

# Bachelor Thesis 2021

## Usage of textual argumentation in advertising durable goods

*How does the presence or absence of textual argumentation affect the  
persuasiveness of an advertisement in durable goods?*

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## Abstract

Arguments are daily used in spoken interactions, whereas it is also used in advertising. In spoken interaction the presence of arguments can imply a delicate situation where someone is mitigating their public face (Brown & Levinson, 1987). In this field of study, it is occasionally more beneficial to withhold arguments if someone does not want to imply a delicate situation (Baranova & Dingemanse, 2016). The current study examined if this effect could also apply to the field of commercial advertising. The research question was *‘How does the presence or absence of textual argumentation affect the persuasiveness of an advertisement in durable goods?’*. The textual arguments which were used were all utility arguments, these arguments provide information about the advertised products. A survey experiment was conducted to investigate this. Persuasiveness was measured on three items: attitude towards the product, attitude towards the advertisement and intention to buy (Jeong, 2008). A total of 175 Dutch participants finished the survey. The result showed a significant effect of the presence of argumentation on persuasiveness. This indicates that the presence of argumentation results in a more persuading advertisement. Whereas the absence of argumentation results in a less persuading advertisement. Therefore, it is beneficial for advertisers of durable goods to implement utility arguments.

*Keywords:* argumentation, durable goods, advertising, persuasiveness, attitude towards the product, attitude towards the advertisement, intention to buy, spoken interaction, politeness theory, elaboration likelihood model, experiment

## Introduction

Everyone in the world wonders why particular events should happen, or why things are as they are presented; these thoughts are central to our sense of understanding phenomena in daily life (Lombrozo, 2006). These thoughts are translated into *why*-questions, which can evoke answers that can be referred to as reasons. In the area of spoken interaction there are multiple terms for this phenomenon, such as accounts, reasons, explanations or arguments. When examining spoken interaction, the term ‘account’ is often used, whereas in an advertising context the term ‘argument’ is used more often. For the purpose of this study, the term ‘argument’ will be used. A definition for argumentation, is presented by Van Eemeren, Jackson and Jacobs (2015); ‘argumentation uses language to justify or refute a standpoint with the aim of securing agreement in views’. Thus, it can be an argument why someone holds a certain belief or opinion about a subject. For example, with stating an argument someone can attempt to explain their belief towards someone with a different belief. In the current study it is investigated how findings in the field of spoken interaction can apply to the field of commercial advertising with the goal of persuasion.

In spoken interaction, arguments can be used to respond to an invitation, an offer, or to some other question which requests action (Antaki, 1994). An argument provides an explanation as to why an answer was given to a specific action. For example, an argument can explain why someone cannot join a person for dinner. There are various types of argumentation in spoken interaction, the most common ones are justifications and excuses. ‘Excuses aim to diminish speaker’s responsibility for the problematic conduct by relying on forces outside his/her control. Justifications do not take away actor’s responsibility for troublesome behavior, but mitigate its problematic character’ (Scott & Lyman, 1968).

Baranova and Dingemanse (2016) specifically examined reason-giving for requests in casual interactions. It appeared that most requests are made without giving a reason for this request. Several grounds are found for withholding a reason, one of these holds that giving a reason to inform is not deemed necessary since most of the time information is derivable from the context of the conversation. Houtkoop-Steenstra (1990) reports similar findings about withholding a reason in spoken interaction. For example, in a conversation between a customer and a shopkeeper it is not necessary to provide reason as to why the customer wants another size of a clothing piece, when trying clothes on in the fitting room. This example illustrates why providing a reason to inform is redundant in situations that are self-explanatory. Baranova and Dingemanse (2016) illustrate a similar example, namely a dinner

setting, within this situation the organization of roles and behavior is very clear. Whenever a person goes out to eat, someone does not give a reason as to why one asks the waiter for some water. These examples are characterized by situational features, such as relationships between persons or their positions within the context, which imply that it is not necessary to provide reason.

Situations when arguments *are* presented, are often delicate or untoward situations (Baranova & Dingmanse, 2016; Scott & Lyman, 1968). A delicate situation can be characterized by various subjects in conversations which can have a negative overtone, such as rejections, unconventional subjects, justifications, politics or religion. All these aspects are sensitive subjects and can be potentially delicate, depending on conversational features. Within these situations, arguments can be presented to maintain 'face', which implies the public image a person presents to society (Goffman, 1978). Someone's face can be threatened when someone publicly experiences a diminished self-image, by for example disagreeing about a subject or when being criticized for something. Brown and Levinson (1987) used the concept of face in their politeness theory. Face is categorized into 'negative face' and 'positive face', deriving from people's needs to maintain face. Negative face implies the need not to be imposed upon or intruded. Whereas positive face implies the need to be appreciated, to be liked and accepted. A line of speech which can threaten face, is called a face threatening act (FTA). For example, an FTA threatening positive face can be an accusation or a rejection which affects one's self-image negatively. FTA's can occur in many shapes; in the degree of how baldly it is and in the degree of politeness. For example, when someone rejects an offer, a person can say 'No I am not coming to your event', this is quite baldly and little to no politeness is shown. However, one can also say 'I am so sorry I cannot come to your event, because my son is ill, and I have to take care of him.', this statement is very polite. Moreover, with providing an argument the person tries to maintain the hearer's face by mitigating the threat, which is the rejection in this example. This theory provides grounds for the fact that arguments function as mitigating factors for social accountability in delicate situations regarding spoken conversation.

Considering the fact that providing an argument mostly occurs in delicate situations, it could be concluded that providing an argument in other situations in spoken interaction is rather disadvantageous, since a person is implying untoward behavior (Scott & Lyman, 1968; Baranova & Dingmanse, 2016; Houtkoop-Steenstra, 1990; Brown & Levinson, 1987; Goffman, 1978). Moreover, according to Mercier and Sperber (2015) arguments are

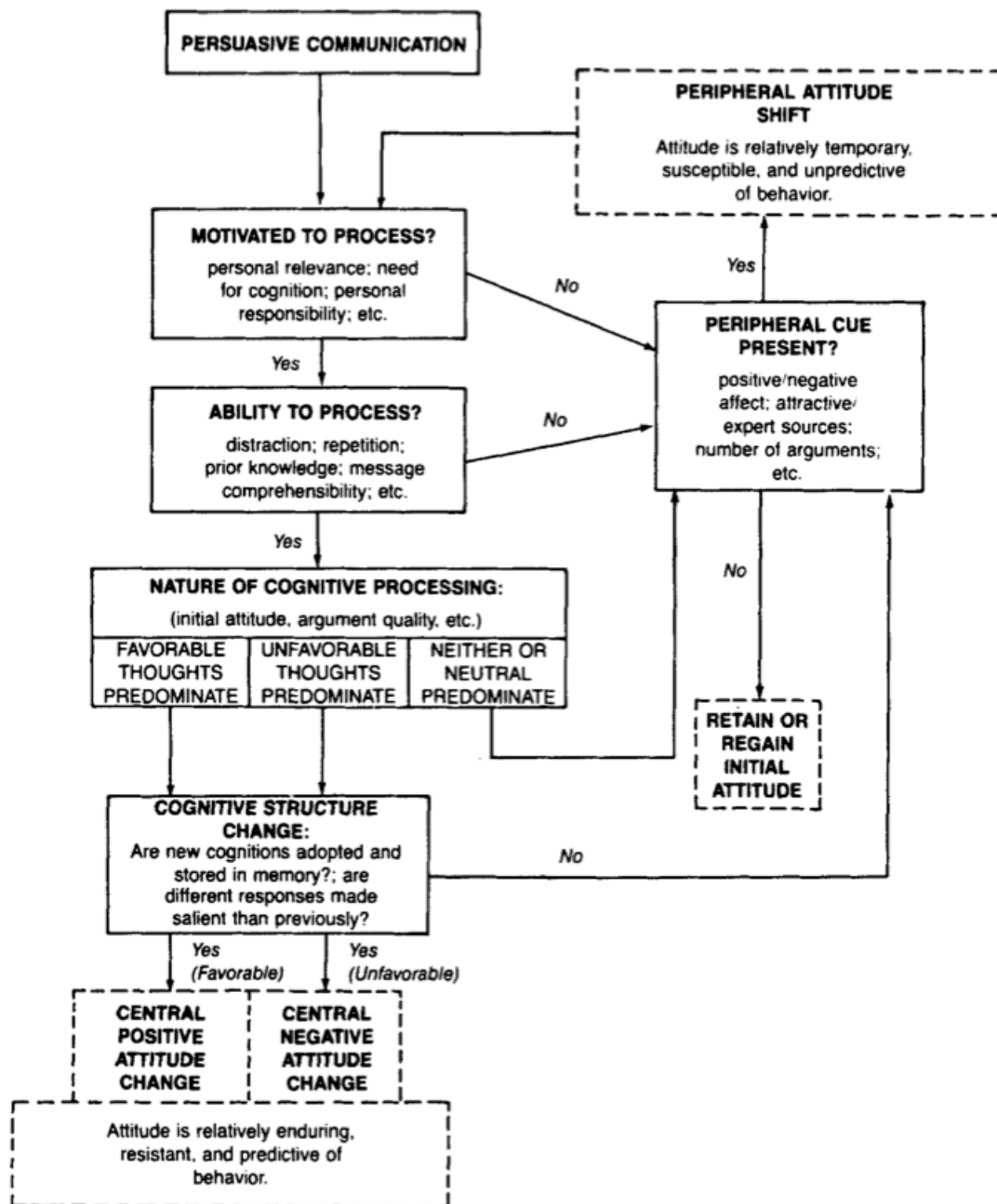
essentially social in conversations, and that providing reason does not always make people look more rational, rather emotional. Besides that, providing more information than necessary, through providing arguments, is generally avoided in conversations. Grice's maxim of quantity entails this standard for having the most effective conversation (Grice, 1975). In spoken interaction it is expected that the speaker does not provide too little but also not too much information.

Thus, withholding an argument in spoken interaction is more common and might be more beneficial than providing it. However, it is not clear whether withholding an argument could also be beneficial in other situations than spoken interaction, namely in an advertising context. Within advertising the providing of arguments is seen as an essential part in persuading the consumer.

'Persuasion is a successful intentional effort at influencing another's mental state through communication in a circumstance in which the persuadee has some measure of freedom' (O'Keefe, 2015). The process of viewing an advertisement and thereafter purchasing a product, because someone's attitude has changed through persuasion, can be explained with the Elaboration Likelihood Model of Persuasion (ELM) (Petty & Wegener, 1998). See Figure 1 on the next page for the model. Attitudes are 'general evaluations people hold in regard to themselves, other people, objects, and issues.' (Petty & Cacioppo, 1986). The model presents two cognitive routes: the central route and the peripheral route. The central route requires a higher cognitive effort and is rather detailed, whereas the peripheral route requires a low effort of thought. When the peripheral route is taken, fully understanding arguments is not necessary to persuade and changing attitudes are mostly based on external factors. These external factors are called peripheral cues, these can occur in various kinds: source expertise, number of arguments, or attractiveness. On the other hand, the central route requires full understanding of the advertisement and changing attitudes are solely based on the information presented in the advertisement. According to Marroquin-Ciendua, Sandoval-Escobar and Sierra-Puentes (2020) the attitudinal change is stronger and more effective when the central route is taken; in this case decisions are more thought through and one's attitude will remain stable for a longer period of time.

The central route is mostly taken when a consumer is considering purchasing a durable good. Durable goods are rather expensive and infrequently purchased, for example cars or washing machines (Smith & Bristor, 1994). Because of the high pricing and the greater uncertainty, consumers consider the purchase of products more critically. Moreover,

the need for certainty when buying a durable good is greater than the need for certainty when purchasing a non-durable good (Noordman, Vonk & Kempff, 1992). As mentioned, a durable good is more expensive and it is supposed to last for a while, whereas non-durable goods are rather inexpensive and can be replaced once in a while. Therefore, the need for certainty is higher when purchasing a durable good. Consequently, the motivation to process the arguments is higher and for this reason, arguments are also evaluated more critically. Therefore, in the current study durable goods will be used as advertised products.



**Figure 1.**  
*The Elaboration Likelihood Model (Petty & Cacioppo, 1986)*

A durable good provides utility over a longer period of time, for this reason utility arguments are often displayed in advertisements. Besides that, utility arguments persuade on the grounds of adequate facts, to avoid irrational persuasion (Blair, 2012). For example, a utility argument for an advertised laptop could be ‘...because this laptop has the fastest processor’. An argument which does not persuade on adequate facts, but on emotions is called an appeal to emotion. Within this type of argument, emotions are being addressed in convincing a person to support a certain view, instead logic reason (Albers-Miller & Stafford, 1999). Since the purpose of this study is to examine the influence of textual arguments on rational persuasion, utility arguments will be used in the materials for this study.

The current study will examine the presence and absence of argumentation and if these conditions affect the persuasiveness of an advertisement. Persuasion is measured on three dimensions: attitude towards the advertisement, attitude towards the product and intention to purchase (based on Jeong, 2008). The sum of the mean scores of these dimensions imply if someone is persuaded by the advertisement or not. When the attitudes towards the advertisement and the product are positive, and there is an intention to purchase; then the mental state of someone has been successfully influenced by advertising.

It is relevant to investigate whether the beneficial effect of withholding arguments in spoken analysis also applies in an advertising context. If this were to be true, it would mean that the company advertising the product trusts their target audience on their knowledge about their product, in a way that arguments are not necessary to add information. However, this cannot be confirmed from previous studies.

Moreover, this study is *relevant to society* in several ways. First of all, commercial organizations can benefit from this study by applying the discovered results to their advertisements. Improvement of their advertisements can lead to more success. Secondly, with this study a better understanding can be created of how advertisements influence people’s behavior. This is important information for the research area of behaviorists. Therefore, this study aims to answer the following research question:

*RQ: How does the presence or absence of textual argumentation affect the persuasiveness of an advertisement in durable goods?*

## Method

### Materials

#### *Operationalization of the independent variable*

The independent variable ‘argumentation in advertisement’ was operationalized by the presence and absence of an argument in three advertisements. These advertised products consisted of the following durable goods: a washing machine, a car and a laptop. The chosen products were based on several studies which have analyzed these products as durable goods (Desai & Purohit, 1999; Sathya & Indirajith, 2018; Choi et al., 2019). Two conditions were created, one condition where argumentation is present and one where it is not. Moreover, the arguments were provided in Dutch to assure correct understanding of the arguments. For the purpose of this study the provided arguments only described utilitarian aspects of the products, which persuade on the grounds of adequate facts to avoid irrational persuasion (Blair, 2012). The arguments which were used are:

- ‘The car of the future, **because it has the newest autopilot functions.**’
- ‘Buy the newest washing machine now, **because it has the most economic energy label; A+.**’
- ‘Thé laptop of the year, **because it has a battery of 36 hours.**’

For the condition ‘absence of argumentation’ solely the statement, which precedes the argument, was displayed. For the condition ‘presence of argumentation’ the statement and a utility argument were displayed. See Appendix B for figures of the advertisements.

### Instruments

#### *Operationalization of the dependent variable*

The dependent variable ‘persuasiveness’ was measured on three dimensions in the current study: the attitude towards the advertisement, attitude towards the product and the intention to buy (based on Jeong, 2008). The sum of the mean scores of these dimensions indicated the degree of persuasion. The dimensions were measured in a survey where a seven-point Likert scale was used (Allen & Seaman, 2007). For each advertisement three statements were presented:

- ‘I think the advertisement is...’
- ‘I think the product is...’
- ‘The chance of me buying the product is...’

The first and second statement, measuring attitude towards the advertisement and attitude towards the product, needed to be answered by the participants on four aspects by marking their opinion in seven-point Likert scales. The first answer scale was anchored from bad (score = 1) to good (score = 7). The second answer scale was anchored from unfavourable (score = 1) to favourable (score = 7). The third answer scale was anchored from unpleasant (score = 1) to pleasant (score = 7). The fourth answer scale was anchored from unattractive (score = 1) to attractive (score = 7).

A Cronbach's alpha of  $\alpha = .895$  showed a good reliability for attitude towards the advertisement, including four items. Moreover, attitude towards the product also had a good reliability with a Cronbach's alpha of  $\alpha = .898$ .

For the third statement, measuring intention to buy, one seven-point Likert scale needed to be answered which was anchored from very unlikely (score = 1) to very likely (score = 7). The reliability of intention to buy could not be measured due to the low number of items it exists of. A total of 27 questions were asked which measured persuasiveness, including the demographic questions the survey consisted of 31 questions. See Appendix A for the entire survey.

## Participants

### *Descriptives*

A total of  $N = 175$  participants finished the survey, including 55 men (31%) and 120 women (69%). The ages of the participants varied between 18 and 77 years old, with a range of 59 ( $M = 27.68$ ,  $SD = 13.46$ ). There were 53 participants who did not finish the survey, and one participant who was too young to participate, these participants were removed from the analysis. Moreover, 33 participants did not have the required level of Dutch to participate, therefore these participants were also removed from the analysis.

The most frequent educational level was academic education with 41%, thereafter higher professional education with 30%, thereafter secondary education with 17%, thereafter secondary vocational education with 11%, and one person did not mention their educational level.

Language proficiency of Dutch was measured on a seven-point Likert scale whereby participants had to assess the statement 'I am fluent in Dutch' with anchors from 'very much disagree' (score = 1) to 'very much agree' (score = 7). To participate in the survey the

minimum level of proficiency had to be 5, which equals 'somewhat agree' on the seven-point Likert scale. On average the language proficiency of Dutch was 6.81 with a range of 2.

The background variable domestic situation indicated whether the participants lived at home with their parents, lived alone, lived alone in a dormitory, lived with their partner, lived with their partner and children, or lived with children without a partner. The majority of the participants lived at home with their parents ( $N = 70$ ; 40%), whereas the least participants lived alone ( $N = 4$ ; 2%) or lived with children without a partner ( $N = 4$ ; 2%). A share of 35% ( $N = 61$ ) lived alone in a dormitory. Moreover, 15% ( $N = 26$ ) lived with a partner and children and 6% ( $N = 10$ ) lived with their partner.

#### *Distribution among conditions*

To establish whether among the two conditions participant's characteristics were evenly distributed, a one-way ANOVA analysis and chi-square tests were conducted. A one-way ANOVA examined the association between the age of the participant and the conditions ( $F(1,173) = .889, p = .35$ ), it did not show a significant effect. A chi-square test examined the association between the educational level of the participants and the conditions ( $\chi^2(4) = 1.716, p = .788$ ), it did not show a significant effect. Another chi-square test examined the association between gender and the conditions ( $\chi^2(1) = 1.377, p = .241$ ), it did also not show a significant effect. The association between domestic situation and the conditions was also examined by a chi-square test ( $\chi^2(5) = 2.596, p = .762$ ), it did not show a significant effect. Lastly, the association between language proficiency of Dutch and the conditions was examined with a chi-square test ( $\chi^2(2) = 1.101, p = .577$ ), also this result was not significant.

All the described tests above did not show a significant result, which indicates that the characteristics of the participants were evenly distributed.

#### Design

The study was conducted with a 2-factor between-subject design where two groups were exposed to three advertisement, one group only viewed advertisements with argumentation and one group only viewed advertisements without argumentation. The independent variable was argumentation and had two levels: absence and presence, and it has a nominal level of measurement. The dependent variable was persuasiveness and had three dimensions: attitude towards advertisement, purchase intention and attitude towards product, and it had an ordinal level of measurement. The analytical model of this study is presented in Figure 2

### Procedure

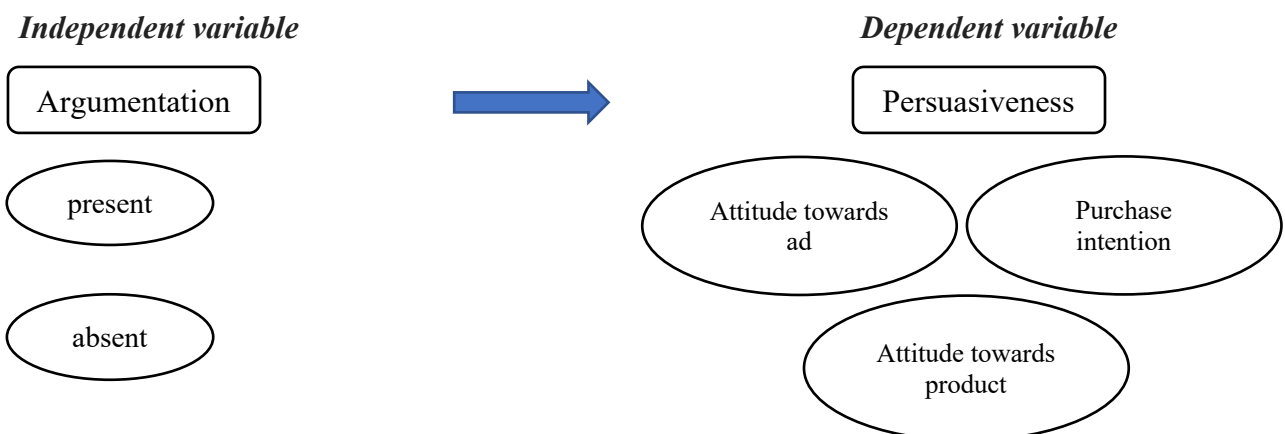
An online Qualtrics survey was used in this study. Respondents were recruited via social media and a link to the survey was sent to them. No financial reward was given to the respondents. The participants were assigned randomly to one of the conditions by the program Qualtrics. At the beginning, participants received a brief description of the study. They were told that the goal of the study was to examine advertisements, this was to make sure that the respondents were not aware of the research question. Informed consent was secured and contact details of experimenters were provided. Demographic questions were asked first, thereafter the advertisements were shown accompanied with the questions measuring the dependent variable. First of all, the washing machine advertisement was shown, thereafter the car advertisement and lastly the laptop advertisement. Participants were presented with three advertisements where for each advertisement nine questions needed to be answered. The duration of the survey was approximately four minutes ( $M = 4.37$ ,  $SD = 4.86$ ). There was no debriefing for the respondents, unless the participants chose to contact us. At the end participants were thanked for their participation.

### Statistical treatment

A one-way ANOVA was conducted to examine the relation between persuasiveness and the presence of argumentation in advertisements.

### **Figure 2.**

*Analytical model of the study*



## Results

The purpose of this study was to examine whether the presence or absence of textual argumentation affected the persuasiveness of an advertisement in durable goods.

### *The effect of textual argumentation on persuasiveness*

A one-way ANOVA showed a significant effect of textual argumentation on persuasiveness ( $F(1,174) = 7.603, p = .006$ ), see Table 1 for means and standard deviations. This indicates that the presence of textual argumentation affects persuasiveness, which consists of attitude towards the advertisement, attitude towards the product, and intention to buy.

**Table 1.**

*Mean and standard deviation for the dependent variable persuasiveness measured with presence of argumentation and without.*

|                              | <b>N</b> | <b>M</b> | <b>SD</b> |
|------------------------------|----------|----------|-----------|
| <b>Without argumentation</b> | 91       | 11.35    | 0.23      |
| <b>With argumentation</b>    | 84       | 12.39    | 0.30      |
| <b>Total</b>                 | 175      | 11.85    | 0.19      |

## Conclusion and discussion

This study aimed to answer the following research question: *‘How does the presence or absence of textual argumentation affect the persuasiveness of an advertisement in durable goods?’*. A survey experiment was conducted to examine the effect of textual argumentation in advertising, more specifically the effect of utility arguments in advertisements of durable goods. Results show that the presence of textual argumentation has an effect on the persuasiveness of the message. The absence of arguments results in a less persuading message than when arguments are present.

The result of this study is in line with the previous literature. First of all, when considering The Elaboration Likelihood Model of Petty and Cacioppo (1986); it was assumed that the central route would be taken, because the need for certainty is high; since durable goods are rather expensive and are supposed to provide utility for a longer period of time (Noordman, Vonk & Kempff, 1992).

Therefore, the motivation to process the information is high as well, on these conditions the central route would be taken. The central route requires full understanding of the advertisement and changing attitudes are solely based on the information presented in the advertisement. The utility arguments, which were displayed in the advertisements, provided information about the durable goods, by which participants were persuaded. Participants were not equipped with this information when textual argumentation was absent, in this case it appeared that persuasiveness was lower. When a message aims to persuade via the central route, it is important that the reader is able to process the message. It is important that the reader has enough prior knowledge about the advertised product. If this ability is decreased or absent, the peripheral route will be taken instead of the central route. When the peripheral route is taken it is more likely that there is no attitude change, thus no persuasion, unless a peripheral cue is present (Petty & Cacioppo, 1986). However, these were not included in the advertisement of this survey. Therefore, it would be likely that the participant was not persuaded, resulting in a lower persuasiveness score for the group who viewed advertisements without textual argumentation.

However, we did not control for the motivation the participants needed to process the message. For the participants who were less persuaded, it could be that there was enough prior knowledge, but just no personal relevance. For example, for someone who has just bought a new washing machine, it is not personally interesting to buy another one. If someone does not expect to need it in their life, their motivation to process the information is decreased or absent (Petty & Cacioppo, 1986). Also in this case, the peripheral route will be taken then, which results in less to no persuasion.

Furthermore, the nature of cognitive processing determines if a predominant thought is formed and whether it is positive or negative. The model assumes that someone is willing to elaborate with the text to at least some extent. When a participant is motivated and able to process the information, it is very likely that a predominate thought is formed, which can result in cognitive persuasion (Petty & Cacioppo, 1986). When a positive or negative thought is formed, cognitive structures change and therefore one's decision can be influenced. For the group participants who reviewed advertisements with the presence of textual argumentation, it is likely that positive thoughts were formed and one's decision was positively influenced. For the group of participants who reviewed advertisements without textual argumentation, it is likely that no predominate thought or negative thought was formed, which each result is less to no persuasion.

When placing the result of this study in the field of spoken interaction, Baranova and Dingemans (2016) stated that providing an argument was not deemed necessary when enough information could be derived from the context of the situation. It could be that advertisements are perceived as situations where more information is needed to evaluate the situation properly. Moreover, Houtkoop-Steenstra (1990) stated that arguments are redundant in situations which are self-explanatory. However, one may wonder to what extent advertisements are self-explanatory, if someone has little to no prior knowledge about a product, then more information is required to convince someone that a certain product is needed in their life. An argument can provide this information. For this reason, it is likely that the group participants who reviewed advertisements with textual argumentation were more persuaded than the group who did not have this information.

Regarding the politeness theory, it can be argued that less face is threatened in an advertisement, since it is about a company's image and not about a personal image (Brown and Levinson, 1987). However, the face of a company can still be threatened if a stakeholder holds a negative attitude towards the company. Therefore, an argument may be a crucial part in mitigating a face threatening act, which can occur in a person refusing to buy the product because one has a negative perception of the company's image. Therefore, a company will always attempt to maintain positive face. Additional research states several politeness strategies which are used in advertising to persuade a stakeholder to buy the product (Del Saz Rubio & Milagros, 2000; Vazquez-Hermosilla, 2012). Namely, most of the time positive politeness strategies are used to emphasize the positive face of the company to persuade the stakeholder. For example, establishing and highlighting a common ground between the company/its advertised product and the stakeholder, is a positive politeness strategy. To illustrate this, the advertisements used in the current study display utility arguments as a reason as to why a stakeholder needs to buy the product. The information derived from this argument is common ground. When considering the laptop advertisement, the battery life is an important and rather familiar aspect of a laptop for a broad public. Whereas, for example the types of chips used in a laptop or other technological details would not be a great argument to establish common ground, since the public, who has enough knowledge to be appealed by this information, is much smaller. Thus, according to the politeness theory the presence of arguments can be beneficial for the company in a way of maintaining a positive face, which can result in a more persuading advertisement.

Regarding the method, there are some limitations in this study. The dependent variable persuasiveness was measured on three items according to the theory of Jeong (2008). These three items were attitude towards the advertisement, attitude towards the product and intention to buy the product. However, there might be more and different indicators to measure the degree of persuasiveness which may result in different findings. Furthermore, the participants all had the Dutch nationality, and the survey was conducted in Dutch, which is their native language. Advertisements which are displayed in someone's native language are perceived as more emotional than when the advertisement would be displayed in a non-native language (Puntoni, De Langhe, & Van Osselaer, 2009). This is caused by associations someone has with certain words in their native language and in their non-native language. Most of the time someone has more experiences with these words in their native language, and therefore the emotional arousal is higher. Emotion might influence one's attitude, thus influence persuasion. Furthermore, it is important to note that culture also interacts with language. Each culture has specific epistemologies which can influence semantic processing and knowledge representation (Imai, Kanero, & Masuda, 2016). These cognitive processes are relevant to investigate when using the ELM model. Moreover, the participants received the survey online by means of a link. The situational circumstances wherein the survey was made were not controlled, and it could be that these had an effect on the results of the survey. The state of mind of the participant and distracting surroundings may have influenced results of the survey.

Based on the limitations, further research could examine another theory to measure persuasiveness, by adding more items to the measurement of persuasiveness or by adapting another method, such as observing. Moreover, it may be interesting for further research to investigate the effect of textual argumentation in advertising in a different language or in multiple languages to reveal linguistic and cultural differences. Lastly, conducting a real-life setting experiment would be recommended to construct a more ecological valid research design.

It can be recommended for companies, who sell durable goods, to provide utilitarian information when advertising a product (Petty & Cacioppo, 1986). The result of this study, as well as the applied theories indicate that the presence of information in the form of a utility argument is beneficial in persuading a stakeholder. Moreover, also for the company's image it is beneficial to provide arguments when advertising a durable good (Brown and Levinson, 1987; Del Saz Rubio & Milagros, 2000; Vazquez-Hermosilla, 2012).

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## Appendix A: Survey

Beste deelnemer,

Bedankt dat u wil deelnemen aan ons onderzoek. Wij zijn vijf studenten van de Radboud Universiteit Nijmegen. Momenteel zitten wij in de laatste fase van onze Bachelor International Business Communication. Door het invullen van deze enquête helpt u ons bij het afronden van de laatste fase van onze studie. Wij doen onderzoek naar advertenties van producten.

De antwoorden zijn volledig anoniem en u heeft het recht om de vragenlijst op elk moment te stoppen zonder daarvoor een reden te geven. De enquête zal ongeveer 10 minuten duren. Er zijn geen goede of foute antwoorden, volg gewoon je gevoel bij het beantwoorden van de vragen.

Mocht u vragen hebben wat betreft ons onderzoek, neem dan contact op met Lisa van der Burgt (e-mail: [lisa.vanderburgt@student.ru.nl](mailto:lisa.vanderburgt@student.ru.nl)). Als u klachten heeft betreffende het onderzoek, dan kunt u ook bij haar terecht.

Met vriendelijke groet,

Nathan Miango  
Sanne Teunissen  
Lisa van der Burgt  
Fleur Kok  
Imke Janssen

Ik heb bovenstaande informatie gelezen en geef toestemming om door te gaan naar de enquête.

|                          |                    |
|--------------------------|--------------------|
| Nee, ik wil niet meedoen | Ja, ik wil meedoen |
|--------------------------|--------------------|

### Enquete vragen

Hoe oud bent u?

---

Wat is uw geslacht?

- Man
  - Vrouw
  - Anders,
- 

Wat is uw nationaliteit

---

Wat is uw hoogst genoten opleiding?

- Basis onderwijs
- Voortgezet onderwijs
- MBO
- HBO
- WO
- Zeg ik liever niet

### Wasmachine (conditie 1 of 2)

Ik vind de **advertentie**...

- |                    |   |   |   |   |   |   |   |               |
|--------------------|---|---|---|---|---|---|---|---------------|
| 1. Slecht          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Goed          |
| 2. Ongunstig       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Gunstig       |
| 3. Onaangenaam     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Aangenaam     |
| 4. Onaantrekkelijk | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Aantrekkelijk |

Ik vind het **product**...

- |                    |   |   |   |   |   |   |   |               |
|--------------------|---|---|---|---|---|---|---|---------------|
| 5. Slecht          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Goed          |
| 6. Ongunstig       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Gunstig       |
| 7. Onaangenaam     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Aangenaam     |
| 8. Onaantrekkelijk | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Aantrekkelijk |

De kans dat ik het product ga kopen is...

- |                        |   |   |   |   |   |   |   |                       |
|------------------------|---|---|---|---|---|---|---|-----------------------|
| 9. Zeer waarschijnlijk | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Zeer onwaarschijnlijk |
|------------------------|---|---|---|---|---|---|---|-----------------------|

### Auto (conditie 1 of 2)

Ik vind de **advertentie**...

- |                    |   |   |   |   |   |   |   |               |
|--------------------|---|---|---|---|---|---|---|---------------|
| 1. Slecht          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Goed          |
| 2. Ongunstig       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Gunstig       |
| 3. Onaangenaam     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Aangenaam     |
| 4. Onaantrekkelijk | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Aantrekkelijk |

Ik vind het **product**...

- |                    |   |   |   |   |   |   |   |               |
|--------------------|---|---|---|---|---|---|---|---------------|
| 5. Slecht          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Goed          |
| 6. Ongunstig       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Gunstig       |
| 7. Onaangenaam     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Aangenaam     |
| 8. Onaantrekkelijk | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Aantrekkelijk |

De kans dat ik het product ga kopen is...

9. Zeer waarschijnlijk 1 2 3 4 5 6 7 Zeer onwaarschijnlijk

### Laptop (conditie 1 of 2)

Ik vind de **advertentie**...

- |                    |   |   |   |   |   |   |   |               |
|--------------------|---|---|---|---|---|---|---|---------------|
| 1. Slecht          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Goed          |
| 2. Ongunstig       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Gunstig       |
| 3. Onaangenaam     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Aangenaam     |
| 4. Onaantrekkelijk | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Aantrekkelijk |

Ik vind het **product**...

- |                    |   |   |   |   |   |   |   |               |
|--------------------|---|---|---|---|---|---|---|---------------|
| 5. Slecht          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Goed          |
| 6. Ongunstig       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Gunstig       |
| 7. Onaangenaam     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Aangenaam     |
| 8. Onaantrekkelijk | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Aantrekkelijk |

De kans dat ik het product ga kopen is...

9. Zeer waarschijnlijk 1 2 3 4 5 6 7 Zeer onwaarschijnlijk

Ontzettend bedankt dat u de tijd heeft genomen om deze enquête in te vullen. U heeft ons daarmee enorm geholpen!

## Appendix B: Advertisements

Figure B1: Advertisement washing machine without argumentation



Figure B2: Advertisement washing machine with argumentation



*Figure B3: Advertisement laptop without argumentation*



*Figure B4: Advertisement laptop with argumentation*



*Figure B5: Advertisement car without argumentation*



*Figure B6: Advertisement car with argumentation*



## Appendix C: Ethical checklist

### Checklist EACH (version 1.6, november 2020)

1. Is a health care institution involved in the research?

*Explanation: A health care institution is involved if one of the following (A/B/C) is the case:*

- A. One or more employees of a health care institution is/are involved in the research as principle or in the carrying out or execution of the research.
- B. The research takes place within the walls of the health care institution and should, following the nature of the research, generally not be carried out outside the institution.
- C. Patients / clients of the health care institution participate in the research (in the form of treatment).
  - No → continue with questionnaire
  - Yes → Did a Dutch Medical Institutional Review Board (MIRB) decide that the Wet Medisch Onderzoek (Medical Research Involving Human Subjects Act) is not applicable?
    - Yes → continue with questionnaire
    - No → This application should be reviewed by a Medical Institutional Review Board, for example, the Dutch [CMO Regio Arnhem Nijmegen](#) → end of checklist

2. Do grant providers wish the protocol to be assessed by a recognised MIRB?

- No → continue with questionnaire
- Yes → This application should be reviewed by a Medical Institutional Review Board, for example, the Dutch [CMO Regio Arnhem Nijmegen](#) → end of checklist

3. Does the research include [medical-scientific research](#) that might carry risks for the participant?

- No → continue with questionnaire
- Yes → This application should be reviewed by a Medical Institutional Review Board, for example, the Dutch [CMO Regio Arnhem Nijmegen](#) → end of checklist

## Standard research method

4. Does this research fall under one of the stated [standard research methods](#) of the Faculty of Arts or the Faculty of Philosophy, Theology and Religious Studies?

- Yes → 12. Standard questionnaire research → continue with questionnaire
- No → assessment necessary, end of checklist

## Participants

5. Is the participant population a healthy one?

- Yes → continue with questionnaire
- No → assessment necessary, end of checklist → [go to assessment procedure](#)

6. Will the research be conducted amongst minors (<16 years of age) or amongst (legally) incapable persons?

- Yes → assessment necessary, end of checklist → [go to assessment procedure](#)
- No → continue with questionnaire

## Method

7. Is a method used that makes it possible to produce a coincidental finding that the participant should be informed of?

- Yes → assessment necessary, end of checklist → [go to assessment procedure](#)
- No → continue with questionnaire

8. Will participants undergo treatment or are they asked to perform certain behaviours that can lead to discomfort?

- Yes → assessment necessary, end of checklist → [go to assessment procedure](#)
- No → continue with questionnaire

9. Are the estimated risks connected to the research minimal?

- No → assessment necessary, end of checklist → [go to assessment procedure](#)
- Yes → continue with questionnaire

10. Are the participants offered a different compensation than the usual one?

- Yes → assessment necessary, end of checklist → [go to assessment procedure](#)
- No → continue with questionnaire

11. Should [deception](#) take place, does the procedure meet the standard requirements?

- No → assessment necessary, end of checklist → [go to assessment procedure](#)
- Yes → continue with questionnaire

12. Are the standard regulations regarding [anonymity and privacy](#) met?

- No → assessment necessary, end of checklist → [go to assessment procedure](#)
- Yes → continue with questionnaire

## Conducting the research

13. Will the research be carried out at an external location (such as a school, hospital)?

- No → continue with questionnaire
- Yes → Do you have/will you receive written permission from this institution?
  - No → assessment necessary, end of checklist → [go to assessment procedure](#)
  - Yes → continue with questionnaire

14. Is there a contact person to whom participants can turn to with questions regarding the research and are they informed of this?

- No → assessment necessary, end of checklist → [go to assessment procedure](#)
- Yes → continue with questionnaire

15. Is it clear for participants where they can file complaints with regard to participating in the research and how these complaints will be dealt with?

- No → assessment necessary, end of checklist → [go to assessment procedure](#)
- Yes → continue with questionnaire

16. Are the participants free to participate in the research, and to stop at any given point, whenever and for whatever reason they should wish to do so?

- No → assessment necessary, end of checklist → [go to assessment procedure](#)
- Yes → continue with questionnaire

17. Before participating, are participants informed by means of an information document about the aim, nature and risks and objections of the study? (zie [explanation on informed consent](#) and [sample documents](#)).

- No → assessment necessary, end of checklist → [go to assessment procedure](#)
- Yes → continue with questionnaire

18. Do participants and/or their representatives sign a consent form? (zie [explanation on informed consent](#) and [sample documents](#)).

- No → assessment necessary, end of checklist → [go to assessment procedure](#)
- Yes → checklist finished

**If you want to record the results of this checklist, please save the completed file.**

**If you need approval from the EACH due to the requirement of a publisher or research grant provider, you will have to follow the formal assessment procedure of the EACH.**

## Appendix D: Statement of own work

### Statement of Own Work

Student name: Sanne Teunissen  
Student number: S1025247  
Course code and name: SCRSEM2 V/ Bachelor's Thesis  
Supervisor: Dr. Julija Baranova  
Number course group: Group 2b

PLAGIARISM is the presentation by a student of an assignment or piece of work which has in fact been copied in whole or in part from another student's work, or from any other source (e.g., published books or periodicals or material from Internet sites), without due acknowledgement in the text.

#### DECLARATION:

- a. I hereby declare that I am familiar with the faculty manual (<https://www.ru.nl/facultyofarts/stip/rules-guidelines/rules/fraud-plagiarism/>) and with Article 16 "Fraud and plagiarism" in the Education and Examination Regulations for the Bachelor's programme of Communication and Information Studies.
- b. I also declare that I have only submitted text written in my own words
- c. I certify that this thesis is my own work and that I have acknowledged all material and sources used in its preparation, whether they be books, articles, reports, lecture notes, and any other kind of document, electronic or personal communication

Signed: Sanne Teunissen

Place and date: Nijmegen, 07-06-2021