore, we didn’t have to walk 47 steps to get to our storage room anymore and could store more ingredients at smaller costs. Finally, the sales went up again. Inspired by that, we tried to find more alternative ways to advertise our cereals. We flopped with a giant inflatable cereal bowl, but the stickers with our logo on them turned out to be a huge success.

It took us another few months before we ultimately had enough money to make a real advertisement. And I do not want to brag, but it was really good! The sales reached a new high and everything was fantastic. Well, apart from the little problems every business has like delayed shipping or that your ten employees vote to get raisins into your list of ingredients (apparently there are people who really like that...). In the end, it was all thanks to the stubbornness and creativity of my best friend that our dream came true. And this is not the end, but just the start of our journey! Recently we discovered that food tastes much better at night by a campfire or under the endless blue sky - so why not give wings to our idea? Perfect Cereal to go? Here we come!

Thomas

## **Appendix B**

In the questionnaire, a (R) indicates a reversed question.

### **The Dutch questionnaire**

Beste deelnemer,

Hartelijk bedankt voor je deelname aan dit experiment voor ons afstudeeronderzoek. Tijdens het experiment krijg je een kort verhaal over Thomas en Oscar te lezen en daarna word je gevraagd om een korte vragenlijst in te vullen. Er zijn geen foute antwoorden; we zijn geïnteresseerd in jouw mening! Het invullen van de vragenlijst zal ongeveer 30 minuten duren. Door de vragenlijst af te ronden, geef je aan dat je vrijwillig aan het onderzoek deelneemt en toestemming geeft om je antwoorden te gebruiken. Je gegevens blijven volledig anoniem en worden alleen gebruikt voor dit onderzoek.

Nogmaals bedankt voor je deelname!

Met vriendelijke groet,

Julie van Bergen

De volgende stellingen gaan over het verhaal dat je zojuist gelezen hebt.

### Emotionality

Geef op een schaal van 1 tot 7 aan of je het eens of oneens bent met de stellingen (1 = helemaal mee oneens; 7 = helemaal mee eens)

	Helemaal mee oneens (1)	Mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Ik had medelijden met Thomas	0	0	0	0	0	0	0
Ik voelde plaatsvervangende schaamte voor Thomas	0	0	0	0	0	0	0
Ik maakte me zorgen om Thomas	0	0	0	0	0	0	0

Geef op een schaal van 1 tot 7 aan of je het eens of oneens bent met de stellingen (1 = helemaal mee oneens; 7 = helemaal mee eens)

	Helemaal mee oneens (1)	Mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Op bepaalde momenten in het verhaal, wist ik precies wat Thomas emotioneel gezien doormaakte	0	0	0	0	0	0	0
Ik voelde precies dezelfde emoties als Thomas	0	0	0	0	0	0	0
Als Thomas succes had, voelde ik me blij. Als Thomas faalde, stelde me dat teleur.	0	0	0	0	0	0	0

Ik voelde niet dezelfde emoties als Thomas (R)	0	0	0	0	0	0	0
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Geef op een schaal van 1 tot 7 aan of je het eens of oneens bent met de stellingen (1 = helemaal mee oneens; 7 = helemaal mee eens)

	Helemaal mee oneens (1)	Mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Ik vond het leuk om het verhaal te lezen	0	0	0	0	0	0	0

### Identification

Geef op een schaal van 1 tot 7 aan of je het eens of oneens bent met de stellingen (1 = helemaal mee oneens; 7 = helemaal mee eens)

	Helemaal mee oneens (1)	Mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Ik was in staat de gebeurtenissen in het verhaal te begrijpen op dezelfde manier als Thomas	0	0	0	0	0	0	0
Ik denk dat ik Thomas goed begrijp	0	0	0	0	0	0	0
Ik geloof dat ik de redenen begrijp waarom Thomas doet wat hij doet	0	0	0	0	0	0	0
Terwijl ik het verhaal las, kon ik de emoties voelen die Thomas ervoer	0	0	0	0	0	0	0
Terwijl ik het verhaal las, voelde ik dat ik echt in het hoofd van Thomas kon kijken	0	0	0	0	0	0	0

Op belangrijke momenten in het verhaal dacht ik precies te weten wat Thomas meemaakte	0	0	0	0	0	0	0
Terwijl ik het verhaal las, wilde ik dat Thomas erin zou slagen zijn doelen te bereiken	0	0	0	0	0	0	0
Toen Thomas succes had, was ik blij en toen hij faalde, was ik verdrietig	0	0	0	0	0	0	0

### Transportation

Geef op een schaal van 1 tot 7 aan of je het eens of oneens bent met de stellingen (1 = helemaal mee oneens; 7 = helemaal mee eens)

	Helemaal mee oneens (1)	Mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Tijdens het lezen van het verhaal kon ik de gebeurtenissen voor me zien	0	0	0	0	0	0	0
Tijdens het lezen van het verhaal dacht ik aan andere dingen die om me heen gebeurden (R)	0	0	0	0	0	0	0
Ik kon me voorstellen dat ik me zelf bevond in de gebeurtenissen die beschreven werden	0	0	0	0	0	0	0
Mijn gedachten waren betrokken bij het verhaal tijdens het lezen van het verhaal	0	0	0	0	0	0	0
Toen ik klaar was met het lezen van het	0	0	0	0	0	0	0

verhaal, vond ik het gemakkelijk om er niet meer aan te denken (R)							
Ik wilde weten hoe het verhaal zou aflopen	0	0	0	0	0	0	0
Het verhaal raakte me emotioneel gezien	0	0	0	0	0	0	0
Ik merkte dat ik dacht aan manieren waarop het verhaal anders had kunnen lopen	0	0	0	0	0	0	0
Ik merkte dat ik afgeleid was tijdens het lezen van het verhaal (R)	0	0	0	0	0	0	0

### Comprehensibility

Geef op een schaal van 1 tot 7 aan of je het eens of oneens bent met de stellingen (1 = helemaal mee oneens; 7 = helemaal mee eens)

	Helemaal mee oneens (1)	Mee oneens (2)	Enigszins mee oneens (3)	Neutraal (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Ik kon de actie en gebeurtenissen makkelijk volgen	0	0	0	0	0	0	0
Ik vond het moeilijk om de rode draad van het verhaal te herkennen (R)	0	0	0	0	0	0	0
Het verhaal was logisch en overtuigend	0	0	0	0	0	0	0
Ik begreep waarom het verhaal is gelopen zoals het is gelopen	0	0	0	0	0	0	0
Op sommige momenten in het verhaal was het niet	0	0	0	0	0	0	0

helemaal duidelijk  
waarom iets gebeurde  
(R)

Ik vond het moeilijk  
om te begrijpen wat  
er in het verhaal  
gebeurde (R)

0                      0                      0                      0                      0                      0                      0

### Attitude towards company

Geef op een schaal van 1 tot 7 aan wat jouw mening ten opzichte van het bedrijf *Perfect Cereal* is. Naar mijn mening is het bedrijf *Perfect Cereal* uit het verhaal...

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Sympathiek (R)	0	0	0	0	0	0	0	Onsympathiek
Onvriendelijk	0	0	0	0	0	0	0	Vriendelijk
Negatief	0	0	0	0	0	0	0	Positief
Aantrekkelijk (R)	0	0	0	0	0	0	0	Onaantrekkelijk
Interessant (R)	0	0	0	0	0	0	0	Oninteressant
Modern (R)	0	0	0	0	0	0	0	Ouderwets

### Purchase intention

Geef op een schaal van 1 tot 7 hoe graag je de ontbijtgranen van *Perfect Cereal* zou willen kopen naar aanleiding van het verhaal:

	Helemaal mee eens (1)	(2)	(3)	(4)	(5)	(6)	Helemaal mee oneens (7)
Ik zou het product willen kopen (R)	0	0	0	0	0	0	0



### Attitude towards language

Ik vind de Nederlandse/Engelse taal.... (dependent on the language of the narrative)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Sympathiek (R)	0	0	0	0	0	0	0	Onsympathiek
Onvriendelijk	0	0	0	0	0	0	0	Vriendelijk
Aangenaam (R)	0	0	0	0	0	0	0	Onaangenaam
Elegant (R)	0	0	0	0	0	0	0	Onelegant
Lelijk	0	0	0	0	0	0	0	Mooi
Rationeel	0	0	0	0	0	0	0	Emotioneel
Modern (R)	0	0	0	0	0	0	0	Ouderwets
Internationaal (R)	0	0	0	0	0	0	0	Nationaal
Hoog aanzien hebben (R)	0	0	0	0	0	0	0	Laag aanzien hebben
Goedkoop	0	0	0	0	0	0	0	Duur

### Language proficiency

Geef op een schaal van 1 tot 7 aan hoe goed je bent in de volgende vaardigheden in de Nederlandse/Engelse taal (1 = heel slecht, 7 = heel goed) (dependent on the language of the narrative)

	Heel slecht (1)	(2)	(3)	(4)	(5)	(6)	Heel goed (7)
Lezen	0	0	0	0	0	0	0
Schrijven	0	0	0	0	0	0	0
Luisteren	0	0	0	0	0	0	0
Spoken	0	0	0	0	0	0	0

**English Language proficiency test** (for Dutch/German LexTALE, see Lemhöfer & Broersma (2012))

De test die nu volgt bestaat uit 63 testobjecten. Je krijgt steeds een letterreeks te zien. Jouw taak is om te beslissen of dit een bestaand Engels woord is of niet. Als je denkt dat het een bestaand Engels woord is, kies je "ja", als je denkt dat het geen bestaand Engels woord is kies je "nee".

Als je er zeker van bent dat het woord bestaat, ook als je niet precies weet wat het betekent, mag je toch met "ja" antwoorden. Maar als je twijfelt of het wel een bestaand woord is, kies dan "nee". In deze test wordt gebruik gemaakt van Brits Engelse spelling, en niet van de Amerikaans Engelse spelling. Laat dit je alsjeblieft niet verwarren!

Je hebt zoveel tijd als je wilt voor elke beslissing. Als alles duidelijk is kun je het experiment nu starten.

	Ja	Nee
1 platory	0	0
2 denial	0	0
3 generic	0	0
4 mensible	0	0
5 scornful	0	0
6 stoutly	0	0
7 ablaze	0	0
8 kermshaw	0	0
9 moonlit	0	0
10 lofty	0	0
11 hurricane	0	0
12 flaw	0	0
13 alberation	0	0
14 unkempt	0	0
15 breeding	0	0
16 festivity	0	0
17 screech	0	0
18 savoury	0	0
19 plaudate	0	0
20 shin	0	0
21 fluid	0	0

	Ja	Nee
22 spaunch	0	0
23 allied	0	0
24 slain	0	0
25 recipient	0	0
26 exprate	0	0
27 eloquence	0	0
28 cleanliness	0	0
29 dispatch	0	0
30 rebondicate	0	0
31 ingenious	0	0
32 bewitch	0	0
33 skave	0	0
34 plaintively	0	0
35 kilp	0	0
36 interfate	0	0
37 hasty	0	0
38 lengthy	0	0
39 fray	0	0
40 crumper	0	0
41 upkeep	0	0
42 majestic	0	0

	Ja	Nee
43 magrity	0	0
44 nourishment	0	0
45 abergy	0	0
46 proom	0	0
47 turmoil	0	0
48 carbohydrate	0	0
49 scholar	0	0
50 turtle	0	0
51 fellick	0	0
52 destription	0	0
53 cylinder	0	0
54 censorship	0	0
55 celestial	0	0
56 rascal	0	0
57 purrage	0	0
58 pulsh	0	0
59 muddy	0	0
60 quirky	0	0
61 pudour	0	0
62 listless	0	0
63 wrought	0	0

Tot slot zou ik graag nog wat algemene zaken van je willen weten (omcirkel wat van toepassing is):

**Opleidingsniveau:**

HAVO 4      HAVO 5      VWO 4      VWO 5      VWO 6

**Nationaliteit:**

Nederlands      Anders

**Moedertaal:**

Is Nederlands je moedertaal/één van je moedertalen?

Ja      Nee

**Geslacht**

Man      Vrouw      Anders

**Leeftijd:** \_\_\_\_\_

**Lees je vaak verhalen/boeken? (kruis aan en omcirkel wat van toepassing is)**

Ja, alleen in het Nederlands/een andere taal, namelijk \_\_\_\_\_/beide

Soms, alleen in het Nederlands/een andere taal, namelijk \_\_\_\_\_/ beide

Nee

**Zo ja, wat voor genre lees je? (bijv. romans, biografieën, science-fiction, etc.)** \_\_\_\_\_

\*EINDE\*

Heel erg bedankt voor het invullen van de vragenlijst!

## Appendix C

### Statement of Own Work

Ondergetekende [Voornaam, achternaam en studentnummer],

.....

Bachelorstudent Communicatie- en Informatiewetenschappen aan de Letterenfaculteit van de Radboud Universiteit Nijmegen, verklaart met ondertekening van dit formulier het volgende:

- a. Ik verklaar hiermee dat ik kennis heb genomen van de facultaire handleiding ([www.ru.nl/stip/regels-richtlijnen/fraude-plagiat](http://www.ru.nl/stip/regels-richtlijnen/fraude-plagiat)), en van artikel 16 “Fraude en plagiaat” in de Onderwijs- en Examenregeling voor de BA-opleiding Communicatie- en Informatiewetenschappen.
- b. Ik verklaar tevens dat ik alleen teksten heb ingeleverd die ik in eigen woorden geschreven heb en dat ik daarin de regels heb toegepast van het citeren, parafraseren en verwijzen volgens het Vademecum Rapporteren.
- c. Ik verklaar hiermee ook dat ik geen teksten heb ingeleverd die ik reeds ingeleverd heb in het kader van de tentaminering van een ander examenonderdeel van deze of een andere opleiding zonder uitdrukkelijke toestemming van mijn scriptiebegeleider.
- d. Ik verklaar dat ik de onderzoeksdata, of mijn onderdeel daarvan, die zijn beschreven in de BA-scriptie daadwerkelijk empirisch heb verkregen en op een wetenschappelijk verantwoorde manier heb verwerkt.

Plaats + datum .....

Handtekening .....