

Devices of Persuasive Language: Printed Advertisements for English Language Courses

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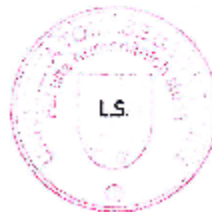
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ABSTRAKT

Cílem této bakalářské práce je analyzovat přesvědčovací prostředky jazyka, které jsou použity v reklamách na jazykové kurzy angličtiny. Práce je rozdělena na teoretickou a praktickou část. Teoretická část charakterizuje reklamu a zaměřuje se na přesvědčovací techniky a na jazyk reklamy. Analytická část zkoumá vybrané reklamy na základě poznatků získaných v teoretické části a stanovuje závěry.

Klíčová slova: reklama, komunikace, přesvědčovací technika, jazykové prostředky, imperativ, zájmeno

ABSTRACT

The aim of this bachelor thesis is to analyse persuasive devices of language which are used in advertisements for English language courses. The thesis is divided into theoretical and practical part. The theoretical part characterizes an advertisement and focuses on the persuasive techniques and the language of advertising. The analytical part examines chosen advertisements on the basis of findings which were gained from the theoretical part and sets out conclusions.

Keywords: advertisement, communication, persuasive technique, linguistic devices, imperative, pronoun

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INTRODUCTION

Words have the power to influence the behaviour and actions of people. The power of words, primarily in print advertisements, is irreplaceable. The importance of words in advertisements is given by the fact, that printed advertisements do not have an opportunity to combine sound and motion as electronic advertising. Printed advertisements have to rely particularly on language and illustrations. Therefore, only a few words which are selected with a care may together with pictures persuade potential customers to react in an intended way.

This bachelor thesis is focused on persuasive language used in advertisements which offer English language courses. The English language has become the global language, and so the interest in learning English is increasing. Therefore, language providers have to face the competition of other providers of English language courses. In order to be competitive, English language course providers have to create attractive and understandable message, which will both, inform customers and sell services.

This thesis has set several objectives to achieve. The main aim of this thesis is to explore type and frequency of linguistic devices, which are used to persuade addressees of printed advertisements for English language courses. In addition, the thesis analyses the most frequent persuasive techniques which are used to influence customers. People may expect higher occurrence of facts, which are related to learning, in advertisements for English language courses. Therefore, another aim of this thesis is to explore, if rational components of advertisements predominate over emotional components.

The thesis is divided into theoretical and practical part. The first part of the theory provides general information about characteristics, functions, tasks and the means of communication in advertisements. The second part focuses on persuasive language and the most powerful persuasive techniques in advertisements. The third part defines linguistic devices from phonetic, lexical, morphological, syntactic and semantic point of view. The practical part of the thesis provides the analysis of twenty printed advertisements for English language course and discusses results of the analysis.

I. THEORY

1 ADVERTISING

Advertising and an advertisement are frequently used terms. The advertisement is final result of advertising, but these two expressions are commonly used without differentiation (Fletcher 2010, 1). In order to define advertising and to understand it, there are several definitions, which describe this process. “In its simplest sense the word ‘advertising’ means ‘drawing attention to something’, or notifying or informing somebody of something” (Dyer 1990, 2). Cambridge Learner’s Dictionary (2004, 23) describes advertising more precisely as “the business of trying to persuade people to buy products or service.”

According to Guy Cook (2001, 10), the aim of advertisements is not only to sell products. He argues that there are advertisements, which warn people or ask for help. Moreover, Cook claims, that advertisements provides more than only persuasive function. Advertisements “may also amuse, inform, misinform, worry or warn” (Cook 2001, 10).

English language course advertisements are usually aimed for people who do not have knowledge of English language or for those, who need an improvement. Therefore, advertisements should use clear language and should be memorable. Information about price of product or place, where product can be purchased, may be important for potential customers. Other customers are more interested in a way in which product or service is offered. Therefore, the target group of customers plays a significant role in creation of advertisements.

1.1 Functions of advertising

Advertisements are present everywhere around us. Advertisements may be found in newspapers, television or on the buildings in cities. Advertising “is highly organized institution, involving many artists, writers and film directors, and comprises a large proportion of the output of the mass media” (Dyer 1990, 1). Advertisers do often a good job. Advertisements are usually attractive and puns make them memorable. However, these properties are related to functions, which advertisements fulfil (Dyer 1990, 2).

Advertisements can perform two main functions. Primary function of advertisements is informative, which means it introduces product to public and provide detailed information. Second function is a manipulation or a persuasion. Advertisements manipulate our attitudes and social values, whereas informative function seems to be less important. Advertisements suggest people to follow accepted values and manners and according to these values people can organize their lives. Another crucial function of advertisements is

to create desires, which people had never before. Subsequently, advertisements offer products to satisfy these desires. What is important is variety in production, which creates these desires and not the society (Dyer 1990, 2-6).

To conclude, function of language depends primarily on purpose which advertisements have. In case of advertisements for language courses, function may be more persuasive since learning contributes to self-realization and achievement of a certain social status.

1.2 Tasks of advertising

There are four tasks, which have to be fulfilled in order to help achieve goals of advertisers. Advertisements should firstly catch attention of customers and hold it. Advertisements should be interesting for customers and it should persuade customers about unique properties of a product or a service. Finally, potential clients should feel a need to buy a product or a service (Vestergaard and Schroder 1985, 49-50).

For these tasks acronym AIDA is sometimes used. It stands for attention, interest, desire and action. In marketing, this is an effective concept for creating advertisements. All these tasks can be achieved by various verbal or visual methods (Janoschka 2004, 19).

1.2.1 Attention and interest

Theory of creating advertisements considers attention and interest as separate tasks. In practice, these tasks are usually considered as one because they are related to each other. Attention and interest of customers can be achieved by using a name of a product and putting picture next to it. Sometimes slogans are applied to make statements about products which can satisfy customers' needs. The useful method is naming customers directly. This may be achieved by determination of target group using preposition *for* at the beginning of a headline (e.g. *For those, who ...*). The common way to catch attention and interest is to arouse curiosity of customers. This may be achieved by using word *secret* which wants to be discovered. There is also a method of *role borrowing* which is used when advertisement pretends to be something else, for example a quiz (Vestergaard and Schroder 1985, 58-63).

Finally, an effective way how to attract attention of customers is to use something unexpected. Thus, unorthodox language, use of neologisms or playing with meanings of words may catch the attention of customers (Leech 1966, 27-28). Wrong spelling of words or mistakes in sentences in language school advertisements may be an effective way of catching attention of potential customers as well.

1.2.2 Desire and conviction

Primary purpose of desire and conviction is to develop main idea presented in a headline, to persuade customers by describing qualities of a product and to make product credible. Recommendations from celebrities or from specialists in field, is a strategy which is used to achieve conviction. Another strategy is claiming that a product helps to solve some generally recognized problems of the world such as pollution or saving energy (Vestergaard and Schroder 1985, 65-67).

Leech (1966, 29) claims, that advertisements has to be memorable to affect customer's behaviour. Repetition is crucial in memorising. Phonological regularities of alliteration, metrical rhyme and rhyme contribute to higher memorability of advertisements. In addition, successful advertisements should have memorable name of a product, a slogan or a catch-phrase which are repeated sufficiently to persist in subconscious.

1.2.3 Action

Persuading customers to act can be performed by the use of directive language. Advertisers can use imperative clauses, other directive speech acts which make potential customers to ask for further information. Imperative clauses are frequently used to increase selling power. However, direct use of the verb *buy* or its synonyms in advertisements may have more negative than positive results. In general, telling people not to do something is more effective way to persuade them than directly asking people to do something. Advertisers have to find a compromise how to persuade customers to buy a product without being offensive (Vestergaard and Schroder 1985, 67-70; Leech 1966, 30).

The most frequent words used to call audience for action are: “*try, ask for, get, take, let/send for, use, call/make, come on, hurry, come/see/give/remember/discover/, serve/introduce/choose/look for*” (Vestergaard and Schroder 1985, 68).

1.3 Advertising as a part of communication

This section of my thesis defines advertising from the point of view of communication. The process of communication and its participants are discussed. Special attention is devoted to the effects of verbal and visual aspects of communication.

Communication is an extensive term and it may be viewed from several perspectives. Communication in advertisement provides the customer with a certain kind of information about products or services. This information can be provided verbally, non-verbally and visually. Verbal communication is a communication, when language is used. It involves

written and spoken language. Non-verbal communication involves gestures, postures or eye contact and it usually supports verbal communication. Last kind of communication is visual which uses pictures and images to communicate.

From the point of view of privacy, communication can be private or public. Private communication is a communication between participants, who know each other e.g. communication between friends. Public communication is a communication with unknown public e.g. readers of newspapers, television viewers. Public communication is particularly important for advertising. With regard to whether audience responds or not, communication can be classified as one-way or two-way communication (Vestergaard and Schroder 1985, 13-14). According to the description, this thesis is dealing with advertisements which are verbal, one way communication performed publicly.

1.3.1 Participants of communication

There are various approaches to a division of participants in a communication process. According to Vestergaard and Schroder (1985, 27), the process of communication in advertising involves three main participants: advertiser, product and potential customer. Goddard (2002, 23) suggests two participants with regard to domain. The division is as follows:

- Writer x reader (literature)
- Sender x receiver (science)
- Producer x consumer (social sciences, emphasis on commercial interaction)
- Addresser x addressee (linguistics)

Participants communicate a *message*, using a certain *code*, which they both understand e.g. English language, through a *channel (contact)* e.g. conversation, letters, television, within *context* which defines when and where the communication takes place (Vestergaard and Schroder 1985, 15)

1.3.2 Verbal message

Verbal message which is used in advertisements may be written or spoken. Written message in advertisements is more preservable, can provide customers more detailed information and can be re-read. Written message in advertisements does not enable further changes in text or correction of mistakes (Janoschka 2004, 21). On the other hand, spoken message in advertisements is less persistent. The words which were spoken cannot be taken back, but they can be corrected.

Communication between two participants in printed advertisements requires a text. Verbal message does not only carry the meaning, it also expresses ideas and emotions, manipulates people and tells them what to do. The layout of the text may vary. Verbal message may be written in various fonts, different sizes or may use wide range of colours for letters. Words may be written in italics or in bold. Writers may prefer handwriting since it reveals a great deal about author's personality (Goddard 2002, 13; Vestergaard and Schroder 1985, 14). As to the spoken verbal message, it may be spoken in various tones of voice. The speaker may use pauses, gestures, facial expression and other means of a paralanguage (Cook 2001, 64). All these aspects mark verbal message and may manipulate potential customers.

1.3.3 Visual message

Visual and verbal aspects of advertisements have changed nowadays. In general, size of advertisements is larger and colours are brighter. Verbal message is shorter and visual means became more significant. It is due to the fact that people are daily exposed to large number of advertisements and advertisers have to come up with new ways of catching the attention. Further, law requires advertisers to prove their claims in advertisements. Using pictures instead of a text is helpful due to the fact that pictures do not make a claim (Hermerén 1999, 71).

Visual message presented by pictures or illustrations is more ambiguous and less explicit than verbal message. The main difference between a text and a picture is that written text determines the form. For example, for every word we use, we have to decide the tense which will be used. On the contrary, pictures do not require choice of the tense (Vestergaard and Schroder 1985, 34-42).

Verbal and visual aspects of advertisements are interconnected. This relation is described by the term *anchorage*. It means, that "text provides link between the picture and the situation in space and time which cannot be established through purely visual means of expression" (Vestergaard and Schroder 1985, 34). Therefore, visual and verbal aspects cannot be studied in isolation (Vestergaard and Schroder 1985, 34-42).

1.3.3.1 Icon, index, symbol

Visual aspects of communication are pictures which may have a form of a sign. Signs may refer to situations or objects and describe them accurately. Semiotics is a science

which is concerned with the theory of signs and it distinguishes three types of signs: *icon*, *index* and *symbol* (Hermerén 1999, 72).

Icon represents similarity between symbol and object and between form and meaning. Icon reflects similarity of physical properties or similarity in use. Furthermore, icons are partially related to a cultural background. Examples of icons are passport photo, road signs or brand names (Hermerén 1999, 72; Vestergaard and Schroder 1985, 36).

Index represents object and its associations. Metonymy is based on indexical relation. For example *a crown* is associated with a king. Example of index may be *a smoke*, which is associated with a fire, or *a pain*, which indicates an illness etc. Indexical images are frequently used in advertisements to create correlation between a product and something else, what is associated with something positive (Vestergaard and Schroder 1985, 38).

Symbol is a sign, which represents something else. For example *a heart* stands for love. Other examples are traffic lights, letters in alphabet etc. Relationship between sign and object must be learnt and it may vary across cultures (Hermerén 1999, 72).

1.3.3.2 Denotation, connotation

Message which can be read from a picture may have a *denotative* or a *connotative* meaning. Denotation refers to a dictionary meaning of a concrete object and it should have informative meaning. For example a cat is only a four-legged kind of animal. On the other hand, connotation refers to emotive, personal meaning, which is associated with certain object. Thus, cat from this point of view may be favourite home pet (Halliday and Yallop 2007, 25-30).

Connotation may vary across cultures. For this reason some connotations may be learned and used for higher persuasive effect. E.g. white colour is usually associated with innocence and purity. On the other hand, white colour in some Asian countries may be a symbol for a death. Black colour is usually associated with guilt and evil. Red colour is associated with passion and sexuality (Beasley and Danesi 2002, 42). Cultural component may play a significant role in advertisements for English language courses. English is a global language and therefore a target group of advertisements involves usually people of various nationalities who want to learn the international language.

2 PERSUASIVE LANGUAGE

This chapter of my thesis defines persuasive language in printed advertisements. First of all it provides general information about style of advertising language. This chapter is concerned with the most significant tools of persuasion and it describes persuasive techniques used in printed advertisements.

Persuasive language in general makes people behave or think in certain way. Frederick claims, that: “Persuasive writing is any writing that aims to get a result” (Frederick 2011, 3). This may involve business letters, advertisements, job applications, covering letters or emails.

“Advertising English can be placed on two of these dimensions as ‘colloquial’ rather than ‘formal’ and ‘simple’ rather than ‘complex’,” (Leech 1966, 74). Colloquial language is associated with private communication. Due to growth of mass media, colloquial language has spread into area, where slowly replaces formal language. Exceptions are language of law and language of science (Leech 1966, 74-76).

Advertising language is a loaded language which is focused on persuading people to purchase products or services. Style of persuasive language of consumer advertising is personal, rather than impersonal. Imperatives, questions, exclamations and word plays are characteristic. Persuasive language involves simple words or sentences which are easy to remember. For this reason advertising texts use catch-phrases, rhyme, alliteration or parts of songs frequently. Persuasive language often breaks the rules of language and creates new words mainly to arouse attention of customers (Dyer 1990, 139-140; Leech 1966, 80-82).

2.1 Ethos, logos, pathos

Advertisements use three main strategies to manipulate customers to buy products or services. These strategies are originally from Greek philosopher Aristotle. He used these strategies in his rhetorical speeches to persuade audience. Nowadays, *ethos logos* and *pathos* are used in media, speeches or in written documents.

The first strategy, *ethos*, refers to the credibility. If advertising company wants to persuade their potential customers, it has to create a credible reputation. It is more likely, that customers will listen to credible advertisement and respond in a positive way. Therefore, earning the respect is a crucial step (Frederick 2011, 19).

The second strategy is logos. After earning respect, potential customers should receive a logical reason to listen. Advertisements should provide facts or data. This may help to achieve a positive response from customers (Frederick 2011, 20).

The final strategy is pathos which refers to emotions. Pathos is a frequently used strategy in advertisements. Pathos involves using emotive words to manipulate feelings of potential customers (Frederick 2011, 20).

2.1.1 Emotive language

Emotive language may arouse feelings of happiness, guilt, fear, envy, anger, hope etc. The choice of right emotions to influence customers has to be carefully decided according to the target group. An ability to manipulate customer's attitudes and feelings in an intended way may be beneficial for business since it may influence customer's decisions (Frederick 2011, 22).

Positive emotions which are linked with studying languages may be feeling of satisfaction, self-realization, prestige etc. These emotions may be achieved by using words *learn, change, improve, needs, understand, better job, reach, achieve, make more friends, impress*. On the other hand, advertiser may want to arouse negative feelings or to warn potential clients from embarrassing situations which may occur in case of poor knowledge of English. In this case words *handicap, stress, mistakes* may be helpful.

Loaded words are special kind of emotional words. These words may have positive or negative connotations, which is characteristic. Loaded words as well as emotive words are manipulative. Frederick provides further explanation on example "*competent*" vs. "*acceptable*" where *acceptable* may have more negative connotations. Use of emotive language is risky because an advertiser may be seen as a manipulator. Therefore, usage of manipulative language should not be over-used (Frederick 2011, 23).

2.2 Persuasive techniques

This section will describe particular persuasive techniques which are used in advertisements. These techniques go hand in hand with strategies of AIDA and methods of ethos, logos and pathos. Awareness of these techniques helps to decode biased message in advertisements and to evaluate the meaning of the message.

The following list of persuasive techniques involves chosen techniques which may be characteristic for advertisements. These techniques were presented by Media Literacy Project and by McDougall Littell Classzone. Techniques are sorted in alphabetical order

into three groups. These groups contain basic, intermediate and advanced persuasive techniques.

BASIC TECHNIQUES

1. Association

This persuasive technique creates a link between a product and desire of potential customer. Fun, beauty, success, wealth or love, all of them may be customer's desires. Therefore, advertisements present products with associations of these desires. For example learning foreign languages may be associated with new friends, fun or respect. However, advertising does not claim, that buying of a product will fulfil these desires.

2. Bandwagon

Advertisements which use bandwagon technique claim, that people should buy a product because everybody else does. For this reason customers believe the product must be good. In addition, advertisers make use of psychology, because people do not want to be left out.

3. Beautiful people

Technique of beautiful people presents good looking people together with a product. This technique attracts attention of customers, since they imagine they will look the same if they use this product.

4. Bribery

Technique of bribery promises to give customers something for free if they buy a product. This may include gifts, sales or coupons. But in fact, price of a gift is already included in the price of the product.

5. Celebrity

This technique uses celebrities to present products and to catch attention. Customers respect celebrities and therefore they respect the product. Although people are aware of the fact, that advertising company pays money to celebrities, this technique is effective.

6. Experts

Expert opinion leads to higher credibility of a product or a service. Experts such scientists, doctors or professors provide an advice or a recommendation of the product or the service to customers.

7. Explicit claim

Technique of explicit claims means to promise quality or effectiveness of a product or service. However, explicit claims may be proven to be false. Therefore, usage of this technique is quite rare.

8. Fear

Advertisements present possible fears of potential customers e.g. failure, perspiration, bad breath. The product then serves as a solution to customer's problems and fears.

9. Humour

Humour is a powerful technique which is used in advertisements to catch attention of customers and make them laugh. Laugh makes people to feel good. Therefore, people will associate the product with positive feelings.

10. Individuality

Advertisements use technique of individuality to emphasize customer's desire to differ from other people and the need to have own style. The product is presented as cool, unique and stylish.

11. Intensity

Advertisements try to hype the product by using superlatives e.g. *the best, the fastest*, comparatives e.g. *better than, more, improved* and exaggeration e.g. *walk million miles, hundred times faster*.

12. Maybe

Unproven or exaggerated claims in advertisements commonly contain words can, could, might, some, many, often. These expressions appear usually together with the words used to increase the intensity.

13. Plain Folk

Plain Folk is a technique opposite to the Celebrity technique. Advertisements present ordinary people who use products since people believe more to ordinary people than to the wealthy celebrities.

14. Repetition

There are two ways of the repetition. Advertisement as a unit may be presented several times. Or words or phrases in advertisements may be repeated or displayed often enough to stay in customer subconscious.

15. Testimonial

Testimonial is a technique which presents people who are testing a product. This may involve celebrities, specialists or ordinary people. These people seem to genuinely believe to effects of the product.

16. Warm and fuzzy

This kind of technique tries to evoke feelings of pleasure, comfort or happiness. Advertisements use sentimental images of happy families or cute animals with accompaniment of soothing music (Media Literacy Project; McDougall Littell Classzone).

INTERMEDIATE TECHNIQUES

1. The Big Lie

It is believed, that people are less suspicious of a big lie told with a confidence, than of a small one. Identifying lies requires asking questions, which other people do not ask.

2. Charisma

People are more likely to follow and admire charismatic and confident people although they do not agree with their conviction.

3. Euphemism

Euphemisms are words which present an unpleasant reality in more pleasant way. Eg. *Deported* or *passed away* instead of *died*.

4. Flattery

Advertisements use flattery language to praise potential customers. Advertisement may say, for example: “*You deserve it*” (Media Literacy Project). Advertiser may show other people, who are doing stupid things in order to make customers feel smarter.

5. Glittering Generalities

This technique emphasizes in advertisements highly valued beliefs such as peace, freedom, civilization, health, love etc. Customers often accept these statements without examining the evidence.

6. Name-calling

Name-calling is a technique opposite to the Glittering generalities. It links ideas or people with negative symbols in order to discredit them e.g. *liar*, *lazy*, *passive*.

7. New

This technique assumes people believe that new things are better, than the old ones. Advertisements may emphasize new technology and progress.

8. Nostalgia

This technique is the opposite of the new technique. Advertisements emphasize tradition and high quality products.

9. Rhetorical question

Rhetorical questions are created to receive a positive answer and to build a trust. E.g. “*Do you want to get out of debt?*” (Media Literacy Project).

10. Scientific evidence

This technique offers statistics and graphs in order to persuade customers about a product.

11. Simple solution

Advertisements offer simple solutions to complex problems in life. The product may be a solution to become more successful or beautiful.

12. Slippery slope

This technique warns customers against negative results. It is based on a claim, that only one little step may lead to a bigger problem e.g. “*If we let them ban smoking in restaurants because it’s unhealthy, eventually they’ll ban fast food, too.*” (Media Literacy Project).

13. Symbols

Symbols present other larger concepts e.g. *home, religion, lifestyle*. The meaning of the symbol may vary among people (Media Literacy Project; McDougall Littell Classzone).

ADVANCED TECHNIQUES

1. Analogy

Analogy is a technique, which compares two similar situations for better imagination of a process. A comparison of two similar situations may influence the decision of potential customer.

2. Card stacking

This technique is based on belief, that people cannot tell the whole story. Card stacking means to pick only some parts of information which will lead to intended response of customers

3. Cause vs. Correlation

Advertising uses this technique to provide confusion between correlation and a cause e.g. *“Babies drink milk. Babies cry. Therefore, drinking milk makes babies cry.”* (Media Literacy Project).

4. Timing

Time of presenting a message may be more important than content of the message. Examples may be advertisements for flowers before Valentine’s Day, or for language courses abroad before holidays (Media Literacy Project; McDougall Littell Classzone).

3 LINGUISTIC DEVICES OF PERSUASIVE LANGUAGE

The following chapter describes the most prominent linguistic devices, which are used in printed advertisements. Linguistic devices are described from *phonetic, lexical and morphological, syntactic and semantic* points of view. Attention is also devoted to the verbal humour in advertisements.

3.1 Phonetic level

Creation of impressive advertisements requires choice of words, which are easy to remember and which have pleasant sounds. This is a field of study of phonetics. More precisely, it is a study of “sounds of spoken language; the way words are pronounced” (Simpson 2004, 5).

Hermerén (1999, 120) claims, pleasant sounds apply not only in spoken text, but they are important in written texts as well, “because even in silent reading people are aware of the way words are pronounced and the rhythmic patterns that are created when words are put together” (Hermerén 1999, 120).

1. Rhyme

Rhyme is a repetition of similar sounds of endings of words e.g. *care* and *share*. Rhymes are a part of advertisements from the very beginning. However, nowadays are rhymes used more cautiously because rhyme in advertisements may be associated with obvious purpose to sell (Myers 1994, 34-35).

2. Alliteration

Alliteration is a kind of rhyme. It is a repetition of consonant sounds. Alliteration is mainly used in newspapers and advertisements. However, extreme usage of alliteration may seem more like a parody e.g. “*BP, who brings billions of barrels from the back of beyond now bake biscuits in Berlin*” (Hermerén 1999, 120).

The repetition of certain consonants is more noticeable than others. For example consonant *s* is less outstanding than other consonants e.g. “*Good food costs less at Sainsbury’s*” (Myers 1994, 33). More noticeable are consonants *p, b, m, n, t, d, k, g* which are made by releasing of stopped air (Myers 1994, 32).

3. Homophones

Homophones are words, which are similar in sound, but different in spelling. Homophones are applied primarily in written texts since the difference in spelling is more visible e.g. *board* vs. *bored*, *hear* vs. *here*, *desert* vs. *dessert* (Myers 1994, 43).

3.1.1 Unpredictable spelling

Advertising texts use unpredictable spelling in order to attract the attention of customers. Deviated spelling makes words in advertisements unusual and memorable. Spelling variation may occur in graphology e.g. “*Beanz Meanz Heinz*” (Myers 1994, 39). Spelling of words may be simplified e.g. “*Bar B Q*” (Myers 1994, 39). Variation in spelling may represent sounds e.g. *your legs are s-s-s-shaking* (Myers 1994, 39-40). Advertisers may also make deliberate mistakes in spelling of words in advertisements in order to catch the attention.

3.2 Lexical and morphological level

Lexical level of language studies “the words we use; the vocabulary of a language” (Simpson 2004, 5). Choice of words may differ in advertisements, political speeches, chats with friends or in television news. Morphological level of language studies “the way words are constructed; words and their constituent structures” (Simpson 2004, 5). This section will describe specific items used in advertisements.

Leech (1966, 151) claims, that vocabulary in advertisements involve mainly productive and memorable groups of words. Leech places emphasis on contrast between verbs and adjectives, because “advertising language is marked by a wealth of adjective vocabulary, and a poverty of verb vocabulary” (Leech 1966, 151).

1. Adjectives

Adjectives are a part of speech, which occur frequently in advertisements. Therefore it is important to define them. “An adjective is a word used to qualify a noun...to restrict the application of a noun by adding something to its meaning” (Crystal 2003, 206).

There are several features of typical adjectives. Adjectives may have attributive or predicative form. Attributives pre-modify nouns e.g. *The clever boy*. Predicatives follow linking verbs e.g. *seem, look, feel*. Majority of adjectives may be modified by adverbs *very, quite, rather* (Leech and Svartvik 2002, 231).

Gradable adjectives are typical for advertisements. Gradable adjectives may have a form of comparative (adding –er) or superlative (adding –est) e.g. *better than, biggest*. There is also possibility to express higher degree by the use of *more* e.g. *the most interesting, more important*. In addition adjectives may be created from nouns by adding suffixes e.g. *beauty – beautiful* (Leech and Svartvik 2002, 231; Crystal 2003, 199).

2. Verbs

A simple definition of a verb is that it is “a word used for saying something about some person or thing” (Crystal 2003, 207). Verbs may be recognized from their position in the sentence.

Leech claims, that a number of verbs in advertisements have a general meaning. Meaning of message is expressed by adjectives or nouns and a function of a verb in advertisements is often unnoticeable. Advertising language has developed into stage, where verbs do not need to be used (Leech, 1966, 154). Leech’s theory may be seen rather in general perspective, since verbs are presented in advertisements in various forms and tenses. Certain forms of verbs in advertisements may be more frequent than other.

Verbs in English language may have a form of an auxiliary verb (be, can, will) or a main verb, which may be regular or irregular. Regular verbs are the most frequent in English language. Regular verbs may have a base form, -s form, -ing form or -ed form (Leech and Svartvik 2002, 316).

Moreover, verbs in verb clauses may have a passive or an active form. Passives are constructed by verb be + past participle e.g. *will be introduced*. The passive form of a verb is a common feature of formal texts. In contrast, active form e.g. *he will introduce* is frequent in informal texts or communication. (Leech and Svartvik 2002, 344-345).

Verbs may create negative or positive clauses. Negative clause is created by adding *not* or *n’t* before the main verb (in the position after the operator). E.g. *Thomas plays football x Thomas does not (doesn’t) play football*. The shortened form *n’t* is used in informal speech or writing (Leech and Svartvik 2002, 321).

3. Pronouns

Pronouns are crucial elements of advertisements. Pronoun is a part of speech “that is used instead of a noun or which has usually already been talked about” (Cambridge learner's dictionary 2004, 516). English language distinguishes personal, reflexive, possessive, reciprocal, relative, interrogative, demonstrative and indefinite pronouns.

Probably the most common pronouns in advertisements are personal pronouns e.g. *you, me, he*. Personal pronouns may create a relationship between advertiser and customer and involve the customer into the issue. Preference for first, second or third person vary in genres. However, advertisements use all three persons. *We* is often the manufacturer. *I* is the expert or adviser, *you* and *I* are observing *he/she* who did not use the product yet. The most frequent is the use of *you* (Cook 2001, 157).

3.3 Syntactic level

Syntax of language studies “the way words combine with other words to form phrases and sentences” (Simpson 2004, 5). Each advertisement has reasons to choose certain sentence type. This section explains sentence types and their impact on customers when they are used in advertisements.

1. Sentence type

There are four sentence types in English: declarative, interrogative, imperative or exclamatory. According to Myers (1994, 46-47), declarative sentence have function of a statement, interrogative sentence asks a question, imperative sentence gives a command to act and exclamatory sentence expresses emotions or a surprise. The type of the sentence is not always obvious in everyday communication because for example a question may have function of indirect imperative e.g. *Would you open the window?* Myers claims, that choice of sentence is important, but he suggests not to analyze whether sentence type is truly declarative or imperative etc., but to “ask what conditions would have to hold for it to make sense to this listener“ (Myers 1994, 47).

Imperatives in advertisements create a personal impact. Imperatives usually omit subject *you* and tell people what to do. Imperatives in advertisements occur without any politeness. People use politeness to have a profit. However, advertisements do not want to be seen as those, who have a profit. Advertisements would like to have a position of being beneficial for customers (Myers 1994, 48).

Questions in advertisements have a role of interaction and it is a way of personalizing advertisements. A speaker usually asks questions to gain information or response from a hearer. However, advertisement is a one-way communication and customers cannot answer the question. Therefore, answer may be offered by the advertiser (Hermerén 1999, 47-49).

Rhetorical questions, yes/no questions and tag questions are the most frequent in advertisements. Firstly, rhetorical questions express advertiser’s attitude and suppose particular answer. However, leaving rhetorical question without answer is a common phenomenon. E.g. *How many times have I told you to give up with smoking?* Secondly, yes/no questions are limited by only two answers, confirmation or denial. E.g. *Are you interested?* Thirdly, tag questions invites customer to answer a question. Reversed polarity is typical for tag questions. Tag questions appear usually at the end of a statement. E.g. *You haven’t found it, have you?* All of mentioned questions are often biased and often contain presuppositions which cannot be denied by the customer (Hermerén 1999, 49-53).

Exclamations are abundant elements in advertisements. Exclamations denote personal communication and create expressions, which may be a substitution for an interaction. Moreover, exclamations may provide a meaning to incomplete sentences (Myers 1994, 50-52).

There are several ways to express emotions in exclamatory sentences. Exclamations express emotions by interjections *oh, aha, wow, ow* etc., or by noun phrase or adjectival phrase *How easy!* Other ways to express emotions are words *so* and *such*, or repetition *very, very tired*. In addition, emotions may be expressed by stressing the operator *We have enjoyed it* or by stressing other words *I am sorry* (Leech and Svartvik 2002, 159-161).

2. Ellipsis

Ellipsis is “the omission of part of a sentence...where the missing element is understood from the context” (Crystal 2003, 461). Ellipsis is one of the means of cohesion which is common for advertisements. “Cohesion and coherence are basic qualities of text or discourse.” (Svoboda and Hrehovčik 2006, 128) Cohesion refers to a text which is meaningful due to the grammar. On the other hand, in coherent texts, sentences require knowledge of the context conditions to create relations among sentences (Svoboda and Hrehovčik 2006, 128-129).

The function of ellipsis is that it saves space and avoids direct appeal. Apart from that, ellipsis appears in informal conversation or face-to-face communication. Therefore, ellipsis is associated with interaction and personal contact (Cook 2001, 172-173). Advertisers may use unexpected irregularity of the sentence to catch the attention of customers (Myers 1994, 54).

3. Incomplete sentences

Advertisements allow using only parts of sentences in texts. Omission of pronouns or a subject in informal speech is common phenomenon, which does not necessarily change the meaning of the sentence. However, omission of verbs makes parts of sentences ambiguous. Nevertheless, customers are able to read and understand the message, since advertisements are usually supported by illustrations (Myers 1994, 55-56).

Absence of language suggests that product speaks for itself. Omission of parts of the language makes customers think they should find out the meaning. Absence of language may be intentional. The aim is to gain the attention, for example by revealing the secret (Beasley and Danesi 2002, 120).

3.4 Semantic level

Semantic is a study of the “meaning of the words and sentences” (Simpson 2004, 5). Semantics describes meaning of words and their relation in sentences by figures of speech. Figures of speech are commonly used in advertisements.

1. Personification

Personification is a figure of speech, in which persons have certain qualities (Cambridge learner's dictionary 2004, 482). Probably more characteristic in advertisements are animals or objects, which have human abilities. E.g. *The wind whistled and the sun smiled.*

2. Metaphor

Metaphor expresses a relation between similar concepts. It is “way of describing something by comparing it with something else which has some of the same qualities” (Cambridge learner's dictionary 2004, 414). E.g. *broken heart, he/she is a star.* “Metaphors are important in advertising, not only because they can express a message succinctly in a limited amount of space, but also because they constitute powerful ways of bringing together very different types of information by relating new information to familiar information” (Hermerén 1999, 145).

3. Simile

Simile is a figure of speech which uses words *like* or *as* to compare one concept to another (Cambridge learner's dictionary 2004, 603). E.g. *brave as a lion, sweet as a sugar.* Similes are frequent in poetry. However similes are less common for advertisements. It may be due to the fact, that similes are less insistent in their statements and may create doubts (Myers 1994, 126-127).

4. Metonymy

Metonymy means to take something related to represent the whole concept. E.g. *“The whole village protested”* (Hermerén 1999, 145). Metonymy may appear in advertisements. For example an illustration of a woman holding drink in her hands may mean that drinking this particular drink is like to be this woman (Myers 1994, 127-128).

To distinguish metonymy from metaphor may be sometimes difficult. However, modification of both expressions into simile may be helpful. Simile will apply in metaphor, but would not work in case of metonymy (Simpson 2004, 43-44).

5. Synecdoche

Synecdoche is a closely related to metonymy. It is a substitution of a part of something for a whole concept e.g. *I need your hand, he/she has a white hair*. Advertisements usually show part to represent the whole in illustrations (Myers 1994, 127).

6. Hyperbole

Hyperbole is an exaggeration. Hyperbole describes “something as much better, more important etc. than it really is” (Cambridge learner's dictionary 2004, 330). E.g. *to wait million years, to eat a horse*.

3.5 Verbal humour

Verbal humour is presented in number of advertisements. Humour offers an easy way to catch the attention of customers. “One of the most commonly used stylistic devices for creating humour is the *pun*” (Simpson 2004, 45).

Puns are based on ambiguous meaning i.e. double meaning. “Puns often allow advertiser to say one thing and suggest another, ie puns allow them to imply claims without actually promising anything” (Hermerén 1999, 140). Hermerén distinguish four types of ambiguity. It involves namely lexical, grammatical, pragmatic and bilingual ambiguities. Lexical ambiguity is based on expressions of homophones, homonyms and polysemy. Grammatical ambiguity is based on different ways of grouping clauses. Pragmatic ambiguity involves ambiguity of socio-cultural situations. Last ambiguity, bilingual, combines two or more elements of different languages for example English and French expressions (Hermerén 1999, 131-133).

II. ANALYSIS

4 INTRODUCTION TO THE ANALYSIS OF ADVERTISEMENTS FOR ENGLISH LANGUAGE COURSES

4.1 Description of analysed advertisements

The practical part of this thesis analyses persuasive devices in advertisements for English language courses. The corpus comprises twenty printed advertisements, which were collected from internet websites (*Ads of The World, Behance, Coloribus, I Believe in Adv*) from October 2012 to January 2013. Advertisements are presented in the appendix and they are numbered from P I to P XX. The appendix contains professional advertisements from the providers of English language courses, namely *American Cultural Association, Berlitz, Brighton, CLL, Cultura Inglesa, FF English, Inlingua, Kontext, Skill Language school, Small World, Rosetta Stone, Vancouver Community College, Wise up and You Move*.

Chosen advertisements are pieces made primarily by international providers of English language courses. Due to the fact, that these large companies have usually subsidiaries all over the world, advertisements cannot be distinguished according to countries. American Cultural Association provides language courses in United Kingdom, USA. It has subsidiaries also in Turkey, India, Thailand etc. Berlitz is a global provider of education in more than 70 countries. Headquarters of Berlitz are located in New Jersey and Tokyo. Another global company is Inlingua with Swiss origin. Inlingua provides language courses in more than 300 centres. Swiss origin has also company Small World.

Brighton is surprisingly Russian language school. Kontext is Serbian language school. CLL is a language school operating in Belgium. Vancouver Community College is Canadian provider of education. Creative advertisements are frequently used by Brazilian companies Cultura Inglesa, FF English, Skill language school, Wise up and You Move. Last, specific provider of language courses is the Rosetta Stone which was founded in London. Rosetta Stone provides language software which is used for education or e-learning.

Specific printed advertisements were chosen on the basis of the level of creativity and originality of the content of advertisements. Emphasis was placed on the most impressive advertisements, which have same or different author, but which contain various strategies and elements of the language.

4.1.1 Method

This thesis tries to analyse the selected devices of persuasive language, which occur in advertisements for English language courses. The analysis is based on qualitative and comparative data analysis. This thesis uses the method of the Enumerative inquiry to analyse the selected material in the corpus. Method of Enumerative inquiry is applied on classification of elements in the verbal, written or visual texts by the use of percentage, ranking frequency and other tools of the measurement. The analysis also focuses on the frequency and relation of linguistic devices in the context (Grbich 2007, 24).

4.2 Basic features of analysed advertisements

Selected advertisements for English language courses have common features. Common features are English language and print version of advertisements. Some language course providers do not have subsidiaries in English speaking countries, however, they advertise in English. The language in advertisements is primarily simple. However, advertisements use sometimes more complex expressions. Therefore, a certain degree of English knowledge is necessary for proper understanding of the message. Potential customers with basic knowledge of English may not be able to recognize a humour hidden in word plays, for example in P IX.

Analysed advertisements for English language courses are attractive and eye-catching. Advertisements usually contain an illustration, catchy statement in headline, name of a provider of language course and a web address. Analysed English language course advertisements do not contain any information about the price, the period or the location of the language course. Customers have to seek for the information about the language course on the website. Therefore, it may be argued, that English language course advertisements are more persuasive than informative. There is one exception in P XI. At the bottom of the page, there is a separable part, which serves for the response and contains information about address and price of the course.

English language course advertisements make use of AIDA. Advertisements use illustrations and catchy phrases to gain the attention and the interest. Advertisements make customers think about the message by the use of ambiguous meaning. On the other hand, none of the analysed advertisements used recommendation by a specialist or a celebrity to increase the credibility. In order to encourage potential clients to attend language courses, advertisements contain directive words: *learn, change, improve, speak* etc.

5 ANALYSIS OF ADVERTISEMENTS FOR ENGLISH LANGUAGE COURSES

5.1 Visual communication

The picture together with the text creates the meaning of the message. As to the visual communication, symbols are probably the most noticeable signs in the language course advertisements. Advertisement P I contains hidden symbol in the film behind the text. The genre of the film may be intentional. The gladiator who fights with the tiger may symbolize students who fight with the English language.

Symbols may be used to indicate problems in communication in English. The word *sorry* around man's neck is clutching his neck in advertisement P II. The advertisement may symbolize voice problems. The advertiser probably used this symbol to compare voice problems when speaking English language to problems in advertisement for painkillers. Thus, language courses are presented as a solution to voice problems. In P XV, there is another type of a symbolism. In the illustration, there are visible only parts of heads of people. Speech bubble may symbolize a communication and it may determine who is speaking. However, there may be recognized more than only speech bubbles. There are more bubbles, which are arranged into a shape which is similar to a snail. It is characteristic for snails that they are slow. This feature may also apply to the illustrated conversation. Problem in communication is presented also in P VII. The man and woman are probably looking for the post office, but they cannot speak English. In this advertisement, the mouth of the man is a symbol for the letter box.

Symbols may vary across cultures. In P IV, there is an example of the symbol, which refers to the underground. This symbol does not have general scope. This symbol is characteristic for London underground and may look different in other countries.

Symbols may represent particular city or country. In P V, there is a chaotic list of symbols which describe London. Human eye stands for the London Eye, large alarm clock may represent the Big Ben and black bear on the head of the guard may stand for the Bearskin.¹ This advertisement use symbols to suggest possible problems which may occur, when people describe London and have a poor knowledge of the English language.

¹ the hat of the uniform of the Buckingham Palace guard

In P XII, there appears a flag, which stands for the United Kingdom. However, colours are modified. White colour is replaced by the yellow colour, which is taken from the flag of the Germany. This mixture of two colours from flags, thus mixing countries Germany and United Kingdom, may symbolize the influence of the German accent in English language.

Symbols may represent a social status. In appendix P X, there are two successful businessmen. Their dress code symbolizes their type of job and social status. One businessman has a paper cap which may be associated with a clown or a fool. Clowns usually entertain people. This advertisement says: “*Do you really know how your English sounds to others?*” The message may suggest learning English language in order to avoid awkward situations similar to this one.

Symbols may symbolize negative effect of bad or weak English. In example P XI, the ear stands for hearing. The picture of the wounded ear represents a result of listening to bad English, although our ears are not suffering physically. In P VIII, the flabby body of the boy symbolizes a weakness which is usually not considered to be attractive. Moreover, it may symbolize illness. This symbol of this unattractive body and physical weakness is compared to weak English.

Another hidden symbol may be found in P XVII. The meaning of the word online is connected with internet access. In this picture, laptops are symbols for browsing the internet. Symbolism appears in P XX where the title says: “*Think outside the box. Learn English at You Move.*” The illustration of paper box on man and woman heads may symbolize the majority of people who do not speak English. People who think outside the box are people who find new ways to make things differently. It may involve new ways of learning English language, for example.

Besides symbols, indexes and icons are present in advertisements for English language courses as well. An example of an index is the woman in P XIII who is smiling. Smile may be an index of happiness or positive emotions. This index enables to deduce that the woman is obviously happy and not sad. Another example of the index appears in P XVI. There is a woman, who has problems when speaking English. She is sweating. Sweating usually appears in stressful or demanding situations. Due to this index it may be claimed, that she is experiencing difficult situation. Examples of icons may be found in each brand name in the language course advertisements. For example, the brand name *Berlitz* in P II, P III, P IV and P V has always the same shape, font and colour. Brand names are icons

which represent the company or the provider of language courses. Icons also contribute to the recognition of the company name.

Connotative meaning plays a role in communication in advertisements, and English language course advertisements are no exception. A good example of connotation may be recognized in P XIV. There is a picture of a man probably of Arab origin. There is a text written intentionally with mistakes. The text says that his watch are ticking in his luggage. The text together with the picture may create a connotation that the man is a terrorist.

5.2 Persuasive language – Ethos, logos, pathos

The English language course advertisements use the strategies of ethos, logos and pathos to persuade customers. The ethos may be recognized in P XVI. There is a text, which is saying: “*Language studies worldwide.*” This text may suggest that this language course is provided by a large, international company. Other connotation may be that if some company becomes international, then it must be reliable and certified. Similar example appears in P VIII. “*The strongest English course of Brazil.*” The text creates an impression of a successful company oriented on English language courses.

Second strategy, logos, gives customers logical reasons to learn English. For example in P I, the reason to learn English is to enjoy movies and be able to understand them. The reason in P II, is not to get stuck in English and to be able to speak when it is necessary. Another reason is in P III, it is to be able to adapt in a foreign country. Other reason is to be able to describe experiences from travelling as in P V, or to be able to communicate abroad in P VIII. Next reason appears in examples in P X and XV, because learning languages is important for people, who do not want to sound ridiculous to others. In P XIX, there is a practical example giving a reason to learn English, primarily it is aimed to young people. Young people usually like to listen to the music and they may like to sing songs. This advertisement recommends learning the English language otherwise people cannot enjoy the music or singing. Last, but not least reason is implied in P XX which is to stand out from the crowd and to be unique, for example by excellent knowledge of English.

Last strategy, pathos is probably the most prominent strategy in advertisements. Pathos is usually expressed by emotive language. Emotive language in advertisements has the ability to evoke various emotions. Positive emotions may be connected with a wish to make a good impression. Emotive language is used to suggest learning English language otherwise there is a risk of embarrassment. Advertisements are presented more in a way of

warning and it is up to people to decide for a change. This change means to begin study English in order to avoid unpleasant situations. Advertisements denote possible embarrassment or unpleasant situations in examples P II, P III, P V, P VII, P X, P XV. However, it is up to each customer to determine which situations are unpleasant or unacceptable for him and to what extent.

Emotive expressions in English language course advertisements may have calming effect and may arouse positive feelings, for example: *the strongest English course* in P VIII, *language course specialized for your needs* in P XIV, *intelligent English* in P XIX, *think outside the box* in P XX. On the other hand, advertisements contain expressions, which may evoke rather negative feelings. It involves: *no one will be impressed by a weak English* in VIII, *countless ears still suffer from bad English; stop the torture now* in P XI, *get rid of your German accent* in P XII, *don't risk sounding ridiculous* in P XV etc.

5.3 Persuasive techniques

BASIC TECHNIQUES

1. Association

This technique is used by advertisers, who would like the product to be associated with something desirable. In P X, there are two businessmen who may be associated with a successful career. They are dressed in perfectly fitting suits. However, the perfect impression is spoiled by the paper cap on the head of one of them. The advertisement suggests learning English language. The cap may symbolize the knowledge gap which will be removed by language course and thereafter the picture would be perfect. The similar example appears in P XIII, where a man may be associated as being successful with women, though he cannot flatter her in a foreign language. Language course is presented as a mean to an end. Technique of association in P X and P XIII is combined with the technique of a fear which encourages people to change their current situation.

2. Beautiful/unattractive people

English language course advertisements seem to use this technique differently in comparison to other advertisements for products. Thus, advertisements probably do not motivate people to attend courses, because they will be as attractive as people in pictures. Advertisements show unattractive people in order to discourage potential clients to be the same and motivate them to make a change. In P VIII there is a skinny weak man. This may not be an attractive man for most of the people. Moreover, there is a comment: "*No one*

will be impressed by a weak English.” The word *English* may be replaced by a *man/boy/people*, which creates the link for associations.

Analysed advertisements show ordinary people and may not put emphasis on the beautiful appearance. The skills are at the first place and the appearance may not be so important for English language courses.

3. Fear

The technique which presents fear is probably the most common technique, which is used in language course advertisements. Evaluation of feelings experienced in particular advertisements may be influenced by the fact, that people may consider as a source of a fear something different. Advertisements show problematic situations and English language courses play a role of a helper to these situations.

In P II there occurs a fear from not being able to speak in the English language in important situations. The potential customers probably do have the knowledge of English language. However, they may not be able to use it. Berlitz language course serves as a solution to this problem. The technique, which presents fear, appears also in P III. The European man is visiting Asian country with a different culture. This advertisement demonstrates the fear from not being able to fit into unfamiliar society or a culture, because people do not want to be like aliens. The solution is seen in language course, which may teach students to speak in English and moreover life and customs of certain countries. Another source of a fear is showed in P V. Main problem occurs, when there is a need to describe experiences from travelling, for example. Other, more serious problem may appear when travellers get lost abroad and when they are searching for the way back. In this situation, it is important to be able to describe the area around. In the advertisement P VII, a fear from not being able to communicate in foreign language may be recognized. Courses from the CLL may help to solve this problem.

Advertisement in P X presents fear from unconscious embarrassment of the man, when it comes to the negotiation in English language. The solution is offered by the Inlingua. The Inlingua provides language courses which are focused on business English. In P XIII, the man would probably like to make a good impression on the woman. However, he has to consider the answer carefully in order not to embarrass himself. Next advertisement which is showing the fear is in P XV. It presents the concern from sounding ridiculous in English. Example in P XVI shows similar problems of people who are nervous when it comes to the English language and they are not able to express themselves verbally.

4. Humour

Humour in printed advertisements is a tricky technique. It is relatively difficult to catch items, which make advertisements humorous. Humour is in most of the cases based on the ambiguous meaning of the text, which is supported by the picture. On the other hand, embarrassing and exaggerated situations which happen to other people may be considered by the audience to be humorous as well. For example in P VII the tourists are mocking themselves by pretending to be a letter box. Irrational combinations of objects, which are showed in P V, may make people laugh, for example a bear on the head of the guard. There is a high chance that the advertisement will be remembered, because the advertisement presents extraordinary combinations of objects. In advertisement P X. The humour is created by combination of contrasting situations. The serious conversation between two businessmen is unexpectedly spoiled by a caper cap, which is a symbol for cheerful clowns or birthday parties.

5. Individuality

The persuasive technique of individuality presents people, who attend English language courses, as a unique. This technique may be identified in P XX, where the illustration makes use of literal meaning of the words in the phrase: "*Think outside the box.*" The couple have had their heads inside paper boxes and they could not see anything. They have removed their heads and can see the world from the different perspective. The couple is presented as unique people, who differ from the majority and who explore the country. This may serve as a clue to exploration of the English language.

6. Intensity

Advertisements make English language courses attractive by using superlatives as in P VIII, which says it is *the strongest English course*. In P V, the message contains the intensifier *so hard to describe*. It highlights the difficulties when someone has a poor knowledge of English. Text in advertisement P X is intensified by the word *really know*. This word highlights the rhetorical question and creates doubts. The intensity in P XVIII is expressed by the word *real*. "*Come to VCC for a real education in the real world of urban Vancouver*".

7. Plain folk

English language courses are not presented by celebrities, but by ordinary people. It involves young people, usually students and businessmen in middle age. Ordinary people

appear in 8 out of 20 advertisements. (see P II, P III, P VII, P VIII, P X, P XIII, P XIV, P XX).

8. Repetition

Words or phrases in advertisements are repeated to increase the memorability of the message. In P V, the *few* repeats in connection to learn a few more words in English and it may be repeated in order to highlight the low number of words, which are necessary to learn. In the picture in P XV, words *my car* and *yellow* repeat. The repetition in this case probably does not play the role in memorising. However, the repetition of simple phrases in this case may be associated with a lack of English knowledge and it may emphasize it. In P XVII, word *line* repeats twice. In each case the phrase with preposition have different meaning. Repetition in this case expresses ambiguity and the necessity to use correct prepositions. Next example of the repetition appears in P XVIII. The word *real* repeats twice in order to create more memorable and attractive advertising text. The word *real* describes how nouns *multiculturalism*, *education*, *world* are genuine. Advertisement in P XIX contains an unusual repetition in the picture. The parts of song, probably the chorus, *WOO-HOO* is repeated several times. It is not repetition of the words, but only of the captured sound. The repetition serves to memorability and it highlights the lack of knowledge of the text.

9. Warm and fuzzy

This technique occurs relatively rarely. Technique was found only in one advertisement in P XVII. The duck and cute ducklings may evoke positive feelings. The message is supported by the fact, that ducks in general are not able to use the laptop. These ducks are surfing the internet instead of the lake.

INTERMEDIATE TECHNIQUES

1. Euphemism/Dysphemism

Analysed advertisements do not contain any euphemisms. Surprisingly, advertisements for English language courses may contain dysphemism which have opposite meaning. It may be rather unusual in advertisements. The advertisement in P XI contains dysphemism *torture*, which may be replaced by less direct expression *severe physical or mental pain*. The next dysphemism *torment* may be replaced by more neutral verb *bother* or to *cause inconvenience*, for example.

2. Name-calling

This technique is used in P III. The tourist, who is getting out from the bus, is characterized as an *alien*, which usually creates negative associations. This technique causes that people may want to avoid similar situations and they do not want to appear in the position of the tourist.

3. New

This technique suggests people, that new approaches, for example in learning, are better than traditional approaches. In P XX, the phrase “*Think outside the box*” may be associated with new and creative learning techniques or methods.

4. Rhetorical question

Rhetorical questions in advertisements may make people to think about the message. In P X, there is a rhetorical question: “*Do you really know how your English sounds to others?*” The rhetorical question may try to make people insecure in the belief, that their English skills are sufficient.

5. Simple solution

English language courses are usually presented in a way of solutions to problems, which people may have. This technique is closely related to the technique of a Fear. In example P II, Berlitz language course may solve the problem with speaking in the English language. This advertisement calms potential clients down. Next solution to problems appears in P V. The solution is related to the ability to describe objects. Thus, the solution is to learn a few more English words. Similar case is presented in P VII, where the solution to problems with expressing themselves is the language course from CLL. Next solution appears in P VIII. The weak English may be improved in the English language course. Advertisement in P XI offers to stop suffering from bad English and provides a solution. The solution is very simple, to fill in the enclosed form.

6. Symbols

Technique of symbols suggests a social status or more general concepts, which are associated with the product. Technique of symbols is not common for English language course advertisements, even though symbols, as a subjects of semiotics, are frequent (see 4.2.1 Visual and verbal strategies in communication). In P III, a tourist is a symbol for travelling, which requires English knowledge. In P X, businessmen in suits create association of a lucrative job, where a good English knowledge is a must.

6 ANALYSIS OF LINGUISTIC DEVICES IN ADVERTISEMENTS FOR ENGLISH LANGUAGE COURSES

6.1 Phonetic level

1. Alliteration

Alliteration is a part of many commercials and language course advertisements are no exception. Alliteration appears in text of advertisement to create a similarity in sound by repetition and to increase the memorability of the message.

- a) “*Don’t miss the movie while reading subtitles.” (see P I)*
- b) “*Come to Cultura Inglesa.” (see P VIII)*
- c) “*Conversational classes.” (see P IX)*
- d) “*Countless ears still suffer from bad English.” (see P XI)*
- e) “*Get rid of your German accent.” (see P XII)*
- f) “*Don’t risk sounding ridiculous in English.” (see P XV)*

2. Homophones

Homophones are words different in spelling and meaning, but similar in sound. Homophones in language course may signify that advertisements are not aimed to people who have no knowledge of English language. Homophones may make customers think about the language. Homophones make advertisements ambiguous and thus they contribute to the humorous tone of the message.

- a) *Bear, beard, beer* (see P IX)
- b) “*1. teeth, 2. thought, 3. tooth, 4. tit*” (see P XIII)

Homophones in the example a) cannot be recognized from the text. However, they are represented by pictures and their sound is almost the same. In the example b), homophones may confuse beginner students, even though there is a little difference in the pronunciation.

6.1.1 Unpredictable spelling

Unpredictable spelling is a significant feature primarily in English language course advertisements. The good example is a wrong spelling of the words. It catches attention of people and makes them think about the mistakes.

- a) “*Nwo yuo udnrestnad English*” (see P IV)

The position of letters in words is changed. However, human brain allows arranging this letters into the proper order. This applies only to people with knowledge of English. If people are able to read the text, they understand English. There is a word *English* spelled in the correct form, for the people without knowledge of English language. The word *English* informs other people what the text is about and stress the importance of the knowledge of the English language.

- b) “*Hello, my name is Aamirah. I am a(n) exchange student. Here is my pas(s)port. The ticking from my (hand) lug(g)age is my grandma(‘)s watch.*” (see P XIV)

Example above uses deliberate mistakes to catch the attention. In this advertisement, mistakes are corrected by red colour, which highlights mistakes and draws the attention even more.

6.2 Lexical and morphological level

1. Adjectives

Adjectives are common features of advertisements. Adjectives have a great influence on the tone of the message. Superlative and comparative forms may be frequent in other advertisements. However, it is not predominant feature of English language course advertisements. Adjectives in analyzed advertisements are usually specific and they add the meaning to the nouns. Adjectives occur in advertisements in attributive form.

Comparatives and superlatives are presented in the group a). These forms are used to emphasize nouns. Adjectives in language course advertisements are connected with travelling as in b). The group c) contains the largest number of adjectives which are linked with learning languages and improving English. Adjectives which describe the situation in illustrations are presented in d).

- a) *The strongest English course* (see P VIII); *as little as 22 euros*; *more details* (see P XI);
- b) *Foreign country* (see P III); *German accent* (see P XII); *exchange student* (see P XIV); *real world* (see P XVIII)
- c) *English words* (see P V); *broken English* (see P VI); *language course* (see P VII); *weak English* (see P VIII); *conversational classes* (see P IX); *English courses*; *bad English* (see P XI); *language courses* (P XIV); *second language*; *real education* (see P XVIII)

- d) *Acting skills*; (see P VII); *countless ears*; (see P XI); *beautiful teeth* (see P XIII); *the international day* (see P XIX)

Adjectives may contribute to the persuasive techniques of Association, Fear, Warm and fuzzy, Symbols and Intensity. Language course advertisements may use adjectives to create positive connotations of the company.

2. Verbs

Verbs are necessary items in language course advertisements. There is only one example of advertisement without a verb included in the structure (see P XIII). Verbs in language course advertisements usually occur in the active form, which is a sign of informality.

Verbs listed in a) have a form of an imperative. Imperatives encourage people to act in language course advertisements.

- a) *Don't miss* (see P I); *don't get stuck* (see P II); *don't be* (see P III); *learn* (see P V); *fix* (see P VI); *don't count, follow* (see P VII); *come* (see P VIII); *make clear* (see P IX); *stop* (see P XI); *get rid of* (see XII); *don't risk* (see P XV); *improve* (see P XVI); *learn; come to* (P XVIII); *think; learn* (see P XX)

Verbs written in b) have a form of an auxiliary verbs *do* and *be*. Moreover, their form is shortened and used to negate the sentence. Shortened form is a sign of informality and it increases the personality of the text. These forms of verbs are characteristic for advertisements.

- b) *Don't miss* (see P I); *don't get stuck* (see P II); *don't be* (see P III); *don't count* (see P VII); *don't risk* (see P XV); *it's not* (see P XVII); *don't speak* (see P XIX)

The verb in c) is an example of passive form of a verb. It is a sign of formality. English language course advertisements prefer active form of a verb, passive form is rather rare. Verbs in d) are verbs which express a process of learning languages

- c) *"No one will be impressed by a weak English."* (see P VIII)
 d) *Understand* (see P IV); *describe* (see P V); *learn* (see P V, P XVIII, P XX); *improve* (XVI); *think in English* (see P XVII); *speak* (see P XIX)

Verbs, primarily in the form of imperatives, may play an important role in persuasive techniques Fear and Simple solution in language course advertisements.

3. Pronouns

Pronouns, primarily personal pronouns are other parts of speech, which are characteristic features of advertisements for English language courses. Personal pronouns in advertisements create personal tone of the message.

Examples a) - f) below show the use of the pronoun *you* to address potential clients directly. Messages in examples a) and b) may have more calming effect. By the contrast, d) and e) reminds more warning message. The pronoun in c) is used to create impression of personal contact. The pronoun *you* is used twice in e). It may increase the urgency of the message. The last, but not least example of the personal pronoun appears in f) in the brand name. It names potential clients directly and emphasizes, that it is up to them to decide.

- a) “At Berlitz you don't get stuck in English.” (see P II)
- b) “Now you udnrestnad English.” (see P IV)
- c) “It's so hard to describe London with those few English words you know.” (see P V)
- d) “Do you really know how your English sounds to others?” (see P X)
- e) “If you don't speak English, this is the most of rock you will sing.” (see P XIX)
- f) “You move”. (See P XX)

Pronouns, namely personal pronoun *you* plays a crucial role in the persuasive technique of Individuality.

The examples g) – m) below contain possessive pronoun *your*, which has a function of an adjective, because it modifies nouns. This pronoun is used to create a personal contact. The messages in the advertisements may give an advice to potential customers. The example in l) may create a feeling of a care.

- g) “Fix your broken English.” (see P VI)
- h) “Don't count on your acting skills.” (see P VII)
- i) “Make your English clear.” (see P IX)
- j) “Do you really know how your English sounds to others?” (see P X)
- k) “Get rid of your German accent.” (see P XII)
- l) “Language courses specialized for your needs.” (see P XIV)
- m) “Improve your English.” (see P XVI)

The example in n) shows the use of demonstrative pronoun in advertisement. The pronoun *those* draws the attention to the noun. Example o) has included indefinite pronoun in the structure. The role of this pronoun in this example may be to deny the possibility that somebody may be interested in weak English. Example in p) contains personal and possessive pronouns. The message serves as a confirmation that somebody is aware of his/her bad English. It may remind a request to solve the problem.

- n) *“It’s so hard to describe London with those few English words you know.”*
(see P V)
- o) *“No one will be impressed by a weak English.”* (see P VIII)
- p) *“I no longer want to torment my fellow man’s ears.”* (see P XI)

6.3 Syntactic level

1. Sentence type

1.1. Imperative sentences

Imperative sentences are probably the most frequent type of the sentence in language course advertisements. Imperatives create more personal contact in advertisements. Verbs in imperative forms were already described (see section 6.2/2.). However, as to the sentence type, advertisements for English language courses contain primarily imperatives which call for the action:

- a) *“Learn a few more.”*(see P V)
- b) *“Fix your broken English.”* (see P VI)
- c) *“Follow a language course.”* (see P VII)
- d) *“Come to Cultura Inglesa.”* (see P VIII)
- e) *“Make your English clear.”* (see P IX)
- f) *“Stop the torture now.”* (see P XI)
- g) *“Get rid of your German accent.”* (see P XII)
- h) *“Improve your English.”* (see P XVI)
- i) *“Learn English as a second language.”* (see P XVIII)
- j) *“Think outside the box. Learn English at You Move.”* (see P XX)

1.2. Declarative sentences

Declarative sentences are frequent features of English language course advertisements. Declarative sentences present a statement about objects or situations, for example.

However, the occurrence of declarative sentences may be less prominent than occurrence of imperatives in advertisements. It may be due to the fact, that statements may not create personal contact and usually do not wait for a reaction. Statements in examples a) and c) make potential customers sure about the qualities of English language courses.

- a) *“At Berlitz you don’t get stuck in English.”* (see P II)
- b) *“Nwo yuo udnrestnad English.”* (see P IV)
- c) *“Language course specialized for your needs.”* (see P XIV)

Examples d) - f) contain statements. These statements are followed by imperative sentences, which call for action and offer a solution to problems. The example in g) contains unusual declarative sentence. This sentence is waiting for the reaction and it needs to be completed by the customer.

- d) *“It’s so hard to describe London with those few English words you know. Learn a few more.”* (see P V)
- e) *“No one will be impressed by a weak English. Come to Cultura Inglesa.”* (see P VIII)
- f) *“Countless ears still suffer from bad English. Stop the torture now - for as little as 22 euros.”* (see P XI)
- g) *“What a beautiful 1. teeth, 2. thought, 3. tooth, 4. tit.”* (see P XIII)

Examples of statements in h) and i) are taken from one advertisement. The example in h) is ordinary statements. However, the example in i) is a statement which is written in a form of an indirect imperative. The text probably does not want to sound as a command. It may highlight that it is important to start with learning English language now.

- h) *“It’s not ‘on line, the ducks are ‘in line’.”* (see P XVII)
- i) *“It’s time to think in English.”* (see P XVII)

The statement in example j) tells about the need to learn practical language skills. This statement is followed by two imperative sentences, which again, calls for the action and shows, where people may learn practical language skills.

- j) *“Practical language skills helping newcomers adapt to a place where multiculturalism is real. Come to VCC for a real education in the real world of urban Vancouver. Visit vcc.ca ”* (see P XVIII)

The example in k) contains an imperative sentence. Moreover, it is a conditional sentence. This sentence provides the possible results if the condition will be fulfilled. This sentence gives a warning to potential customers.

- k) “*If you don’t speak English, this is the most of rock you will sing.*” (see P XIX)

1.3. Interrogative sentences

Questions are common features of advertisements because they may create an interaction between customer and advertiser. Surprisingly, questions do not seem to be common elements of language course advertisement. The corpus contains only one example of the question, namely rhetorical question.

- a) “*Do you really know how your English sounds to others?*” (see P X)

This rhetorical question probably does not wait for the response. However, this question may make potential clients insecure in their English knowledge. The advertisement makes potential customers think about the question and answer it for themselves. Advertisement in P X suggests possible answer, which is provided by the illustration.

1.4. Exclamatory sentences

Exclamatory sentences express our attitudes and emotions. Exclamations play an important role in advertisements and they may create a personal relationship between participants. However, exclamations are not usually significant features of language course advertisements. These advertisements may prefer to express emotions by emotive words more than by interjections, for example. In the example a) below, the word *so* has the function to stress the noun *hard*.

- a) “*It’s so hard to describe London...*” (see P V)

In the example b) below, the word *really* intensifies the meaning of the verb *know*.

- b) “*Do you really know how your English sounds to others?*” (see P X)

2. Ellipsis

An ellipsis is used to save the space, to gain the attention and to create more personal contact in advertisements. The ellipsis is presented in the example in a).

- a) “*Learn a few more.*” (see P V)

This sentence in isolation does not make any sense. The whole text in the advertisement says: *“It’s so hard to describe London with those few English words you know. Learn a few more.”* The noun *words* may be added to the end of the sentence. However, repetition of the noun may seem redundant.

3. Incomplete sentences

Advertisements may use only parts of sentences in order to let potential clients think. Language course advertisements may use incomplete sentences as a quiz which needs to be completed. This is the case of the example stated below.

- a) *“What a beautiful ... 1.teeth; 2. thought; 3. tooth; 4. tit”* (see P XIII)

The example provides possible options to complete the statement, which is supported by the picture. In spoken communication, the sentence may be incomplete. The sentence may require completing by *What a beautiful teeth she has*, for example.

6.4 Semantic level

1. Personification

Personification is a figure of speech, which appears in advertisements and may draw the attention towards the product or service. A truly creative advertisement appears in P XI. This advertisement combines personification, simile, synecdoche and hyperbole.

In the example a), ears gained the attribute of human beings, the ability to suffer. The example in b) contains personification of English. The English language is seen as a weak person, but English cannot have qualities of human beings. Texts are supported by illustrations of the ear and the weak boy.

- a) *“Countless ears still suffer from the bad English.”* (see P XI)
b) *“No one will be impressed by a weak English.”* (see P VIII)

2. Metaphor

Metaphor describes a relation between objects by combining similar qualities. Metaphors are common for language course advertisements. The example compares people to an alien in a). The alien in general is seen as a creature which came from the universe. Aliens probably look and behave differently than the human beings. Thus, to be called an alien is probably not desirable attribute. In the advertisement people have attributes of aliens in order to explain the situation.

- a) “*Don’t be an Alien in a foreign country.*” (see P III)

The metaphor in b) describes English as something what can be broken. However, being able to speak the English language is a skill. Skills are not made of glass, ceramic or other materials which can be broken into pieces. Therefore, it cannot be broken.

- b) “*Fix your broken English.*” (see P VI)

3. Synecdoche

An example of synecdoche appears in example a). The ear is a part of the human body, which may represent people, who have to listen to the bad English. This idea is supported by illustration, which shows wounded and bounded ear.

- a) “*Countless ears still suffer from the bad English.*” (see P XI)

4. Hyperbole

Advertisement in provides an example of a hyperbole. Hyperbole is represented by the word *countless* in a). This word indicates that the number of suffering ears cannot be counted. The word expresses an exaggeration, because any number of objects can be counted.

- a) “*Countless ears still suffer from the bad English.*” (see P XI)

6.5 Verbal humour

1. Pun

Humour is used to create more attractive advertisements. Advertisements usually contain catch phrases or puns created by ambiguity of the meaning. Lexical ambiguity is probably the most frequent in language course advertisements. The ambiguity in a) and b) is created by homophones, which may confuse customers.

- a) *bear, beard, beer* (see P IX)
 b) “1. *teeth*, 2. *thought*, 3. *tooth*, 4. *tit*” (see P XIII)

The example c) below demonstrates another use of double meaning. The ambiguous meaning is created by different use of prepositions, which may confuse English beginners. This message refers to the crucial role of prepositions in English language.

- c) “*It’s not ‘on line’, the ducks are ‘in line’.*” (see P XVII)

The expression “*on line*” refers to browsing the internet. On the other hand, expression “*in line*” refers to the arrangement into the row. These expressions are supported by a picture, which illustrates both possible meanings.

Verbal humour is a device used by technique of Humour to achieve the memorability and to make people laugh. Humour is a powerful and inconspicuous strategy which is used in advertisements.

7 RESULTS AND DISCUSSION

Persuasive techniques, which were found in analysed advertisements, are presented in the Table 1. The frequency is expressed by percentage in the Table 2. The number of occurrence stands for the number of advertisements, which contain analysed persuasive technique. The most frequent techniques in analysed advertisements for English language courses are:

1. Fear, Plain folk,
2. Simple solution, Repetition
3. Intensity
4. Humour

Techniques of the Fear and the Simple solution are closely related. Fear occurs 8 times (40%) and Simple solution occurs 5 times (25%). Advertisers usually show situations and problems, when a speaker has a poor knowledge of the English language, in order to warn potential customers. Then, advertisements offer solutions to these problems in a form of a language course. Occurrence of the Plain folk technique may be high (40%) due to the fact, that language course advertisements do not present celebrities, but ordinary people. Products cannot be presented by themselves as in other kinds of advertisements, because language courses are rather abstract terms. In each advertisement, there are presented ordinary people or illustrations of objects or people. Intensity (20%) and repetition (25%) are also significant part of advertisements for English language courses. Both techniques are interconnected and they are used to grab more attention. The Humour is worth mentioning as well. The Humour occurs in 3 advertisements (15%). The Humour creates positive emotions, which people connect with the product or service and with the provider of a course. Association and Symbol appears in two advertisements. The rest of techniques appeared only once. Contrary to expectations, this analysis did not find any occurrence of euphemisms, beautiful people nor celebrities, who would present English language courses.

Findings from the analysis of the frequency of selected linguistic devices are presented in the Table 3., As to the phonetic level, the use of alliteration (6x) is prominent in advertising texts. Nevertheless, the homophones (2x) play an important role in creating ambiguous texts. This confusion created by using similar words is especially effective in the English language course advertisements.

The unpredictable spelling (2x) is another interesting, however, less frequent feature of advertisements. Deliberate mistakes may play an important role especially in English language course advertisements. Thus, if potential customers are able to find mistakes in the text, it may motivate them and customers may know that they have improved their language skills. On the other hand, if customers are not able to recognize mistakes they will realize that they need to improve their language skills.

Lexical and morphological level of the analysis determined the most frequently used linguistic devices. It is not surprising, that adjectives (10x) and verbs (8x), which are linked with learning, are distinguishing elements. It was proved what Cook (2001, 157) says, thus it is important to create personal contact with customers. Significant features of advertisements are imperative verbs (17x) and verbs in shortened forms (7x), which both contribute to the personality and informality of advertising texts. Accordingly, the passive form of verbs is rare (1x) in language course advertisements. Passive form creates distance between participants of the communication and it is characteristic feature of formal texts. Moreover, personal tone of the message is created by the personal pronoun *you* (7x) and the possessive pronoun *your* (7x), which has function of an adjective. These pronouns are the most frequent in English language course advertisements. Other pronouns were used only four times.

Syntactic level analysed sentence types in advertisements. Imperative sentences, primarily imperatives which call for the action (10x), are distinctive for English language course advertisements. Declarative sentences occurred in more than half of advertisements (11x). However, statements in advertisements may be less noticeable for the potential customers. Therefore, statements are sometimes followed by an imperative sentence. Although, as Hermerén (1999, 47-49) and Myers (1994, 50-52) states, questions and exclamations have an important role in interaction, questions (1x) and exclamatory sentences (2x) are rather rare in English language course advertisements. Ellipsis and incomplete sentence appeared only once, even though it may be a powerful device of catching the attention of potential customers as well.

Semantic level of the analysis revealed that the personification and metaphor are the main semantic linguistic devices in advertisements for English language courses. These figures of speech contribute to the attractiveness and the creativity of the text. However, both devices occurred only twice in advertisements. In fact, metaphors and personifications may confuse beginner students. Synecdoche and hyperbole are elements which occurred

only once. Therefore, they are not distinguishing elements of language course advertisements. Simile and metonymy were not found in any of advertisements. Simile and metonymy are probably less direct in their statements. Last, but not least significant linguistic device is a pun (3x). Puns are usually created by playing with words in order to create ambiguity. The most prominent is playing with homophones and prepositions, which create humorous effect. However, the frequency of puns was expected to be higher because puns make customers think about the English language. Thus, if customers think about the message, the use of the language will stay longer in their memory and customers may be able to use the language in the future.

CONCLUSION

The aim of this thesis was to explore the devices of persuasive language, which are used in advertisements to persuade people about English language courses. The theoretical part characterized advertisements and described aspects of persuasive language, persuasive techniques and linguistic devices of advertisements. The practical part used the description in the theoretical part to analyse persuasive devices in twenty advertisements for language courses, which offers improvement in English. The findings are as follows:

The analysis revealed the characteristic features of English language course advertisements and the most frequent persuasive techniques. The most prominent features of visual communication are symbols. The most frequent persuasive technique is the Fear. Advertisements for English language courses draw the attention to possible problems and situations of ordinary people in order to warn potential customers and to influence their feelings by the use of emotional language. Possible problems might arise from a poor knowledge of the English language. Thereafter, advertisements offer solutions to these problems in a form of a language course.

The analysis explored the type and frequency of persuasive linguistic devices. The analysis proved that advertisements use linguistic devices, which appeal to the attention of the customer and which make advertisements more informal and personal. This involves frequent use of imperatives, verbs in shortened forms and frequent use of personal pronouns. Metaphors and personifications contribute to the attractiveness of the advertisements. Moreover, the analysis demonstrates the occurrence of puns and unpredictable spelling, which was expected to be higher. Since puns and unpredictable spelling make advertisements more interesting and memorable.

It is possible, that the results of the analysis, which have been presented above, may have been influenced by the relatively small number of English language course advertisements for the analysis. Therefore, the findings apply only to the twenty advertisements, which were presented in the corpus.

This thesis may help those, who would like to find appropriate persuasive devices in order to create a powerful advertisement for an English language course. Further research may be done to investigate the influence of the cultural environment on language course advertising. Another research is suggested in order to determine differences between advertisements for general and business English.

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Table 1. List of Persuasive Techniques

Persuasive Technique	Occurrence in Numbers	Appendix/Page
Association	2	P X, PXIII/38
Unattractive people	1	P VIII/38-39
Fear	8	P II, P III, PV, P VII, P X, P XIII, P XV, P XVI/39
Humour	3	P V, P VII, P X/40
Individuality	1	P XX/40
Intensity	4	P V, P VIII, P X, P XVIII/40
Plain folk	8	P II, P III, P VII, P VIII, P X, P XIII, P XIV, P XX/40-41
Repetition	5	P V, P XV, P XVII, P XVIII, P XIX/41
Warm and Fuzzy	1	P XVII/41
Dysphemism	1	P XI/41
Name-calling	1	P III/42
New	1	P XX/42
Rhetorical question	1	P X/42
Simple solution	5	P II, P V, P VII, P VIII, P XI/42
Symbols	2	P III, PX/42

Source: Author

Table 2. Persuasive Techniques in Percentage

Persuasive Technique	Occurrence in Numbers	Percentage
Association	2	10%
Unattractive people	1	5%
Fear	8	40%
Humour	3	15%
Individuality	1	5%
Intensity	4	20%
Plain folk	8	40%
Repetition	5	25%
Warm and Fuzzy	1	5%
Dysphemism	1	5%
Name-calling	1	5%
New	1	5%
Rhetorical question	1	5%
Simple solution	5	25%
Symbol	2	10%

Source: Author

Table 3. Linguistic Devices

Level	Linguistic Device	Number	Page/Section/Example
Phonetic			43-44/6.1
	Alliteration	6	43/6.1/1. a)-f)
	Homophone	2	43/6.1/2. a)-b)
	Unpredictable spelling	2	43-44/6.1.1/a)-b)
Lexical and morphological			44-47/6.2
	Adjectives		44/6.2/1.
	Comparative and superlative	3	44/6.2/1. a)
	Adjective linked with travelling	4	44/6.2/1. b)
	Adjective linked with learning	10	44/6.2/1. c)
	Other adjectives	4	45/6.2/1. d)
	Verbs		45/6.2/2.
	Imperative	17	45/6.2/2. a)
	Auxiliary verbs <i>do, be</i> , shortened form, negation	7	45/6.2/2. b)
	Passive form	1	45/6.2/2. c)
	Verb linked with learning	8	45/6.2/2. d)
	Pronouns		46/6.2/3.
	Personal pronoun <i>you</i>	7	46/6.2/3. a)-f)
	Possessive pronoun <i>your</i>	7	46/6.2/3. g)-m)
	Other pronouns	4	47/6.2/3. n)-p)
Syntactic			47-50/6.3
	Sentence type		47/6.3/1.
	Imperative sentence calling for the action	10	47/6.3/1./1.1. a)-j)
	Declarative sentence	11	47-49/6.3/1./1.2. a)-k)
	Interrogative sentence- Rhetoric question	1	49/6.3/1./1.3. a)
	Exclamatory sentence	2	49/6.3/1./1.4. a)-b)
	Ellipsis	1	49-50/6.3/2. a)
	Incomplete sentence	1	50/6.3/3. a)
Semantic			50-51/6.4
	Personification	2	50/6.4/1. a)-b)
	Metaphor	2	50-51/6.4/2. a)-b)
	Synecdoche	1	51/6.4/3. a)
	Hyperbole	1	51/6.4/4. a)
Verbal humour			51/6.5
	Pun	3	51/6.5/1. a)-c)

Source: Author

APPENDICES

P I American Cultural Association

P II Berlitz 1

P III Berlitz 2

P IV Berlitz 3

P V Berlitz 4

P VI Brighton

P VII CLL

P VIII Cultura Inglesa

P IX FF English

P X Inlingua 1

P XI Inlingua 2

P XII Inlingua 3

P XIII Kontext 1

P XIV Kontext 2

P XV Skill Language School

P XVI Small World

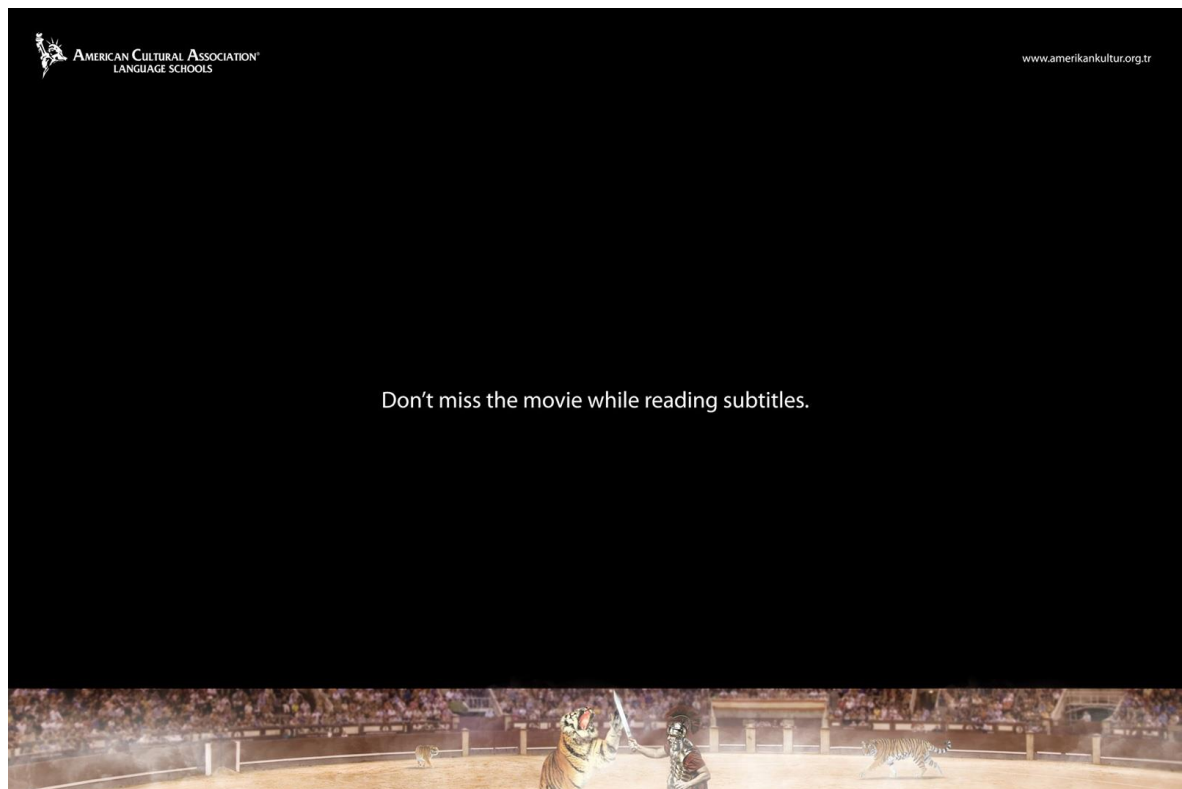
P XVII Rosetta Stone

P XVIII Vancouver Community College

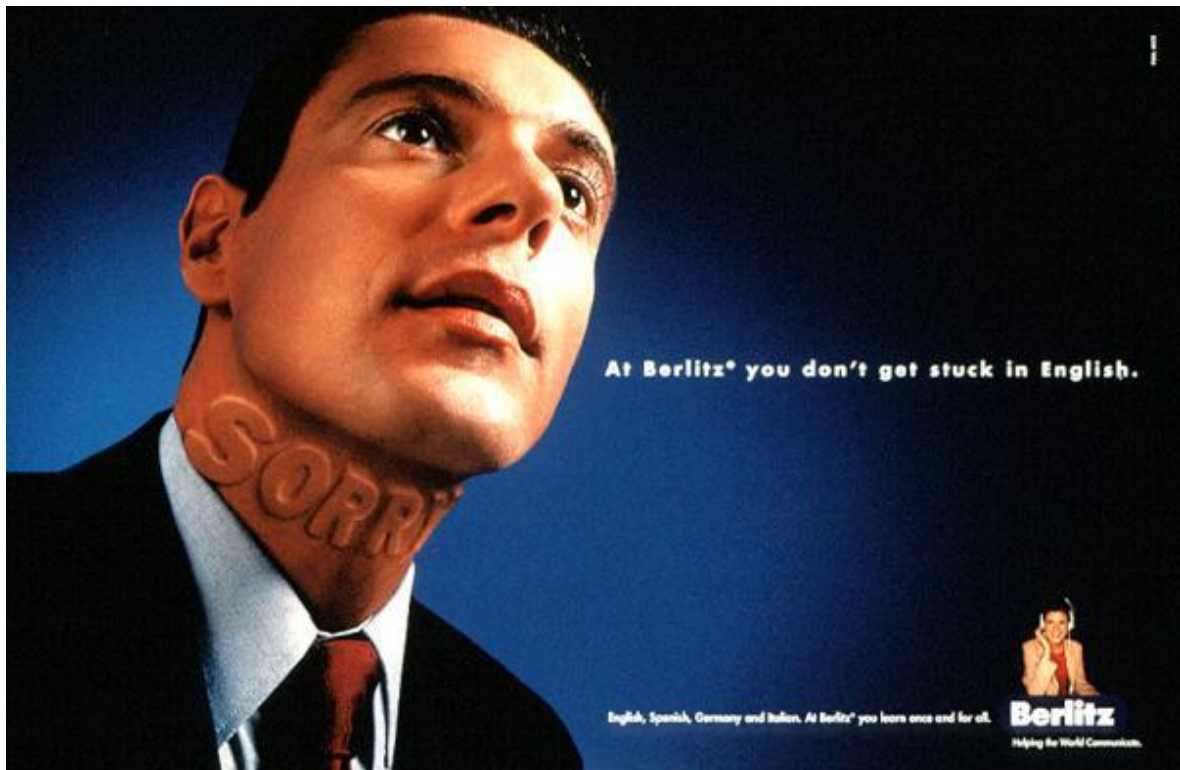
P XIX Wise up

P XX You Move

APPENDIX P I: AMERICAN CULTURAL ASSOCIATION



APPENDIX P II: BERLITZ 1



APPENDIX P III: BERLITZ 2



APPENDIX P IV: BERLITZ 3



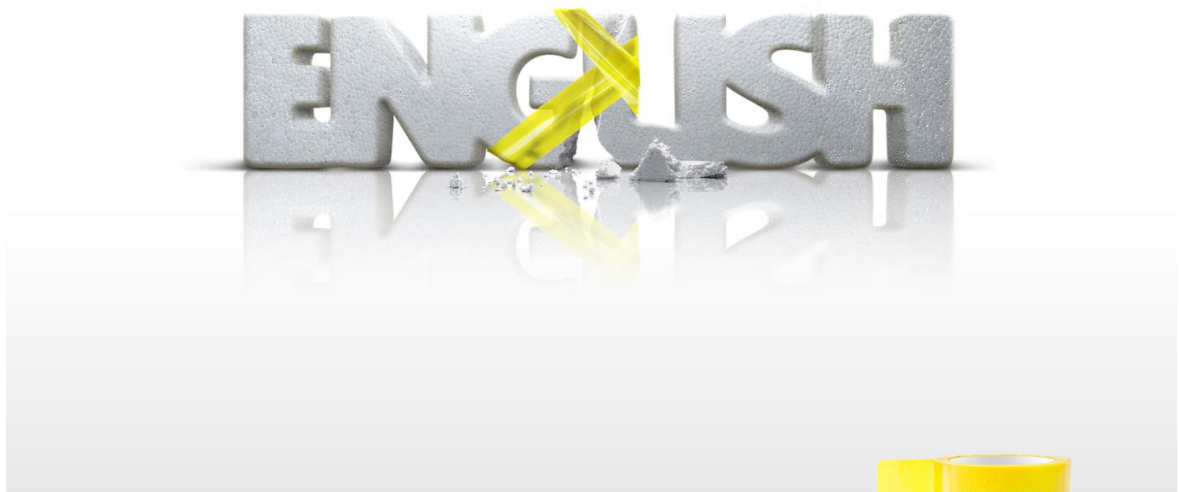
Nwo yuo udnrestnad English.

APPENDIX P V: BERLITZ 4



APPENDIX P VI: BRIGHTON

Fix your broken



www.braiton.ru



language school

APPENDIX P VII: CLL



Don't count on your acting skills | **Follow a language course** **CLL**

Travail ou vacances, connaître d'autres langues est devenu une nécessité. Pour mettre tous les atouts de ton côté, le CLL propose le programme Langues Plus : des stages d'été ultra performants qui combinent l'apprentissage des langues et une foule d'activités fun, comme du sport, cinéma, arts, aventure et web. Inscris-toi dès maintenant. Info sur www.cll.be ou 02 771 13 20 (Bruxelles), 010 45 10 44 (Louvain-la-Neuve, Braine-l'Alleud), 081 22 30 95 (Namur)

APPENDIX P VIII: CULTURA INGLESA



No one will be impressed by a weak English. Come to Cultura Inglesa.

www.culturaininglesa.com.br

Cultura Inglesa
The strongest English course of Brazil.

The advertisement features a shirtless man with a muscular physique, wearing black shorts, white socks, and black boots, standing with his hands on his hips. The background is a plain, light color. The text is positioned to the right of the man, with the main slogan in a bold, sans-serif font. Below the slogan is the website URL, and at the bottom right is the logo for Cultura Inglesa, which includes a stylized red and black graphic and the text 'Cultura Inglesa' and 'The strongest English course of Brazil.'

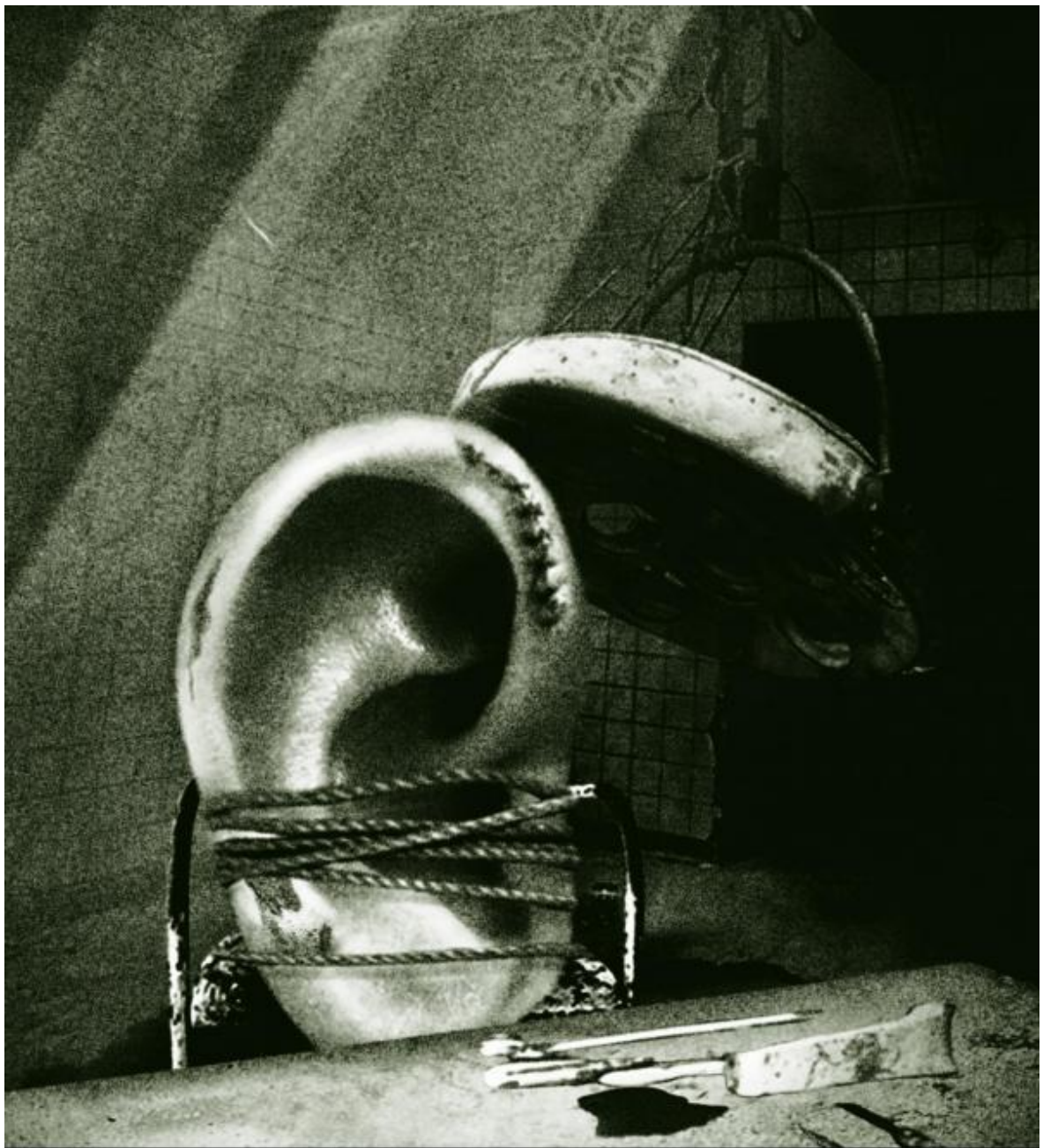
APPENDIX P IX: FF ENGLISH



APPENDIX P X: INLINGUA 1



APPENDIX P XI: INLINGUA 2



**Countless ears still suffer from bad English.
Stop the torture now – for as little as 22 euros!***




.....
Name, Surname:

.....
Street, Number:

.....
ZIP, Town:

Send coupon to: Inlingua Sprachschule GmbH, Spitalerstraße 1, 20095 Hamburg.
*Per lesson

Yes, I no longer want to torment my fellow man's ears. Please send me more details of your English courses!

 inlingua

APPENDIX P XII: INLINGUA 3



APPENDIX P XIII: KONTEXT 1

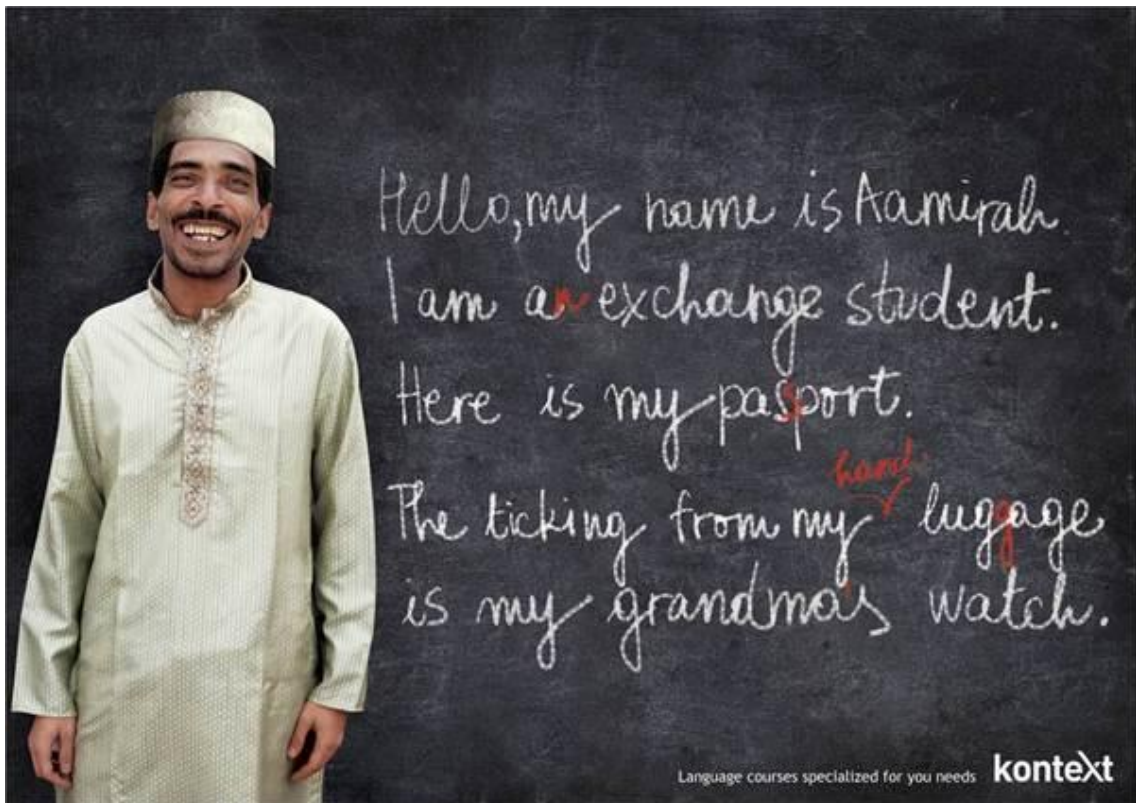
kontext
foreign language school
011 361 03 16
045 45 45 700

1/2

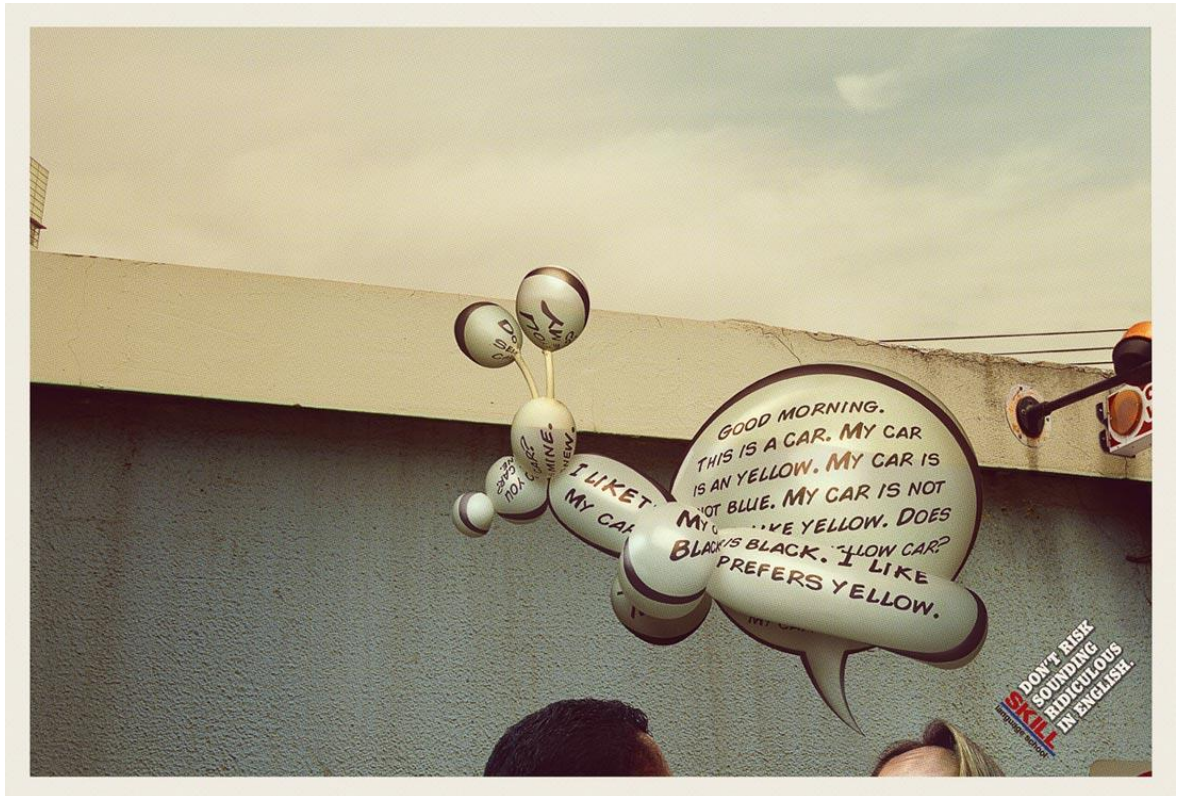
What a beautiful...

1. teeth	2. thought
3. tooth	4. tit

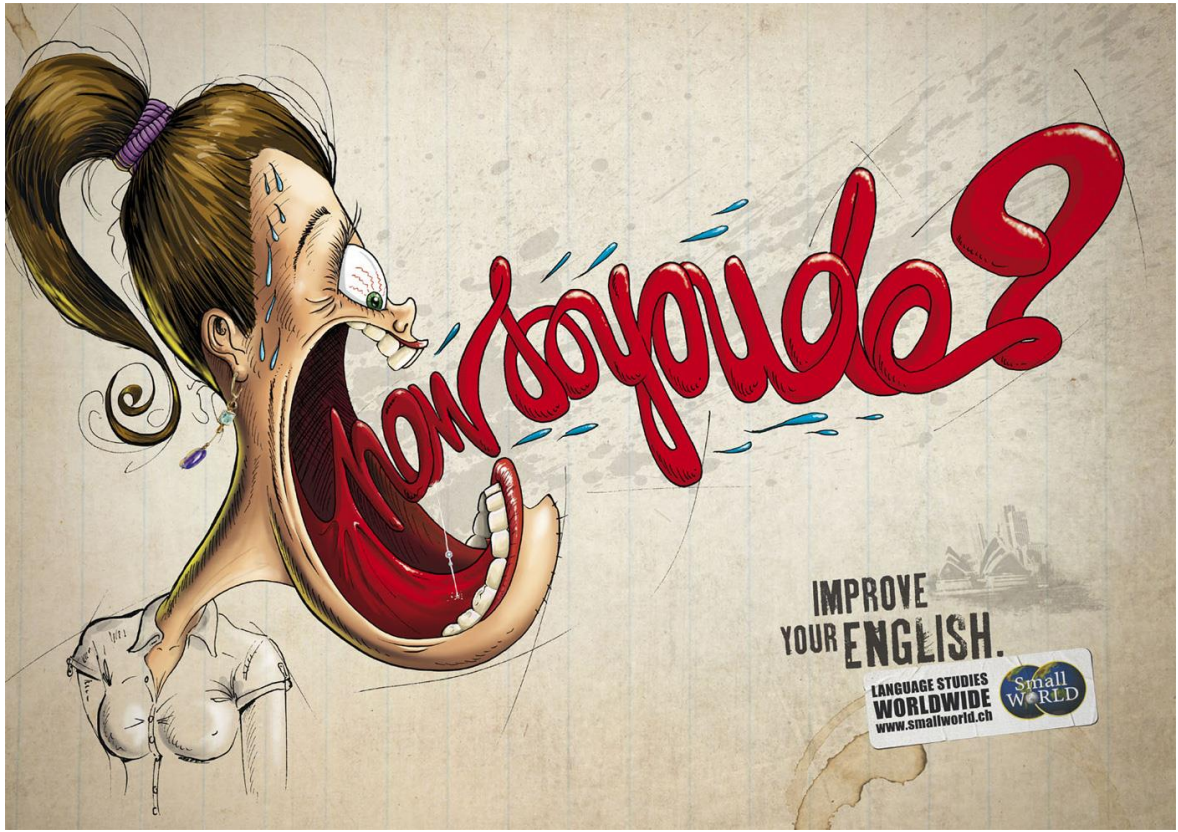
APPENDIX P XIV: KONTEXT 2



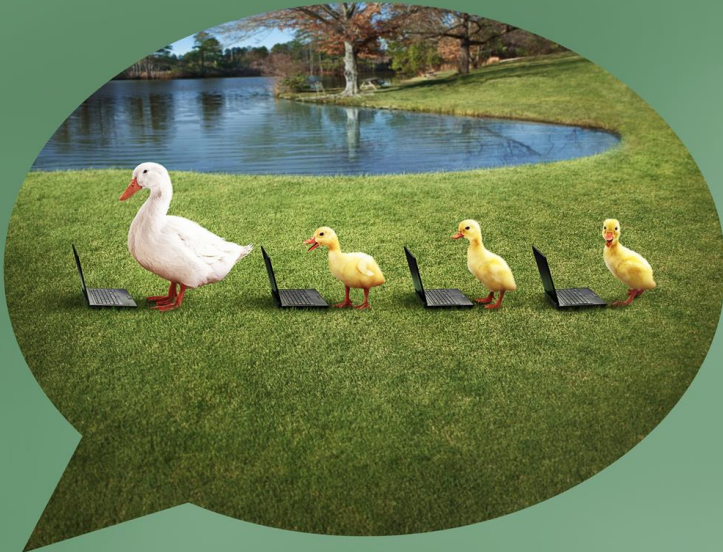
APPENDIX P XV: SKILL LANGUAGE SCHOOL



APPENDIX P XVI: SMALL WORLD



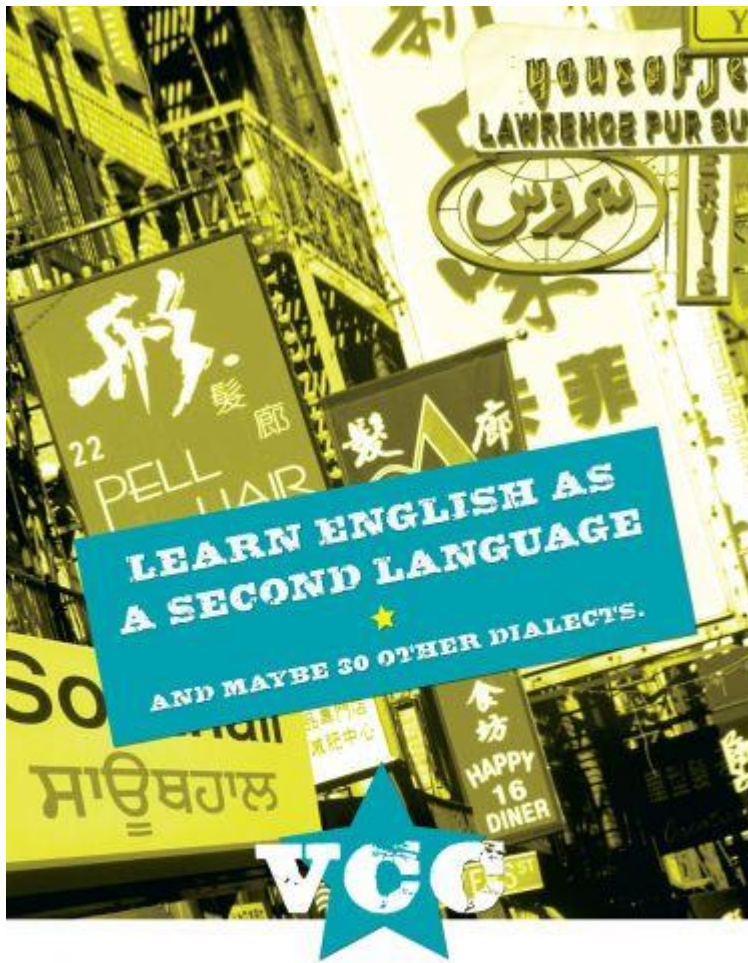
APPENDIX P XVII: ROSETTA STONE



IT'S NOT "ON LINE",
THE DUCKS ARE "IN LINE!"

RosettaStone
IT'S TIME TO THINK IN ENGLISH.

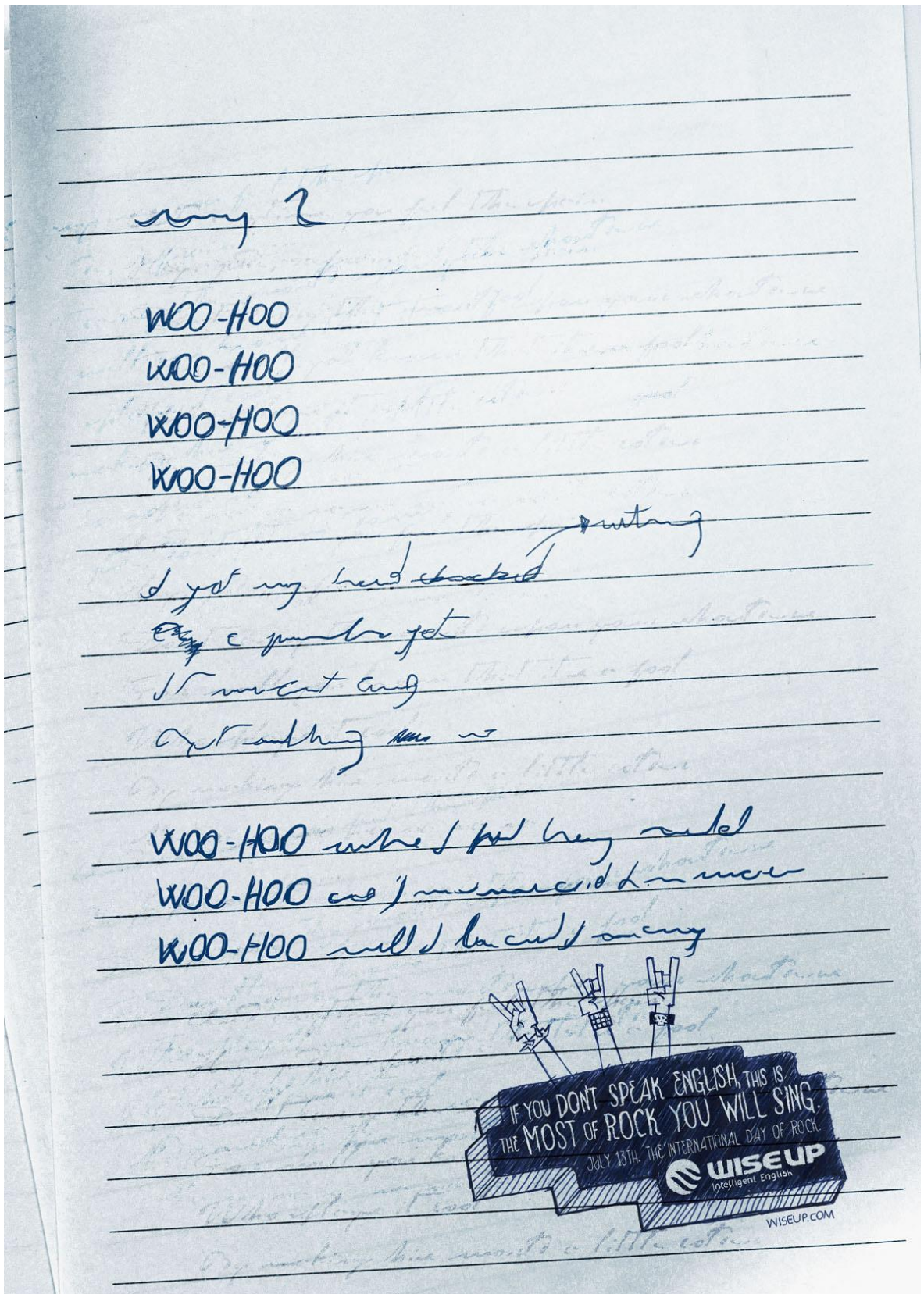
APPENDIX P XVIII: VANCOUVER COMMUNITY COLLEGE



Practical language skills helping newcomers adapt to a place where multiculturalism is real. Come to VCC for a real education in the real world of urban Vancouver. Visit vcc.ca



APPENDIX P XIX: WISE UP



APPENDIX P XX: YOU MOVE

