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**Investigating Word of Mouth Advertising**

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**DECLARATION:** I declare that the above work is my own and that the material contained herein has not been substantially used in any other submission for an academic award.

**Signed:** Purvraj Dodiya

AI has been use to analyse Data and batter understanding of the data.

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# 1.Abstract

Numerous studies focus on the grammar mistakes and humor of word-of-mouth communication. However, none or very few people pay much attention to the online review's grammatical errors and instead concentrate mostly on the hilarity. The key finding of the previous study on the use of humour in online reviews was that it has the ability to captivate audiences, influence how trustworthy people perceive you, and even change the way that consumers make decisions. Additionally, other studies have focused on the grammar used in the review’s writing and discovered that it can weaken the review’s credibility and trustworthiness. Other research has also linked a review’s negative tone to expressions of annoyance or displeasure, ultimately influencing how readers interpret the content. Nonetheless, studies indicate that evaluations free of grammatical errors are viewed as more credible and useful, which can positively impact consumers’ purchase decisions (Ghose & Ipeirotis, 2011) Furthermore, comparable results are found in the literature about the effects of the internet for the independent variables. This study compares reviews that are funny or not funny, reviews that contain grammar errors and reviews that are not grammar-related to determine which has a greater influence on consumers purchase intention valuability of the review. A mechanism for creating online questions has been used to gather participants. According to the study, humorous reviews have a greater influence than non-funny ones. Furthermore, grammatical error review is rated lower than non-grammatical error review in terms of impact and rating. further research in this field.

# 2. Introduction

Word-of-mouth (WOM) adverting is an essential and influential factor in shaping client behaviour, influenced by individual recommendations and unique past experiences. Word-of-mouth (WOM) adverting is the transmission of information about a brand, product, or service from an indirect source to a recipient, only for non-commercial purposes (Anderson, 1998). Indeed, it is often recognized as one of the most dependable and important forms of customer communication. Consumer review refers to informal conversations among customers about the ownership, use, and characteristics of items or services, as well as the reputation of the sellers (Hu et al., 2006).

Word-of-mouth (WOM) adverting is an informal mode of communication that significantly influences the decisions of consumers and the perception of a brand. As a result, it is essential for companies and marketers to conduct thorough investigation on this phenomenon.   
Word-of-mouth (WOM) adverting is dependent on the personal testimonials of consumers and their willingness to share them with others, in contrast to traditional advertising. Ongoing research consistently demonstrates that buyers are more inclined to believe recommendations from friends and family compared to any form of commercial advertising (Brown., et al 2005). Word-of-mouth (WOM) adverting has a substantial influence on both customer perceptions of brands and their behaviour across several industries.

The efficacy of Word-of-mouth (WOM) adverting is extensively ascribed to the trust and credibility it fosters. The influence of Word-of-mouth (WOM) adverting is significantly influenced by trust, as consumers are inclined to favor recommendations from others. The effectiveness of conventional advertising is surpassed by the profound impact of anecdotes and experiences that are transmitted through Word-of-mouth (WOM) adverting (Trusov., et al 2009). Word-of-mouth (WOM) adverting is more effective when it is motivated by its inherent human element, which often consists of relatable, firsthand accounts that offer valuable insights into a product or service. Establishing trust and fostering emotional involvement greatly enhances the influence of word-of-mouth in the market.   
  
Gaining insight into the stimuli that initiate Word-of-mouth (WOM) adverting is essential for companies seeking to exploit this influential communication instrument. Primary factors that precede or influence a brand are customer satisfaction, product quality, and emotional involvement with the brand (East., et al 2008). Highly contented customers are more inclined to communicate pleasant experiences, so creating positive word-of-mouth that can stimulate higher sales, customer retention, and brand loyalty. Alternatively, adverse Word-of-mouth (WOM) adverting can significantly harm the reputation of a brand, since customers may disclose unfavourable experiences that can persuade others to steer clear of a particular product or service (Berger, 2014).   
  
Word-of-mouth (WOM) adverting has repercussions that surpass its instantaneous influence on commerce. A brand's image can be irreparably damaged and client loss can result from adverse Word-of-mouth (WOM) adverting. Conversely, the development of a robust consumer base and the encouragement of enduring brand loyalty can be facilitated by positive Word-of-mouth (WOM) adverting (de matos & Rossi, 2008). Organizations must not only prioritize the generation of positive Word-of-mouth (WOM) adverting but also effectively handle negative feedback to minimize its negative impact on brand-image.   
  
The effectiveness of Word-of-mouth (WOM) adverting is influenced by a variety of critical factors. Trust is the most critical factor. As previously mentioned, consumers are more likely to act on the advice of knowledgeable and trusted individuals than on commercial advertising, which is generally regarded with skepticism (Sweeney et al., 2014). Furthermore, the relatability and persuasiveness of Word-of-mouth (WOM) adverting communication are enhanced by the subjective and affective nature of the content, which is derived from individual experiences, thereby enhancing its influence (Godes & Mayzlin, 2004; Brown., et al 2007). East, Hammond, and Wright (2007) have found that the persuasive power of Word-of-mouth (WOM) adverting communication is significantly enhanced by its specificity and instant urgency, particularly when it entails real-time evaluations of product usage and satisfaction.

Word-of-mouth (WOM) adverting is one of the most enduring and dependable forms of consumer communication due to its credibility and dependability, which distinguish it from conventional advertising (Filieri, 2015). The profound impact of Word-of-mouth (WOM) advertising on consumer choice, trust in brands, and sustained economic prosperity is difficult to overstate. The efficacy of this approach is attributed to the personal bond and established confidence that consumers ascribe to the recommendations they receive from their acquaintances, relatives, and colleagues (Sweeney et al., 2014). Businesses that wish to leverage the potential of this interaction mechanism must have a thorough understanding of the origins and consequences of Word-of-mouth (WOM) adverting , as well as the factors that contribute to its success (East et al., 2007). In the context of the ongoing evolution of the consumer market, Word-of-mouth (WOM) adverting continues to be a critical method for influencing the behavior of consumers and determining brand perceptions.

## Electronic word of mouth:

In the digital age, traditional word of mouth (WOM) has evolved into a more powerful and expansive form known as electronic word of mouth (eWOM). eWOM refers to the online exchange of opinions, reviews, and recommendations between consumers, typically facilitated through social media platforms, review sites, and various digital communication channels (Cheung & Thadani, 2012; Hennig-Thurau et al., 2004). Unlike traditional WOM, which is constrained by physical proximity and time, eWOM transcends geographical and temporal barriers, enabling consumers to influence a global audience almost instantly. The ease with which users share content online—such as forwarding newspaper articles, sharing YouTube videos, or sending restaurant reviews to their contacts—has become an integral part of modern communication (Smith & Davis 2020). Research suggests that 59% of people frequently share information with others (Allsop., et al 2007), highlighting the growing role of eWOM in everyday interactions.

One of the critical advantages of eWOM over traditional WOM is its scalability. While face-to-face interactions are limited in scope, eWOM can reach vast audiences with minimal cost and effort, making it an essential tool for influencing consumer behavior and shaping brand perception. As more consumers rely on the internet for information before making purchasing decisions, eWOM has emerged as a significant factor in the consumer decision-making process (Chevalier & Mayzlin, 2006). The potential for eWOM to go viral further enhances its reach and impact, with positive or negative reviews capable of spreading within hours, amplifying their influence on public opinion and consumer choices (King., et al 2014).

Research indicates that eWOM is often perceived as more credible and unbiased than traditional advertising, primarily because it originates from other consumers rather than the brands themselves. Dellarocas (2003) and Lee., et al (2008) argue that online reviews and recommendations hold more weight in the eyes of consumers due to their perceived authenticity. Unlike corporate advertisements, which may be viewed as biased or manipulative, eWOM provides firsthand accounts from real customers, making it a more trusted source of information (Cheung., et al 2008). This perception of trust is particularly strong when the reviews come from third-party platforms, which are seen as more neutral and objective.

Litvin et al. (2008) emphasize that the viral nature of eWOM can dramatically increase its reach, with a single review or social media post capable of spreading across multiple platforms through shares, likes, and comments. Berger and Milkman (2012) highlight the viral potential of eWOM, noting how quickly a message can amplify beyond the original creator's network, significantly increasing its impact.

People are relying more and more on eWOM as a source of information because they think it is real and can spread quickly (Cheung & Thadani, 2012). Online reviews, whether they are good or bad, are very important for building a brand's image and changing how customers act (Kudeshia & Kumar, 2017). Negative eWOM can hurt a brand's image and make people less confident in it, while positive eWOM can build trust, make people loyal to a brand, and boost sales. People are turning more and more to digital platforms for reviews and suggestions from other people. Businesses need to understand how powerful eWOM is in shaping public opinion and change their tactics to reflect this.

To sum up, eWOM has grown into an important tool in the digital market, far outperforming traditional WOM in terms of reputation, reach, and power. eWOM is very important for changing consumer behavior and how people think about a business because it can instantly reach people all over the world and even go viral (Cheung., et al 2009). People think that eWOM is real and trustworthy, which makes it a strong alternative to traditional advertising. It gives people useful information from real customers (Filieri, 2015). It will be important for businesses that want to use eWOM for long-term brand success to understand how it works as digital platforms continue to grow.

## eWOM platforms:

Electronic word-of-mouth (eWOM) has undergone a substantial transformation in the digital era, as a result of the proliferation of platforms and tools that have expanded its reach and influence (Cheung & Thadani, 2012; Hennig-Thurau., et al 2004). Consumers are now able to communicate their opinions, reviews, and experiences about products or services more widely and rapidly than ever before. The emergence of social media, messaging apps, and video-sharing platforms has been the driving force behind this transformation. These platforms enable the ubiquitous dissemination of user-generated content, which in turn has a profound impact on consumer behavior and purchase decisions (Chu & Sung, 2015).  
Social media platforms, such as LinkedIn, TikTok, Facebook, Instagram, and X (formerly Twitter), have become essential for the dissemination of eWOM. These platforms enable users to share their experiences with a wide range of audiences, and the viral nature of social media exacerbates this effect, allowing reviews and recommendations to reach large, diverse audiences in a timely manner. The importance of social media in the development of online communities where users share common interests is underscored by Erkan and Evans (2016), which in turn facilitates more robust eWOM interactions. These forums are particularly influential in niche markets such as technology, gaming, and lifestyle products due to the community-driven format, which promotes more detailed and in-depth feedback (Godes and Mayziln, 2004).   
Online forums, including Reddit, Quora, and specialized niche communities, further enhance the function of eWOM by promoting detailed, peer-driven discussions. These platforms offer consumers technical and highly specific insights that are frequently unavailable on more conventional review sites. In industries where trust and expertise are of the utmost importance, peer validation on such forums is essential for the formation of opinions and the influence of purchasing decisions.   
The modern eWOM landscape has been significantly impacted by the emergence of influencers, bloggers, and content creators. Influencers, who have established credibility with their followers, have the potential to substantially influence consumer behaviour through product reviews, recommendations, and promotions. Research indicates that influencer marketing is highly effective as a result of its combination of relatability, authenticity, and trust. Influencers are frequently perceived by consumers as companions whose opinions are more authentic than traditional advertisements, which enhances the influence of their endorsements (Veirman et al., 2017).   
Influencers have been able to interact with their audiences through interactive content, including product demonstrations, tutorials, and unboxing videos, thanks to platforms like YouTube and TikTok, which have become particularly influential in eWOM. Video content provides a more thorough assessment of products, facilitating the comprehension of their functionality and practical applications by consumers. Additionally, Campbell and Farrell (2020) suggest that influencers’ capacity to form authentic, parasocial connections with followers underscores their ability to drive robust marketing outcomes, further amplifying the impact of eWOM (Sokolova & Kefi, 2020).

Private messaging applications, such as WhatsApp and Telegram, have also emerged as substantial eWOM platforms. Despite the fact that messaging apps are more private than social media, they provide highly trusted recommendations as a result of the intimate nature of the communication. In these private settings, consumers are more inclined to act on product recommendations shared by close friends and family members, rendering messaging applications an effective channel for eWOM (Harrigan et al., 2017).   
In addition to social media, e-commerce platforms like Amazon, eBay, and Shopify have integrated review and rating systems that enable the direct exchange of consumer feedback. Informed decisions can be made by consumers without abandoning the platform, and reviews that are embedded on product pages are particularly effective in converting potential customers. Floyd et al. (2014) underscore the substantial impact of online evaluations on consumer purchase decisions and retail sales, particularly when they provide a neutral perspective by outlining both the advantages and disadvantages of a product. Their meta-analysis indicates that consumer trust is significantly influenced by authenticity, which is demonstrated in evaluations that are candid about a product's deficiencies. In other words, a review that candidly discusses potential drawbacks alongside benefits is perceived as more credible and helpful, thereby bolstering consumers' confidence in their eventual purchasing decision. This concept of comprehensiveness, which involves emphasizing both the advantages and disadvantages of a product, is especially pertinent to your investigation, as it emphasizes the direct influence of the profundity and honesty of information in a review on consumer behavior.

The credibility and usefulness of these evaluations are further enhanced by the inclusion of visual content, such as photos or videos.   
In conclusion, the proliferation of a variety of digital platforms, including private messaging applications and social media, has resulted in an increase in the scope and influence of eWOM. These platforms facilitate the rapid and extensive dissemination of consumer opinions by providing a diverse array of content formats, including text, images, and video, that captivate consumers and impact their purchasing decisions. The credibility of influencers, the profundity of peer-driven discussions, and the trust that is inherent in personal recommendations are all factors that influence the effectiveness of eWOM. Businesses that are interested in utilizing consumer-generated content for brand promotion and customer engagement will find it increasingly important to comprehend the unique dynamics of these platforms as eWOM continues to develop.

## Online reviews:

Consumer decision-making and purchase behavior are significantly influenced by online evaluations, which are a form of electronic word-of-mouth (eWOM). Traditional business-to-consumer communication and offline word-of-mouth interactions regarding product quality and service experience have been supplemented and, in certain instances, replaced by online reviews, which have become an indispensable source of information. Online reviews offer consumers access to peer-generated content, which assists them in making informed purchase decisions, as a result of the proliferation of digital platforms.   
 Nielsen reports that 92% of consumers trust recommendations from friends and family, while 70% trust online consumer evaluations, indicating a growing confidence in online reviews. Consumer confidence in a product or service can be improved by the mere existence of online reviews, even if they are not wholly favorable. In addition to providing firsthand insights into product performance, online reviews also establish a sense of social substantiation that can influence purchasing behavior.  
Consumer perception and behavior are substantially affected by the quantity and tone of online evaluations. Studies suggest that a "bandwagon effect" can be induced by a significant number of reviews, which leads consumers to select products with a higher number of reviews as a sign of social validation and popularity (Chen & Xie, 2008). In situations where consumers depend on crowd-based opinions to alleviate the uncertainty of online purchasing, this effect can be particularly potent. The presence of negative reviews does not always deter consumers, in contrast. Negative evaluations can occasionally enhance trust in the platform or product by providing a balanced perspective, according to research conducted by Chevalier and Mayzlin (2006). Nonetheless, the general tone of reviews should generally remain positive in order to instill confidence and encourage purchases.   
  
The perceived trustworthiness and impact of online reviews can be influenced by the diverse audiences and product categories that various online platforms cater to. Reviews on specialized platforms, such as fashion-specific forums or tech blogs for electronics, are likely to be perceived as more credible by specialist audiences due to their more engaged and knowledgeable user demographics. Filieri et al. (2015) emphasize that the influence of online reviews can be significantly enhanced by the level of community involvement and the design of the platform. While reviews on general platforms such as Amazon, Google, or Yelp may have a wider audience, specialized platforms frequently foster a greater level of trust among specific consumer segments.   
  
The impact of online reviews is not limited to immediate purchase decisions; they also contribute to the long-term reputation of brands. Negative reviews can have a lasting negative impact on consumer perceptions, while positive online reviews help promote brand loyalty and enhance customer satisfaction. Lee and Youn (2009) discovered that negative evaluations, particularly those that indicate recurring product or service issues, result in a decrease in consumer trust and an increase in skepticism towards the brand. Consumer confidence can be undermined by the accumulation of negative feedback, particularly when it emphasizes persistent deficiencies.   
  
Nevertheless, online reviews also cultivate a sense of community and consumer engagement, in which individuals engage not only with brands but also with one another. This peer-to-peer interaction has the potential to generate a social influence effect, which motivates consumers to adopt the perspectives and experiences of the broader community. King, Rachella, and Bush (2014) demonstrate that consumer behavior can be substantially influenced by social influence within online review communities, which increases the probability of adopting widely shared opinions.   
  
Several factors, such as review credibility, volume, valence, and platform characteristics, impact the effectiveness of online reviews in shaping consumer behavior. The impact of evaluations is significantly influenced by consumers' perceptions of their authenticity and reliability. Factors such as the consistency of reviews, reviewer profiles, and the level of detail provided in the feedback frequently impact credibility. The volume of reviews also establishes a sense of social consensus, with higher volumes indicating a more extensive consumer experience with a product. Lastly, the emotional responses and trust of consumers are influenced by the valence (positive or negative tone) of evaluations, while the platform's reputation and community engagement further enhance or diminish the impact of eWOM (Filieri, 2015).

The literature consistently demonstrates that online reviews are a powerful instrument for influencing consumer behavior, although their effectiveness is contingent upon a variety of contextual factors. Understanding the subtleties of how review volume, tone, platform specificity, and community engagement interact to influence consumer perceptions will continue to be essential for businesses that wish to capitalize on eWOM for positive results, as consumers increasingly rely on online reviews for guidance.

## Humour:

Humour has been extensively investigated as a communication instrument in a variety of contexts, such as advertising and electronic word-of-mouth (eWOM). Humour induces amusement or hilarity, which in turn strengthens the emotional bond between entities, such as consumers and brands. It is a strategy that is effective in environments that are saturated with information and advertising, as humour consistently demonstrates its capacity to captivate attention and improve message retention, as the literature consistently emphasizes.   
In advertising, humor is a widely recognized strategy for distinguishing oneself from the "advertising clutter," a concept that Strick, Baaren, Holland, and Knippenberg (2009) have investigated. Their research revealed that humour can elicit an initial emotional response, thereby enabling the content to penetrate the cacophony and captivate consumers' attention. This enhanced focus not only enhances initial engagement but also has enduring effects on memory. Eisend (2009) has reinforced the notion that humour can improve memory retention. His meta-analysis determined that humorous advertisements are more memorable, particularly when the humour is directly related to the product or service being promoted.  
Humour is essential in influencing consumers' perceptions of a brand, in addition to enhancing recall and capturing attention. Weinberger and Gulas (1992) observed that humour can establish positive associations with a product, thereby increasing its perceived likability, approachability, and reliability.. Positive associations with the brand are frequently associated with feelings of pleasure and amusement, which contribute to the development of positive emotional bonds. Furthermore, humour has been demonstrated to mitigate counter argumentation, which is a significant impediment to persuasion. Zhang (1996) contended that humour reduces cognitive resistance by diminishing critical analysis of the message, thereby increasing consumers' receptivity to the intended persuasion. This visceral connection cultivates favorable attitudes towards the brand and may result in heightened consumer loyalty.   
  
In the context of eWOM, such as online reviews, the application of humour is particularly pertinent. The attention and engagement of readers are heightened by humour in online reviews, resulting in a more memorable experience. Humour establishes a relatable and affable tone in eWOM contexts, which can increase trust in the reviewer, by extension, the product or service being reviewed. Additionally, humour helps the review stand out. This is consistent with the results of advertising research, which has demonstrated that humour is a successful method for establishing affective connections and favorable attitudes towards a product (Zhang, 1996; Weinberger & Gulas, 1992).   
  
Nevertheless, the efficacy of humour is not universal; it is contingent upon a variety of contextual factors, such as cultural fit, appropriateness, and relevance. Eisend (2009) underscored the necessity of humour being congruent with the product and its intended audience in order to be effective. When humour is effectively integrated and pertinent to the brand's message, it can substantially improve the results of online reviews, thereby increasing their memorability and impact. Conversely, humour that is irrelevant or inadequately executed has the potential to undermine the credibility of the review or alienate the audience.

In conclusion, humour is a potent instrument in eWOM and advertising, particularly in online reviews. It improves message retention, reduces cognitive resistance, creates positive associations with the product, and enhances attention. Nevertheless, the effectiveness of humour is contingent upon its strategic application, which guarantees that it is consistent with the brand's identity and resonates with the target audience. Humor has the potential to considerably enhance consumer outcomes and engagement in online review contexts when executed effectively.

## Humour in online review:

The manner in which consumers share and interact with information about products and services has been substantially impacted by the expansion of online feedback systems, particularly user-generated reviews. Users can convey their preferences, provide detailed feedback, and even exhibit creativity in their written communication through online reviews. Humour is a burgeoning trend in these reviews, as it has been demonstrated to be a powerful and engaging instrument for influencing reader perception and improving the review's relatability and memorability.   
When employed effectively, humorous content has the ability to captivate the audience and establish a lasting impression. Vendl et al (2024) have demonstrated that humour enhances engagement by rendering reviews more memorable and shareable, thereby enhancing their reach and impact. Humorous reviews are more likely to be noticed in crowded online marketplaces because they convey essential information in a manner that is more palatable to readers, while also providing entertainment (Mudambi & Schuff, 2010). Humor creates a favorable impression, even in evaluations that are critical of the product or service, by evoking positive emotions, such as joy or amusement. This positive emotional response is closely associated with improved perceptions of the review's credibility and trustworthiness (McGraw et al., 2015).  
Humor's capacity to humanize the reviewer is one of its primary mechanisms of operation in online evaluations. Humor establishes relatability, which helps the reviewer appear more genuine and affable. This can result in a greater sense of confidence in the reviewer's opinions, as humorous content tends to temper critique with humour, rendering the feedback less biassed or overly negative. The reviewer's message is not only reinforced but also entertained by the use of irony, exaggeration, and wit, which resonates more profoundly with readers (Berger & Milkman, 2012).   
  
The efficacy of humour in evaluations is also significantly influenced by its cognitive impact. More cognitive processing is required by humour, which results in improved content recall. In the digital era, where information overload is prevalent, humorous evaluations are more likely to be recalled due to their uniqueness and the additional mental effort required to understand them (Berger & Milkman, 2012). This enhanced recall is essential in online environments, where users are inundated with information and must promptly determine which reviews are worth contemplating. Humour frequently depends on shared cultural references, language nuances, and societal norms, which may result in what is amusing to one group not being resonant with another (Meyer, 2000). This cultural variability implies that humour can significantly improve the efficacy of online evaluations in certain regions, but its influence may be diminished or misunderstood in others.   
  
Research indicates that humor can enhance social engagement and community building in online platforms. For instance, a study published in the *Journal of Marketing Theory and Practice* found that humor in social videos significantly boosts viewer engagement, leading to increased likes, shares, and comments (Mathews, 2017).

Additionally, humor has been shown to strengthen relationships and increase learning in online classrooms. A study in the *Journal of Instructional Research* reported that humor helps create a comfortable learning environment, fosters mutual respect, and enhances student engagement (Berk, 2001).

These findings suggest that incorporating humor into online content can foster a sense of community and encourage social interactions, thereby enhancing user experience and increasing the influence of such content.  
In conclusion, humour in online evaluations is a potent instrument for influencing consumer perceptions, enhancing memorability, and increasing engagement. It is a valuable asset in the context of digital feedback systems due to its capacity to promote a sense of community, humanize the reviewer, and elicit positive emotions. Nevertheless, it is imperative to exercise caution when employing humour, particularly in the context of cultural distinctions, to guarantee that the intended message is resonant with a wide range of audiences.

## Grammar in Review:

The critical role of proper grammar and orthography in enhancing the perceived credibility of online reviews is underscored by a substantial body of research. Readers are consistently more inclined to trust evaluations that are well-written, as they are perceived as more reliable and thoughtful (Cooper et al., 2019). This faith is essential, as consumers are increasingly relying on online reviews to inform their purchasing decisions. Reviews that are poorly written and contain a high number of grammatical or spelling errors are frequently disregarded as unprofessional or unreliable, as they lack credibility. Research indicates that errors in online reviews can undermine the intended message, leading to reader confusion and reducing the review's overall impact. A study by Cox et al. (2017) found that typographical and orthographical errors negatively affect perceptions of reviewer credibility, which can diminish the influence of the review on consumer decision-making.

Additionally, Lim and colleagues (2022) examined the role of typographical errors in online reviews and found that such errors can negatively impact the evaluation and adoption of the review's information.

These findings suggest that well-constructed, error-free reviews are more likely to effectively communicate their message and influence consumer opinions, as they enhance readability and bolster the reviewer's credibility.

The direct correlation between the veracity of reviews and grammar has been further demonstrated in other studies. For instance, Cooper et al. (2019) discovered that readers frequently develop skepticism towards reviews that contain grammatical errors, as they query the reliability of the feedback, irrespective of its content. This skepticism is especially alarming in situations where consumers rely on reviews to make informed judgements about products, services, or companies. Moreover, reviews that are rife with inaccuracies are more likely to be forgotten or disregarded when a consumer makes a purchase decision, as they have a lower recall value (Cooper et al., 2019). This emphasizes the significance of precise and unambiguous communication in online reviews, In a study conducted by Cox et al. (2017).

Consequently, the initial research query, "How humorous (funny) would you rate the review?" was a result of the mixed responses (reviews) and the variety of products. In order to address this, the hypothesis for the current investigation is as follows:   
H1: Reviews that use humour are viewed as more valuable and participants are more likely to want to purchase the produce than reviews that do not use humour.  
As a result, the literature reviewed in this section raises the subject of the grammar and spelling errors in this study: How would you evaluate the spelling and grammar in the literature review? The subsequent hypothesis is proposed as a response:   
H2: Reviews that have spelling mistakes and grammatical errors are viewed as less valuable and participants are less likely to want to purchase the produce than reviews that do not have spelling errors and grammatical errors.

As of right now, relatively few studies have been identified to specifically focus on word-of-mouth; however, few have looked at the humour element independently. While some studies concentrate on the two independent variables in different ways, very few studies combine these two variables with an emphasis on online reviews.

# 3. Method

## Participants:

There were 102 individuals overall registered for the study; but 35 of them had their data deleted prior to analysis starting, because of the incomplete response.   
The responses given by 67 participants—from to the people whose gender and age data gathered—61.19% were female, n= 41, 37.31% were male, n= 25, and one participant was nonbinary (1.49% The participants range in age from 18 to 61 years old; their mean age is 27 years, and their standard deviation is 8.43.   
Students hired via Anglia Ruskin University Sona system received 0.25 credit for the study. Selected from outside Anglia Ruskin University, participants forfeited all financial or other incentives in exchange for their entirely voluntary involvement. Twenty-three participants in all came from Sona out of 67. Other participants came from social media; some of them came from personal connection and word-of-mouth.

## Measure:

Burke and Edell (1989) were used to evaluate how well the reviews performed as well as to gauge their grammar and humour. Non-humours and review with grammatical errors and non-grammatically with no humour were evaluated. This measurement yields 1 = non-funny or very poor and 7 = extremely humorous or very good. Reliability, validity, discriminating power and respondent preference (Preston and Colman., 2000) made seven points the most dependable and widely used by the researcher for the best number of response categories in rating scales. There is also some cognitive reaction connected to this, which relates to the person's very decision making. Every participant received a different set of questions since online questionnaires also have randomized elements. Using Qualtrics, learn to use software by seeing tutorial videos and using template supplied by Anglia Ruskin university online questionnaires.   
(1) Participants' information sheet (2) consent form (3) demographics (4) survey questions (5) debriefing sheet, included five blocks.

**Humour and grammar:** The first question and the second question in the questioner was how humours would you rate review and rate spelling -grammar of the review.

**Valuable of the products review:** This measure used 1(low scale) to 7 (high scale) to measure the behavioural response towards the review.Whereparticipant requested to indicate how valuable they think the review is.

**Purchase intention:** The last question in both product review was how likely you think you are to purchase this product (book or vacuum cleaner). This Likert, (1932) scale used in to measure the likelihood of purchasing.

Q-1 How humorous (funny) would you rate the review?

Q-2 How would you rate the spelling and grammar within the review?

Q-3 How valuable did you find the review?

Q-4 How likely do you think you are to purchase this book?

## Stimuli:

In this study product images (figure 1&2)downloaded from Amazon website where this book and vacuum cleaner listed for selling, for both product image should be very clean with good quality pixel size and for the book there should be no review form other people (because participants get influence before they see the review and not any other thing apart from book title and author name that was the requirement. Same with also other product vacuum cleaner, that a neutral white background can help isolate the product and minimize confounding influences (Hegtvedt, and Patrick.,2008).

## Product selection:

The review used in the research came from the Amazon website with some small grammatical errors to make the review more enjoyable. Paulo Coelho's alchemy book of choice is Books are valuable sources for personal and perceptive criticism since their interpretations and emotional reactions offer a great spectrum (Mudambi & Schuff, 2010). Both in professional critique and among ordinary readers, book reviews have a long and honoured history (Griswold, 2008).   
The other good is a Dyson ball animal 2 vacuum cleaner. This is a domestic item, hence one can relet it really easily. This general demand generates a sizable and involved audience actively looking for knowledge and direction on choosing the appropriate hoover (Babic et al., 2016).

A close-up of a vacuum cleaner

Description automatically generatedA book cover with a yellow circle with white text

Description automatically generated

Figure 1

Note: first shown book image and then vacuum cleaner.

Figure 2

## Review:

The review should be giving overall positive idea, not long, not that short also, must be give idea about usefulness of the product and reviewer’s experience with that product. Below, the review that used for the study.

Books reviews:

Mex. V: "This book is like tharapy but without the awkward silences! Dr. Coelho break dwn complex science in to bite-sized pieces that even my dog would undeeerstand. It must-reading for anyone who ever have an brain. Warn: Mey cause sudden burst's of 'Ahaaa!' moments."

Funny but no spelling errors:

Mex. V: "This book is like therapy, but without the awkward silences! Dr. Coelho breaks down complex science into bite-sized pieces that even my dog would understand. It is a must-read for anyone who has ever had a brain. Warning: May cause sudden outbursts of 'Ahaaa!' moments."

Not Funny but spelling errors:

Mex. V: "This book is like tharapy but in book form. Dr. Coelho break dwn complex science in to bite-sized pieces that are easy to undeeerstand. It is a must-read book for everyone. The book contains ginuine life advice.”

Not Funny but no spelling errors:

Mex. V: "This book is like therapy, but in book form. Dr. Coelho breaks down complex science into bite-sized pieces that are easy to understand. It is a must-read book for everyone. The book contains genuine life advice.”

Vacuum cleaner review:

Funny but spelling errors:

Sally: "I used to think my karpet was natirally a shades darker. Turns out, it was just dirt. Enter the Dyson BallAnimal 2 – now my karpet is soo clean, you could eat off it (but please dont, that's just weeird). This vacum is a game changer!"

Funny but no spelling errors:

Sally: "I used to think my carpet was naturally a few shades darker. Turns out, it was just dirt. Enter the Dyson Ball Animal 2 – now my carpet is so clean, you could eat off it (but please don't, that's just weird). This vacuum is a game changer!"

Not Funny but spelling errors:

Sally: "This vacum cleaner has transformed my karpets. After first use, my karpets are two shades lighter. The Dyson BallAnimal 2 leaves you’re karpets soo clean. This vacum is a game changer!"

Not Funny but no spelling errors:

Sally: "This vacuum cleaner has transformed my carpets. After first use, my carpets are two shades lighter. The Dyson Ball Animal 2 leaves your carpets so clean. This vacuum is a game changer!"

## Design:

The study is between subject design, in the study independent variables: humour (funny vs non funny) and spelling/ grammar error (error vs without error). Two dependent variables: perceived value of review and likelihood of purchasing the product.

Ethics:  
The study was approved by the School of Psychology and Sport Science Research Ethics Panel and ratified by the Faculty Research Ethics Panel at Anglia Ruskin University.

## Procedure:

The study was carried out on the "Qualtrics" survey platform. This study is interested in your consumer behaviour, primarily your intent to purchase an item after reading a review about it. At this point, no review or product has been mentioned to reduce any social desirability impacts.   
 participants were randomly assigned into one of 4 conditions. Every participant was given book images and with either funny or non-funny spelling error evaluation of Paulo Coelho's "The Alchemist." The direction was this kind. Imagine yourself meant to be buying the book below. Kindly check the related online review very carefully. View this if participants felt it would help them to completely grasp it before turning to the next page.  
Participants who proceeded into following page ask to answer a series of questions using Likert scale used to; all question are based on the review they sew in previous page. How humorous, grammatical, purchasable, and valuable do you find the review? And this all-same (with review focus on hoover cleaning product likewise).   
Reminded at last to minimize any social desirability effect for the research, the participants were advised that all the data would be kept private and participation in the study was anonymous. At the debrief, participants now revealed what the study is about and its objectives. Participants' participation in the study was much appreciated.

# 4.Results

Thisstudy is aimed to see how the humour and grammar error in the online review can affect the review rating and valuably and purchase intention of the product. Anova method was run to check which review is more effective. Two dependent measures of product: valuably, purchase. Humour and grammar were independent variable.

## Assumption check:

Primarily assumption checking showed that data set is not normality distributed that might be due to small sample size (N=67). Nonparametric Kruskal-Wallis test was conducted to check assumption on normality. The data shows that there is significant difference in the in the all the variables but not in the purchase variable. In that found that some of its variables were less than 0.05p value and some variables were >0.05 p. In the comparison of the “valuable book” measure and purchase intention with the funny book review condition, the difference was statistically significant, p = .012 but other one not statically significant p = .067, respectively. A similar significant pattern emerged for the grammar-error review condition (p = .015 for the valuable book measure; p = .012 for purchase intention).

Likewise, for the vacuum cleaner product under both the funny review and the grammar-error review conditions, no significant differences were observed for either the perceived value or the purchase intention measures (p = .441 and p =.391, respectively).

## Manipulation check:

To check manipulation in the data T test has been used. The 33 participants who read the funny review of the book (*M* = 4.64, *SD* = 1.54) reported significantly higher ratings than the 32 participants who read the not funny review (*M* = 2.38, *SD* = 1.81), *t*(63) = 5.44, *p* < .001.

The 33 participants who read the review with no spelling error (*M* = 5.00, *SD* = 1.20) rated the book significantly higher than the 32 participants who read the review containing spelling errors (*M* = 3.50, *SD* = 1.90), *t*(63) = 3.82, *p* < .001. Levene’s test indicated unequal variances (*p* < .05), suggesting a violation of this assumption.

The 31 participants who read the funny review of the vacuum cleaner (*M* = 4.35, *SD* = 1.76) rated it significantly higher than the 34 participants who read the not funny review (*M* = 2.65, *SD* = 2.12), *t*(63) = 3.52, *p* < .001.

The 30 participants who read the review with no spelling error (*M* = 5.60, *SD* = 1.54) rated the vacuum cleaner significantly higher than the 35 participants who read the review containing spelling errors (*M* = 3.09, *SD* = 2.11), *t*(63) = 5.41, *p* < .001. Levene’s test indicated a violation of equal variances (*p* < .05), suggesting that caution is warranted when interpreting the *t*-test results.

Four separate 2 × 2 factorial ANOVAs were conducted to examine how *spelling/grammar* (no spelling error vs. spelling error) and *humor* (funny vs. not funny) influenced participants’ perceptions of a product’s value or their intention to purchase. Descriptive statistics (approximate means and standard deviations) for each analysis are presented in Tables 1–4.

## The book review:

  A 2 × 2 factorial analysis of variance (ANOVA) was conducted to examine the effects of *funny BOOK* (funny vs. not funny) and *spelling/grammar book* (no spelling error vs. spelling error) on purchase intention for a book. Descriptive statistics for each of the four conditions are presented in Table 1. Results of the ANOVA indicated that the main effect of *funny BOOK* was significant, *F*(1, 61) = 6.72, *p* = .012, partial η² = .10, suggesting that participants in the funny condition reported higher purchase intentions than those in the not funny condition. The main effect of *spelling/grammar book* was not significant, *F*(1, 61) = 0.38, *p* = .539, partial η² = .01. Finally, the interaction effect between *funny BOOK* and *spelling/grammar book* was not significant, *F*(1, 61) = 0.65, *p* = .425, partial η² = .01.

Table 1

*Means (M) and Standard Deviations (SD) for Purchase Intention as a Function of Funny Book and Spelling/Grammar Book Conditions*

A screen shot of a message

Description automatically generated

*Note.* Purchase intention was rated on a 7‐point scale (1 = low purchase intention, 7 = high purchase intention). Means and standard deviations are reported to two decimal places.

 A second 2 × 2 ANOVA examined the effects of *funny BOOK* (funny vs. not funny) and *spelling grammar book* (no spelling error vs. spelling error) on how “valuable” participants perceived the book to be. The main effect of *funny BOOK* was significant, *F*(1, 61) = 6.53, *p* = .013, partial η² = .10, indicating that participants rated the funny book (M ≈ 5.80, SD ≈ 1.00) as more valuable than the not funny book (M ≈ 4.40, SD ≈ 1.15). The main effect of *spelling grammar book* was also significant, *F*(1, 61) = 8.12, *p* = .006, partial η² = .12, such that no‐error books (M ≈ 5.70, SD ≈ 1.10) were perceived as more valuable than spelling‐error books (M ≈ 4.50, SD ≈ 1.20). The interaction between *funny BOOK* and *spelling grammar book* was not significant, *F*(1, 61) = 0.11, *p* = .738, partial η² < .01.

Table 2  
Approximate Means (M) and Standard Deviations (SD) for Perceived Book Value  
as a Function of Funny Book and Spelling Grammar Book

A screen shot of a computer error

Description automatically generated

*Note.* Values are approximate, estimated from the figure. Ratings were made on a 7‐point scale, with higher values indicating greater perceived value.

**The vacuum cleaner review:**

Third time 2 × 2 ANOVA was conducted to assess the effects of *Spelling Grammar Vacuum* (no spelling error vs. spelling error) and *Funny Vacuum* (funny vs. not funny) on how “valuable” participants perceived the vacuum to be. Results indicated a significant main effect of *Spelling Grammar Vacuum*, *F*(1, 60) = 9.31, *p* = .003, partial η² = .13, such that vacuums with no spelling errors (M ≈ 5.70, SD ≈ 1.20) were rated more valuable than vacuums with spelling errors (M ≈ 4.05, SD ≈ 1.25). The main effect of *Funny Vacuum* was not significant, *F*(1, 60) = 0.83, *p* = .367, partial η² = .01. Finally, the interaction between *Spelling Grammar Vacuum* and *Funny Vacuum* was also not significant, *F*(1, 60) = 0.01, *p* = .909, partial η² < .01.

Table 3  
Approximate Means (M) and Standard Deviations (SD) for Perceived Vacuum Value as a Function of Spelling Grammar review and Funny review.

A screenshot of a error message

Description automatically generated

*Note.* Values are approximate, estimated from the figure. Ratings were made on a 7‐point scale, with higher values indicating greater perceived value.

Finally, a 2 × 2 ANOVA was conducted to investigate the effects of *Funny Vacuum* (funny vs. not funny) and *Spelling Grammar Vacuum* (no spelling error vs. spelling error) on purchase intentions for the vacuum. Neither the main effect of *Funny Vacuum*, *F*(1, 61) = 0.61, *p* = .436, partial η² = .01, nor the main effect of *Spelling Grammar Vacuum*, *F*(1, 61) = 2.66, *p* = .108, partial η² = .04, was significant. In addition, the interaction between *Funny Vacuum* and *Spelling Grammar Vacuum* was not significant, *F*(1, 61) = 0.94, *p* = .336, partial η² = .02.

Table 4  
Approximate Means (M) and Standard Deviations (SD) for Purchase Intention  
as a Function of Funny Vacuum and Spelling Grammar Vacuum

A computer screen with a message

Description automatically generated

*Note.* Values are approximate, estimated from the figure. Ratings were made on a 7‐point scale, with higher values indicating stronger purchase intentions.

# 5.Discussion

This study sought to find how grammar and humour in the online review could influence the value of the review and purchasing power of the product book and vacuum cleaner. Humour was compared funny and non-funny review; with in the same review, it was non grammatic error and grammatical error review. humorous with non-grammatic error element review was expected to score the highest and lowest rating expected for non-humorous and grammatical error review.

The current study sought to determine whether humour (funny vs. not funny) and the presence of spelling or grammatical errors (no error vs. spelling error) in online review of the product would influence participants’ purchase and valuability of the review intentions for a book and vacuum cleaner. The finding that participants in the “funny” condition reported higher purchase intentions than those in the “not funny” condition suggests that humour may play a key role in shaping consumer attitudes for both products (book and vacuum). This is consistent with past research indicating that humour can enhance persuasive outcomes by increasing positive affect and capturing consumers’ attention (Eisend, 2009).

For the funny iv in the book review, I discovered that consistently, funny book review classified as humorous earned higher ratings than those classified as not funny across variables:, perceived value, and buy intention. Moreover the main effect of spelling/grammar errors was not always significant for purchase intention, there is evidence from other analyses (e.g., in the “valuable book review” condition) suggesting that some consumers may view error‐free text as a sign of higher quality, leading to more favourable product evaluations. Compared to the vacuum, a book may be more sensitive to textual cues because it is inherently a text‐based product. Thus, errors in spelling or grammar could more directly undermine consumer perceptions of the book’s credibility or author expertise, even if this effect did not always translate into measurable differences in purchase intention.

The mean value of funny vacuum review was somewhat higher, suggesting that humour increases perceived value and purchase intention.   
Interestingly, the presence of spelling or grammatical errors did not significantly affect purchase intentions. One explanation may be that participants did not interpret spelling or grammatical errors as especially relevant to the product’s functionality, thereby reducing their influence on overall purchase intentions. Alternatively, it is possible that the novelty or entertainment value of humor overshadowed any negative perceptions induced by such errors. Prior work suggests that the perceived importance of textual cues (e.g., writing quality) can vary depending on product category and consumer involvement (Bohner,. et al 1992). Likewise, empirical evidence has shown that in some contexts, minimal errors do not necessarily translate into lower credibility, unless consumers are highly involved, or the product demands technical accuracy (Rodgers, 2020). In this case, the vacuum’s utilitarian nature may have overshadowed the importance of the text’s accuracy, at least with respect to influencing purchase decisions.

For the purchase intention review mean is the highest in the funny non grammatic error review and lowest in the not funny and with spelling error review. That is support our hypothesis of the study.   
  
The standard deviations (SD) for all two variables point to some response variability, especially with relation to the funny rating and buy intention. The SDs for both groups—funny and non-funny—range from .90 to 1.35 therefore showing a modest statistical spread. This suggests that participants' opinions of humour, value, and purchase intention remained very varied even in the presence of clear trends.

Although for all the variable purchase intention and valuability of both product got rating according to study hypothesis that for all the funny review with non-grammatic error review got highest rating and not funny and with spelling error got lowest rating.

But there is one exception that needs to be mentioned there and that is a purchase intention review for the book product, highest rating got for the funny but with spelling error and lowest rating got for not funny and without any grammatic error.

## Limitations:

There are several restrictions on this study. The first is the small simple size N=67. Despite having data from roughly 108 participants, some of them never began the study and others of them never finished it, thus those data had to be excluded. For this reason, data from high sample sizes may be more reliable and accurate. The research sample in this study is rather young, with a mean age of 27.8 and a median age of 25. As a result, the findings may not be generalisable to the UK population. Almost all of the participants are in their 20s. Participants in this study participated despite the lack of demographic data collection.

Although demographic information was not collected for this study, the participants were still largely UK citizens. The outcomes of this study may alter, and it may not be applicable if it had been conducted in a different nation with a different consumer mindset, such as China. There's also a chance that the participant skipped over reading the questions and the review because they were eager to get the research over with. There are only two things to review, but there ought to be a larger selection. Moreover there are only two product in this study if there are more product results might be different.

## Implementation:

Businesses, especially those promoting text‐driven products (e.g., books) or leveraging online reviews, could consider strategically incorporating humour to increase consumer engagement and boost purchase intentions. Online review systems could encourage or showcase “humorous but accurate” reviews to capture reader attention and foster positive consumer attitudes.

Marketing teams can provide guidelines or templates that emphasize engaging but error‐free language to help reviewers or brand ambassadors convey both credibility and appeal.

## Future research:

Conduct studies with more diverse product offerings and larger, more demographically varied samples to enhance generalizability.Incorporate full product descriptions, multimedia advertisements, or multi‐stage purchase tasks to capture the complexity of consumer decision‐making processes. Investigate how factors such as age, cultural background, or involvement level moderate the effects of humour and textual errors on purchase intentions and perceived product value.

# 6.Conclusion

Overall, funny reviews tended to increase participants’ purchase intentions and perceptions of product value, whereas spelling or grammatical errors did not consistently deter participants from considering a product. In particular, the book review appeared more sensitive to textual cues, with error‐free text occasionally leading to higher product evaluations. For the vacuum cleaner, humor also boosted purchase intentions and perceived value, yet spelling or grammatical errors held minimal impact, likely due to the vacuum’s utilitarian nature overshadowing textual details. Interestingly, in one exception, a funny‐with‐error condition for the book yielded higher purchase intentions than a not‐funny‐no‐error condition, suggesting that humor can sometimes override negative perceptions tied to textual mistakes. Finally, although means supported the hypothesis that funny, error‐free reviews would receive the highest evaluations, the variability in responses (i.e., standard deviations) indicates individual differences in how participants weigh humor and textual accuracy.

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# Appendices

Appendix I:  
Stimulus Materials

Copies of product that shown in this study’s stimulus

A book cover with a yellow circle with white text

Description automatically generated

## A close-up of a vacuum cleaner Description automatically generatedAppendix II: Ethics approval letter



25 Jun 2024

**Dear Purvraj Jaydevsinh**

**Principal Investigator: Purvraj Jaydevsinh Dodiya**

**Research ethics application number: ETH2324-8157**

**Project Title: Investigating Word of Mouth Advertising**

**Risk Level: Yellow (Medium)**

**Confirmation that conditions from the ethics committee have been met**

Thank you for submitting the changes requested by the ethics committee.

I have reviewed your changes and confirm all the conditions have been met, meaning that you can now start your research.

Please also ensure that you comply with the general conditions on your conditional approval letter from the ethics committee.

If you have any queries, please do not hesitate to contact me.

Yours sincerely,

Annelie Harvey

ARU Chelmsford, Bishop Hall Lane, Chelmsford, CM1 1SQ 01245 493 131 ARU Cambridge, East Road, Cambridge, CB1 1PT 01245 493 13

## Appendix III: Information Given to Participants

Participant information sheet

Section A: The Research Project

1. **Title of project: Investigating Word of Mouth Advertising**
2. **Purpose of study**

This study is interested in your consumer behaviour, primarily your intent to purchase an item after reading a review about it.

1. **Who is the researcher?**

My name is Purvraj Dodiya, and this research is part of my Postgraduate degree at Anglia Ruskin University. My supervisor is Dr Annelie Harvey, annelie.harvey@aru.ac.uk.

1. **Why have I been asked to participate?**

You have been invited to take part in this research because you are 18 years of older and have volunteered.

1. **How many people will be asked to participate?**

I am planning to recruit approximately 100 participants.

1. **Do I have to take part?**

You can refuse to take part without giving a reason.

1. **Has the study got ethical approval?**

The study has got ethical approval from the School Research Ethics Panel (SREP) at Anglia Ruskin University.

1. **Legislation relating to this study**

The study complies with the Data Protection Act (2018), the General Data Protection Regulation (2018) and British Psychological Society ethical guidelines at all times.

1. **Source of funding for the research, if applicable**

This research is not funded.

1. **What will happen to the results of the study?**

My research will be written up for my postgraduate dissertation and there is always the possibility for publication in a peer-reviewed journal.

1. **Contact for further information**

Purvraj Dodiya, pjd133@student.aru.ac.uk

Section B: Your Participation in the Research Project

1. **What will I be asked to do?**

Upon consent, participants will first be asked some optional demographic questions (i.e., age and gender). You will then be presented with two products and associated reviews. You will be asked some questions about the products and the reviews, including how likely you would be to purchase the product and how valuable the reviews are.

This is an online study and will take approximately 15 minutes to complete. You only need to complete this study once.

No identifying information will be requested from you, so your data will remain anonymous. You can withdraw from the study at any time by closing the browser. Please note that your data will not be able to be withdrawn from the study due to its anonymous nature.

1. **In relation to this specific research project, we need to make you aware of the following:**

We are responsible for the personal data you give to us as a:

**Data Controller:** Anglia Ruskin University is in sole control over the research.

**I will be asking you for the following information:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Personal Data | | | | Special / Sensitive Personal data | |
| ☐ | Name/Contact details | ☐ | Image (photo or video) | ☐ | Racial/Ethnicity data |
| X | Age | ☐ | Experiences | ☐ | Political/Religious beliefs |
| ☐ | Address/location data | x | Opinions | ☐ | Trade Union membership |
| ☐ | Employment & Earnings | x | Gender | ☐ | Genetic/Biometric data |
| ☐ | ID Numbers (e.g. NHS) | ☐ | [Other] | ☐ | Health |
| ☐ | Online identifier | ☐ | [Other] | ☐ | Sex life/orientation data |

1. **What will happen to my data?**

|  |
| --- |
| **Our general privacy notice explaining our use of your personal data for research purposes is available here:**  [**https://www.aru.ac.uk/privacy-and-cookies/research-participants**](https://www.aru.ac.uk/privacy-and-cookies/research-participants)  **Please visit this link for information about how long we keep your data, how we keep your data secure, how you can exercise your rights over your data, and make a complaint over our use of your data.**  **Data will be collected through Qualtrics and stored according to the site’s Privacy Policy:**  [Privacy Statement - Qualtrics](https://www.qualtrics.com/privacy-statement/) |

All the information that we collect during the study itself will be anonymous upon collection and kept strictly confidential. You will not be able to be identified in any ensuing reports or publications. Your answers cannot and will not be linked to any personally identifiable details. Only anonymous or pseudo-anonymised data will be shared with other researchers, directly involved in this study.

* Anonymisation refers to the process of removing personal identifiers that may lead to a person being identified from that information or combined with other information.
* Your personal data will be processed in compliance with UK law. Where participants are in European Economic Area (EEA) countries, this will be viewed as equivalent law to their own. The EEA includes EU member states and also Iceland, Liechtenstein and Norway
* The lawful basis that would be used to process your personal data will be the performance of a task in the public interest. Your personal data will be stored securely and confidentially, as long as it is required for the research project. We will endeavour to minimise the processing of personal data wherever possible.

Data will be securely held.

Anonymised data may be made available in an open access format if published.

1. **Will I be reimbursed travel expenses?**

No travel expenses will be incurred as this is an online study.

1. **Will I receive any payment to take part in the research?**

Psychology students at Anglia Ruskin University will be offered 0.25 credits to take part in the research, which will take approximately 15 minutes. There is no financial incentive for non-ARU students.

1. **Are there any possible disadvantages or risks to taking part?**

There will be no risk involved in participating in this study, beyond that experienced in day-to-day life. All standard health and safety regulations will be adhered to, and a risk assessment will be completed prior to testing. There are no special precautions that you need to take before, during or after taking part in the study. Agreement to participate in this research does not compromise your legal rights should something go wrong.

1. **What are the likely benefits of taking part?**

The study will not have any direct benefits to participants. The main benefit is to be educational.

1. **Can I withdraw from the study at any time, and how do I do this?**

If you decide to take part in this study and wish to withdraw, you are free to do so without prejudice, by closing the browser.You do not have to answer any questionnaire questions that you do not wish to.

1. **Can I withdraw my data from the study?**

The information I collected from you was anonymous. This means that I won’t be able to remove your data, because I won’t know which belongs to you.

1. **Are any special precautions I must take before, during or after taking part in the study?**

There are no special precautions.

1. **Summary of research findings**

You will be provided with a debriefing note at the end of the study.

1. **Contact details for complaints**

If you have any complaints about the study, please contact the Chair of the Faculty Research Ethics Panel (FREP), by email at [fse-ethics@anglia.ac.uk](mailto:fse-ethics@anglia.ac.uk)

Otherwise, according to Anglia Ruskin University’s complaints procedure, you can email: [complaints@aru.ac.uk](mailto:complaints@aru.ac.uk)

Postal address: Office of the Secretary and Clerk, Anglia Ruskin University, Bishop Hall Lane, Chelmsford, Essex, CM1 1SQ.

You can download a copy of this Information Sheet by clicking ‘print’ on your browser.

Version 1

07/06/2024

Participant Consent Form for Online Research

T

Title of the project: Investigating Word of Mouth Advertising

Main investigator and contact details: Purvraj Dodiya, pjd133@student.aru.ac.uk.

Members of the research team: Annelie Harvey, annelie.harvey@aru.ac.uk.

1. I agree to take part in the above research. I have read the Participant Information Sheet for the study (Version 1 07/06/2024). I understand what my role will be in this research, and all my questions have been answered to my satisfaction.
2. I understand I can withdraw from the study at any point without prejudice by closing the browser.
3. I understand that I cannot withdraw my data from the research as my data are anonymous.
4. I understand what information will be collected from me for the study.
5. For the purposes of the Data Protection Act (2018), if this project requires me to produce personal data, I have read and understood how Anglia Ruskin University will process it.
6. I understand what will happen to the data collected from me for the research.
7. I have been told about any disadvantages or risks regarding me taking part.
8. I have been informed how my data will be processed, how long it will be kept and when it will destroyed.
9. Upon request I will be emailed a copy of this form and the Participant Information Sheet (Version 1, 07/06/24).
10. I give consent for my data to be held throughout the duration of the project for the purpose of exploring Consumer Behaviour.
11. I give consent for my data, including any of my provided demographic information, to be included in the open dataset uploaded to the Open Science Foundation

Please tick here if you agree with the above, or please close this window to exit from the study if you do not agree

You can save a copy of this consent form by clicking the 'print' option on your browser.

Version 1

Date 07/06/2024

Participant Debrief Sheet

Title of the project: Investigating Word of Mouth Advertising

Thank you for participating in this study. This study is looking at how humour and grammatical errors in a product review will impact the consumer decision making. Previous research reviewed real online reviews and raters found that reviews that use humour are viewed as more valuable and participants are more likely to want to purchase the produce than reviews that do not use humour. Alternatively, reviews that have spelling mistakes and grammatical errors are viewed as less valuable and participants are less likely to want to purchase the produce than reviews that do not have spelling errors and grammatical errors (Schindler & Bickart, 2012).

The current study sought to extend this previous research by manipulating the humour and the grammatical correctness of reviews to observe the impact on participant’s consumer behaviours and purchase intentions.

Thank you once again for your time in completing this study. Please contact me if you have any further questions about the research. My e-mail address is pjd133@student.aru.ac.uk and my supervisor’s email is annelie.harvey@aru.ac.uk.

Please remember you are not able to withdraw your data following completion of this study as your data is anonymous.

**Reference:**

Schindler, R. M., & Bickart, B. (2012). Perceived helpfulness of online consumer reviews: The role of message content and style. Journal of Consumer Behaviour, 11(3), 234–243. https://doi.org/10.1002/cb.1372.

## Appendix IV: Dissertation Supervision Learning Contract

Department: Psychology

Module Code: MOD002540

Level: 7

Appendix IV: Dissertation Supervision Learning Contract

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DISSERTATION SUPERVISION LEARNING CONTRACT**   |  | | --- | | Both students and their allocated supervisors must sign this contract. Supervision cannot progress until this has taken place. A signed contract needs to be included with student dissertations when submitted. |   **The dissertation student:**   * should come to supervision meetings with an agenda or list of topics to be discussed. * is responsible for the development of their research dissertation, including identifying, reading and reviewing relevant literature. * is responsible for the design and day to day running of the dissertation. * is responsible for (a) deciding on an appropriate strategy to analyse their data, (b) carrying out their data analysis and (c) interpreting the data/ results. * is responsible for the write up of the report. * is responsible for their research being conducted in a professional manner. * Is responsible for ensuring that their research complies with all ethical, data protection and safety issues in a timely manner. * is responsible for the development of all materials for use in their research (programming, assaying, etc.). * must be fully trained on all equipment use to the satisfaction\* of the technicians, laboratory manager, or equipment manager before using it; * shall use the laboratories and equipment in a professional manner, ensuring that all laboratories are kept clean and tidy; * is responsible for attending relevant scheduled workshops for the acquisition of any skills and/or techniques that they require in a timely manner. * should make provision to store all data, informed consent forms and questionnaires for at least six months after completion of the dissertation and make this available to the Department of Psychology if required. * is responsible for immediately raising any issue(s) of concern relating to the dissertation and/or supervision with their supervisor. Failing successful resolution of these issue(s), the student should discuss these with the Module Leader(s). * will give the supervisor at least 10 working days to read through a draft version of the dissertation.   **The dissertation supervisor:**   * will be available to meet with the student not less than 12 times over the course of the psychology dissertation. * The meetings will usually be around 30 minutes in duration and come to approximate 6 hours of supervisory time * give advice during the development, implementation and analysis of your research idea. * will provide detailed feedback on one section of the dissertation or provide general feedback on the dissertation and usually more than 15 substantive comments in total. The supervisor can only read through a section or the dissertation once. * in order to provide feedback the draft dissertation must be submitted to the supervisor by no less than 10 working days before your dissertation deadline. * will provide guidance on the ethical nature of the research. * will not be expected to proof read through the dissertation * is responsible for ensuring that all students receive appropriate guidance regarding safety issues relevant to their research. * is responsible for giving guidance on developing materials for the students research (e.g., programming, assaying, etc.). * will provide assistance as required in the analysis of data collected from such specialist equipment, tests, and programmes\*\*.   **Both student and supervisor agree to:**   * Attend all scheduled meetings.   **The technicians:**     * will arrange the appropriate training for all the equipment and organise the administration appropriate assessed observations; * will book out the equipment and sign it back in; * will manage the research laboratories, ensuring that they are used efficiently and fairly; * will provide guidance in the programming of experiments using specialist software\*\*\*.  |  | | --- | | **Comments or additional points:** |  |  |  |  |  | | --- | --- | --- | --- | | **Student Name:** Purvraj Dodiya |  | **Signature: Purvraj Dodiya** |  | | **Supervisor Name:**  Annelie Harvey |  | **Signature: annelie Harvey** |  | | **Date:** 11/1/2025 |  |  |  | |

\*This will involve passing appropriate assessed observation for use of the EEG.

\*\* Specialist equipment includes but is not limited to the eye-tracker; the EEG; the tDCS; the PNI robot; Cattell's Culture Fair and other questionnaires.

\*\*\* Guidance can take the form of training through scheduled workshops and/or individual one-to-one support. Technicians are not responsible for programming individual students’ paradigms.

## Appendix V: Dissertation Supervision Workbook

Dissertation Supervision Logbook

1. This logbook should be used to keep a record of your meetings with your supervisor and to agree on actions to be undertaken between meetings.
2. It should be included as an appendix with your dissertation when you submit it.
3. Copy the Table below according to the number of supervision meetings taking place.

|  |  |  |  |
| --- | --- | --- | --- |
| Trimester: 3 Date of meeting: 7/5/2024 | | | |
| *Activities undertaken before the meeting:*  N/A | | | |
| *Agenda for the meeting:*  Decide which project should do in Word of mouth | | | |
| *Agreed actions for next meeting:*  Apply for the ethics approvel | | | |
| *Date and time of next meeting: next month* | | | |
| Student signature: Purvraj |  | Date: |  |
| Supervisor signature: |  | Date: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Trimester: 3 Date of meeting: 7/6/2024 | | | |
| *Activities undertaken before the meeting:* | | | |
| *Agenda for the meeting:*  Apply for the ethics | | | |
| *Agreed actions for next meeting:* | | | |
| *Date and time of next meeting:* | | | |
| Student signature: | Purvraj | Date: |  |
| Supervisor signature: |  | Date: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Trimester:3 Date of meeting: 20/6/2024 | | | |
| *Activities undertaken before the meeting:* | | | |
| *Agenda for the meeting:*  Make questioner in the Qualtrics survey platform | | | |
| *Agreed actions for next meeting:* | | | |
| *Date and time of next meeting:* | | | |
| Student signature: | Purvraj | Date: |  |
| Supervisor signature: |  | Date: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Trimester: 3 Date of meeting:1/7/2024 | | | |
| *Activities undertaken before the meeting:* | | | |
| *Agenda for the meeting:*  Start writing method section and introduction | | | |
| *Agreed actions for next meeting:* | | | |
| *Date and time of next meeting:* | | | |
| Student signature: | Purvraj | Date: |  |
| Supervisor signature: |  | Date: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Trimester: 3 Date of meeting:18/7/2024 | | | |
| *Activities undertaken before the meeting:* | | | |
| *Agenda for the meeting:*  collecting participants samples from social media and social networks | | | |
| *Agreed actions for next meeting:* | | | |
| *Date and time of next meeting:* | | | |
| Student signature: | Purvraj | Date: |  |
| Supervisor signature: |  | Date: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Trimester: 3 Date of meeting:1/8/2024 | | | |
| *Activities undertaken before the meeting:* | | | |
| *Agenda for the meeting:*  Finish the collecting data write introduction and start working on presentation | | | |
| *Agreed actions for next meeting:* | | | |
| *Date and time of next meeting:* | | | |
| Student signature: | Purvraj | Date: |  |
| Supervisor signature: |  | Date: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Trimester: 3 Date of meeting:16/8/2024 | | | |
| *Activities undertaken before the meeting:* | | | |
| *Agenda for the meeting:*  Analysis of the data | | | |
| *Agreed actions for next meeting:* | | | |
| *Date and time of next meeting:* | | | |
| Student signature: | Purvraj | Date: |  |
| Supervisor signature: |  | Date: |  |

## Appendix VI: Evidence of Data Collected **Results**

Independent Samples T-Test

Independent Samples T-Test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Statistic** | **df** | **p** |
| funny rating Book | Student's t | 5.44 | 63.0 | < .001 |

*Note.* Hₐ μ1 funny ≠ μ2 not funny

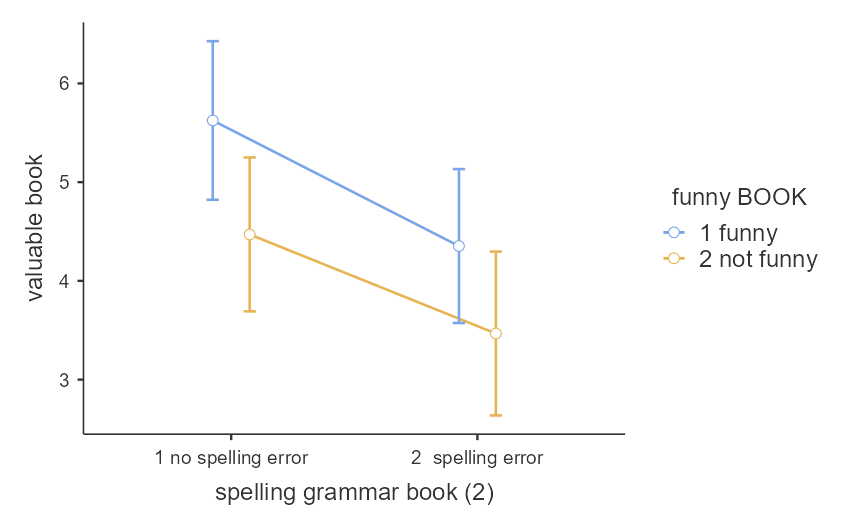
ANOVA

ANOVA - valuable book

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Sum of Squares** | **df** | **Mean Square** | **F** | **p** |
| funny BOOK | 16.873 | 1 | 16.873 | 6.531 | 0.013 |
| spelling grammar book (2) | 20.988 | 1 | 20.988 | 8.123 | 0.006 |
| funny BOOK ✻ spelling grammar book (2) | 0.291 | 1 | 0.291 | 0.113 | 0.738 |
| Residuals | 157.601 | 61 | 2.584 |  |  |

**[3]**

Estimated Marginal Means spelling grammar book (2) ✻ funny BOOK



**[5]**

One-Way ANOVA

One-Way ANOVA (Welch's)

**F**

**df1**

**df2**

**p**

Independent Samples T-Test

Independent Samples T-Test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Statistic** | **df** | **p** |
| funny rating vacuum | Student's t | 3.52 | 63.0 | < .001 |
|  | Mann-Whitney U | 277 |  | < .001 |

*Note.* Hₐ μ1 funny ≠ μ2 not funny

Group Descriptives

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Group** | **N** | **Mean** | **Median** | **SD** | **SE** |
| funny rating vacuum | 1 funny | 31 | 4.35 | 5.00 | 1.76 | 0.316 |
|  | 2 not funny | 34 | 2.65 | 2.00 | 2.12 | 0.363 |

Independent Samples T-Test

Independent Samples T-Test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Statistic** | **df** | **p** |
| spelling vacuum | Student's t | 5.41ᵃ | 63.0 | < .001 |

*Note.* Hₐ μ1 no spelling error ≠ μ2 spelling error ᵃ Levene's test is significant (p < .05), suggesting a violation of the assumption of equal variances

Group Descriptives

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Group** | **N** | **Mean** | **Median** | **SD** | **SE** |
| spelling vacuum | 1 no spelling error | 30 | 5.60 | 6.00 | 1.54 | 0.282 |
|  | 2 spelling error | 35 | 3.09 | 3.00 | 2.11 | 0.356 |

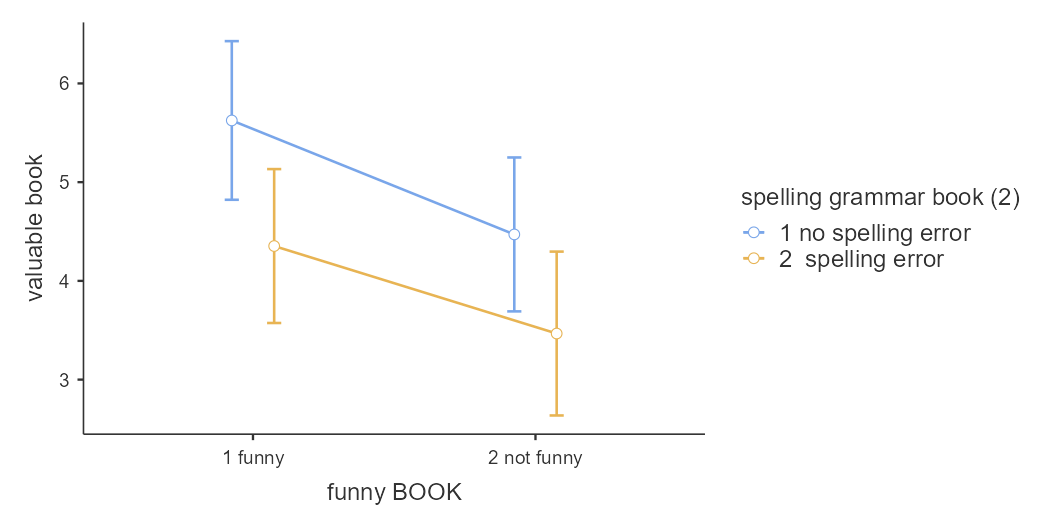
ANOVA

ANOVA - valuable book

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Sum of Squares** | **df** | **Mean Square** | **F** | **p** |
| funny BOOK | 16.873 | 1 | 16.873 | 6.531 | 0.013 |
| spelling grammar book (2) | 20.988 | 1 | 20.988 | 8.123 | 0.006 |
| funny BOOK ✻ spelling grammar book (2) | 0.291 | 1 | 0.291 | 0.113 | 0.738 |
| Residuals | 157.601 | 61 | 2.584 |  |  |

**[3]**

Estimated Marginal Means funny BOOK ✻ spelling grammar book (2)



Estimated Marginal Means - funny BOOK ✻ spelling grammar book (2)

**95% Confidence Interval**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **spelling grammar book (2)** | **funny BOOK** | **Mean** | **SE** | **Lower** | **Upper** |
| 1 no spelling error | 1 funny | 5.63 | 0.402 | 4.82 | 6.43 |
|  | 2 not funny | 4.47 | 0.390 | 3.69 | 5.25 |
| 2 spelling error | 1 funny | 4.35 | 0.390 | 3.57 | 5.13 |
|  | 2 not funny | 3.47 | 0.415 | 2.64 | 4.30 |

**[5]**

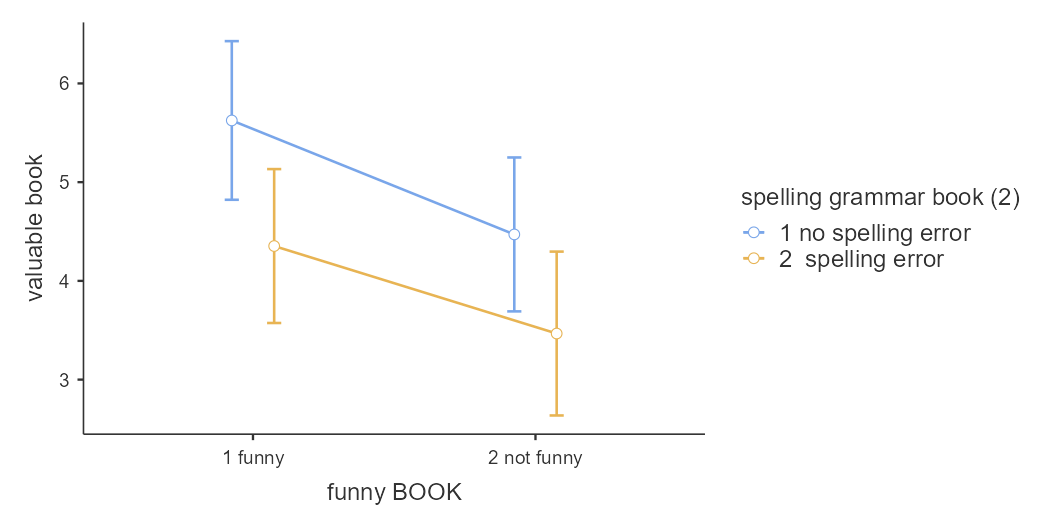
ANOVA

ANOVA - valuable book

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Sum of Squares** | **df** | **Mean Square** | **F** | **p** |
| funny BOOK | 16.873 | 1 | 16.873 | 6.531 | 0.013 |
| spelling grammar book (2) | 20.988 | 1 | 20.988 | 8.123 | 0.006 |
| funny BOOK ✻ spelling grammar book (2) | 0.291 | 1 | 0.291 | 0.113 | 0.738 |
| Residuals | 157.601 | 61 | 2.584 |  |  |

**[3]**

Estimated Marginal Means funny BOOK ✻ spelling grammar book (2)



Estimated Marginal Means - funny BOOK ✻ spelling grammar book (2)

**95% Confidence Interval**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **spelling grammar book (2)** | **funny BOOK** | **Mean** | **SE** | **Lower** | **Upper** |
| 1 no spelling error | 1 funny | 5.63 | 0.402 | 4.82 | 6.43 |
|  | 2 not funny | 4.47 | 0.390 | 3.69 | 5.25 |
| 2 spelling error | 1 funny | 4.35 | 0.390 | 3.57 | 5.13 |
|  | 2 not funny | 3.47 | 0.415 | 2.64 | 4.30 |

**[5]**

ANOVA

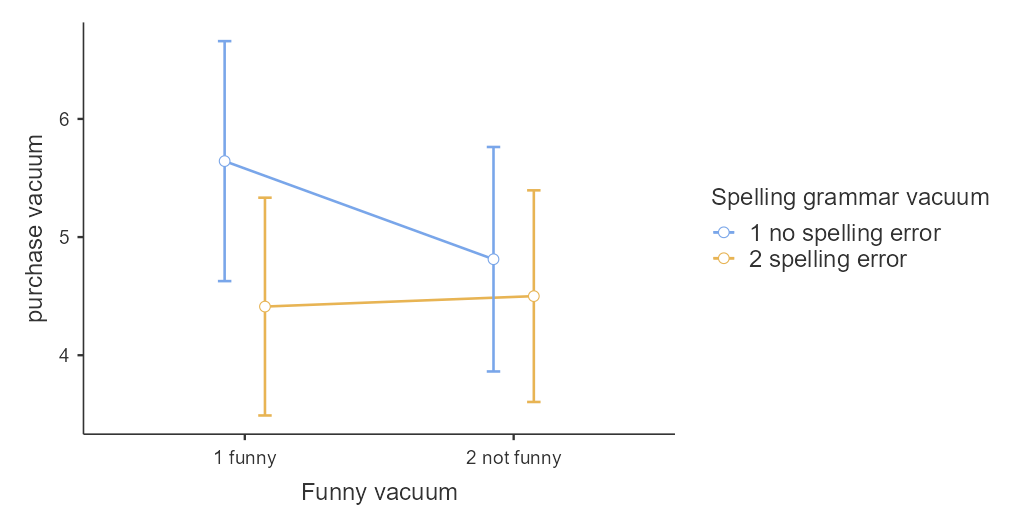
ANOVA - purchase vacuum

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Sum of Squares** | **df** | **Mean Square** | **F** | **p** |
| Funny vacuum | 2.22 | 1 | 2.22 | 0.614 | 0.436 |
| Spelling grammar vacuum | 9.60 | 1 | 9.60 | 2.657 | 0.108 |
| Funny vacuum ✻ Spelling grammar vacuum | 3.40 | 1 | 3.40 | 0.941 | 0.336 |
| Residuals | 220.27 | 61 | 3.61 |  |  |

**[3]**

Estimated Marginal Means

Funny vacuum ✻ Spelling grammar vacuum



**[5]**

ANOVA

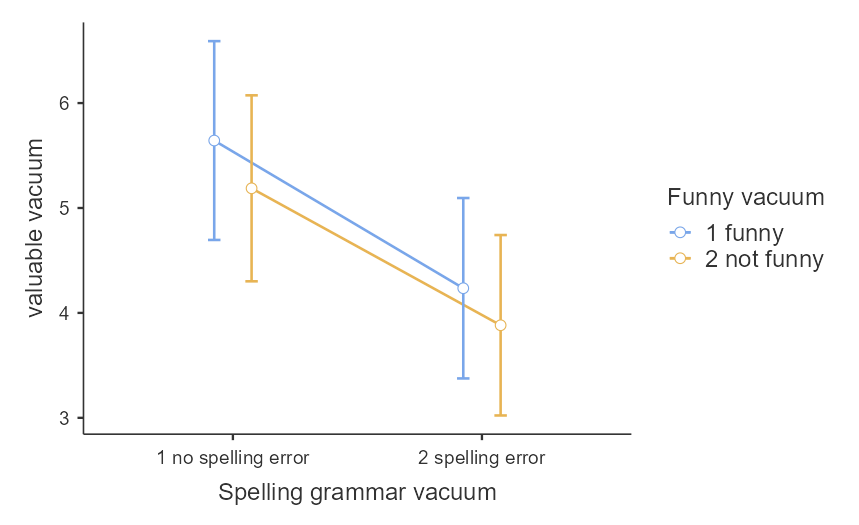
ANOVA - valuable vacuum

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Sum of Squares** | **df** | **Mean Square** | **F** | **p** |
| Spelling grammar vacuum | 29.2508 | 1 | 29.2508 | 9.3118 | 0.003 |
| Funny vacuum | 2.5970 | 1 | 2.5970 | 0.8267 | 0.367 |
| Spelling grammar vacuum ✻ Funny vacuum | 0.0417 | 1 | 0.0417 | 0.0133 | 0.909 |
| Residuals | 188.4753 | 60 | 3.1413 |  |  |

**[3]**

Estimated Marginal Means

Spelling grammar vacuum ✻ Funny vacuum



**[5]**

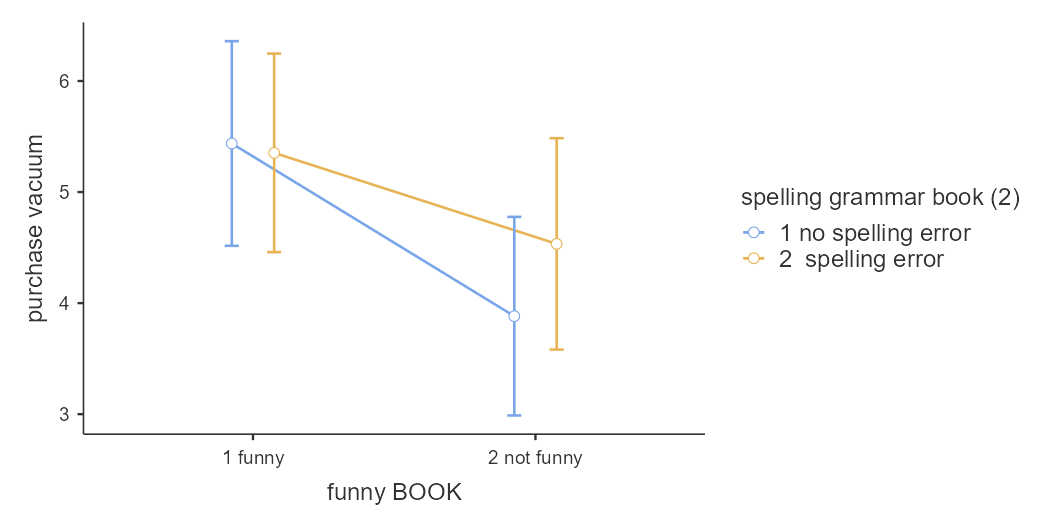
ANOVA

ANOVA - purchase vacuum

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Sum of Squares** | **df** | **Mean Square** | **F** | **p** |
| funny BOOK | 22.85 | 1 | 22.85 | 6.723 | 0.012 |
| spelling grammar book (2) | 1.30 | 1 | 1.30 | 0.382 | 0.539 |
| funny BOOK ✻ spelling grammar book (2) | 2.19 | 1 | 2.19 | 0.645 | 0.425 |
| Residuals | 207.32 | 61 | 3.40 |  |  |

**[3]**

Estimated Marginal Means funny BOOK ✻ spelling grammar book (2)



**[5]**

Descriptives

Descriptives

|  |  |  |
| --- | --- | --- |
|  | **Gender** | **Age** |
| N | Male | 24 |
|  | Female | 40 |
|  | Prefer to describe in another way | 1 |
| Missing | Male | 1 |
|  | Female | 1 |
|  | Prefer to describe in another way | 0 |
| Mean | Male | 27.5 |
|  | Female | 28.1 |
|  | Prefer to describe in another way | 23.0 |
| Median | Male | 25.5 |
|  | Female | 24.0 |
|  | Prefer to describe in another way | 23 |
| Standard deviation | Male | 6.64 |
|  | Female | 9.48 |
|  | Prefer to describe in another way | NaN |
| Minimum | Male | 20 |
|  | Female | 18 |
|  | Prefer to describe in another way | 23 |
| Maximum | Male | 52 |
|  | Female | 61 |
|  | Prefer to describe in another way | 23 |