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Bachelor Thesis

The effect of language (French,
English and Dutch) on the level of
persuasiveness of a corporate narrative

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Abstract

The influence of language on narrative persuasion has not been researched often. Consequently, the current study used a corporate narrative to examine whether the language of the narrative affects the mechanisms of narrative persuasion, like emotional involvement, identification, transportation and comprehensibility. Another question that has been researched is whether the language affects the attitude towards a company and the purchase intention of its potential customers. Within the current study, a between-subject design was used in which 54 participants read the French narrative, 72 read the Dutch narrative and 75 read the English narrative. All participants were Dutch students in their upper-secondary school level. It turned out that language did have an influence on the narrative persuasion, in line with expectations. While it did not affect sympathy and empathy, it did affect all the other underlying mechanisms. The French narrative was perceived to be the most negative, and there were no differences between the Dutch and the English narrative. It was also found that the language affected the attitude towards the company and the purchase intention. Again, the attitude towards the company was the most negative after reading the French narrative and no differences were found between the English and the Dutch one. However, the purchase intention was the highest after reading the narrative in the mother language, while no differences were found between the English and French narratives.

1. Introduction

Companies have to operate in an increasingly global environment. They not only have to continuously adapt to changes in order to keep attracting clients and to compete with other companies, but moreover have to raise awareness for and communicate about their products or services. Besides advertisements and marketing campaigns, narrative persuasion is also used to change readers' attitudes in favour of the company. De Graaf, Hoeken, Sanders and Beentjes (2009) defined narrative persuasion as "the acceptance of attitudes and beliefs as a result of processing stories that are not overtly persuasive [...]" (p. 246).

Companies could use English for their communication, as is it considered to be the lingua franca of the corporate world (Shaw, 2015). The reality, however, is that companies have to cope with many different languages and cultures. This is the debate between standardisation and adaptation of marketing campaigns (Loukakou & Membe, 2012). McDonalds for example has the same identity all over the world, but also adapts the language of their campaigns to different countries (Loukakou & Membe, 2012). In the Netherlands, McDonalds has Dutch menus, Dutch advertisements and even Dutch products such as the *McKroket*.

English is not the only foreign language companies have to cope with. That is also the case in the Netherlands, where English is not the only foreign language. Children start to learn German and French in the first and second grade of secondary school. Later, they have to choose one of these two languages for specialisation until their exam year.

One of these languages, French, is a Roman language and therefore completely different from Dutch. It might be hard for a Dutch person to derive the meaning of a word from the context in a French narrative. This could influence the level of persuasiveness of the corporate narrative. The effect of English and Dutch on narrative persuasion was already studied by Spring (2017), but these languages are more common in the Netherlands than French. To the best of my knowledge, the addition of the French narrative has not been a topic of research yet and it might lead to different outcomes in comparison to the study of Spring (2017). It is therefore interesting to find out if the French narrative is still able to persuade a Dutch reader, considering that the French language is fundamentally different from Dutch and less spoken in the Netherlands than the other foreign language in the current study, English.

The findings from the current study might help companies to decide whether to communicate in a local language or to use the language of its domicile country. Furthermore, it contributes to the long-standing research of second language use as well as the effectiveness

of corporate narratives and their persuasion. This last field seems to be under-researched. Therefore, the current study aims to make a relevant contribution by combining the use of a corporate narrative to the field of first versus second-language (L1 vs. L2) use.

2. Literature review

The corporate narrative used in the current study is a founding narrative (Spring, 2017). A founding narrative describes the thinking behind the company's development. A corporate narrative is commonly used to reach and influence potential clients of a company (Hagel, 2013). Busselle and Bilandzic (2009) say that a corporate narrative could even be used for persuasive purposes.

2.1. Narrative persuasion

The narrative persuasion has often been studied (e.g. De Graaf, Hoeken, Sanders & Beentjes, 2012; Green & Brock, 2000; Spring, 2017). De Graaf et al. (2009) state that narrative persuasion is not an obvious way of persuasion and that readers can be influenced on topics that are not related to the reader himself (for the sake of simplicity, the reader will be referred to as a male person). It is therefore beneficial for a company to use a narrative, because it could affect the attitude towards and beliefs about the company which potential clients might have (Spring, 2017). Furthermore, we live in a society with information overload (Eppler & Mengis, 2004), so companies have to seek new and effective ways to persuade their potential clients. Narrative persuasion could thus be considered effective given that it is not an obvious method of persuasion (De Graaf et al., 2009).

In order for a narrative to be persuasive, and therefore successful for a company, the following mechanisms of narratives have to be considered: identification, transportation, comprehensibility and emotional involvement. With the narrative, a company aims to change attitudes to its benefit. The ultimate goal of a company is either to change attitudes to its benefit or to have (potential) clients buying its product (Lafferty, Goldsmith & Newell, 2002). Therefore, purchase intention and attitude towards the company will be measured as well. Since the current study is about whether the language of the narrative affects its persuasiveness, language will also be discussed in the following sections, along with the underlying mechanisms of narrative persuasion.

2.2. Identification

An important underlying mechanism in narrative persuasion is identification (Busselle & Bilandzic, 2009; Cho, Shen & Wilson, 2012; De Graaf et al., 2009). Cohen (2001) describes identification as the replacement of the reader's personal identity with the identity of the character in the narrative. If identification with the character is high, the reader stops "to be aware of his or her social role as an audience member and temporarily (but usually repeatedly) adopts the perspective of the character ... " (Cohen, 2001, p.251). According to Slater and Rouner (2002), identification is a mechanism that can change attitudes. This could be useful for the current study, because if identification is high, it could change attitudes towards the company possibly in a positive way. Slater and Rouner (2002) state that the identification mechanism is a complex one; it is not necessarily about liking someone, but it is more about feeling similar to a character. In other words: if the reader has the same attitude and beliefs as the character in the narrative, it is more likely that the reader will feel sympathetic to and will consequently identify himself with the character.

De Graaf et al. (2012) did two experiments to find out whether identification was an important mechanism for narrative persuasion. For their experiments, De Graaf et al. (2012) manipulated the perspectives of the characters in order to indicate identification as an underlying mechanism of narrative persuasion. They found evidence that identification with the character influenced the perspective on attitudes. Therefore, De Graaf et al. (2012) state that identification could be an important underlying mechanism for narrative persuasion.

2.3. Transportation

Transportation is an often studied topic within narrative persuasion (e.g. Busselle & Bilandzic, 2009; De Graaf et al., 2009; Green & Brock, 2000). Transportation is defined as a situation where readers "lose track of time, fail to observe events going on around them, and feel they are completely immersed in the world of the narrative" (Green, 2004, p. 247). Green and Brock (2000) state that transportation decreases negative responses towards the narrative. Thus, if the reader is highly transported into the story, it could result in a decrease of negativity. This is useful for a company since it is what they optimally want to achieve. In their first experiment, Green and Brock (2000) measured the relation between transportation and beliefs. In the narrative used in the experiment, multiple beliefs were stated about a murder in a shopping mall, for example that it is an unsafe place and that psychiatric patients' freedom should be restricted. They found a match in the beliefs from the highly transported reader and the beliefs stated in the narrative. Therefore, the experiment proved once more that transportation is an important underlying mechanism of narrative persuasion to change beliefs

(Green & Brock, 2000). The experiment of Green and Brock (2000) also showed that it does not matter whether a narrative is fact or fiction. The current study uses a fictional corporate narrative, but based on the experiment of Green and Brock (2000), the level of transportation should not be affected by fiction or fact.

If the reader is actually transported into the narrative world, he will likely go through the loss of self-awareness, because he connects emotionally with the character in the narrative (Cohen, 2001). Furthermore, transportation may lead to loss of time (Busselle & Bilandzic, 2009). In other words, if the reader experiences loss of time and loss of self-awareness, it means that the reader is highly transported into the story. Thus, these are important constructs for the measurement of transportation.

The mechanism transportation also has its disadvantages. For example, when the reader is distracted, it is not possible for him to be entirely swept away into the fictional world (Busselle & Bilandzic, 2009). Therefore, it is important to minimize distraction as much as possible within the current study. Reduction of distraction will probably increase the influence of the other underlying mechanisms in narrative persuasion. Considering that it is an important construct of transportation, distraction will be measured in the current study.

2.4. Emotional involvement

Busselle and Bilandzic (2009) defined emotional involvement as "emotions viewers have with respect to characters" (p.331). De Graaf, Hoeken, Sanders and Beentjes (2009) studied the different dimensions in narrative engagement. In their experiment, they presented a narrative about the Dutch asylum policy. The participants had to answer questions about different dimensions in narrative engagement such as emotions, attentional focus, narrative presence and identification with the asylum seeker. De Graaf et al. (2009) found that the attitude towards the topic (in this case the asylum policy) was only influenced by the emotions dimension (i.e. emotional involvement). The other dimensions studied in De Graaf et al. (2009) (i.e. narrative presence, attentional focus and adopting identity of protagonist) did not have an influence on attitudes. Therefore, only emotional involvement will be used in the current study.

In their study, Busselle and Bilandzic (2009) measured the emotional involvement as being part of narrative engagement. However, their study was not performed with paper narratives, but with TV series which may have led to different outcomes. Busselle and Bilandzic (2009) also found evidence that emotions are important in measuring narrative engagement. In their study, Busselle and Bilandzic (2009) connected emotions to the beliefs

about story-consistency. The other dimensions (attentional focus, narrative understanding and narrative presence) were not as strongly related to the beliefs about story-consistency as emotions, which proves once more that emotional involvement is an important underlying mechanism of narrative persuasion.

Busselle and Bilandzic (2009) split emotional involvement into two dimensions: sympathy and empathy. In other words, the reader feels either for the characters' emotions or he feels the emotions themselves. In their study, Busselle and Bilandzic (2009) stated that emotional involvement is not related to any specific emotions. This outcome is useful, considering that it is difficult to predict the possible emotions evoked by a narrative.

Besides sympathy and empathy, enjoyment is also a construct within emotional involvement. Since it is likely that enjoyment may result in positive attitudes, it is a relevant construct within narrative persuasion (Nabi & Kremer, 2004). Enjoyment could be strongly related to the other underlying mechanisms of narrative persuasion (i.e. identification and transportation), which confirms once more that enjoyment should be considered as an important mechanism of narrative persuasion.

2.5. Comprehensibility

The level of comprehension of the narrative is often labelled as narrative understanding (Busselle & Bilandzic, 2009). Comprehensibility is described by Busselle and Bilandzic (2009) as "a mental model which represents settings, characters, and situations, and [is] created by combining information from the text with knowledge the reader or viewer already possesses about life in general as well as about the specific topic and genre of the narrative". (p. 322).

According to Busselle and Bilandzic (2009), comprehension of the narrative might also result in a higher level of identification and transportation. A low comprehension can thus lead to the reader not being persuaded, which makes it an important underlying mechanism of narrative persuasion. Comprehension can be disrupted by distraction, just as transportation (Busselle & Bilandzic, 2009). A narrative written in a foreign language could result in a loss of comprehensibility. It is possible that a reader does not understand one or more words. Consequently, he has to think deeper about those words and his attention can shift away. This might create lower comprehensibility and in turn decrease the other underlying mechanisms of narrative persuasion.

2.6. *Language and narrative persuasion*

It is not only comprehensibility which strongly relates to the language of the narrative, but so do the other underlying mechanisms of narrative persuasion. As mentioned before, identification, enjoyment and transportation could be related to comprehensibility (Busselle & Bilandzic, 2009).

Even though Spring (2017) did not find a significant effect of language on enjoyment, identification nor transportation, lack of comprehensibility might still result in a decrease of the other underlying mechanisms, certainly as a French narrative will now be added. English is more broadly spoken in the Netherlands than French and moreover people are used to English in their daily lives (Puntoni, De Langhe & Osselaer, 2009; Van Der Werf, 2014), which might cause different outcomes. Furthermore, the participants of the current study are secondary-school students whose level of English will be around B2-C1; French, however, is supposed to be around level B1-B2 (ERK, n.d.). Since the students do not have a full proficiency in French and English, it is likely they will not entirely understand the text. The absence of comprehensibility could thus hinder the narrative persuasion.

Puntoni et al. (2009) also state that the perceived emotionality (i.e. in the current study empathy and sympathy) is higher for L1 than for L2. Language will thus very likely affect the underlying mechanisms of narrative persuasion, and therefore the following research question was developed:

RQ: To what extent does the language of the corporate narrative (French, Dutch or English) affect its persuasiveness?

According to the revised hierarchical model (Kroll & De Groot, 1997), processing a story written in L2 is more complicated than a story written in L1. Based on this study as well as the indicated proficiency levels by ERK (n.d.), it is expected that the reader will be least persuaded after reading the French narrative, followed by the English one and the reader will likely be persuaded most after reading the Dutch narrative considering that it is his mother tongue. Since it is not only the company's goal to change attitudes of the potential clients to its benefit, but also to stimulate potential clients to buy the product, the following research question was developed:

RQ: To what extent does the language of the corporate narrative (French, Dutch or English) affect the purchase intention and the attitude towards the company?

Pagani, Goldsmith and Perrachio (2015) measured whether the attitude towards the brand would be different after viewing a standardized advertisement (in English) or a TV-

advertisement in their local language. They found a more positive attitude towards the brand after viewing a TV-advertisement in a local language. Based on the study of Pagani et al. (2015) and the proficiency levels indicated by ERK (n.d.), it is expected that attitude towards the company will be the most positive after reading the Dutch narrative, followed by English and that the attitude towards the company will be most negative after reading the French narrative.

With regard to purchase intention, Lafferty, Goldsmith and Newell (2002) found that it is positively related to attitude towards the brand. Moreover, Im, Lennon and Stoel (2010) found that easy-to-process stimuli lead to a higher intention to buy a product. Language could be considered as such stimulus. Processing a language is related to its proficiency and therefore, based on the levels indicated by ERK (n.d.), it is expected that French is harder to process than English and English will be, in turn, harder to process than Dutch. The assumption is thus that buying the product is most likely after reading the Dutch narrative, followed by the English narrative, and that the intention to buy the product will be the lowest after reading the French narrative (Lafferty et al., 2002; Im et al., 2010; ERK, n.d.).

3.Theoretical and practical relevance

As already mentioned before, not much research seems to have been done on the use of different languages in corporate narratives. Spring (2017) has tested whether English narratives influenced the Dutch and the Germans differently compared to a narrative in their mother tongue. These languages are, however, quite similar and moreover, English is the lingua franca of the world (Shaw, 2015) and consequently well-known amongst most of the population (Puntoni et al., 2009). It is thus interesting to know what effect a completely different and at the same time less-known language has on the persuasiveness of the corporate narrative. Dutch upper-secondary school students are currently learning French, English and Dutch. They are the ideal participants, considering that they are actively learning these three languages. The current study contributes to the research areas of second-language use and narrative persuasion, in terms of the effect of language on a reader as well as the effectiveness of corporate narratives. This combination seems to be under-researched while the outcomes are rather relevant for scientific research

Moreover, companies do benefit from knowing whether to adapt their communication to the local language or to keep it in the company's original language. If all three languages have the same effect on the readers, it is favourable for companies given that not translating a narrative saves a considerable amount of time and money.

4. Method

4.1. Materials

The same corporate narratives as in the study of Spring (2017) were used. The corporate narrative is about an imaginary company named *Perfect Cereal*. The narrative tells the story of Oscar and Tom who wanted to found a company that creates the perfect cereals. They are childhood friends and had to overcome a few obstacles, but the company is successful now. The product is based on the cereals of the German company *mymüsli*, but the corporate narrative was created by Spring (2017) to avoid any familiarity with the corporate narrative of the company *mymüsli*.

The German version was replaced with a new French version. The Dutch narrative consists of 1,194 words; the English narrative consists of 1,187 words and the French narrative consists of 1,321 words. All three narratives can be found in the appendix. The original name of the character Tom was changed into Thomas, because Thomas is a common name in all three languages, while Tom is not a French name. The narratives were checked and translated by native speakers of the three languages and checked for grammatical errors and similarity between the three narratives (i.e. French, English and Dutch) in terms of vocabulary, structure and flow.

4.2. Subjects

In the experiment, 213 participants took part. Because twelve participants did not indicate Dutch as their nationality or mother tongue, they had to be excluded. Therefore, the total number of valid participants was 201. The age of the participants was between 15 and 19 years old with a mean of 17 ($M = 16.63$, $SD = 0.94$). Of all participants, 61.2% (123) were female, 38.3% (77) were male and 0.5% (1) indicated ‘other’ as gender. The participants were Dutch Havo and VWO¹ students in their upper secondary-school level. Five VWO was most frequently indicated as their level of education (45.8%).

The students were asked to self-assess their proficiency, ranging from very bad (1) to very good (7). The level ‘very good’ was most frequently indicated for the Dutch self-assessed proficiency ($M = 5.5$, $SD = 0.79$). For English, the most frequent level was very good ($M = 4.97$, $SD = 1.35$). The level ‘not bad, not good’ was most frequently indicated for French ($M = 4.28$, $SD = 0.97$). The tested proficiency was calculated in percentages, based on LexTALE (Brysbaert, 2013; Lemhöfer & Broersma, 2012). The Dutch LexTALE ranged from 61.25 to

¹ There are two types of general secondary education in the Netherlands: VWO and Havo. Passing VWO takes six years and prepares the students for university, while Havo lasts only five years. Havo prepares the students to go to a University of Applied Sciences. This is more practical than a university. (Nuffic, n.d.).

96.25. The most frequent score for the Dutch LexTALE was 92.50 ($M = 84.88$, $SD = 7.20$). The scores for the English LexTALE ranged from 46.25 to 96.25 with 70.00 being the most frequent score ($M = 69.40$, $SD = 11.97$). The scores for the French LexTALE ranged from 35.72 to 58.04 with 43.75 being the most frequent score ($M = 45.48$, $SD = 5.29$). Based on Lemhöfer and Broersma (2012), the students have a general level of C1-C2 in Dutch, B2 in English and A1-A2 in French. The findings of the Dutch and English level are in line with the levels indicated by ERK (n.d.). French, however, was indicated as B1- B2 by ERK (n.d.) but in the current study the general level was only A1-A2.

In order to have a good overview of the participants' reading habits, they were asked whether they often read stories in L1 or L2 and which genres they preferred to read. Forty participants indicated that they often read stories in L1 (19.9%), ninety-three participants said they sometimes read stories in L1 (46.3%) and sixty-eight participants stated that they never read in L1 (33.8%). Thirty-seven participants said that they often read in L2 (18.4%), sixty-four participants stated that they sometimes read in L2 (31.8%) and one-hundred participants indicated that they never read in L2 (49.8%). Novels (36.3%) and thrillers (20.4%) were the most-frequent genres read by the participants.

A Chi-square showed a significant relation between the three experimental groups and the level of education ($\chi^2 (6) = 34.95$, $p < .001$). None of the participants in 4VWO read the French narrative and none of the participants in 6VWO read the English one which caused an unequal distribution. A Chi-square showed no significant relation between the three experimental groups and gender ($\chi^2 (4) = 6.09$, $p = .192$).

A one-way analysis of variance showed a significant effect of the language of the narrative on the age of the participants ($F (2, 198) = 10.73$, $p < .001$). The participants who read the French narrative were older ($M = 17.09$, $SD = 0.73$) than the participants who read the English narrative ($p < .001$, Bonferroni correction; $M = 16.36$, $SD = 1.00$) and also than the participants who read the Dutch narrative ($p = .004$, Bonferroni correction; $M = 16.57$, $SD = 0.90$). There was no difference in age between the participants who read the Dutch and the English narrative ($p = .476$, Bonferroni correction). This significant effect is probably caused by the unequal distribution within the level of education, but since the average age for the three languages is still close, it is not regarded as a limitation.

A one-way analysis of variance showed a significant effect of the language of the narrative on the tested proficiency ($F (2, 198) = 301.25$, $p < .001$). The participants had a higher tested proficiency in Dutch ($M = 84.88$, $SD = 7.20$) than in English ($p < .001$, Bonferroni correction; $M = 69.40$, $SD = 11.97$) and French ($p < .001$, Bonferroni correction; M

= 45.48, $SD = 5.29$). The participants also had a higher tested proficiency in English ($M = 69.40$, $SD = 11.97$) than in French ($p < .001$, Bonferroni correction; $M = 45.48$, $SD = 5.29$).

4.3. Design

A between-subject design was used in which 54 participants read the French version of the narrative, 75 participants read the English narrative and 72 participants read the Dutch one. Thus, the language was manipulated in the current study. The unequal distribution was caused by the fact the number of upper-secondary-school students who learn French is lower than the upper-secondary-school students who learn English and Dutch. It was harder to find participants for French and this unequal distribution will later be discussed as a limitation.

4.4. Instruments

For the current study, a Dutch paper-version questionnaire was developed to test the following variables:

Emotional involvement was measured on different levels, namely enjoyment, sympathy and empathy. Enjoyment was measured using a 1- item 7-point Likert scale (0 = not at all; 7 = very much) based on Wissmath, Weibel and Groner (2009). The item was “How much did you enjoy the story?”. The dimensions sympathy and empathy were measured using a 7-point Likert scale (0 = completely disagree; 7 = completely agree), based on Busselle and Bilandzic (2009). An example of an item for measuring sympathy was “I felt sorry for Thomas sometimes”, and an example of an item for measuring empathy was “When Thomas succeeded, I felt happy, and when Thomas suffered in some way, I felt sad”. The reliability of sympathy comprising three items was acceptable ($\alpha = .74$) The reliability of empathy comprising four items was good ($\alpha = .81$).

Identification was measured using a 7-point Likert scale (0 = completely disagree; 7 = completely agree) based on Cohen (2001). A sample item for measuring identification 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 ($\alpha = .89$).

Transportation was measured using a 7-point Likert scale (0 = not at all; 7 = very much) adapted from Green and Brock (2000). A sample item for measuring transportation was “While reading the narrative, I could easily picture the events in it taking place”. The reliability of transportation comprising nine items was good ($\alpha = .84$).

Comprehensibility was measured using a 7-point Likert scale (0 = completely disagree; 7 = completely agree) adapted from Busselle and Bilandzic (2009). An example of a sample item for measuring transportation was “At points, I found it hard to make sense of what

was going on in the story”. The reliability of comprehensibility comprising six items was good ($\alpha = .90$).

Attitude towards company was measured using 7- point semantic differentials scales (e.g., positive – negative, interesting – not interesting, appealing – not appealing) based on Matthes, Schemer and Wirth (2007). The reliability of attitude towards company comprising six items was good ($\alpha = .80$).

Purchase intention was measured by one item asking if they would buy the *Perfect Cereal* after reading the narrative.

Proficiency was measured by conducting a LexTALE (Lemhöfer & Broersma, 2012; Brysbaert (2013). This LexTALE will be explained below, but *self-assessed proficiency* was also measured using a 7-point Likert scale adapted from Spring (2017). The reliability of the self-assessed proficiency comprising four items was acceptable ($\alpha = .78$).

English proficiency was measured by conducting a LexTALE test (Lemhöfer & Broersma, 2012). The scores ranged from 0 to 60, with 60 being the highest score which equals an English proficiency level of C2.

French proficiency was measured with a LexTALE test (Brysbaert, 2013). The participants got a table with 84 words of which they had to indicate whether the word exists or not. An example of an existing word was “*fenêtre*” (window), an example of a non- existing word was “*huif*”.

4.5. Procedure

To find participants for the current study, teachers from secondary schools were emailed and requested to avail their students to participate in the experiment. The teachers were informed about the type of experiment and were also told that the students would have to individually read a narrative and fill in a paper questionnaire. The data was collected in April 2018.

The participants got instructions saying that they were going to read a story about Oscar and Thomas and had to fill in a short questionnaire for which there were no wrong or right answers. The amount of time it would approximately take to fill in the questionnaire (i.e. 30 minutes) was also mentioned. Furthermore, they were told that by completing the questionnaire, researchers would be authorised to use their answers. Finally, the participants were assured that the data would be used anonymously.

After reading the narrative, the participants had to fill in questions about whether they were emotionally involved, they identified with the character, how much they were transported into the narrative and whether the narrative was comprehensible. They were also asked about

their attitude towards the company and whether they would buy the product. In addition, the proficiency was measured by the self-assessed proficiency as well as a LexTALE test. Finally, the participants were asked to fill in their age, gender, nationality, mother tongue and whether they read stories in their first or in a second language and which genres they prefer.

4.6. *Statistical treatment*

In order to test whether the language of the corporate narrative (i.e. French, Dutch or English) affects the persuasiveness, the purchase intention and the attitude towards the company, a one-way ANOVA was used with the factor language.

5. Results

In the following section, the results will be discussed for each research question. Each question will be divided into the dependent variables.

5.1. *The influence of the language of the narrative on sympathy, empathy, enjoyment, identification, transportation and comprehensibility*

Table 1 is an overview of the means and standard deviations of the sympathy, empathy, enjoyment, identification, transportation and comprehensibility.

Table 1. Sympathy, empathy, enjoyment, identification, transportation and comprehensibility depending on the language of the narrative (English, French or Dutch) (1= very low, 7= very high) ($N = 201$).

	Dutch	English	French	Total
	<i>M(SD) n=72</i>	<i>M(SD) n=75</i>	<i>M(SD) n=54</i>	<i>M(SD) n= 201</i>
Sympathy	2.88 (1.23)	2.67 (1.25)	2.81 (1.27)	2.78 (1.24)
Empathy	3.98 (1.29)	3.49 (1.32)	3.54 (1.44)	3.68 (1.36)
Enjoyment	4.74 (1.32)	4.81 (1.23)	3.85 (1.42)	4.53 (1.37)
Identification	4.63 (1.06)	4.43 (1.03)	3.62 (1.32)	4.29 (1.19)
Transportation	4.42 (0.93)	4,18 (0.98)	3.47 (1.14)	4.08 (1.08)
Comprehensibility	5.82 (0.66)	5.47 (0.90)	3.89 (1.18)	5.17 (1.21)

5.1.1. *Sympathy*

A one-way analysis of variance showed no significant main effect of language of the narrative on sympathy ($F(2, 198) < 1$).

5.1.2. *Empathy*

A one-way analysis of variance showed no significant main effect of language of the narrative on empathy ($F(2, 198) = 2.84$).

5.1.3. *Enjoyment*

A one-way analysis of variance showed a significant effect of language of the narrative on enjoyment ($F(2, 198) = 9.81, p < .001$). The enjoyment of the French narrative ($M = 3.85, SD = 1.42$) was lower than for the Dutch narrative ($p = .001$, Bonferroni correction; $M = 4.74, SD = 1.31$) and the English narrative ($p < .001$, Bonferroni correction; $M = 4.81, SD = 1.23$). There was no difference between the enjoyment of the English and the Dutch narrative ($p = 1$, Bonferroni correction).

5.1.4. *Identification*

A one-way analysis of variance showed a significant effect of language of the narrative on identification ($F(2, 198) = 13.44, p < .001$). The identification with the French narrative ($M = 3.62, SD = 1.32$) was lower than for the Dutch narrative ($p < .001$, Bonferroni correction; $M = 4.63, SD = 1.06$) and the English narrative ($p < .001$, Bonferroni correction; $M = 4.43, SD = 1.03$). There was no difference between the identification with the English and the Dutch narrative ($p = .834$, Bonferroni correction).

5.1.5. *Transportation*

A one-way analysis of variance showed a significant effect of language of the narrative on transportation ($F(2, 198) = 14.52, p < .001$). The transportation into the French narrative ($M = 3.47, SD = 1.14$) was lower than for the Dutch narrative ($p < .001$, Bonferroni correction; $M = 4.43, SD = 0.93$) and the English narrative ($p < .001$, Bonferroni correction; $M = 4.18, SD = 0.98$). There was no difference between the transportation into the English and the Dutch narrative ($p = .429$, Bonferroni correction).

5.1.6. *Comprehensibility*

A one-way analysis of variance showed a significant effect of language of the narrative on the comprehensibility ($F(2, 198) = 75.41, p < .001$). The comprehensibility of the French narrative ($M = 3.89, SD = 1.18$) was lower than for the Dutch narrative ($p < .001$, Bonferroni correction;

$M = 5.82$, $SD = 0.66$) and the English narrative ($p < .001$, Bonferroni correction; $M = 5.47$, $SD = 0.90$). There was no difference between the comprehensibility of the English and the Dutch narrative ($p = .071$, Bonferroni correction).

5.2. The influence of the language of the narrative on attitude towards company and purchase intention

Table 2 is an overview of the means and standard deviations of attitude towards company and purchase intention.

Table 2. Attitude towards company and purchase intention depending on the language of the narrative (English, French or Dutch) (1= very low, 7= very high) ($N = 201$).

	Dutch	English	French	Total
	$M(SD) n=72$	$M(SD) n=75$	$M(SD) n=54$	$M(SD) n= 201$
Attitude towards company	5.53 (0.94)	5.48 (0.81)	4.91 (0.94)	5.34 (0.93)
Purchase intention	4.64 (1.80)	3.87 (1.87)	3.80 (1.51)	4.12 (1.79)

5.2.1. Attitude towards company

A one-way analysis of variance showed a significant effect of language of the narrative on the attitude towards the company ($F(2, 198) = 8.75$, $p < .001$). The attitude towards the company after reading the French narrative ($M = 4.91$, $SD = 0.94$) was more negative than after reading the Dutch narrative ($p < .001$, Bonferroni correction; $M = 5.53$, $SD = 0.94$) and the English narrative ($p = .001$, Bonferroni correction; $M = 5.48$, $SD = 0.81$). There was no difference between the attitude towards the company after reading the English or the Dutch narrative ($p = 1$, Bonferroni correction).

5.2.2. Purchase intention

A one-way analysis of variance showed a significant effect of language of the narrative on the purchase intention ($F(2, 198) = 4.85$, $p = .009$). The purchase intention after reading the Dutch narrative ($M = 4.64$, $SD = 1.80$) was higher than after reading the English narrative ($p = .025$, Bonferroni correction; $M = 3.87$, $SD = 1.87$) and the French narrative ($p = .025$, Bonferroni correction; $M = 3.80$, $SD = 1.51$). There was no difference between the purchase intention after reading the French or the English narrative ($p = 1$, Bonferroni correction).

6. Conclusion and Discussion

In the current section the purpose of the current study will be restated firstly. Then, the results will be summarized and compared to existing studies. Furthermore, the limitations of the current study will be discussed as well as possibilities for further research.

Narrative persuasion is considered to be a successful way of changing attitudes and beliefs to the benefit of the company (e.g. De Graaf et al., 2012). In the current corporate environment, globalisation is an ongoing and constantly changing process. Within this globalisation, companies should consider whether to adapt their communication to the country they are active in or to use one language for all countries (Loukakou & Membe, 2012). Therefore, the current study examined whether the language of a narrative (i.e. French, Dutch or English) affects the narrative persuasion, attitude towards the company and purchase intention among Dutch secondary-school students.

6.1. The influence of the language of the narrative on the underlying mechanisms of narrative persuasion: sympathy, empathy, enjoyment, identification, transportation and comprehensibility (RQ1)

Firstly, the effect of language of the narrative (e.g. English, French or Dutch) on narrative persuasion was studied. In other words: whether secondary-school students felt for the characters' emotions (sympathy), felt the emotions themselves (empathy), enjoyed the story, identified with the characters, were transported into the narrative and understood the narrative. It was expected that narrative persuasion would be affected by the language of the narrative. More specifically, it was expected that all underlying mechanisms would be the most positive after reading the Dutch narrative, followed by the English narrative and then the French narrative. For the level of sympathy and empathy, no significant differences were found between the three languages. This finding is unexpected, given that an L1 is normally perceived to be more emotional than an L2 (Puntoni et al., 2009). However, this study used advertisements rather than long narratives, so Hobelman (2015) states that the difference in emotionality might go away for L1 vs. L2 while reading a longer narrative. It might also have to do with the topic of the narrative, but both assumptions are not confirmed. Therefore, it remains unclear why no differences between the three languages were found with regard to empathy and sympathy.

Furthermore, it was found that identification, transportation, comprehensibility and enjoyment were the lowest after reading the French narrative. Furthermore, no significant differences were found between the Dutch and English narrative. Kroll and De Groot (1997)

stated that a story in L2 is more complicated to process than a story written in L1. Besides, the ERK (n.d.) indicated that the level of proficiency would be the lowest for French, followed by English and the highest for Dutch. It is thus logical that the level of persuasion was the lowest after reading the French narrative. The fact that no significant differences were found between the English and the Dutch narrative can be explained based on the study of Planken, Van Meurs and Radlinska (2010) and the study of Puntoni, De Langhe and Osselaer (2009).

Planken et al. (2010) researched the use of English in Polish advertisements and found that there was no difference between the use of a native language (in this case Polish) and English. Besides, Puntoni et al. (2009) confirmed that people are used to being exposed to English in their daily lives. Many TV-series and movies are in English as well as study books. Furthermore, Dutch students already start learning English in fifth grade which means that, in the current study, they have already been learning it for at least six years. Students might consider English as common as their native language (in this case Dutch), which could be the reason for not finding any differences between the English and the Dutch narrative in terms of identification, transportation, comprehensibility and enjoyment.

6.2. The influence of the language of the narrative on attitude towards the company and purchase intention (RQ2)

The second research question examined whether the language of the narrative affected the attitude towards the company and purchase intention. Again, it was expected that the attitude towards the company would be the most negative after reading the French narrative, followed by English and that the attitude towards company would be the most positive after reading the Dutch narrative.

Once again, no differences were found between the Dutch and English narrative, while the attitude towards the company was the most negative after reading the French narrative. Pagani, Goldsmith and Perrachio (2015) tested whether standardized TV-advertisements (in English) resulted in more positive attitudes towards the brand than TV-advertisements that were adapted to the local language (i.e. German, Italian or Spanish). Pagani et al. (2015) found that viewers' local languages led to a more positive attitude towards the brand. On the other hand, while English is not the local language in the Netherlands, people are used to it in their daily lives (Puntoni et al., 2009). This might be the reason why the findings of Pagani et al. (2015) were only supported in terms of the (most negative) attitude towards the company after reading the French narrative.

It was expected that the reader would most likely buy the product after reading the

Dutch narrative, followed by the English narrative and that buying the product would be least likely after reading the French narrative. It was found that the purchase intention after reading the Dutch narrative was higher than after having read the English and the French narrative. There was no difference between the purchase intention after reading the French or English narrative, so cereals would most likely be bought after reading the Dutch narrative.

This outcome contradicts the study of Planken et al. (2010) who found that purchase intentions did not differ between an advertisement in English or in the local language. The findings with regard to purchase intention also contradict the study of Lafferty, Goldsmith and Newell (2002) who found that attitude towards the company was positively related to purchase intention. Im, Lennon and Stoel (2010), however, found that stimuli which are easier to process lead to a higher purchase intention. One of these stimuli could be processing a language, which is dependent on its proficiency. According to Kroll and De Groot (1997), an L1 is much easier to process than an L2, which is most likely the reason why the purchase intention is higher for Dutch than for English and French.

6.3. Limitations and further research

Even though the current study carefully weighed all options regarding the methodological framework, there are some limitations. One of the limitations can be found in the statistical treatment. In the current study, only the influence of language on narrative persuasion, attitude towards the company and purchase intention was measured. It would have been very interesting to know whether narrative persuasion, attitude towards company and purchase intention are directly affected by the level of proficiency and attitude towards the language. Spring (2017) found that English proficiency did not affect the underlying mechanisms of narrative persuasion. By adding a language other than English, just like French in the current study, new and maybe different outcomes will be found. It is thus recommended for further research to include the effect of proficiency.

The unequal distribution of questionnaires between the three experimental groups is also regarded as a limitation. Only 54 participants read the French version, while 75 read the English version and 72 the Dutch one. French is undoubtedly harder for Dutch students than English and Dutch, but for future research it is recommended to equally distribute the questionnaires, since the unequal distribution in the current study might have contributed to the negative outcomes for the French narratives as well.

Another limitation concerns the participants, given that a great majority of the students was female (61.2%). Even though no significant relation between the three experimental

groups and gender was found, it is strongly recommended to include more male participants in further research to make the results more generally applicable. Besides, a significant relation between the level of education and the three experimental groups was found. None of the participants with a 6VWO level read an English narrative and none of the participants with a 4VWO level read a French narrative which caused this unequal distribution. In future studies, it is recommended to ensure that the questionnaires are equally distributed regarding the level of education: for each level of education, proficiency levels are different (ERK, n.d) which may cause different outcomes.

Prior to the experiment, the students were informed. They were, however, not participating completely voluntarily, since it was decided by the teacher that the experiment would take place. The means only ranged from $M = 2.67$ (sympathy English) to $M = 5.82$ (comprehensibility Dutch). These means were low, which could be caused by a lack of motivation. For further research it might be better, and more ethical, to have completely voluntary participants or to give the students a reward.

A final recommendation for further research is to replace English with another foreign language, since people are exposed to English in their daily lives (Puntoni et al., 2009). According to Eurobarometer (2006) this should be possible in the Netherlands, since 75% of the population claims to speak at least two languages other than their mother tongue. One of the languages to include in further research could be German, since Dutch students also learn this in secondary school. A comparison between German and French could thus be made to find new perspectives in the research area.

To conclude, more research should be done in order to shed a light on the impact of language on narrative persuasion. However, companies expanding to the Netherlands can already benefit from the findings of the current study. For their marketing campaigns, they have to be very cautious in choosing the language. While it is better not to choose French, the use of either English or Dutch could lead to a (potential) client being persuaded or better yet to have a client buy their product, which is undoubtedly a company's main goal.

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Appendix
Appendix A)
The Dutch narrative
Alles behalve rozijnen

1,194 woorden

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 French narrative

Tout sauf les raisins secs

1,321 mots

J'adore faire du camping. Quand j'étais petit, j'allais souvent en vacances avec ma famille et je savourais la beauté du monde. Mon voisin et meilleur ami Oscar était toujours chez nous ? C'est la personne la plus drôle que j'ai jamais rencontrée de ma vie. Il pouvait faire un salto arrière, ce qui lui a donné un grand respect dans le quartier. Le temps passait vite, j'ai grandi, j'ai terminé mes études secondaires et j'ai commencé à étudier les mathématiques pour devenir enseignant. Les voyages avec mes parents étaient du passé, mais Oscar était toujours avec moi et dans notre vieille voiture rouillée, nous découvrons le monde deux fois par an. C'était l'une de ces vacances légendaires qui a tout déclenché !

Sur la route vers les belles plages de France, nous avons entendu à la radio une mauvaise publicité dans laquelle une voix grinçante essayait de promouvoir le nouveau goût des céréales aux raisins secs.

Après une discussion animée, Oscar et moi étions certains que nous ne voulions pas simplement faire des meilleures publicités radio - pourquoi pas de meilleures céréales ? Allez après tout : qui veut des raisins secs dans ses céréales de petit-déjeuner ? Depuis qu'Oscar et moi partageons une passion pour la nourriture, il nous a fallu le reste des heures dans la voiture en France et les deux premiers jours de notre voyage pour discuter de ce que sont les céréales parfaites. Nous avons pensé aux bananes, aux graines de lin et aux myrtilles ou même aux noix de cajou en combinaison avec la mangue. Pour Oscar c'était un mélange d'ingrédients fruités et croquants, pour moi le chocolat était le plus important. Finalement, nous avons réalisé que les céréales de petit déjeuner parfaites sont quelque chose de différent pour tout le monde. L'idée derrière « Perfect Cereal » est née.

Une fois de plus à la maison, nous avons présenté notre idée à la famille et aux amis, et heureusement tout le monde était enthousiaste à ce sujet. Dans notre imagination, nous avons déjà gagné des millions d'euros avec ce grand plan. Mais en réalité, cela s'est avéré plus difficile que prévu. J'ai dû terminer mes études à l'université et Oscar était coincé dans un emploi de neuf à cinq dans la ville voisine. Nous avons eu très peu de temps pour travailler sur notre idée et aucune expérience avec la création d'une entreprise. À cette époque, je n'étais pas entièrement sûr qu'être entrepreneur soit mon objectif dans la vie. Cela pourrait-il vraiment fonctionner ? Honnêtement, j'aurais pu m'arrêter à ce moment-là et j'aurais pu être un grand professeur bien aimé, mais je n'ai pas compté sur de l'enthousiasme d'Oscar. Dans des réunions interminables à sa table de cuisine, il m'a convaincu que « Perfect Cereal » pouvait vraiment fonctionner et que notre idée valait la peine de se battre. Ce jour je suis toujours reconnaissant pour son entêtement.

Dans les mois qui ont suivi, nous avons joint nos forces pour rechercher comment on peut démarrer notre entreprise. Parce que nous entendions tous les deux les voix de nos mères dans nos têtes disant « Le déjeuner est le repas le plus important de la journée », nous avons décidé que « Perfect Cereal » devrait contribuer à un mode de vie sain (le chocolat est officiellement considéré comme sain !). Notre gamme de céréales de petit-déjeuner devrait être biologique, sans arômes ou colorants ajoutés, et composée de toutes sortes d'ingrédients : des bananes, du

sésame et des figes, des morceaux de chocolat : vous pouvez tout choisir pour vos propres céréales de petit-déjeuner !

Nous avons emprunté de l'argent à la famille et aux amis pour ouvrir notre premier espace de stockage. Malheureusement, au dernier étage d'un immeuble, ce qui signifie beaucoup d'escaliers pour nous et nos deux premiers employés. Mais à part ça, ça s'est bien passé. Notre site Web était prêt et « Perfect Cereal » pouvait enfin être commandé en ligne ! Notre idée, pour laquelle nous avons travaillé pendant tous ces jours et ces nuits interminables. Notre bébé. J'étais très heureux d'avoir commencé cette aventure avec mon meilleur ami.

Mais après, le choc est venu.

Quelques mois après notre départ, les commandes de « Perfect Cereal » ont stagné. Tous ceux à qui nous avons racontés au sujet de notre entreprise étaient très enthousiastes, mais jusqu'à présent, nous n'avions pas encore réussi à faire la publicité de notre produit. "Bonjour. Nous faisons des céréales pour le petit-déjeuner. Vous pouvez choisir vos propres saveurs en ligne et nous vous les envoyons ". Apparemment, ce n'était pas suffisant pour fonctionner automatiquement. Notre produit avait besoin d'aide, mais il n'y avait plus de budget en raison des coûts élevés d'expédition et de stockage. Honnêtement, je n'ai jamais imaginé ce que les publicités professionnelles coûtent. D'une part, cela pourrait expliquer la terrible publicité radiophonique qui nous a inspiré, mais d'un autre côté, cela pourrait aussi être la fin de notre rêve. Comment n'avons-nous pas pensé à ça ? Nous avons vraiment presque abandonné. Je me souviens clairement d'une de ces nuits sans sommeil dans la cuisine d'Oscar, où nous avons discuté de toutes nos options autour d'une terrible tasse de café noir. Je m'affalais sur ma chaise, alors qu'Oscar s'appuyait contre la table en bois, tambourinant des doigts contre sa tasse.

Oscar : "Mais si nous ..."

Moi : "Nous avons déjà essayé cela."

Oscar : "Oui, je sais, Thomas, mais peut-être ton oncle peut ... "

Moi : "Comment ? Ton oncle n'a plus d'argent ... personne ne l'a fait. Pffff ! Je ne peux toujours pas croire qu'une seule publicité est si chère à produire ! Si seulement nous pouvions le faire nous-mêmes !"

Oscar : "Hmm"

Moi : "Hmm pas à moi ! Nous avons un problème sérieux en plus du fait que vous ne pouvez pas faire du bon café ! "

Oscar : "Je pensais juste ... Si n'arrivons pas résoudre le problème de la publicité, peut-être nous devrions essayer autre chose ... Et si nous rendons notre produit plus visible sans vraiment le promouvoir ?"

Et c'est ainsi que nous avons eu notre premier magasin. En fin de compte, l'idée d'Oscar était simplement géniale ! Heureusement, nous avons trouvé un magasin près du centre à un loyer bas. Ici, nous étions plus visibles pour tout le monde. Avec les nouveaux clients qui pouvaient spontanément entrer dans le magasin, nous avons pu réduire nos coûts d'expédition et accroître

notoriété. De plus, nous n'avions plus besoin de 47 étapes pour atteindre notre entrepôt et nous avons réussi à stocker plus d'ingrédients à moindre coût. Le chiffre d'affaire a finalement augmenté à nouveau. Inspiré par cela, nous avons essayé de trouver d'autres moyens de faire de la publicité pour nos céréales. Nous avons échoué avec notre énorme assiette gonflable de céréales, mais les autocollants avec notre logo étaient un énorme succès.

Il nous a fallu quelques mois avant que nous ayons finalement assez d'argent pour faire une vraie publicité. Et je ne veux pas me vanter, mais c'était très bien ! Les chiffres de vente ont atteint un nouveau record et tout était fantastique. Eh bien, en plus des petits problèmes comme dans n'importe quelle entreprise : comme les retards de livraison, ou vos dix employés qui ont tous voté pour ajouter les raisins secs sur votre liste d'ingrédients (apparemment il y a des gens qui l'aiment vraiment ...). En fin de compte, c'est grâce à l'entêtement et à la créativité de mon meilleur ami que notre rêve s'est réalisé. Et ce n'est pas la fin, mais seulement le début de notre voyage ! Récemment, nous avons découvert que la nourriture était de meilleur goût la nuit autour d'un feu de camping ou sous le ciel bleu sans fin - alors pourquoi ne pas donner des ailes à notre idée ? « Perfect Cereal » à emporter? Nous arrivons !

Thomas

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)

The questionnaire

Beste deelnemer,

Hartelijk bedankt voor je deelname aan dit experiment voor mijn 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!

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

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	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)
Ik vond het leuk om het verhaal te lezen	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)
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	0	0	0	0	0	0	0

Thomas meemaakte							
Terwijl ik het	0	0	0	0	0	0	0
verhaal las, wilde ik							
dat Thomas erin							
zou slagen zijn							
doelen te bereiken							
Toen Thomas	0	0	0	0	0	0	0
succes had, was ik							
blij en toen hij							
faalde, was ik							
verdrietig							

Zie volgende pagina. 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

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 verhaal, vond ik
het gemakkelijk om
er niet meer aan te
denken

0 0 0 0 0 0 0

Ik wilde weten hoe
het verhaal zou
aflopen

0 0 0 0 0 0 0

Het verhaal raakte

0 0 0 0 0 0 0

me emotioneel
gezien
Ik merkte dat ik
dacht aan manieren
waarop het verhaal
anders had kunnen
lopen
Ik merkte dat ik
afgeleid was tijdens
het lezen van het
verhaal

0	0	0	0	0	0	0	0
0	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)
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.	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	0	0	0	0	0	0	0

verhaal was het niet helemaal duidelijk waarom iets gebeurde								
Ik vond het moeilijk om te begrijpen wat er in het verhaal gebeurde	0	0	0	0	0	0	0	0

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	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	0	0	0	0	0	0	0	Onaantrekkelijk
Interessant	0	0	0	0	0	0	0	Oninteressant
Modern	0	0	0	0	0	0	0	Ouderwets

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	0	0	0	0	0	0	0

Ik vind de (Engelse/Franse/ Nederlandse) taal....

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Sympathiek	0	0	0	0	0	0	0	Onsympathiek
Onvriendelijk	0	0	0	0	0	0	0	Vriendelijk
Aangenaam	0	0	0	0	0	0	0	Onaangenaam
Elegant	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	0	0	0	0	0	0	0	Ouderwets
Internationaal	0	0	0	0	0	0	0	Nationaal
Hoog aanzien hebben	0	0	0	0	0	0	0	Laag aanzien hebben
Goedkoop	0	0	0	0	0	0	0	Duur

Geef op een schaal van 1 tot 7 aan hoe goed je bent in de volgende vaardigheden in de (Engelse/ Franse/ Nederlandse) taal (1 = heel slecht, 7 = heel goed)

	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
Spreken	0	0	0	0	0	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)

- 0 Ja, alleen in het Nederlands/Engels/beide
- 0 Soms, alleen in het Nederlands/Engels/beide
- 0 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)

The English LexTALE

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 magerity	0	0
44 nourishment	0	0
45 albergy	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

The Dutch LexTALE

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 Nederlands woord is of niet. Als je denkt dat het een bestaand Nederlands woord is, kies je "ja", als je denkt dat het geen bestaand Nederlands 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".

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

	Ja	Nee
1 pastitie	0	0
2 scheur	0	0
3 fobisch	0	0
4 markatief	0	0
5 laakbaar	0	0
6 slaags	0	0
7 riant	0	0
8 joutbaag	0	0
9 doornat	0	0
10 woelig	0	0
11 paviljoen	0	0
12 doop	0	0
13 starkatie	0	0
14 onledig	0	0
15 toetsing	0	0
16 affiniteit	0	0
17 mikken	0	0
18 knullig	0	0
19 streuren	0	0
20 rups	0	0
21 paars	0	0

	Ja	Nee
22 speven	0	0
23 geraakt	0	0
24 martelaar	0	0
25 ontpelen	0	0
26 stagnatie	0	0
27 dronkenschap	0	0
28 voornemen	0	0
29 vertediseren	0	0
30 normatief	0	0
31 zetelen	0	0
32 zolf	0	0
33 publiekelijk	0	0
34 vluk	0	0
35 compromeeet	0	0
36 romig	0	0
37 getint	0	0
38 gelovig	0	0
39 nopen	0	0
40 kluiper	0	0
41 geloei	0	0
42 retorisch	0	0

	Ja	Nee
43 maliteit	0	0
44 verspilling	0	0
45 haperie	0	0
46 proom	0	0
47 fornuis	0	0
48 exploitatie	0	0
49 acteur	0	0
50 hengel	0	0
51 flajoen	0	0
52 aanhekkng	0	0
53 kazerne	0	0
54 avonturier	0	0
55 leurig	0	0
56 chagrijnig	0	0
57 bretel	0	0
58 klengel	0	0
59 etaal	0	0
60 matig	0	0
61 futeur	0	0
62 onbekwaam	0	0
63 verguld	0	0

The French LexTALE

De test die nu volgt bestaat uit 84 testobjecten. Je krijgt steeds een letterreeks te zien. Jouw taak is om te beslissen of dit een bestaand Frans woord is of niet. Als je denkt dat het een bestaand Frans woord is, kies je "oui", als je denkt dat het geen bestaand Frans woord is kies je "non".

Als je er zeker van bent dat het woord bestaat, ook als je niet precies weet wat het betekent, mag je toch met "oui" antwoorden. Maar als je twijfelt of het wel een bestaand woord is, kies dan "non".

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

	Oui	Non
1. Cheveux	0	0
2. Soumon	0	0
3. Cloche	0	0
4. Fascine	0	0
5. Huif	0	0
6. Semonce	0	0
7. Canoter	0	0
8. Infâme	0	0
9. Fourmi	0	0
10. Cadenas	0	0
11. Racaille	0	0
12. Pourcine	0	0
13. Oeillet	0	0
14. Raplaner	0	0
15. Plaiser	0	0
16. Cerveler	0	0
17. Endifier	0	0
18. Jamain	0	0
19. Ennemi	0	0
20. Pouce	0	0
21. Metter	0	0

	Oui	Non
29. Gloque	0	0
30. Lézard	0	0
31. Sacher	0	0
32. Nouer	0	0
33. Occire	0	0
34. Écouce	0	0
35. Osseaux	0	0
36. Rejoute	0	0
37. Escroc	0	0
38. Hache	0	0
39. Parchance	0	0
40. Pinceau	0	0
41. Poisson	0	0
42. Robinet	0	0
43. Amadou	0	0
44. Peigne	0	0
45. Retruire	0	0
46. Crayon	0	0
47. Sentuelle	0	0
48. Alourdir	0	0
49. Marteau	0	0

	Oui	Non
57. Bouton	0	0
58. Capeline	0	0
59. Lanière	0	0
60. Honteur	0	0
61. Abêtir	0	0
62. Fenêtre	0	0
63. Écureuil	0	0
64. Caddie	0	0
65. Détume	0	0
66. Oeuiller	0	0
67. Balai	0	0
68. Prioche	0	0
69. Vicelard	0	0
70. Joueux	0	0
71. Agire	0	0
72. Éventail	0	0
73. Boutard	0	0
74. Panier	0	0
75. Citrouille	0	0
76. Bouilloire	0	0
77. Parir	0	0

22. Fosse	0	0
23. Inciter	0	0
24. Salière	0	0
25. Fouet	0	0
26. Cessure	0	0
27. Clouer	0	0
28. Mappemonde	0	0

50. Esquif	0	0
51. Treillage	0	0
52. Dauphin	0	0
53. Orgueil	0	0
54. Amorce	0	0
55. Cintre	0	0
56. Chameau	0	0

78. Remporter	0	0
79. Procoreux	0	0
80. Tanin	0	0
81. Église	0	0
82. Indicible	0	0
83. Réporce	0	0
84. Mignon	0	0