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Bachelor Thesis

Effects of language choice in corporate narratives

(Effect van taalkeuze in corporate narratives)

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Abstract

As international marketing research has frequently studied the use of English in advertisements, the concept of corporate narratives as a mean to influence readers' perceptive of a company or product is still relatively under-researched. This study examined two groups of participants on the basis of corporate narratives in an experimental setting. Subjects either received a narrative in their first language or in the non-native English and were asked to evaluate the variables emotionality, transportation, identification, comprehensibility, attitude towards the language and organisation, and purchase intention. In addition, the respondents' language proficiency was measured with the LexTALE test.

By means of two-way analyses of variance, it was found that narratives in English were perceived as less comprehensible than in participants' native language. Dutch respondents perceived the English language as more positive than Dutch. Dutch participants also indicated a higher purchase intention when the product in the narrative was described in their first language. Regarding nationality effects, the Dutch had a more positive attitude towards the organization, and found the narrative more comprehensible than the Germans. The findings imply that language choice and nationality affect narrative persuasion. Marketers need to take target audiences' preferences and skills into consideration when choosing between local marketing strategies and standardized campaigns, which are often in the non-native English. It is recommended that corporate narratives should be written in the target audience's first language as it seems to lead to a higher level of narrative persuasion.

Keywords: corporate narratives, narrative persuasion, language proficiency

1. Introduction

Advertisers aim to create positive brand and product images in customers' minds. With the constant exposure to information both online and offline, consumers seem to have become more doubtful and are less likely to form a positive attitude towards brands and products when they feel like a certain opinion is forced upon them and that an effort is made to persuade them (Hoeken, Hornikx, & Hustinx, 2012; Mehta, 2000; O'Keefe, 2002). Marketers therefore need to find instruments to bring information across without appearing importunate, ultimately leading to a more negative evaluation of the company, product or service.

Disguising persuasive content in narratives is such a medium, as these texts can influence a reader's beliefs and attitudes without being too direct (Beentjes, De Graaf, Hoeken, & Sanders, 2009). Due to this purpose, narratives are used in corporate contexts and advertising (Spear & Roper, 2013). Corporate narratives can be utilised by advertisers to ensure more positive brand evaluations (Edson Escalas, 2004). In addition, previous research in the health sector suggests that more information is remembered if it is communicated through narratives (Murphy, Frank, Chatterjee, & Baezconde-Garbanati, 2013).

However, an issue that marketers in the international market face in the creation of content that is not purely image-based, is the choice whether to adapt content, primarily advertisements, to the target country or culture or whether to use one standardized form of advertisements worldwide. A standardized marketing campaign, might lead to a cohesive brand image that is recognized internationally (Van Gelder, 2004). Language choice is crucial in this context.

English is often chosen as it is considered a lingua franca (Seidlhofer, 2001). There are indeed approximately one billion speakers of English worldwide, however, about 75% of them are non-native speakers (McArthur, 2002) with varying language proficiencies (EF English Proficiency Index, 2017), which might potentially lead to comprehensibility issues.

Previous research suggests that information which is communicated in the consumers' native language (L1) instead of a foreign language evokes stronger emotional responses (Hsu, Jacobs, & Conrad, 2015). Therefore, marketers must deliberate about whether the standardized marketing strategy suits their objectives, especially with regard to text- and language-based marketing, e.g. in corporate narratives. Particularly in narratives, the reader is expected to take the perspective of characters in the story and to be fully transported into the events taking place there, which are phenomena that previous research has labelled identification and transportation (Busselle & Bilandzic, 2009). A low level of

comprehensibility, e.g. due to low proficiency, could potentially harm the effects of a (corporate) narrative.

The current study set out to determine the effects of corporate narratives on corporate persuasion in an experimental context in a multi-language setting to simulate localised and standardised marketing strategies. Especially with regard to corporate narratives, it remains unclear what effects narratives have in native (L1) and non-native (L2) languages across cultures and levels of proficiency. The current study therefore addressed this issue by comparing the dimensions comprehensibility, emotionality, transportation and identification across native languages and English perceived by German and Dutch natives, who are suggested to vary in their overall level of English proficiency (EF English Proficiency Index, 2017).

2. Literature review

2.1. Narrative persuasion

Corporate narratives are stories which communicate a company's mission, vision or culture in a persuasive way with the aim to create a positive attitude towards the organisation and/or its product in the mind of (potential) consumers (O'Connor, 2002). As this type of narrative has a rather indirect persuasion process at its core (Beentjes, De Graaf, Hoeken, & Sanders, 2009), the target group of a company's marketing is less likely to feel as if they are deliberately manipulated by targeted communication (Hoeken, Hornikx, & Hustinx, 2012). The narrative is deemed persuasive if its aim has been reached successfully. Founding narratives have been found to not only communicate the story of how a company came into existence, but also the core values, and can evoke a positive attitude towards the organisation in the audience's minds (O'Connor, 2002). The ultimate goal of a corporate narrative, or corporate persuasion in general, is either a positive evaluation of brand or organisation (Edson Escalas, 2004) or the intention to purchase the described product (Hoeken, Hornikx, & Hustinx, 2012). Stimuli that are considered to be easy to process result in a more positive attitude towards an organisation or product, ultimately leading to a higher intention to purchase a product (Im, Lennon, & Stoel, 2010). Language can be seen as such a stimulus as a higher language proficiency implies that processing of information becomes easier. A low level of proficiency might have the opposite effect and influence comprehension negatively. By means of two target groups who were expected to differ in their English language proficiency compared to their native language, the concept of comprehensibility and its effect on narrative persuasion was measured in the current study.

2.2. Emotionality

Emotionality evolves around the level of emotional arousal which a reader experiences while reading a (corporate) narrative. The current study differentiates between three dimensions for the concept of emotionality: enjoyment, empathy and sympathy. Enjoyment of a narrative does not necessarily come from solely pleasant experiences, but it can also derive from feelings such as sadness or anger (Oliver, 2003). Furthermore, emotions can be evoked on the basis of specific characters and events. Empathy regards the mirroring and understanding of emotions that are displayed in a narrative (Oatley, 1999), e.g. sadness over the loss of a beloved person. Sympathy is similar in that the narrative and characters that appear in the story evoke certain feelings in the reader (Busselle & Bilandzic, 2009). However, these feelings are, unlike in the case of empathy, not mirrored. Instead, the reader has access to knowledge which is unknown to the character in the story, e.g. about approaching danger which the character is ignorant about (Busselle & Bilandzic, 2009). Sympathy might even lead to an acceptance of a character's beliefs or attitudes that contradict the reader's existing beliefs (Slater & Rouner, 2002). Both empathy and sympathy share aspects with the dimension identification in that a certain part of a character is adapted; in this case, the emotions. Other research also claims that a person's need for emotionality, or affect, additionally influences transportation as readers seek content which they can respond to, also by means of, again, identification (Appel & Richter, 2010).

Emotionality seems to be linked to language proficiency. Previous research has found that content is perceived as more emotional when the readers had heard the used vocabulary more frequently in the past (Puntoni, De Langhe, & Van Osselaer, 2009). One's native language is said to have a special emotionality (Pavlenko, 2005), as stronger intensity in swear words (Dewaele, 2004) and level of embarrassment (Bond & Lai, 1986) have been found in studies in the past. As the current study measured possible effects of different narrative dimensions in a cross-language and proficiency context, emotionality was taken into consideration as well.

2.3. Transportation

Previous research suggests that narratives evoke a sense of realism in the readers' minds by creating images that draw the audience in (Green & Brock, 2000; Green, Brock, & Kaufman, 2004). This phenomenon is referred to as transportation, which is the degree to which the reader feels part of the world that evolves from a story (Gerrig, 1993). The reader stops focussing on the physical presence of his/her body and the time that passes during the reading

of the narrative (Green, 2004). A strong level of transportation is crucial regarding narrative persuasion as beliefs and attitudes can be influenced by how vivid the reading experience of a reader is (Green & Brock, 2000). For example, research in the health sector has found that a higher level of transportation leads to an increase of knowledge (Murphy, Frank, Chatterjee, & Baezconde-Garbanati, 2013). Another crucial aspect, with regard to narrative persuasion, is that being absorbed by a story can reduce the level of criticism and counterarguing of a reader (Green & Brock, 2000; Slater & Rouner, 2002). This could certainly be relevant for marketing purposes.

A dimension that plays a crucial role in terms of transportation is the level of distraction that a reader experiences. To be fully immersed in the narrative, distracting factors in the real world outside of the story must be kept at a minimum, e.g. interruptions through other people or a noisy environment (De Graaf, Hoeken, Sanders, & Beentjes, 2009). In narratives, it could be likely that a low proficiency in English might act as a distraction as the reader might be distracted by the fact that he/she does not understand unknown words and might even interrupt the reading process to think about a word or to consult a dictionary for the relevant meaning. Previous research has shown that less-fluent bilinguals are less effective, slower to be exact, at translating information from their L2 to L1 (Dufour & Kroll, 1995). Therefore, the current study set out to examine potential effects that non-native languages have on narrative persuasion.

2.4. Identification

The concept of identification is closely linked to transportation, but goes beyond the storyline and the general level of absorption (Moyer-Gusé, 2008). It mainly refers to the adoption of a character's perspective, by replacing the own "personal identity and role as audience member with the identity and role of the character within the text" (Cohen, 2001, pp. 250-251). This process is often enhanced through the use of words such as "I" or "here" that refer to aspects of the narrative that are related to that character and his/her surroundings instead of the reader's environment (Segal, 1995). The reader must understand these references to understand motives and events that are displayed in the story. A non-native language could influence the level on which a reader correctly identifies the references and cause confusion which might potentially harm narrative persuasion. This implies that comprehension and identification are linked closely as well.

2.5. Comprehensibility

Comprehensibility refers to narrative understanding, which is the level on which a reader understands concepts, events and characters described in a (corporate) narrative (Busselle & Bilandzic, 2009). The key to fully grasp these ideas is often the linkage to events in the reader's real life, which evokes memories and knowledge that have been obtained by the readers themselves. Narrative understanding seems to heavily interact with other dimensions of narrative persuasion, namely transportation, identification and emotionality (Busselle & Bilandzic, 2009). A low level of narrative comprehension might lead to a low level of transportation, identification and emotionality as the general concept of the narrative is not understood by the reader. At the same time, low levels of the latter three dimensions could appear to cause a low score on the comprehensibility dimension as the reader does not follow, and relate to characters' motifs and actions.

Language and proficiency influence comprehensibility as well, in a way that can be compared to the factor distraction on the dimension of transportation. If a reader's proficiency is low, he or she is likely to shift his or her attention towards the meaning of a word instead of the context in which a word appears. This can be described as a loss of flow (Busselle & Bilandzic, 2009). To date, the influence of variations in language proficiency on the comprehensibility of corporate narratives has not been taken into consideration. The current study aimed to shed light on this concept in a multi-language context to investigate whether language choice affects comprehensibility and ultimately narrative persuasion.

2.6. Attitude towards language

Positive attitudes are more likely to lead to a specific behaviour or change of thinking (Fishbein & Ajzen, 2003; Hoeken, Hornikx, & Hustinx, 2012). As corporate narratives aim to sell a product or to create a positive brand image, language as a cue and readers' attitudes towards a language might influence narrative persuasion. The attitude towards English has previously been found to predict attitudes towards products and advertisements (Pagani, Goldsmith, & Perracchio, 2015; Van Hooft, van Meurs, & Spierts, 2017). Corporate narratives can also be considered a form of advertisement. Previous research suggests that reading in a foreign language can seem discouraging and that this *foreign language reading anxiety* increases the more difficult the foreign language is (Saito, Garza, & Horwitz, 1999). As the current study investigated the effects of language choice in corporate narratives, the attitude towards the language of the narrative was incorporated as an addition to the

dependent variables. The following research question has been formulated regarding the language of the narrative:

RQ1: To what extent does the language of the narrative (L1/L2) influence readers' emotionality, transportation, identification, comprehensibility, attitude towards language, attitude towards the organisation and purchase intention?

2.7. Effects of nationality and proficiency: Dutch and German

In the choice between adapted and standardized marketing strategies, advertisers must take varying language proficiency levels into account. Especially with regard to narrative persuasion, it has been found that standardized marketing does not necessarily work across countries whose people might not be proficient in English (Beentjes, De Graaf, Hoeken, & Sanders, 2009). The current study therefore takes differences in English proficiency and nationality into account by comparing Dutch and German participants. English has a very prominent role in the life of Dutch people, as, for instance, films and television series in the Netherlands are not dubbed and 40% of Dutch television advertisements contain English words (Gerritsen, Korzilius, Van Meurs, & Gijsbers, 2000). In Germany, advertisements that are exclusively in English are less common than in the Netherlands (Gerritsen, Nickerson, Van Hooft, Van Meurs, Nederstigt, Starren, & Crijns, 2007). Compared to Germans, Dutch people are also considered the better speakers of English. The Dutch have been found to have the highest non-native proficiency in this language, as opposed to Germans, who are ranked number nine out of 80 countries regarding their English skills (EF English Proficiency Index, 2017). Language proficiency may also vary depending on age: Germans who are over 40 years old have a considerably lower proficiency in English than younger Germans (EF English Proficiency Index, 2017). The current study measured potential proficiency differences on the basis of nationality and age. Previous research (Spring, 2017) has mainly used young participants, namely university students, in similar experimental settings and could not find differences between nationalities in terms of proficiency. The current study therefore shed light on other groups of the German and Dutch population who might not be as proficient in English and who are a just as relevant target audience for global marketers. More specific, secondary school students and people who are older than 40 were examined. The age group for Germans was based on the participants in previous research settings about language proficiency differences which differentiates between people who are older or younger than 40 years old (EF English Proficiency Index, 2017).

To date, there seem to be few studies that have investigated the role of proficiency across multiple native and non-native languages. The current study aimed to fill this gap and furthermore aspired to add to existing research which investigates preferences in terms of native and non-native languages. The following research question has been formulated:

RQ2: To what extent does the language of the narrative (L1/L2) influence emotionality, transportation, identification, comprehensibility, attitude towards language, attitude towards the organisation and purchase intention amongst German and Dutch readers?

3. Relevance

With the on-going process of globalization which leads to organisations operating across borders, the effects of foreign languages, in particular of the lingua franca English, on consumers needs to be further investigated. Language-based marketing media such as narratives in a marketing context need to be written in a way which communicates a company's message in a comprehensible, emotional, relatable manner to ultimately result in a positive attitude towards the organisation. Not only does the current study contribute to research about effective corporate narratives but it also sheds light on the use of such a medium in an international context and across variations of English proficiency. Furthermore, this study addressed whether English should be chosen as the main language for globalized communication by testing the extent to which the native language is preferred over the non-native English (L2).

The makers of advertisements require in-depth knowledge about the entire target audience. Studies that bear resemblance to the current research (Hobelman, 2015; Spring, 2017) have solely focused on students as subjects. However, differences between age groups need to be considered. Prior literature (Benz & Meier, 2008, p. 358; Gerber & Green, 2008; Sears, 1986) has frequently criticised that university students are often used as research participants, noting that the findings might not be generalizable as the sample group seems inadequate to represent an entire population. To investigate whether corporate narratives have different effects for specific age groups, the current study used Dutch secondary school students and Germans who were older than 40. The findings could support marketers in their decision for or against standardized marketing campaigns as they allow a broader overview of the target audience.

4. Method

4.1. Materials

In order to measure the effects of narratives, a corporate narrative in three different languages, English, Dutch and German, was used. All three versions of the narrative described the founding story of a fictitious company and were taken from previous research (Spring, 2017) for which they had been created through translation-back-translation, pre-tested and considered suitable regarding length, similarity and content. The narratives and an elaboration on the writing process and the content of the narratives can be found in Appendix 1.

4.2. Subjects

A total of 217 respondents completed the experiment and were considered valid for the data analysis. Of the 66 subjects in the German respondent group (age: 40-78, $M = 52.89$, $SD = 7.02$; 68.2% female), there were 30 participants who read the narrative in the English language and 36 subjects who read it in their native language. The educational degrees ranged from 'Hauptschule' to master degree, with 'Fachhochschulreife' being the most frequent degree (34.8%). Of all German participants, 56.1% indicated that they read literature frequently, 36.4% occasionally and 7.6% indicated to not read literature often in their L1. Only 3.0% of German participants indicated to read literature in the English language frequently, 21.2% occasionally and 75.8% indicated to not read literature often in their L2. The LexTALE proficiency test (Lemhöfer & Broersma, 2012) revealed that the German participants were more proficient in their native language ($M = 86.84$, $SD = 8.62$) than in their second language English ($M = 63.11$, $SD = 10.03$); $F(1, 64) = 106.93$, $p < .001$). According to the CEFR proficiency levels, the Germans are therefore considered proficient users of German (C1/C2) and upper intermediate users of English (B2) (Common European Framework of Reference for Languages, n.d.; Lemhöfer & Broersma, 2012). The findings were not supported by the self-assessed proficiency: the Germans did not rate their proficiency in German significantly differently than their proficiency in English ($F(1, 64) < 1$).

With regard to the distribution of participants, no relation between gender and language version of the narrative could be found ($\chi^2(1) = 1.825$, $p = .177$). However, a chi-square test for the German participants revealed a significant relation between educational degree and language version of the narrative ($\chi^2(5) = 17.747$, $p = .003$). Relatively more German respondents with a 'Hauptschulabschluss' read a German narrative (25%) than an English narrative (0.0%). In addition, relatively fewer German participants with a 'Mittlere

Reife' degree read a German narrative (8.3%) than an English narrative (33.3 %).

Furthermore, relatively more German participants with a bachelor degree read a German narrative (13.9 %) than an English narrative (0.0 %). A two-way analysis of variance showed no relation between age and language version of the narrative for German participants ($F(1, 64) = 0.23, p = .630$). This means that the German participants were equally distributed among the native and the non-native version of the narrative, based on age.

The Dutch respondent group consisted of 151 participants, 77 of whom read the English narrative and 74 the Dutch narrative (age: 15-19, $M = 16.44, SD = 0.95$; 57.6% female). The current level of education ranged from HAVO 5 to VWO 6, with VWO 5 being the most frequent level (42.4). Of all Dutch participants, 17.9% indicated that they read literature frequently, 47.7% occasionally and 33.4% indicated to not read literature often in their L1. Regarding the non-native language English, 15.9% of Dutch subjects indicated to read literature in the English language frequently, 29.8% occasionally and 54.3% indicated to not read literature often in their L2. The LexTALE proficiency test revealed that the Dutch participants were more proficient in their native language ($M = 84.85, SD = 7.16$) than in their second language English ($M = 69.27, SD = 12.00$); $F(1, 148) = 92.01, p < .001$). According to the CEF proficiency levels, the Dutch are therefore considered advanced proficient users of Dutch (C1/C2) and upper intermediate users of English (B2) (Common European Framework of Reference for Languages, n.d.; Lemhöfer & Broersma, 2012). The findings regarding measured proficiency were in line with the self-assessed proficiency: the Dutch rated themselves as more proficient in their L1 ($M = 5.50, SD = 0.79$) compared to their L2 ($M = 4.98, SD = 1.34$; $F(1, 149) = 8.35, p = .004$).

Regarding equal distribution of participants in the experimental groups, there was no relation between gender and language version of the narrative ($\chi^2(1) = 0.202, p = .653$). However, a chi-square test for the Dutch participants showed a significant relation between education and language version of the narrative ($\chi^2(3) = 13.768, p = .003$). Relatively more Dutch participants with a VWO 6 level of education read a Dutch narrative (16.2 %) than an English narrative (0.0 %). A two-way analysis of variance found no relation between age and language version of the narrative for Dutch participants ($F(1, 149) = 1.51, p = .220$).

The LexTALE proficiency test revealed that Dutch participants ($M = 69.27, SD = 12.00$) were more proficient in English than the Germans ($M = 63.12, SD = 10.03$; $F(1, 105) = 6.21, p = .014$). This is in line with the self-assessed proficiency: Dutch participants ($M = 4.98, SD = 1.34$) rated themselves as more proficient in English than the Germans ($M = 4.04,$

$SD = 1.39$; $F(1, 105) = 10.30, p = .002$). However, the Dutch ($M = 5.50, SD = 0.79$) also rated themselves as more proficient than Germans ($M = 3.74, SD = 1.46$) in the native language ($F(1, 108) = 66.82, p < .001$).

4.3. Design

This study used a 2x2 (Nationality Dutch/German x Narrative in native language (L1) / English (L2)) between-subject design.

4.4. Instruments

To measure the narrative's persuasiveness, the respondents were asked to fill in a questionnaire measuring the dependant variables emotionality, transportation, identification, comprehensibility, attitude towards the language, as well as attitude organisation and purchase intention. The questionnaire can be found in Appendix 2.

Emotionality. Emotionality was measured on the dimensions of enjoyment, sympathy and empathy. Enjoyment was measured using the item "How much did you enjoy the story?" on a 7-point Likert scale (1 = completely disagree; 7 = completely agree) adapted from Wissmath, Weibel and Groner (2009). The dimensions empathy and sympathy were measured by means of a 7-point Likert scale (1 = completely disagree; 7 = completely agree), based on Busselle and Bilandzic (2009). A sample item for measuring sympathy was "I felt sorry for Tom at some times", and an example for measuring empathy was "When Thomas succeeded, I felt happy, when Thomas failed, I was disappointed". The reliability for emotional involvement for the German respondent group was unacceptable ($\alpha = .34$), whereas it was good for the Dutch participants ($\alpha = .82$). Due to the unacceptable reliability for the German subjects, the concept emotionality was not incorporated in the data analysis.

Transportation. The level of transportation was measured by means of a 7-point Likert scale (1 = completely disagree; 7 = completely agree) 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 the nine transportation scales were acceptable for both the German ($\alpha = .75$) and the Dutch respondent group ($\alpha = .79$).

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

Comprehensibility. Narrative comprehension was measured using a 7-point Likert scale (1 = completely disagree; 7 = completely agree), based on self-assessment, adapted from Busselle and Bilandzic (2009). A sample item for measuring this dimension was “I had a hard time recognizing the thread of the story”.

Attitude towards language. Participants’ attitude towards the language of the narrative was measured by means of 7-point semantic differential scales (e.g. elegant – inelegant, appealing – not appealing) based on Matthes, Schemer and Wirth (2007). The reliability for attitude towards language comprising ten items was good ($\alpha = .83$) for the German subjects and acceptable ($\alpha = .77$) for the Dutch respondent group.

Attitude towards organisation. The attitude towards the company *PerfectCereal* was measured by means of 7-point semantic differential scales (e.g., positive – negative, interesting – not interesting, appealing – not appealing) based on Matthes, Schemer and Wirth (2007). The reliability of attitude towards the organisation comprising six items was excellent ($\alpha = .95$) for the German respondent group and it was acceptable ($\alpha = .79$) for the Dutch subjects.

Purchase intention. The intention to purchase the product which is presented in the narrative was measured by means of the item “I would want to buy the product” on a 7-point Likert scale (1 = completely disagree; 7 = completely agree).

Language proficiency. Participants’ language proficiency was measured by means of the LexTALE test (Lemhöfer & Broersma, 2012). Participants received a list of 63 either real or fictitious words and were asked to determine which ones are real. The language of the test was consistent with the language of the narrative. Based on the final score (between 0.00 and 60.00), each participant’s English language proficiency was determined, as the scores of the LexTALE test conform to the levels of language proficiency, A1-C2, established by the Common European Framework of Reference for Languages (CEFR) (Common European Framework of Reference for Languages, n.d.). Additionally, the respondents were asked to rate their proficiency in the language of the narrative on a 7-point Likert-scale (1= very bad, 7 = very good) for reading, writing, listening and speaking. The reliability of self-assessed proficiency comprising four items was excellent for the German respondent group ($\alpha = .94$) and it was acceptable for the Dutch subjects ($\alpha = .81$).

Demographic characteristics. The questionnaire also contained questions about demographic aspects, namely age, gender, education, nationality and mother tongue. Furthermore, respondents’ reading habits were examined. For both their L1 and their L2, the subjects could indicate whether they read literature frequently, occasionally or if they do not

read often. Additionally, the participants were asked to name the genres of literature that they read the most.

4.5. Procedure

To measure the dependent variables, an online questionnaire that was created in Qualtrics was distributed amongst the participants via the online messaging service WhatsApp. The language of the questionnaire depended on the nationality of each participant to ensure that questions could be answered in the individual's native language, either Dutch or German. Participants were introduced to the study with a short introductory text in the subjects' mother tongue. This text explained the procedure shortly, stated the estimated time to complete the questionnaire and functioned as the consent form, stating that by proceeding, the respondent gives his or her permission to have the data used for academic purposes. Thereafter, respondents randomly received the narrative either in English (L2) or in their own language (L1).

After completing the reading, they were provided with the questionnaire which asked them to evaluate the dependent variables emotionality, transportation, identification, comprehensibility, attitude towards the language of the narrative, their attitude towards the organisation and purchase intention. This was followed by the LexTALE test, which measured the participants' proficiency in the language in which the narrative was read. Lastly, the subject groups completed questions about demographic aspects such as age, nationality, mother tongue and gender. The section of the questionnaire asking for the personal information included a repetition of the assurance that the participants' personal details would remain anonymous and that the given information would not be used outside the experimental context. The questionnaire was designed to not exceed 20 minutes to read the material and to complete the questionnaire. However, as the subjects participated online, they could determine themselves how much time they required. The data was collected between 19 April 2018 and 6 May 2018.

4.6. Statistical Treatment

Several two-way analyses of variance, with the factors language of the narrative (L1/L2) and nationality, were conducted to measure whether transportation, identification, comprehensibility, attitude towards the language, attitude towards the organisation and purchase intention were influenced by the narrative's language (L1/L2) and whether these

potential influences were different for the two respondent groups (German and Dutch). The collected data was analysed using SPSS Statistics 23.

5. Results

To investigate the extent to which language choice and nationality affect narrative persuasion and its underlying dimensions, two-way analyses of variance were conducted. The means and standard deviations for each dimension are displayed in Table 1.

Table 1. Means and standard deviations for the effect of nationality and language version of the narrative on the underlying dimensions of narrative persuasion (1 = completely disagree; 7 = completely agree) ($N = 217$)

Nationality	Dutch	Dutch	German	German	Total
Language version	L1	L2	L1	L2	
	$N = 74$	$N = 77$	$N = 36$	$N = 30$	$N = 217$
	$M (SD)$	$M (SD)$	$M (SD)$	$M (SD)$	$M (SD)$
Transportation	4.44 (.93)	4.18 (.97)	4.00 (.93)	4.17 (.81)	4.24 (.93)
Identification	4.64 (1.04)	4.45 (1.02)	4.58 (.69)	4.73 (.74)	4.57 (.95)
Comprehensibility	5.82 (.66)	5.47 (.90)	5.17 (.83)	4.80 (1.17)	5.45 (.92)
Attitude towards language	4.15 (.69)	5.12 (.78)	4.61 (.85)	4.89 (1.01)	4.68 (.90)
Attitude towards organisation	5.55 (.94)	5.47 (.80)	4.48 (1.58)	4.86 (1.65)	5.25 (1.21)
Purchase intention	4.66 (1.79)	3.86 (1.86)	4.03 (1.72)	4.67 (1.40)	4.27 (1.78)

5.1. Transportation

For the concept transportation, a two-way analysis of variance with language of the narrative and nationality as factors was conducted. There was no significant main effect of language of the narrative ($F(1, 213) = 0.12, p = .727$), nor was a significant main effect of nationality on transportation ($F(1, 213) = 2.77, p = .098$) revealed. Furthermore, no interaction effect between language of the narrative and nationality could be found ($F(1, 213) = 2.45, p = .119$).

5.2. Identification

A two-way analysis of variance with language of the narrative and nationality as factors on identification was conducted. There was no significant main effect found of language version on identification ($F(1, 213) = 0.02, p = .883$), nor could a significant main effect of nationality on identification be found ($F(1, 213) = 0.61, p = .436$). The interaction effect between language of the narrative and nationality was also non-significant ($F(1, 213) = 1.47, p = .228$).

5.3. Comprehensibility

By means of a two-way analysis of variance with the factors language of the narrative and nationality, a significant main effect of language version on comprehensibility ($F(1, 213) = 8.01, p = .005$) was revealed. The participants' first language was found to be more comprehensible ($M = 5.61, SD = 0.78$) than English ($M = 5.28, SD = 1.02$). In addition, a significant main effect of nationality on comprehensibility was found ($F(1, 213) = 27.01, p < .001$). Dutch participants ($M = 5.64, SD = 0.81$) indicated a higher level of comprehensibility than German participants ($M = 5.00, SD = 1.01$). The interaction effect between nationality and language of the narrative was non-significant ($F(1, 213) < 1$).

5.4. Attitude towards language

A two-way analysis of variance with language of the narrative and nationality as factors on attitude towards language showed a significant main effect of language of the narrative ($F(1, 213) = 27.82, p < .001$). However, no significant main effect of nationality on the attitude towards language was found ($F(1, 213) = 0.90, p = .345$). The interaction effect between language version of the narrative and nationality was found to be significant ($F(1, 213) = 8.78, p = .003$; see Figure 1). The file was split on the basis of nationality and two separate analyses of variance were conducted. The analysis of variance with language of the narrative as factor revealed a difference in the attitude towards the language for the Dutch participants only ($F(1, 149) = 65.80, p < .001$): the Dutch rated their second language English ($M = 5.12, SD = 0.78$) significantly more positive than their first language ($M = 4.15, SD = 0.69$). However, there was no difference found for the German participants ($F(1, 64) = 1.43, p = .237$).

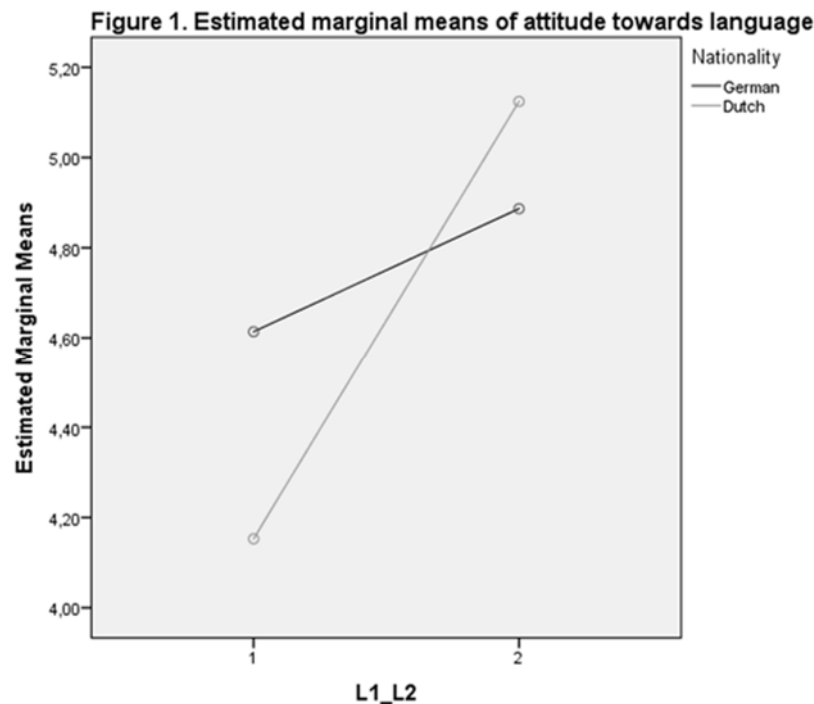


Figure 1. Estimated marginal means of attitude towards language for L1/L2 across nationalities (German/Dutch)

5.5. Attitude towards the organisation

A two-way analysis of variance with language of the narrative and nationality as factors on attitude towards the organisation showed no significant main effect of language version of the narrative ($F(1, 213) = 0.76, p = .383$). However, there was a significant main effect found of nationality ($F(1, 213) = 24.69, p < .001$) on the attitude towards the organisation. Dutch participants ($M = 5.51, SD = 0.87$) indicated a significantly more positive attitude towards the organisation than German participants ($M = 4.65, SD = 1.61$). The interaction effect between language version of the narrative and nationality was statistically not significant ($F(1, 213) = 1.78, p = .184$).

5.6. Purchase intention

A two-way analysis of variance with language of the narrative and nationality as factors on purchase intention was conducted. There was no significant main effect found of language of the narrative on purchase intention ($F(1, 213) = 0.10, p = .749$), nor was there a significant main effect found of nationality on purchase intention ($F(1, 213) = 0.11, p = .736$). The interaction effect between language version of the narrative and nationality on purchase intention was found to be statistically significant ($F(1, 213) = 7.73, p = .006$; see Figure 2). The file was split on the basis of nationality and two separate analyses of variance were

conducted. A significant difference in purchase intention between the native and non-native language was found for the Dutch participants only ($F(1, 149) = 7.35, p = .008$): the Dutch indicated a significantly higher intention to purchase the product introduced in the narrative when it was described in their native language ($M = 4.66, SD = 1.79$) than when the narrative was written in their second language ($M = 3.86, SD = 1.86$). However, there was no significant difference in purchase intention for the German participants ($F(1, 64) = 2.68, p = .107$).

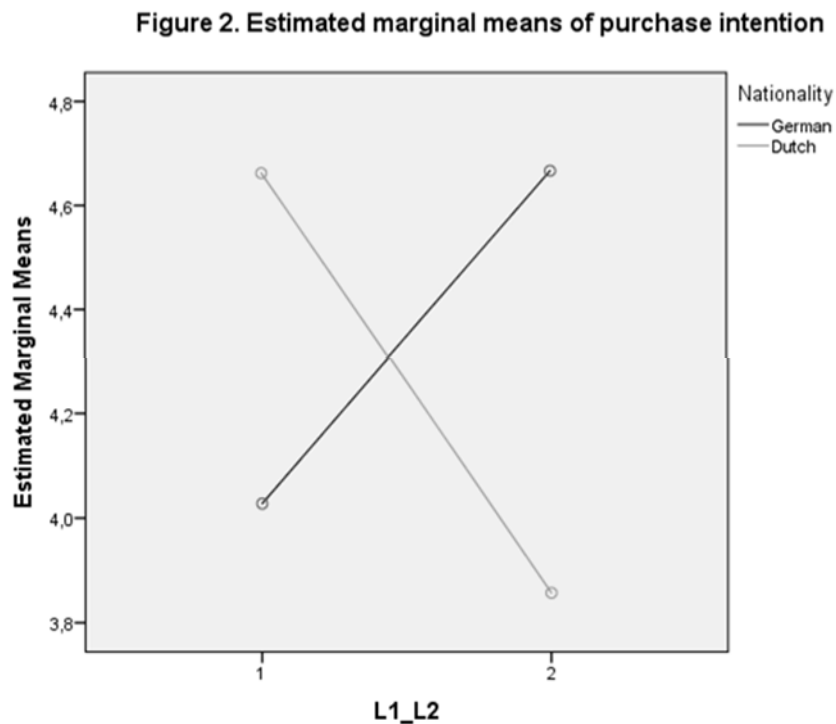


Figure 2. Estimated marginal means of purchase intention for L1/L2 across nationalities (German/Dutch)

6. Conclusion/Discussion

This study has set out to investigate whether narrative persuasion and its underlying dimensions are influenced by the language of a corporate narrative. The dependent variables emotionality, transportation, identification, attitude towards the language, attitude towards the organisation and purchase intention were measured (RQ1). Additionally, German and Dutch readers were compared, to investigate whether nationality affects narrative persuasion and its underlying dimensions (RQ2).

The current study found no effects of language version of the narrative on both identification and transportation. The level of transportation and identification was neither strong nor particularly low for both participant groups. These findings do not concur with

previous research which found that transportation and identification are higher for narratives in participants' native language (Hobelman, 2015). Regarding nationality, Spring (2017) found that Germans were more likely to be transported into corporate narratives. However, the current study has not found any effect of nationality on transportation or identification. The sample scale may have been too small to find significant effects on the two dimensions. It is also possible that the dimensions were not applicable for the used narrative, as the product was the main focus, instead of relatable characters and events which are necessary to be absorbed into a story (Cohen, 2001; Moyer-Gusé, 2008).

Notable effects were found on the dimension comprehensibility. English was considered less comprehensible than participants' native language. As participants were less proficient in English compared to their L1, it is likely that unknown words acted as a distracting factor, resulting in a 'loss of flow' (Busselle & Bilandzic, 2009) and ultimately in a lower level of narrative understanding. Dutch respondents found the narratives more comprehensible than Germans. This is rather unexpected as this result includes the narratives in the native language as well. A possible explanation could be that Germans might have been confused about the aim of corporate narratives in general. The German subjects indicated that they frequently read in their native language. It might be likely that they were not familiar with corporate narratives yet and that the tested narrative was unlike any literature that this group usually consumes. It is also possible that the lower educational level of the German readers might have influenced narrative understanding.

Dutch readers indicated a more positive attitude towards English compared to their native language, while there was no difference found for the German participants. To date, there seems to be no previous research which analysed attitudes towards language in the context of corporate narratives; however, in marketing research, positive language attitudes have been found to lead to more positive attitudes towards an advertisement or product (Pagani, Goldsmith, & Perracchio, 2015; Van Hooft, van Meurs, & Spierts, 2017). This assumption was not supported either, as the purchase intention as a representation of product attitude was lower for Dutch readers of the English narrative, compared to the native language. It is likely that the higher attitude towards English might have been influenced by the nature of the semantic differential scales. Items like "international – national" are possibly not subjective enough to be used for measurement of attitudes. Reading anxiety in foreign languages (Saito, Garza, & Horwitz, 1999) might have caused this issue to disappear in the German participant group, likely due to the lower English proficiency. Future research might replicate the current study and use a different scale for attitude towards language.

To measure narrative persuasion, the two aims of narratives, attitude towards the organisation and purchase intention, were measured in this study. Dutch participants indicated a higher purchase intention when the product was advertised in their native language. However, this was not the case for the German respondents. A possible explanation for this might be that due to the Germans being frequent readers, their standards for “good” literature might be higher. It can be speculated that an older generation might not feel targeted by a product which is advertised in a narrative that seems to be written for a younger audience or even perceived as “childish”. This could explain why the German respondent group did not enjoy the narrative in general but also did not indicate the wish to purchase the product.

The other aim of a corporate narrative is the (positive) attitude towards the organisation. The current study found that the Dutch had a more positive attitude towards Perfect Cereal than the Germans. The findings regarding narrative persuasion in the Dutch participant group lend support to Im, Lennon and Stoel (2010), who describe that stimuli like languages which are processed easily due to high proficiency lead to a more positive attitude towards the organization and ultimately to a higher purchase intention. It is possible that Germans did not feel targeted again by the way the organisation was described in the narrative. Although muesli is considered a product which is generally targeting all members of a population, it is possible that it is not a product which is favoured by the Germans or the generation older than 40. The organisation would therefore become irrelevant to them as well.

There are several limitations to this study. The sample may have been too small. With approximately 30 respondents per narrative, the number of German participants was relatively low in comparison to the Dutch subjects. This could be a potential reason for the unacceptably low reliability for emotionality. Replications of the current study on a bigger scale with a more diverse selection of reader nationalities and age groups, narratives and languages would lead to more generalizable insights into narrative persuasion. Another limitation was the lack of influence which the researchers had on possible distractions in the environment of the participants. It is recommended that the approach outlined in this study be replicated in a controlled experimental setting. This would also prevent that the LexTALE proficiency test might be completed with the help of (online) dictionaries, which would falsify the findings regarding language proficiency. Another limitation was that German respondents could choose freely when to end the questionnaire. Before the data analysis, more than half of all German subjects had to be removed due to lack of answers altogether. It can be expected that participants who lack proficiency in English, might have been discouraged to complete the questionnaire when they were faced with the English narrative. It is possible that this was due

to *foreign language reading anxiety* (Saito, Garza, & Horwitz, 1999). This assumption is supported by oral feedback which the researchers received from (potential) subjects during the distribution process of the questionnaire. This implies that the actual English proficiency might have been even lower for German participants and that there could have been more notable effects regarding the dependent variables, in line with previous research. A controlled experimental setting is likely to prevent these limitations.

The current study contributes to research about corporate narratives. As this subject has not yet been studied in-depth, it was necessary to gain more insights into the different dimensions transportation, identification, comprehensibility, attitude towards language, attitude towards the organization and purchase intention. Language choice seems to have the most notable effect on compressibility, as the corporate narrative in the current study was more comprehensible in respondents' native language. These findings might also be applicable in other research fields, e.g. language choice in educational contexts like lectures. Furthermore, the current study validates the LexTALE test as an effective tool to assess language proficiency. The findings concur with the ratings of the EF Language Efficiency Index (2017) which rate the Dutch higher than Germans, and younger people higher than people over 40 based on their English proficiency.

Although the results have supported the findings of previous research which found that language of a corporate narrative and nationality affect comprehensibility, and that the Dutch and Germans differ in their language proficiency, further research about narrative persuasion, especially for corporate purposes, seems necessary. Future research could extend the already studied topic and expand it into various cultures or language environments. This may be especially valuable in the light of international marketing purposes. Other studies might focus on potential relations between the different concepts surrounding narrative persuasion. Regression analyses could be used to investigate to what extent the different dimensions might predict the attitude towards the organisation and the purchase intention.

This study's findings aided to gain insights into the effects of corporate narratives. This has practical implications for the process of designing a marketing strategy in international business communication. Marketers need to take the effects of (non-native) languages into consideration as it seems to influence comprehensibility. A positive purchase intention and the attitude towards the organisation are ultimately the aims of corporate narratives and based on the findings of the current study, they seem to be influenced by nationality and language of the narrative as well. Language proficiency can differ on the basis of nationality or age. Marketers need to be aware of different preferences and proficiency

differences within a specific target audience. Based on the findings of the current study, it is recommended that marketers should write corporate narratives in the target audience's mother language, especially for people with low proficiency in non-native languages such as English. However, more research is necessary to give generalisable recommendations, both in academic and practical contexts, about how narrative persuasion is affected by language choice and readers' nationality.

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Appendices

Appendix 1

Writing process and content of the narratives (see Spring, 2017)

The corporate narrative describes the founding of the cereal company Perfect Cereal, told through the eyes of Thomas who founded the company with his friend Oscar. They undergo several struggles but ultimately see great success. The narrative was based on the real-life company MyMüsli (<https://www.mymuesli.com>). The choice for a food-based product was made deliberately, as it is allegedly accessible to all readers as it is generally appealing and requires no previously acquired knowledge or experience.

The narratives were written by a native speaker of German; however, by means of translation-back-translation supported by native speakers of the three languages, an overall consistency and accuracy in content and language could be achieved. The narratives were then pre-tested on the basis of the study's dependent variables with native Dutch and German speakers. The main outcome of the pre-test was that the length of the narrative needed to be shortened in order to not make the readers lose focus. The final version of the narrative consists of 1,181 words on average: the English version contains 1,186 words, the Dutch version 1,196 words and the German narrative consists of 1,161 words.

German narrative

Alles außer Rosinen

Ich liebe das Campen. Als ich klein war, machte ich mit meiner Familie oft Reisen und erlebte was großartig in der Welt war. Immer bei uns war mein Nachbar und bester Freund: Oskar. Er ist der lustigste Typ, den ich je in meinem Leben getroffen habe und er konnte einen Rückwärtssalto, was ihm großen Respekt überall in der Nachbarschaft verschaffte. Die Zeit fliegt dahin: Ich wurde erwachsen, beendete die Schule und begann Mathe zu studieren, um Lehrer zu werden. Die Ausflüge mit meinen Eltern gehörten der Vergangenheit an, aber Oskar war immer noch jedes Mal bei mir und in unserem alten rostigen Auto, wenn wir uns zweimal im Jahr aufmachten, um die Welt zu entdecken. Es war eine dieser legendären Reisen, die alles in Gang setzte! Auf unserem Weg zu den schönen Stränden Frankreichs hörten wir einen furchtbaren Radiospot, in dem eine quietschende Stimme versuchte, für Müsli mit neuem Rosinengeschmack zu werben. Nach einer angeregten Diskussion waren Oskar und ich sicher, dass wir nicht nur bessere Radiowerbung machen wollten – Warum nicht auch besseres Müsli? Denn, mal ehrlich: Wer will Rosinen in seinem Müsli? Da Oskar und ich Essen als Leidenschaft teilen, dauerte es die restlichen Stunden bis nach Frankreich und die beiden ersten Tage unserer Reise, um zu diskutieren, was das perfekte Müsli ausmacht. Wir dachten an Bananen, Leinsamen und Blaubeeren oder sogar Cashewnüsse, kombiniert mit Mango. Für Oskar war es ein Mix aus fruchtigen und knusprigen Zutaten, für mich war Schokolade das Wichtigste. Letztendlich wurde uns klar, dass das perfekte Müsli für jeden etwas anderes ist. Die Idee hinter Perfect Cereal war geboren. Zurück zu Hause stellten wir unsere Idee Familie und Freunden vor und glücklicherweise waren alle davon begeistert. In unserer Fantasie hatten wir schon eine Million Euro mit diesem super Plan verdient. Aber in der Praxis stellte es sich als viel schwieriger heraus, als ich erwartet hatte. Ich musste noch mein Studium an der Universität beenden und Oskar war in einem nine to five job in der nächsten Stadt gefangen. Wir hatten sehr wenig Zeit, um an unserer Idee zu arbeiten und keine Erfahrung darin ein Unternehmen zu gründen. Zu der Zeit war ich mir auch wirklich nicht sicher, ob es mein Ziel im Leben sein sollte, ein Unternehmer zu sein. Könnte das wirklich funktionieren? Ehrlich gesagt, hätte ich an diesem Punkt vielleicht aufgehört und wäre jetzt ein phänomenaler und beliebter Lehrer, aber ich hatte nicht mit Oskars Enthusiasmus gerechnet. In endlosen Treffen an seinem Küchentisch überzeugte er mich, dass Perfect Cereal wirklich funktionieren könnte und, dass unsere Idee es wert war, dafür zu kämpfen. Und bis heute bin ich ihm immer noch dankbar für seine

Dickköpfigkeit. In den folgenden Monaten steckten wir unsere Köpfe zusammen um herauszufinden, wie unser Unternehmen funktionieren könnte. Da wir beide die Stimmen unserer Mütter in unseren Köpfen klingeln hörten „Frühstück ist die wichtigste Mahlzeit des Tages“, entschieden wir uns, dass Perfect Cereal zu einer gesunden Lebensweise beitragen sollte (Schokolade zählt in kleinen Mengen offiziell als gesund!). Unser Müsliangebot sollte organisch sein, ohne zusätzliche Geschmacks- und Farbstoffe, und aus Zutaten aller Art bestehen. Von Bananen, Sesam und Feigen zu Schokoladenstückchen: Du kannst alles für dein eigenes perfektes Müsli auswählen! Wir hatten Geld von Familie und Freunden geliehen um unseren ersten Lagerraum zu eröffnen. Unglücklicherweise im obersten Stock eines Gebäudes, was eine Menge Treppensteigen für uns und unsere ersten beiden Mitarbeiter bedeutete. Aber abgesehen davon lief unser Unternehmen gut. Unsere Website war fertig und Perfect Cereal konnte endlich online bestellt werden. Unsere Idee, für die wir all diese endlosen Tage und Nächte gearbeitet hatten. Unser Baby. Ich war sehr froh, diese Reise mit meinem besten Freund begonnen zu haben. Aber dann kam der Schock.

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

Oskar: „Aber was, wenn wir...“

Ich: „Das haben wir schon probiert.“

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

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

wünschte wir könnten es selbst tun!“

Oskar: „Hmm“

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

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

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

Thomas

English narrative

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

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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

Dutch narrative

Alles behalve rozijnen

Ik hou van kamperen. Toen ik klein was, ging ik vaak op vakantie met mijn familie en beleefde ik geweldige dingen in de wereld. Mijn buurman en beste vriend Oscar was altijd bij ons. Hij is de grappigste vent die ik ooit heb ontmoet in mijn leven en hij kon een achterwaartse salto, wat hem groot respect opleverde in de hele buurt. De tijd vloog voorbij: Ik groeide op, maakte de middelbare school af en begon wiskunde te studeren om leraar te worden. De tripjes met mijn ouders waren verleden tijd, maar Oscar was nog elke keer aan mijn zijde en in onze oude roestige auto gingen we twee keer per jaar de wereld ontdekken. Het was een van die legendarische vakanties waar het allemaal mee begon! Onderweg naar de mooie stranden van Frankrijk hoorden we een verschrikkelijke radioreclame waarin een piepstemmetje ontbijtgranen met rozijnen als hun nieuwe smaak probeerde te adverteren. Na een levendige discussie waren Oscar en ik er zeker van dat we niet alleen betere radiocommercials wilden maken – waarom niet ook betere ontbijtgranen? Ik bedoel, kom op: wie wil er nou rozijnen in zijn ontbijtgranen? Aangezien Oscar en ik een passie voor eten delen, kostte het ons de resterende uren in de auto richting Frankrijk en de eerste twee dagen van onze vakantie om erover te discussiëren wat de perfecte ontbijtgranen zijn. We dachten aan bananen, lijnzaad en bosbessen of zelfs cashewnoten in combinatie met mango. Voor Oscar was het een mix van fruitige en knapperige ingrediënten, voor mij was chocolade het belangrijkste. Uiteindelijk realiseerden we ons dat de perfecte ontbijtgranen voor iedereen iets anders zijn. Het idee achter Perfect Cereal was geboren. Eenmaal thuis presenteerden we ons idee aan familie en vrienden en gelukkig was iedereen er enthousiast over. In onze fantasie hadden we al miljoenen euro's verdiend met dit geweldige plan, maar in werkelijkheid bleek het lastiger dan ik had verwacht. Ik moest mijn opleiding op de universiteit nog afmaken en Oscar zat vast in een negen tot vijf baan in een stad verderop. We hadden heel weinig tijd om aan ons idee te werken en geen ervaring met het opzetten van een bedrijf. In die tijd wist ik nog niet helemaal zeker of ondernemen mijn doel in het leven was. Kon dit echt werken? Eerlijk gezegd had ik op dat punt misschien ook kunnen stoppen en had ik nu een fantastische leraar geweest kunnen zijn, maar ik had niet gerekend op Oscars enthousiasme. In eindeloze vergaderingen aan zijn keukentafel overtuigde hij me ervan dat Perfect Cereal echt zou kunnen werken en dat ons idee het waard was om voor te vechten. Tot op de dag van vandaag ben ik dankbaar voor zijn koppigheid. In de volgende maanden staken we onze koppen bij elkaar om uit te zoeken hoe ons bedrijf zou kunnen werken. Omdat we allebei de stemmen

van onze moeders in ons hoofd hoorden zeggen “Ontbijt is de belangrijkste maaltijd van de dag”, besloten we dat Perfect Cereal bij moest dragen aan een gezonde manier van leven (chocolade telt officieel als gezond in kleine hoeveelheden!). Ons assortiment ontbijtgranen zou biologisch moeten zijn, zonder toegevoegde kleur- en smaakstoffen en bestaan uit allerlei ingrediënten. Van bananen, sesam en vijgen tot chocolade stukjes, je kan alles kiezen voor je eigen perfecte ontbijtgranen! We hadden geld geleend van familie en vrienden om onze eerste opslagruimte te openen. Helaas was het op de bovenste verdieping van een gebouw, wat veel traplopen betekende voor ons en onze eerste twee werknemers. Afgezien daarvan liepen de zaken goed. Onze website was klaar en Perfect Cereal kon eindelijk online besteld worden! Ons idee waar we al die eindeloze dagen en nachten aan gewerkt hadden, onze baby. Ik was erg blij dat ik deze reis was begonnen met mijn beste vriend. Toen kwam echter de schok. Een paar maanden nadat we gestart waren, stagneerden de orders voor Perfect Cereal. Iedereen die we verteld hadden over ons bedrijf was erg enthousiast, maar tot nu toe waren we er nog niet in geslaagd om ons product te adverteren. “Hallo. Wij maken ontbijtgranen. Je kan je eigen smaken online kiezen en wij sturen ze naar je op”. Blijkbaar was dit niet genoeg om vanzelf te werken. Ons product had wat hulp nodig, maar er was geen budget meer over vanwege de hoge kosten voor verzending en opslag. Ik had me eerlijk gezegd nooit voor kunnen stellen hoe duur professionele advertenties zijn. Aan de ene kant verklaart dit natuurlijk de verschrikkelijke commercial die ons toentertijd inspireerde, maar aan de andere kant kon dit ook het eind van onze droom betekenen. Hoe konden we dit niet hebben zien aankomen? We hadden echt bijna opgegeven. Ik herinner me nog duidelijk één van die slapeloze nachten in Oscars keuken, waar we al onze opties bespraken met een kop vreselijke smakende, zwarte koffie. Ik zat onderuitgezakt op mijn stoel, terwijl Oscar tegen de houten tafel leunde, trommelend met zijn vingers tegen zijn mok.

Oscar: “Maar wat als we...”

Ik: “Dat hebben we al geprobeerd.”

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

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

Oscar: “Hmm”

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

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

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

Thomas

Appendix 2*Questionnaire*

Beste deelnemer,

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

Nogmaals bedankt voor je deelname!

Met vriendelijke groet,
(names researchers)

Je start nu met het verhaal.

(narrative)

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	0	0	0	0	0	0	0

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schaamte voor Thomas							
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)

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	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	0	0	0	0	0	0	0

EFFECTS OF LANGUAGE CHOICE IN CORPORATE NARRATIVES

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

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)

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	Helemaal mee oneens (1)	Mee eens (2)	Helemaal mee oneens (3)	Neutraal (4)	Helemaal 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

EFFECTS OF LANGUAGE CHOICE IN CORPORATE NARRATIVES

Het verhaal raakte me emotioneel gezien	0	0	0	0	0	0	0
Ik merkte dat ik dacht aan manieren waarop het verhaal anders had kunnen lopen	0	0	0	0	0	0	0
Ik merkte dat ik afgeleid was tijdens het lezen van het verhaal	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

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

EFFECTS OF LANGUAGE CHOICE IN CORPORATE NARRATIVES

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 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

EFFECTS OF LANGUAGE CHOICE IN CORPORATE NARRATIVES

Geef op een schaal van 1 tot 7 aan hoe goed je bent in de volgende vaardigheden in de 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
Spoken	0	0	0	0	0	0	0

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.

EFFECTS OF LANGUAGE CHOICE IN CORPORATE NARRATIVES

	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 compromeet	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 aanhekkings	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

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

EFFECTS OF LANGUAGE CHOICE IN CORPORATE NARRATIVES

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/een andere taal, namelijk _____/beide

0 Soms, alleen in het Nederlands/een andere taal, namelijk _____/ 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!

Statement of own work - Verklaring geen fraude en plagiaat

Print en onderteken dit Verklaring geen fraude en plagiaat formulier en voeg dit formulier als laatste bijlage toe aan de eindversie van de bachelorscriptie die in papieren versie wordt ingeleverd bij de eerste begeleider.

Ondergetekende [Voornaam, achternaam en studentnummer],

.....

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

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

Plaats + datum

Handtekening