Discourse Analysis of Health and Social Advertising

Iveta Danišová

Univerzita Tomáše Bati ve Zlíně
Fakulta humanitních studií

Univerzita Tomáše Bati ve Zlíně
Fakulta humanitních studií
Ústav moderních jazyků a literatur
akademický rok: 2017/2018

ZADÁNÍ BAKALÁŘSKÉ PRÁCE
(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení:	**Iveta Danišová**
Osobní číslo:	**H13381**
Studijní program:	**B7310 Filologie**
Studijní obor:	**Anglický jazyk pro manažerskou praxi**
Forma studia:	**prezenční**

Téma práce:	**Diskurzní analýza reklam zaměřených na zdraví a sociální problematiku**

Zásady pro vypracování:

Studium odborné literatury k tématu práce
Shromáždění reklam pro analýzu
Formulace cílů práce a specifikace analýzy
Analýza reklam podle specifikovaných kriterií
Shrnutí analýzy, vyvození závěrů

Rozsah bakalářské práce:

Rozsah příloh:

Forma zpracování bakalářské práce: **tištěná/elektronická**

Seznam odborné literatury:

Cook, Guy. 2001. The Discourse of Advertising. London: Routledge.

Dyer, Gillian. 1990. Advertising as Communication: Studies in Culture and Communication. London: Routledge.

Gee, James Paul. 2011. An Introduction to Discourse Analysis: Theory and Method. New York: Routledge.

Goddard, Angela. 2002. The Language of Advertising: Written Texts. London: Routledge.

Wodak, Ruth, and Michał Krzyzanowski. 2008. Qualitative Discourse Analysis in the Social Sciences. New York: Palgrave Macmillan.

Vedoucí bakalářské práce: **Mgr. Lenka Drábková, Ph.D.**
Ústav moderních jazyků a literatur

Datum zadání bakalářské práce: **10. listopadu 2017**

Termín odevzdání bakalářské práce: **4. května 2018**

Ve Zlíně dne 8. ledna 2018

doc. Ing. Anežka Lengálová, Ph.D.
děkanka

L.S.

PhDr. Katarína Nemčoková, Ph.D.
ředitelka ústavu

PROHLÁŠENÍ AUTORA BAKALÁŘSKÉ PRÁCE

Beru na vědomí, že

- odevzdáním bakalářské práce souhlasím se zveřejněním své práce podle zákona č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, bez ohledu na výsledek obhajoby [1];
- beru na vědomí, že bakalářská práce bude uložena v elektronické podobě v univerzitním informačním systému dostupná k nahlédnutí;
- na moji bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, zejm. § 35 odst. 3 [2];
- podle § 60 [3] odst. 1 autorského zákona má UTB ve Zlíně právo na uzavření licenční smlouvy o užití školního díla v rozsahu § 12 odst. 4 autorského zákona;
- podle § 60 [3] odst. 2 a 3 mohu užít své dílo – bakalářskou práci - nebo poskytnout licenci k jejímu využití jen s předchozím písemným souhlasem Univerzity Tomáše Bati ve Zlíně, která je oprávněna v takovém případě ode mne požadovat přiměřený příspěvek na úhradu nákladů, které byly Univerzitou Tomáše Bati ve Zlíně na vytvoření díla vynaloženy (až do jejich skutečné výše);
- pokud bylo k vypracování bakalářské práce využito softwaru poskytnutého Univerzitou Tomáše Bati ve Zlíně nebo jinými subjekty pouze ke studijním a výzkumným účelům (tj. k nekomerčnímu využití), nelze výsledky bakalářské práce využít ke komerčním účelům.

Prohlašuji, že
- elektronická a tištěná verze bakalářské práce jsou totožné;
- na bakalářské práci jsem pracoval samostatně a použitou literaturu jsem citoval. V případě publikace výsledků budu uveden jako spoluautor.

Ve Zlíně .....45. 2018 ....

---

1) zákon č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, § 47b Zveřejňování závěrečných prací:

(1) Vysoká škola nevýdělečně zveřejňuje disertační, diplomové, bakalářské a rigorózní práce, u kterých proběhla obhajoba, včetně posudků oponentů a výsledku obhajoby prostřednictvím databáze kvalifikačních prací, kterou spravuje. Způsob zveřejnění stanoví vnitřní předpis vysoké školy.

(2) Disertační, diplomové, bakalářské a rigorózní práce odevzdané uchazečem k obhajobě musí být též nejméně pět pracovních dnů před konáním obhajoby zveřejněny k nahlížení veřejnosti v místě určeném vnitřním předpisem vysoké školy nebo není-li tak určeno, v místě pracoviště vysoké školy, kde se má konat obhajoba práce. Každý si může ze zveřejněné práce pořizovat na své náklady výpisy, opisy nebo rozmnoženiny.

(3) Platí, že odevzdáním práce autor souhlasí se zveřejněním své práce podle tohoto zákona, bez ohledu na výsledek obhajoby.

2) zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 35 odst. 3:

(3) Do práva autorského také nezasahuje škola nebo školské či vzdělávací zařízení, užije-li nikoli za účelem přímého nebo nepřímého hospodářského nebo obchodního prospěchu k výuce nebo k vlastní potřebě dílo vytvořené žákem nebo studentem ke splnění školních nebo studijních povinností vyplývajících z jeho právního vztahu ke škole nebo školskému či vzdělávacího zařízení (školní dílo).

3) zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 60 Školní dílo:

(1) Škola nebo školské či vzdělávací zařízení mají za obvyklých podmínek právo na uzavření licenční smlouvy o užití školního díla (§ 35 odst. 3). Odpírá-li autor takového díla udělit svolení bez vážného důvodu, mohou se tyto osoby domáhat nahrazení chybějícího projevu jeho vůle u soudu. Ustanovení § 35 odst. 3 zůstává nedotčeno.

(2) Není-li sjednáno jinak, může autor školního díla své dílo užít či poskytnout jinému licenci, není-li to v rozporu s oprávněnými zájmy školy nebo školského či vzdělávacího zařízení.

(3) Škola nebo školské či vzdělávací zařízení jsou oprávněny požadovat, aby jim autor školního díla z výdělku jím dosaženého v souvislosti s užitím díla či poskytnutím licence podle odstavce 2 přiměřeně přispěl na úhradu nákladů, které na vytvoření díla vynaložily, a to podle okolností až do jejich skutečné výše; přitom se přihlédne k výši výdělku dosaženého školou nebo školským či vzdělávacím zařízením z užití školního díla podle odstavce 1.

ABSTRAKT

Tato bakalářská práce se zabývá analýzou konkrétních přesvědčovacích strategií, které jsou použity v inzerci týkající se zdraví a sociální problematiky. Práce je rozdělena na teoretickou a praktickou část. V teoretické části se práce zaměřuje na diskurz, diskurzivní analýzu a reklamu. Dále jsou specifikovány pojmy sociální reklama a marketing, přesvědčovací strategie a vizuální aspekty, které jsou v inzerci použity. Kromě toho se teorie věnuje přesvědčovacím technikám na morfologické, syntaktické a lexikální úrovni. Praktická část se zaměřuje na analýzu konkrétních přesvědčovacích strategií v Britské a Americké sociální inzerci.

Klíčová slova: Diskurz, diskurzivní analýza, sociální inzerce, přesvědčování, verbální a vizuální prostředky, americká a britská inzerce

ABSTRACT

This bachelor´s thesis deals with the analysis of particular persuasive strategies which are used in health and social advertising. The thesis is divided into theoretical and practical part. The theoretical part focuses on discourse, discourse analysis and advertising. Further, social advertising and marketing, persuasive devices and visual aspects used in advertisements are specified. Moreover, the theory is dedicated to the persuasive techniques on the morphological, syntactic and lexical level. Practical part is focused on the analysis of concrete persuasive strategies in British and American social advertisements.

Keywords: Discourse, discourse analysis, social advertising, persuasion, verbal and visual aspects, American and British advertisements

ACKNOWLEDGEMENTS

Foremost, I would like to express my sincere gratitude to my supervisor Mgr. Lenka Drábková, Ph.D. for her time, patience, kindness and for her valuable comments and help during the process of writing this thesis.

I would like to also thank my family for their constant support and encouragement during my studies.

Last but not least I owe my thanks to my friends, classmates and especially to my boyfriend for their help, motivation and a huge support.

OBSAH

INTRODUCTION

Advertising is a phenomenon of today´s world, people are surrounded and affected by advertisements even though they do not realize it or admit it. Many people associate advertising with colourful billboards, catchy commercials on television or magazine advertisements full of celebrities. The majority of advertisements focus on selling products because the promotion of such product is easier than creating an advertisement concerning health or social issues. It is difficult to come up with the social advertisement which would convince people to care about themselves, to persuade them to change their behaviour and to help others. Unfortunately, nowadays the commercial advertising prevails over the social advertising. It is necessary to know that social advertising is not only about donating money to charities or to people in need, it also deals with issues of domestic and sexual violence, drug abuse, smoking, fatal diseases, homelssness or racism.

This thesis deals with American and British advertisements found on the Internet. It focuses on verbal and visual discursive devices and examines the persuasive strategies used in this kind of advertisements.

The thesis is divided into theoretical and practical part. The theoretical part deals with the discourse analysis, social advertising, visual aspects of advertisements but mainly focuses on verbal persuasive strategies that appear in social advertising. The verbal persuasive strategies are subdivided into morphological, syntactic and lexical level.

In the practical part, the persuasive techniques, which are used in order to influence the behaviour of people will be analysed in detail. The analysed corpus consists of forty selected social advertisements that are divided into three categories according to their main theme. The analysis shows concrete examples of how and where the persuasive devices are used.

The main aim of this thesis is to find out which linguistic and visual features can be found in American and British social advertisements and to show, whether there are some similarities and differences in the interpretation of persuasive devices in these countries.

I. THEORY

1 DISCOURSE AND DISCOURSE ANALYSIS

To understand the analysis as such, at first it is important to explain the basic terms. This chapter focuses on the definiton of the crutial terms for discourse analysis such as discourse, text and context and then clarifies the discourse analysis itself.

1.1 Discourse

Discourse can be defined as a social practise or a language in use. According to Gee, the discourse means "any instance of language in use or any stretch of spoken or written language" (Gee 2011, 205). Discourse can be interpreted also as a tool for transporting information among people, expressing their opinions, receiving messages from each other or it can be used for manipulation of someone else. In his book, Widdowson calls it "a communicative purpose of the discourse" (Widdowson 2007, 7).

Fairclough (Fairclough 1992, 64) states, that the discourse has a social structure which means that it is not formed individually but it is a kind of social practise that helps people to socialize together. At first, he explains that discourse is a form of action in which people can act upon each other or upon a world. Secondly, he notes that discourse is formed and defined by social structure such as systems of classification, education, class or law. Apart from that, the discourse has three main effects. Fairclough points out that these three effects correspond to three functions of language- identity, relational and ideational functions. At first, discourse helps to construct social identities (identity function of language); secondly the discourse contributes to the creation of social relationships between people (relational function of language); at third, the discourse contributes to the creation of systems of knowledge and belief and refer to how texts signify the world´s processes, relations and entities (ideational function of language); (Fairclough 1992, 64).

Moreover, the discourse can refer to specific language diversities such as newspaper discourse, medical discourse or political discourse. According to Cook (Cook 2001, 7), the discourse is subjective and what is understandable for one person does not have to make sense to another one But this also depends on social background of people and the communication is effective if both sides know what they are talking about.

As Widdowson (Widdowson 2007, 7) said, the meaning that producer of the text gives to the text and what it means to the receiver or how he understands the text can differ and can create two different kinds of references.

The term discourse has of course many more definitions. Cook (Cook 2001, 4) explains the term as an interacting text and context together, which is unified by the participants and is meaningful. For better understanding it is important to explain what the text and context mean.

1.2 Text

Some authors view the text as everything that is meaningful in a particular situation (Alba-Juez 2009, 7). According to Widdowson (Widdowson 2007, 4-7) text is an actual use of language. The text is a kind of a mediator of the message and it is produced for communicative purpose. Nevertheless, we do not need to understand the text and still the text can be identified as a purposeful use of language. Widdowson distinguishes spoken text which has more participants who produce the text and there is no need to keep a record and written text which is created subjectively by a writer. Sometimes there could be a difference between intention and interpretation of the text.

On the contrary, Alba-Juez defines the text as "restricted to written language and discourse is restricted to spoken language" (Alba-Juez 2009, 6). According to her, modern linguistics defines the main points of text including every type of utterance in written forms, such as a cooking recipe or magazine articles (Alba-Juez 2009, 6).

During the communication of people, they do not produce only text. In speech, people use also paralanguage. Paralanguage concerns the tones of voice, stress and pauses, gestures and facial expressions. In written communication the paralanguage is substituted by typeface or an arrangement of the text. Written text is also called multimodal as it contains visual aids such as charts, pictures or diagrams (Widdowson 2007, 8).

According to Alba-Juez (Alba- Juez 2009, 6) the text is some kind of communicative event that must comply the following criteria.

- **Cohesion**

It is the way in which the text is connected together by linguistic devices, it is focused on text internal relations (conjunction, ellipsis, anaphora, cataphora). In other words, it is a relationship between text, lexical devices and syntax (Alba-Juez 2009, 6).

According to Miššíková (Miššíková 2003, 80-81), cohesion is based on connections "across or between sentences" and it can be divided into four groups: lexical cohesion, ellipsis cohesion, reference cohesion and conjunctive cohesion. She states that lexical cohesion is focused on how individual words are connected, this relation is expressed implicitly. Whereas the remaining three types of cohesion are rather grammatical (the use of pronouns, conjunctions or "versatile" words *do* and *so*).

Lexical cohesion

Miššíková suggests that lexical cohesion is the one that should be obvious in the text (Miššíková 2003, 84). It is focused on how individual words are connected to each other by means of their meaning. She points out that lexical cohesion can be traced when a word of the same base is used repeatedly or when words which has certain connection are used in a text in order to make the text cohesive (Miššíková 2003, 84).

Lexical cohesion can appear in the text in these forms:

- Repeated word in a text (e.g. *city......city*)
- Two words with similar meaning in a text (e.g. *city*, *capital*)
- Words that are usually used together, collocations used in a text (e.g. *dog* is usually combined with *bark*, *hairy*, *wild*) (Miššíková 2003, 83-84).

Ellipsis cohesion

Miššíková (Miššíková 2003, 82).   suggests that ellipsis is the second most frequent cohesive device appearing in texts Ellipsis cohesion is based on leaving out information from the text because according to the text producer it is considered unnecessary to repeat the facts again. When ellipsis is used to replace a part of a sentence, it is called partial ellipsis. The partial ellipsis usually involves nouns which are replaced by expressions such as: *one/ones, the same*.

It is also related with substitution of verbs or verbal phrases by means of expressions such as: *do, be, have, do so, do the same* (Miššíková 2003, 82-83)

Reference cohesion

According to Miššíková (Miššíková 2003, 81) reference cohesion is usually realized by personal pronouns, demonstrative pronouns and comparatives. It is often used in order to avoid repetition in the text. Halliday and Hasan (Halliday and Hasan 1976, 44) claim that personal pronouns are used in order to fulfil the role of one speaker, more speakers or an addressee (e.g. *I* ; *we* ; *you*). They state that another role of personal pronouns is expressing the form of generalized human (e.g. *one*), plural (e.g. *they*) and singular specific form (e.g. *he*, *she*, *it*),.

Conjunction cohesion

Miššíková (Miššíková 2003, 84) states that conjunction cohesion is another type of grammatical cohesion. It is based on use of words or phrases that appear in the text in order to explain the connection of information that was used earlier in the text (e.g. *in other words*, *yet*, *similarly*, *so*, *to sum up*, *anyway*) (Miššíková 2003, 83-84).

- **Coherence**

According to Miššíková coherence is an opposite of cohesion and it is focused mainly on "text external relations" (Miššíková 2003, 85). Widdowson (Widdowson 2007, 72) adds that coherence depends on how a reader interprets the text and because it is a property of the reader, people can understand the same text in a different ways.

Yule (Yule 2014, 142) claims that neither words or structures make the text coherent, according to him people are the ones who make sense of the text. Taboada (Taboada 2004, 158) states that coherence can be explained as how the text holds together when the context of situation and culture is considered. Cotter (Cotter 2010, 219) points out that coherence devices need to be used by any producer of a text, they have to be indicated by relation to the preceding discourse which should be then recognized by the reader.

- **Intentionality**

Intentionality means the power to represent and to stand for things or properties. Basically, it concerns the purpose or intention of a speaker or writer. It came from the Latin word "intentio" which means being directed towards some goal.

Intentionality concerns the attitude and intentions of the text producer as he uses cohesion and coherence to distribute knowledge or to reach a goal specified in a plan. Intentionality reflects the writer's manipulation of rhetorical devices – use of commands, questions or suggestions (Alba-Juez 2009, 7).

- **Acceptability**

According to Alba-Juez (Alba-Juez 2009, 7), acceptability concerns the preparation of the receiver or reader to assess usefulness or the relevance of a given text. Acceptability also refers to the receiver's attitude whether the text refer to some useful details and information and thus if it is worth accepting. The producers of the texts think about the attitude of receivers and provides texts that increase the probability that people will respond as wished by the producers.

- **Informativity**

Informativity refers to the quantity and quality of a new information. It does not matter how expected or predictable the content may be, the text will be always informative at least to a certain degree. To process a significantly informative text requires greater cognitive ability but at the same time it is also more interesting. On the other hand, the level of informativity should not be very low because it could result in rejection of the text and boredom (Alba-Juez 2009, 7).

- **Situationality**

Situationality refers to the factors which make a text relevant to a situation of some event. The situation in which is the text interchanged influences the understanding of the text and plays a big role in the reception of the message itself. Very often is the interpretation of the text obvious because the situation in which the text is presented provides context to the receiver and thus influence his interpretation of the text (Alba-Juez 2009, 7).

- **Intertextuality**

Intertextuality means that the text is related to some preceding discourse. It concerns the factors which make the use of one text dependent upon knowledge of previously experienced texts. If the receiver does not have any previous knowledge about the communicated text, the communication could break down because the understanding of the current text is unclear (Alba-Juez 2009, 8).

1.3   Context

Cook (Cook 2001, 4) states that when the language is studied, it is important to take into account the context because the language is always in context and there can be no communication without participants, situations, intertexts or paralanguage. Paltridge (Paltridge 2006, 53) explains that context is important for understanding the meaning of what is said by the participants. According to Gee (Gee 2011, 203) context includes shared knowledge among the speakers and what was previously said or done by them. But context also includes more than shared   knowledge it includes the physical setting during the communication which can be eye contact, gestures or body movements of those who communicate. It can be said that context is both, something "already there" and something created by the way the speakers talk.

According to Widdowson (Widdowson 2007, 20), for better understanding of what the speaker says and what he means, the listener should connect the language with the physical setting. Thus the context of an utterance is not only the situatio in which the utterance is realized but it is composed by the situation aspects that the participants view as relevant. Widdowson also points out the term *shared background knowledge* which is practically information that two people already knowing each other share. They make references to what was said and shared before (Widdowson 2007, 20).

Cook (Cook 2001, 4) states that the context includes following:

- Substance – physical material which carries the text
- Pictures or music
- Paralanguage – behavior that is completing the language (facial expressions, gestures, voice)
- Participants – each participant is both, a part of a context and also a spectator of it, participants are described as senders and receivers
- Function – what is the intention of the text (Cook 2001, 4).

The context represents the background of the text and it is the key concept of the discourse analysis. Last but not least, context could be divided into four basic levels which Wodak and Krzyzanowski (Wodak and Krzyzanowski 2008, 12) described as following:

- immediate context, immediate social situation, language or internal co-text
- intertextual and interdiscursive relationship among utterances and texts

- social and institutional setting of the context, context of the situation
- broad historical or socio-political context.

1.4 Discourse Analysis

Gee (Gee 2011, 205) explains the discourse analysis as an analysis of language in use, no matter if it is spoken or written. According to him, the discourse analysis follows in detail devices of grammar and their function during the communication. Rodney (Rodney 2012, 2) views the discourse analysis as not only the study of language but he claims that it is a way of looking at language. It focuses on usage of language in everyday situations such as persuading, arguing, joking and it also shows that people belong to certain social groups.

According to Alba-Juez (Alba-Juez 2009, 9-10) the term discourse analysis is ambiguous and it is about attempts to study the organisation of language above the sentence or above the clause, it means that it studies larger linguistic units such as written texts or exchanges in conversations. She also claims that discourse analysis is multidisciplinary and involves linguistics, poetics, semiotics, psychology history or communication research. Fasold adds that the study of discourse is a study of any aspect of language use (Fasold 1990, 65).

Paltridge (Paltridge 2006, 2) explains that the discourse analysis is necessary for successful communication. It examines how the relationships between participants affect the use of language and how the social relations are influenced by language. Fairclough (Fairclough 1992, 12-13) mentions that he approaches to discourse analysis can be divided into *critical discourse analysis* which shows how the discourse is formed by ideologies and what effects discourse has on discourse participants, social relations and social identities; and *non-critical discourse analysis* which just describes the discursive practises.

Gee and Handford (Gee and Handford 2012, 191) point out that one of the ways of interpreting the discourse analysis is to focus on how the grammar and vocabulary are usedin specific texts. They believe that a complex analysis of a text from the linguistic point of view involves finding out all the grammatical and lexical features and explaining why they are located there. To illustrate this statement, the grammatical and linguistic features can be for example: subordinate clauses, past tense verbs or adjectives.

Gee and Handford also suggest that the text can be examined from the linguistic point of view as a whole which means that the analysts are looking for typical features for a genre of the text (Gee and Handford 2012, 193).

According to Alba-Juez (Alba-Juez 2009, 16) it is difficult to set borders of what exactly the discourse analysts do. The discourse analysts mainly focus on the use of language in context and they are interested in what the speakers or writers do or how people are portrayed in written text rather than in formal relationships among words and sentences. To expand this thought, Gee mentions that discourse analysis has a social dimension and for many analysts it is a method for studying how language "gets recruited 'on site' to enact specific social activities and social identities" (Gee 2001, 11).

Even when a discipline of discourse analysis is hard to delimit, we can learn a great deal about its field of concern by observing what discourse analysts do. Besides other, the discourse analysts explore matters such as: the language of humour, the characteristics of persuasive discourse, representation of any race in media, the use of linguistic politeness, the use of irony or metaphor in communication etcetera. The discourse analysis is also very often used for investigating of how specific social identities are created (Alba-Juez 2009, 16).

1.5 Discourse of Advertising

As Cook (Cook 2001, 3-4) claims, the discourse analysis focuses mainly on analyzing the language but it also studies the context of communication - who is communicating with whom, in which situation and through what medium. Language is always in context and there is no communication without participants, situations, intertexts or paralanguage. When language combines with pictures and music (non-verbal communication), then the discourse analysis should take them into account and they should be analyzed together because their meaning is often connected. It is also important to analyze the medium through which the message is distributed in order to understand the use of certain type of language.

According to Goddard (Goddard 1998, 9) an advertisement is a form of discourse and it includes addresser, message and addressee. For the analyst it is important to know who is selling the product, what type of product and to whom it is sold - what kind of customer.

She also points out that the main aim of discourse analysis of advertisements is to expose the context and the covered information of the advertisement by studying language and the relationship among addresser and addressee, this relationship could be hidden in the text or pictures of the advertisement.

Cook (Cook 2001, 4) explains that the advertisements are distributed through various channels such as television, newspapers, magazines or radio. These mediums are called the distribution channels and their main aim is to deliver a message from the advertisement to the customer. It is necessary to be aware of this in order to understand why the certain type of language is used.

As was mentioned before in the thesis, the discourse is multimodal. According to Cook (Cook 2001, 15) "mode" could be understood as the choice between three types of communication – music, language and pictures. Rodney (Rodney 2012, 30-31) suggests that the use of modes depends on the different types of media. For instance to express non-verbal communication in printed advertisements there are frequently used images, different types and styles of fonts, highlighted headlines and diverse types of colours. All these modes together create the complex message.

2   ADVERTISING

Goddard (Goddard 1998, 101) argues that the word *advertising* has its origins in Latin word *adverte* which means to turn towards. It can be said that the main purpose of advertisements is to catch people´s attention, but of course not everything people pay attention to are the advertisements.

Advertising is a well-known type of mass communication and promotion which is ubiquitous. In today´s world, the advertisements are all around us no matter if we are watching the television, searching on the Internet, reading magazines or shopping. Even if it should be only the label of something we are using or wearing then it is advertising. In general, the advertising is actually a kind of "promotion of goods or services for sale through impersonal media" (Cook 2001, 1-9).

According to Belch, advertising can be understood as "any paid (the space or time for an adversiting message must generally be bought) form of communication about an organization, product, service, or idea by an identified sponsor" (Belch 2015, 16). Advertising through television, magazines or newspapers is called *nonpersonal* which means that they can transfer the message to large amount of people but without an opportunity for immediate response to it (Belch 2015, 17-18). As Forceville (Forceville 1996, 68) claims, generally there is a limited amount of time (for example in television or radio) and space (in written advertisements) in advertising, so the producers of advertisements have to persuade the potential customers and make a great impression on them very quickly. Due to these limitations the advertising is expensive.

Goddard (Goddard 2002, 7) states that advertisements use many types of manipulation devices to convince the customers to buy the product. She adds that the main aim of advertisements is not only about the money but also about intangible profits (they cannot be measured in monetary terms, it is for example a goodwill of a company). Kotler argues that "advertising is any paid form of impersonal presentation and promotion of ideas, goods or services of particular investor" (Kotler 2001, 569).

Dyer (Dyer 1990, 2) claims that the main function of advertising is to introduce a wide scale of goods to people and thus to support the economy but over the years it has become more about the manipulation of social values and attitudes rather than communication of the basic information about goods and services.

Advertisements are mainly used by companies in order to inform the customer about offered products and services and persuade him to buy the product. Also the well-established companies are very often using the advertisements as a reminder that they are still on the market. The advertisements are very often used by the state and non-profit organizations in order to warn people about negative consequences of certain behaviour or to point out health, social or environmental problems of the society. (Kotler 2001, 855).

2.1 The functions of Advertising

According to Bovée and Arens (Bovée and Arens 1992, 288-315) the main functions of advertising are following:

- **to attract attention** – advertisements should contain interesting elements such as an extraordinary layout or a considerable headline in order to be noticeable for the readers.

- **to provoke interest** – the main aim is to arouse an interest and to keep attention of the reader.

- **to reach credibility** – advertisements should provide enough information about the product including the results from researches and references from customers who are satisfied with the product, then the product is believed as more credible and it is easier to convince the customer.

- **to increase desire** – in this case the product is presented to people as something they need, as a must have so they will buy the product.

- **to stimulate action** – advertisement is considered as successful if the customers are convinced so much that the product will satisfy their wants and needs that they are ready to buy it

- **to inform** – it is important to keep potential customers informed about the products and services

2.2   The Language of Advertising

Dyer (Dyer 1990, 39-42) says that sometimes language is more important than the visual effects of the advertisement. The language is often loaded in order to attract the attention towards an offered product or service. Because of that, the advertisers often manipulate with the language using catchy, short, stylish or unusual words and sentences that are easy to remember. Very typical is the use of rhymes, slogans or catch-phrases.

The main aim is to bring people´s attention in the most attractive way, so they often use words that can communicate feelings and attitudes. The language of advertising should be simple, direct, controversial but it is usually informal and written in colloquial style. The main parts of the text in advertisements are formed by using adjectives and adverbs, the typical examples which are commonly used are *new*, *good*, *best*, *big*, *real*, *rich*, *wonderful* and others. The use of these adjectives, superlatives or exaggerated expressions give people added value which helps to sell the product because people like products that are *greatest*, *safest* or *cheapest*. Phrases in advertisements are often created by joining noun with adjective or adjective with adjective (Dyer 1990, 39-42).

According to Vysekalová (Vysekalová 2012, 51-52) the language depends on target group of people, so for example when the advertisement is for teenagers, the language should be colloquial, informal and full of slang expressions. If the advertisement contains the results of research or technical expressions it will became more trustworthy for the customer because it is a sign of professionalism. Imperative sentences make the text more intensive. Very typical is also the use of well known quotations and their modifications. Another common feature is that very often the advertisements ask a question and answer it on their own.

Vysekalová claims that texts often use the phonetic means such as alliteration, assonance, rhyme or rhytm; stylistic and lexical devices such as metaphor, metonymy, personification and typical is also the use of slang and dialect. The use of intertextual means such as citation, borrowing or the blending of different genres is also very frequent. (Vysekalová 2012, 51-52).

In connection with language used in advertisements, Armstrong (Armstrong 2006, 420) mentions that it is important to be careful about the selection of the words in advertisements.

He points out to the Sex Discrimination Act from 1975 which declares that it is illegal to discriminate by sex in advertising and thus it is better to avoid any sexist titles and instead of that use the neutral ones.

With regard to the naming of the product it is important to bring not only the label or identification of the product but also to bring favourable associations with the product to people´s mind, something which will help to sell it. Concerning the television or radio, the advertisers are trying to persuade people by the tone of voice (it could be warm and cozy voice, seductive and intimate one or bright and cheery voice) and thus to make the right impression (Dyer 1990, 41-42).

2.3   Participants of Advertisement

It is necessary to explain who the participants of the advertisement are. The process of advertising includes a sender, addresser, receiver and fictional character in communication (Cook 2001, 180-183).

- **Sender**

The sender, also a client or the author, is usually a company who wants to somehow influence people´s buying behaviour through the advertisement thus it pays for the creation of such advertisements to the marketing company. So the sender is sending a message to the recipient via the addresser. (Cook 2001, 182).

- **Addresser**

Cook (Cook 2001, 182) states that the addresser is also known as a publisher or a creative team of a marketing company. The main goal of the addresser is to create a proper advertisement. According to Vysekalová (Vysekalová 2012, 30-31), these people often create advertisements according to their own preferences so it could display standards of the addresser but not the standards of the receiver. If the marketing company wants to make a successful and effective campaign, it should avoid such mistakes.

- **Receiver**

The receiver is often the public who receives the message through the media. The interpretation of the message itself depends on the receiver´s personality, demographic factors such as age or nationality and also on the personal preferences of the people. Of course, the advertisement should be created according to receiver as he is the target potentional customer (Vysekalová 2012, 32).

- **Fictional Character**

Cook (Cook 2001, 181) introduces another participant and that is fictional character. It is a character who is talking to the receiver through the advertisement, very often it could be a celebrity or someone famous who appears as a fictional character of the advertisement, it might increase reliability of the product.

- **Transfer of Message**

Vysekalová (Vysekalová 2012, 30) claims that for successful transfer of message, the addresser and the receiver are playing the most important role. In the communication process between these two, the addresser is sending a coded message and the receiver is supposed to decode it. During the communication, a communication noise might disturb the process. Communication noise can be understood as all the intrusive factors during the transfer of the message (Vysekalová 2012, 30).

2.4 Structure of Advertisement

The advertisement has its own structure and signs that are typical for it. An important role here play the creative marketing team which decide about the strategy and structure of advertisement.

- **Headline**

The headline is not a necessary part of every type of advertisement, however, it could be very helpful when creating one because a good headline catches the attention and make the receiver to absorb the advertisement. Headlines could be in a form of a question (even rhetorical), quote or "how to"(Altstiel 2010, 149-150).

- **Branding**

The main aim of branding is distinguishing a company from its competition. It also helps with identification of the company and its easier memorization.Sedláček (Sedláček 2009, 9-11) states that the brand should be as simple as possible. He distinguishes three groups of brands: a logo (e.g. *an apple* is the logo of the brand Apple), a logotype (it is a logo written in words - *Coca Cola*), and a combination of graphics and fonts (e.g. the brand of *Škoda*).

- **Advertisement text**

The advertisement text serves for highlighting the strengths and the qualities of certain product. It has usually two forms - a claim and a slogan. The claim is simple, short text that is typical for particular company and is easy to remember. On the contrary, the slogan is a bit longer and is often associated with a distinctive campaign. (Sedláček 2009, 13).

- **Body Copy**

The body copy is a part of the advertisement text. It usually brings more specific information about the product such as the parameters, the quality or the specific features of the product. According to Sedláček (Sedláček 2009, 14) body copy is probably the most rationally formed text in advertisements. It is typical for example for pharmacy or automotive industry because it is necessary to provide more detailed information there.

- **Visual content**

Last but not least, it is also important to mention the visual content which is a relevant part of advertisements. The texts of advertisements are usually completed with illustrations and pictures which are better for the receiver´s first impression. The images are the first thing people notice and mostly they are easy to remember. It is common that very often the visual content predominate over the text of the advertisement. (Sedláček 2009, 14).

3 SOCIAL ADVERTISING AND SOCIAL MARKETING

Next to the commercial advertising there exists also more specific social advertising which is a part of marketing communication mix. The beginning of social advertising dates from 1970 and its main aim is to point out bad habits or addictions of people and via impact on their emotions to motivate them to a more positive behavior (Hubinková 2008, 101-108). According to Kotler (Kotler 2009, 52) it is important to mention that social advertising is a tool for social marketing. Social advertising informs about the social problems and emphasizes their cause whereas social marketing goes beyond that and its main aim is to develop a full social marketing campaign.

Kotler (Kotler 2009, 52-53) claims that social advertising differs from commercial advertising in some points. The first thing is that commercial advertising is well measurable, it is not difficult to find sales results of the products but it is difficult to find out the effectiveness of social advertisements. The second difference is the price. In commercial advertising the agencies demand a lot of money whereas social advertising is very often for free or for indirect costs. Unlike commercial advertising, social advertising has a slightly different goals. Instead of promoting goods or services, social advertising arouses in people feelings of responsibility and contemplation.

According to Kotler (Kotler 2009, 55) social advertising is very often used by non-profit organizations who try to make people think about the problems and to communicate about unknown or taboo topics in a proper way. Another purpose of these advertisements is to warn people against frightening consequences of some situations, often with very brutal and realistic way (for example consequences of smoking or using drugs). When people want to find out more information about non-profit organizations and their main activities, social advertising could be very helpful.

The social marketing is a process that applies marketing principles and techniques to create, communicate, and deliver value in order to influence target audience behaviors that benefit society as well as the target audience (Kotler 2008, 2). Kotler emphasizes that it is similar to commercial sector marketers who sell goods and services, social marketers are selling behaviours (Kotler 2008, 3).

To elaborate this thought, Kotler (Kotler 2008, 8) mentions that the social marketers influence the audience by four behavioral changes:

- accept a new behavior (e.g. *composting food waste*).
- reject a potential undesirable behavior (e.g. *starting smoking*).

- modify a current behaviour (e.g. *increasing physical activity from 3 to 5 days of the week*).

- abandon an old undesirable one (e.g. *talking on a mobile phone while driving*).

Social marketing campaigns and the advertisements itself deal with the wide range of topics from different areas such as health, environment, education or human rights. Kotler (Kotler 2008, 3) states that the social advertising focuses on four main areas:

1. **Health promotion–related issues** (e.g. *tobacco use, heavy drinking, teen pregnancy, HIV/AIDS, eating disorders*).

2. **Injury prevention–related issues** (e.g. *drinking and driving, seatbelts, drowning, domestic violence, gun storage, school violence*).

3. **Environmental protection–related issues** (e.g. *waste reduction, forest destruction, toxic fertilizers and pesticides, water conservation, air pollution from automobiles*).

4. **Community mobilization–related issues** (e.g. *organ donation, blood donation, literacy, identity theft, animal adoption*).

Kotler (Kotler 2008, 48) claims that the main principle of social marketing is to persuade people that the benefits of the new behaviour prevails the costs of adopting it. For example if we want someone to give up smoking, there are two approaches: Firstly we could increase the awareness of the benefits of the desired behaviour (e.g. *better breathing during sports when young people give up smoking*) and then we could increase the costs of undesirable behaviour (e.g. *increase taxes on cigarettes*).

3.1   The Efficiency of Social Advertising

According to Kotler (Kotler 2009, 56) the success and efficiency of social advertising depends on how the target group comprehends the message. It is necessary to understand what the motives and values that lead to a certain behaviour of people are. The value orientation of each person is defined by several factors. Firstly, it depends on the nature of a man himself rather than on his mental and physical status, then it depends on the behaviour in specific situations on the environment where the man was formed.

When creating advertisements the values of people are considered as the basic pillar, they are very helpful in choosing the best advertising strategy and define the right advertising appeal which will be used to tell the message. The main aim of advertising appeal is to catch the attention to the message.

According to Kotler (Kotler 2009,56) we distiguish three types of appeals:

- **Informational appeals –** they are used on order to provide a large amount of information about certain problem and highlight the possibilities of how to solve it.

- **Emotional appeals –** they basically attack emotions of people, the main tool for communication is the use of non verbal elements that evoke certain feelings in people and arouse their imagination.

- **Authenticity –** it is very important in social advertising, even though people does not require the main actor of advertisement to suffer in reality, if it seems to be real, it has higher emotional impact on them and thus they are able to imagine themselves in a similar situation and think about the problem.

4 PERSUASION IN ADVERTISING

Persuasion is a procedure of convincing people to change their values and attitudes. Thus every persuasive text have to be readable and understandable. (Epure, Eisenstat and Dinu 2014, 596). Beasley and Danesi (Beasley and Danesi 2002, 15) state that nowadays the world is full of advertisements, the competition is enormous and it is not easy to create an effective advertisement that can persuade a lot of people to buy a certain product. It is necessary to have a great marketing campaign supported by strong persuasive techniques, to have a lot of money and effort to create the most effective promotion of the products.

O´Shaugnessy and O´Shaugnessy (O´Shaugnessy and O´Shaugnessy 2004, 1) claim that persuasion is becoming more important in advertising because there is a large competition on the market and it is difficult to disrupt any functional or price advantage of the original product. There is a risk that this situation can destabilize the demand and people could change their preferences. Even if a company have the advantage of well-established system of distribution on the market it is necessary to preserve their position by using billboards and videos everywhere where people are waiting, whether at the doctors or at the airport.

According to O´Shaugnessy and O´Shaugnessy persuasion is not the same as the influence. Persuasion can be defined as a process of trying to alter, modify or change the importance of values, wants or beliefs of other people. Even if people are promising, apologizing or complaining about something it is a kind of persuasion (O´Shaugnessy and O´Shaugnessy 2004, 5). Persuasion is a way of influencing but influencing is not always the persuasion. People can influence beliefs, wants or actions of others without intention to do so. For example a celebrity influences others by acting as a role model without consciously being aware of doing so or we can even influence others to act in a way that is harmful to us, this is when we cause them to hate us. It can be said that we can influence others and others can influence us without involving any trust to it. On the other hand, in persuasion some degree of trust is necessary. Trust allows the dealing with others and creates loyalty (O´Shaugnessy and O´Shaugnessy 2004, 6).

O´Shaugnessy and O´Shaugnessy also point out that making persuasive advertisements requires a specific knowledge. It is important to reach the audience and establish visibility with them. The advertisement should be creative and mainly should credible. Also the advertisement should be memorable so the bigger, louder or longer it is, the more memorable for the people it is. To achieve effective communication, the language should be brief, unambiguous, with usage of simple words and sentences (O´Shaugnessy and O´Shaugnessy 2004, 3).

4.1 Ethos, Pathos and Logos

According to Halmari and Virtanen (Halmari and Virtanen 2005, 5–6) ethos, pathos and logos are the main persuasive strategies which have roots in the Ancient Greece and were invented by Aristotle. Aristotle defined the principles of persuasion in his treatise called *Rhetoric*. It is typical that these strategies are often combined together in order to make the speech more persuasive.

O´Shaugnessy and O´Shaugnessy (O´Shaugnessy and O´Shaugnessy 2004, 36-37) claim that ethos can be described as an ethical appeal to the audience, it is the persuasion through reliability and credibility of a speaker. Pathos is the persuasion through an arousal of emotions. The use of emotions is very powerful in advertising. When people are influenced by emotions, they also think in a different way. It is a matter of fact that advertisements which include the emotional aspects are more successful, people very often change their beliefs, wants and values because of them. Logos is the persuasion through reasoning, arguments and rational thinking. It is mainly used in newspapers, books or media which provides the accurate data thanks to many surveys.

4.2 Verbal Persuasive Techniques

The main part of this thesis is about analysis of verbal communication so it is necessary to explain the terms. This part of the thesis discusses the most common verbal persuasive devices which are used on order to persuade the readers. It is divided into morphological level, syntactic level and lexical level.

4.2.1   Morphological Level

According to Trask (Trask 2007, 178) morphology is a branch of linguistics that studies the structure of words, their formation and relationships to other words.

- **Parts of speech**

Richards states (Richards 2010, 423) that parts of speech are the categories of words which are frequently used in written or spoken language. We distinguish these parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. Each of these has its own specific function. In advertisements we can usually find nouns, adjectives (very often in comparative or superlative form), verbs and pronouns.

- **Contractions**

According to Bussmann (Bussmann 1996, 249) the contraction is a proces and result of the connection of two consecutive vowels into one long vowel. Contractions are often used in advertisements because advertisements employ rather informal communication.

4.2.2   Syntactic Level

The following section discussses *ellipsis*, *imperative* and *interrogative clauses*, *modality, rhetorical questions*.

- **Ellipsis**

According to Miššíková (Miššíková 2003, 67), ellipsis is omission of part of the sentence (e.g. instead of a sentence *Would you like a drink?* we can use only *Drink?* and that is enough. This could be favourable for the advertiser because every word in advertisement is paid.

- **Imperative Clauses**

Cruse (Cruse 2011, 371) states that imperative clauses usually give instructions or friendly advices. They are often used in advertising because commands and urges people´s action. The commands are often connected with *you* construction and people are more likely to be persuaded if they find out the benefits of obeying the command.

- **Interrogative Clauses**

According to Bussman (Bussman 1996, 589) interrogative clauses are used in advertising in order to engage people into communication. They are determined by the interrogative pronoun, the intonation particle or the position of the verb in a sentence.

- **Modality**

Simpson (Simpson 2014, 123) claims that via modality we can express attitudes, beliefs and the level of certainty expressed in the texts. Modal verbs including *can*, *could*, *will*, *would*, *should*, *must* appear in a huge amount of sentences. Apart from verbs, modal adverbs such as *maybe*, *definitely*, *certainly*, *of course* can describe modality as well.

- **Rhetorical Questions**

According to Kalman (Kalman 2012, 68) the rhetorical question is a type of question which is not answered by the writer simply because the answer is obvious, the answer is not even expected from the reader (e.g. *Do you want to be a success in this world?*). He states that rhetorical questions in advertisements are used in order to introduce the concept before indicating a position on it.

4.2.3 Lexical Level

4.2.3.1 *Figures of speech*

McQuarrie and Phillips (McQuarrie and Phillips 2008, 97) point out that the figurative language (or figures of speech) is used in order to create a positive image and to catch the attention. Figures of speech carry positive (humor, happiness) or negative emotional appeals (fear, guilt).

- **Alliteration**

Miššíková (Miššíková 2003, 94) claims that alliteration is occurrence of words with the same initial letter or sound at the beginning of the word. In advertising the alliteration creates an artistic effect which catches the people´s attention (e.g. *The Wicked Witch of the West went her own way.*)

- **Simile**

According to Crystal (Crystal 1987, 70) the simile compares two different things by using words *like* and *as* (e.g. *as tall as a tower*).

- **Metaphor**

Bussman (Bussmann 1996, 774) states that metaphor as part of persuasive discourse can be considered as one of the most powerful tools. It is based on a relationship of similarity between two objects or concepts. Charteris-Black (Charteris-Black 2005, 13) points out that metaphor mediates between conscious and unconscious means of persuasion – between cognition and emotion. Metaphor transfers the meaning of the original name of the object to another one (e.g. *She is fishing in troubled waters*).

- **Irony**

Miššíková (Miššíková 2003, 43) explains that irony is a stylistic device on the simultaneous realization of two logical meanings, dictionary and contextual, but the two meanings stand in the opposition to each other. Irony expresses the opposite of what people really mean (e.g. *I really love when the dog jumps on my new sofa*).

- **Buzz words**

According to Goddard (Goddard 1998, 72-73) buzz words are words or phrases connected to situations that are currently important, for example when people are worried about the environment, the words like *environment friendly* or *biodegradable* are commonly used in advertising.

- **Repetition**

Repetition repeats the same word, phrase or sentence in order to emphasize some information, make it clearer and more memorable. (e.g. *State of the people, by the people, for the people*). Thanks to repetition, the addresser can ensure that the receivers do not miss the important information (Armstrong 2010, 168).

- **Hyperbole**

According to Dyer (Dyer 1990, 171) hyperbole can be explained as an exaggeration of adjectives in order to produce more noticeable effect and to stress some specific information, it is the way that makes something sound bigger or better than in reality (e.g. *The planet is getting so crowded we may have to take turns sitting down*). Claridge (Claridge 2010, 217) points out that the hyperbole is connected with pathos and thus makes some situation looking more scary or interesting than it really is.

- **Personification**

The personification is the representation of thing or quality as a person (Longman Dictionary of American English 2009, 746). It gives human properties to things, animals or situations (e.g. *warm and comforting fire*).

It is similar to metaphor thanks to which we can describe something in the terms of something else but personification can attract the reader with more emotions and humor. Moreover, the personification usually raises the seriousness of a certain situation (Cook 1992, 177).

4.2.3.2 Multiword Expressions

According to Kvetko (Kvetko 2005, 100) vocabulary contain not only words but also fixed combinations of words such as collocations, idioms and phrasal verbs.

- **Collocations**

O'Dell and McCarthy (O'Dell and McCarthy 2008, 6) claim that collocation consist of two or more words that usually appear together in language. There is a difference between free combinations (e.g. in expression *I like* there can be used many variants such as *sleeping*, *music*, *flowers*) and collocations that are predictable and are naturally used by native speakers (e.g. *to commit a suicide* not *to commit a task*).

- **Idioms**

According to Jackson and Zé Amvela (Jackson and Zé Amvela 2007, 77) idiom is a phrase which consist of individual parts with their own meanings, the meaning of the idiom as a whole cannot be derived from the meaning individual parts (e.g. *kick the bucket*).

- **Catch Phrases**

According to Kolář (Kolář 2006, 63) catch phrases is a phrase are used by people in everyday conversations because it is catchy and makes social communication easier. The sources of catch phrases can be TV shows or films (e.g. *Houston we have a problem*).

4.3 Visual effects

According to Cook (Cook 2001, 28-34) visual communication can be considered as a very effective tool of persuasion because it is universal. Visual effects are easy

to remember, receiving of the message is fast, so they can catch people´s attention thus it is easier to manipulate them. The disadvantage could be that visual effects evoke different thoughts and emotions in different people, these feelings could also differ from the original intention of the author.

As Goddard (Goddard 1998, 2) notes, it is also necessary to consider the cultural diversification and social environment of people before creating some visual effects. For instance the facial expressions or gestures included in images does not mean the same in every culture, so the advertisements should be adapted for each culture independently.

- **Multimodality**

According to Kress (Kress 2009, 13) the multimodal language can be understood as a multimodal communication which is connected with the use of pictures, typography or layout. It helps the reader to understand the idea presented in the text. Moreover, multimodality is connected with cultural artifacts that occurs in the text and are expressed for example by pictures connected with certain associations. These artifacts can change the meaning and the level of persuasion of the text.

Bovée and Arens (Bovée and Arens 1992, 331) claim that pictures show the reality, they evoke certain emotions and they are able to deliver mood or atmosphere to the advertisement. Pictures are often the most important elements which could persuade people to read a certain advertisement. Together with the layout, colours and design are the pictures very important part of creating a persuasive and successful advertisement.

- **Colours**

According to Boveé (Bovée 1995, 251-252), the colourful advertisements are much more effective than the black and white ones. Colours help to make the right atmosphere of the advertisement and thus help to persuade people. Also colours and their meaning differ in various cultures, some colours that express something positive, bright and cheerful in one culture can be understood differently in another culture (for example yellow or white colour somewhere represents the death or disrespect).

Dannhoferová states (Dannhoferová 2012, 44-48) that he scale of preffered colours differ among people but the symbolis of the colours is rather fixed. In general, *black* is associated with something negative, it is dark and depressive colour but on the other hand it is a symbol of elegance and formality and in can be used to suggest a high quality

and prestige. *White* colour is associated with something clean and pure, it is a symbol of simplicity and can be used to create minimalist design or as a backdrop for the contrasting image.

Yellow is a symbol of happiness, hope and youth, it is often used in advertisements for food, something funny and playful or for services connected with children.

Blue is seen as cold and gives the impression of stability, it is often used in financial or medical services. *Green* colour is often associated with nature, stability, renewal or wealth. *Orange* symbolise safety, enthusiasm, energy and health. In USA has orange many negative connotations, maybe it is because typical prison togs but orange can be often found in advertising of food or drinks.

For social advertising it is typical to use rather cold and dark colours. In association with health, planet, nature and environment is typical the usage of green colour. *Grey* colour is often used for advertising of domestic violence, homelesness, drug addiction as it evokes feelings of fear, depression or moodiness and hopefully made people think about the problems. The use of *red* evokes something dangerous or bloody and the use of *black* evokes intimidation, bad luck or death (Vysekalová 2012, 58-60).

Via these dark and gloomy colours are often presented the threats and the negative consequences that may come if people will not change their behaviour. These appeals are determined to evoke fear in people and to show them the impact of inappropriate behaviour on their health or social situation. Another aim is to point out the problems and harsh situations of another people, very often in a terrifying way (Vysekalová 2012, 58-60).

II. ANALYSIS

5 THE AIM OF THE ANALYSIS

The main aim of the analysis is to reveal what discursive devices and techniques of persuasion are used in health and social advertisements from the corpus of American and British advertisements found on the Internet. There will be analysed both, the visual and the verbal aspects of advertisements and defined which of them are the most frequently used in analysed advertisements. The analytical part will also deal with the similarities and differences of American and British advertisements.

The advertisements will be analysed by using discourse analysis which means that the language in use will be analysed. The corpus of the thesis consists of 40 advertisements dealing with domestic and sexual violence, addictions to drugs and alcohol, health problems, racism or poverty. The analysed advertisements are marked 1-21A for the American advertisements and 1-19B for the British ones. The samples of advertisements are divided into three groups: Safety, Health and Community.

The analysis of each group focuses on the following parts: the analysis of ethos, pathos and logos, the analysis of verbal persuasive devices (morphological level, syntactic level and lexical level) and the analysis of visual aspects (pictures and colours). After the analysis of each group, there will be written a short comparison of the similarities and differences of the advertisements. All the analysed advertisements are available on the enclosed CD.

6 SAFETY

Advertisements on safety include campaigns against domestic and sexual violence very often influenced by alcohol and campaigns against drunk-driving. I am going to analyse eight American and eight British advertisements dealing with safety, in detail these are related to the domestic and sexual violence [1A], [2A], [2B], [3B], [4A], [4B], [5A], [5B], [6A], [8A], [8B] and advertisements [1B], [3A], [6B], [7A] are related to the safe driving.

6.1 Ethos, Pathos and Logos

We can notice mainly the usage of logos and pathos in these specific campaigns. The persuasive strategy of logos is the use of exact details and statistics which provides the reader concrete information concerning certain problem and due to the use of statistics, the advertisement became more credible and persuasive. We can point out these statements: *40% of domestic abuse victims are men* ; *1 in 6 men will be a victim of domestic abuse in their lifetime*; *1 man is killed every fortnight by acurrent or ex partner* [7B] or *21 000 children in Multnomah County witness domestic violence every year* [8A]. *60% of Cuyahoga County kids witness violence firsthand, 10% of them in their own homes* [2A].

Almost every selected advertisement expressing violence or drunk driving uses pathos. We can see the pictures of beaten and scared people that evoke rather negative atmosphere. This impression is supported by headlines such as: *I love my boyfriend because I´m scared of what will happen if I don´t.* [6A] or *When I grow up I´m going to suffer from post-traumatic stress disorder.* [2A]. To extend the negative mood of the advertisements, the use of negative adjectives such as *brutal* [7B], *stress, post-traumatic, devastating* [2A] is very typical.

6.2   Verbal Persuasive Techniques

6.2.1   Morphological Level

- **Nouns**

When non-profit organizations and state institutions want to point out the problem of domestic violence, sexual abuse or drunk driving it is necessary to use rather negative nouns in order to appeal to people´s emotions. Negative nouns are used to stress the problems of affected people and when somebody is suffering it can catch people´s attention very quickly. The most common negative nouns in analysed advertisements are: *violence, abuse, assault, silence, shame, rape, crime.*

- **Adjectives**

One of the verbal persuasive techniques frequently used in advertisements is the use of adjectives, in this case it is the use of negative adjectives. It evokes fear and compassion with the victims. The most frequently used adjective is *domestic* [2B], [3B], [4A], [4B], [5A], [7B], [8A] and [8B]. The word itself usually apeears with connection to some acts of violence- *abuse, assault, violence*. It is used because the violence usually happens in domestic setting, without witnesses and that is the biggest problem. The main aim of such advertisements is to warn people against the violence and provide them the proper information about how they can solve the problems and it should encourage people not to be ashamed to report it. In [2A] the adjectives *post-traumatic stress disorder* are used for the exact characterization of the mental disease, it is a medical term which is more trustworthy to the readers. In [4B] the adjective *blind* is used in order to appeal to people not to be uncaring towards others. The advertisement [7B] use the adjective *brutal* in order to emphasize the number of cases when men are victims of the violence.

- **Pronouns**

In selected corpus the personal pronouns are used the most. In [1A] *We keep Little Red Riding Hood out of schools...* the pronoun *we* refers to the whole nation, to the whole America. In advertisement [2A] *When I grow up, I´m going to suffer....*the pronoun *I* refers to the beaten girl on the picture and tells her story, its main aim is to warn people against the lifelong mental consequences of violence. Similarly, the advertisement [2B] uses the personal pronoun *I* in order to highlight the experience of a young woman. In [3B] *There is no way he will let me....he* refers to the violent criminal.

Very often the advertisements use the pronoun *you* in order to communicate with the receiver of the advertisement or a possible victim. We can point out these statements: *Life can be a fairytale if you break the silence.* [4A]; *If it were this obvious, you wouldn´t need to know....* [6A]; *You are not alone.* [7B]

- **Contractions**

The use of contractions is very important in order to communicate with the receiver of the message in more informal and friendly way. It is appealing to the reader as it is similar to a conversation with a friend and the message is accepted more than if the advertisement was written in a formal way. We can list these examples: *Don´t drink/drug drive.*[1B]; *Don´t turn a blind eye.*[4B]; *Why doesn´t she just leave?*[5A]; *...however much they´ve had to drink.* [5B]; *I´m scared of what will happen if I don´t.* [6A]; *Let´s make it clear.* [6B]; *She´s always so jealous.*[8B].

6.2.2 Syntactic Level

When advertising about domestic and sexual violence or drunk driving it is necessary to warn the readers against possible danger, so it is very typical to use imperative clauses. Another typical feature is the use of modal verbs and questions, even rhetorical.

- **Imperative Clauses**

Persuasion by imperative clauses is presented in six advertisements. The main aim of using imperative is to emphasize the importance of the message and to give advice to the reader via using the verbs in the initial position of the sentence. The following examples give the recommendation on how to drive safely: *Drink drugs drive don´t do it!* [1B]; *Give a damn. Don´t drive drunk.* [3A]; *Drive sober or get pulled over.* [7A]. The second example uses an idiom *Give a damn* in order to make an impression mainly on young people. The third example uses a rhyme in order to attract the reader´s attention and make the advertisement more memorable.

The next examples urge people not to be indifferent towards domestic abuse and the victims: *Don´t turn a blind eye.* [4B]; *Lift the mask of domestic abuse. Break the silence. Report it.* [7B]; *Think about it! Break the silence!* [8A]. It is written in a form of commands because people have to realize that it is important to know about this problem, to talk about it and not to be afraid to report it if necessary.

- **Interrogative Clauses**

This type of persuasion catches the attention of the recipient because it includes a question which is directed to him and thus involves the reader into the communication. The question does not always require an answer as it is usually yes or no, such questions are called rhetorical. In comparison to imperative sentences, the interrogative sentences are not so frequently used in these advertisements. They appear in two examples: *Planning on hitting the bars this weekend?* [1B] which is a warning that if people will drunk drive, they can end up behind bars; the next example *Why doesn´t she just leave?* [5A] does not expect the answer, it force people to think about the domestic violence and how difficult it could be to break free from it.

- **Modality**

Modality is another aspect that can be found in analysed advertisements. In these examples we can find modality expressed by modal verbs: *....You wouldn´t need to know the signs.* [6A]; *....he will let me go out in this dress. No-one will ever know...*[3B]; *....I´m scared of what will happen..* [6A]. In the second and third example the modality expresses certain doubts and fear of the victims of domestic abuse as they are scared of what will happen if they do something wrong.

6.2.3   Lexical Level

- **Figures of Speech**

In selected advertisements we can found two examples of alliteration: <u>Drink</u> <u>drugs</u> <u>drive</u> <u>don´t</u> <u>do</u> it! [1B]; <u>Don´t</u> <u>drive</u> <u>drunk</u>. [3A]. Alliteration is used in order to make the message more interesting and attractive to the ear of the reader. The repetition of sounds is also easy to remember. Another persuasive technique is the use of repetition, as is these examples: *I used to have friends, I used to have a job, I used to go out, I used to have fun, I used to have a life.* [2B]; *No more excuses. No more shame. No more silence. No more violence.* [5A]. Repetition is used because it is necessary to highlight the importance of the message, it arouses the interest of the reader and it is easier to remember when the information is repeated. In advertisements we can found also a rhyme: *Drive sober or get pulled over.* [7A]. Rhyme is used in order to make the text more catchy, attractive and to warn people about a serious problem in a playful way. Thus the advertisement can appeal to the larger group of people and became more effective.

- **Multiword Expressions**

In advertisements we can find collocations connected to the specific field of social issues that are used by English native speakers. The analysed collocations are created by using adjective+noun: *domestic abuse* [2B], [3B], [4A], *domestic violence* [4B], [5A]; *ex partner* [7B], *crisis line* [6A]. Collocations in English speaking countries are used naturally, they are easily understood and easy to remember.

For advertising it is also typical to use idioms. Idioms are expressions with the figurative meaning which differs from the literal meaning. By using them, the advertisement became more creative and impressive, the main message of the advertisement is amplified, idioms catch the reader´s attention and awaken his senses. Idioms also add a sense of humour to the advertisement. The analysed advertisements contain four examples of idioms: ...*hitting the bars* [1B] which means to go to bar and buy drinks; *give a damn* [3A] is used to appeal on people to care about themselves and do not drive drunk; *Don´t turn a blind eye* [4B] has the similar meaning and tells the reader to care about others and do not ignore it; *get pulled over* [7A] means to move to the side of the road and stop, this idiom appeals to drivers who drunk alcohol that it is better to pull over than to be caught by the police or to cause an accident. In the analysis we can also find a catch phrase *You are not alone.* [7B] which may be associated to the famous single of Michael Jackson about the difficult times in his life. This catch phrase is giving hope to the victims of domestic abuse, it is a kind of reminder that there is always some support whether it is family, friends or healthcare providers.

6.3 Visual Aspects

- **The Use of Pictures in American Advertisements**

The picture in the first advertisement [1A] depicts two girls, one of them is holding a book called Little Red Riding Hood and the second girl is holding a weapon. The picture points out that in America the weapons are legal in order to protect people but the book is kept out of school only because there is a bottle of wine in it. It represents a paradox and forces the reader to think about it. The next picture [2A] is a campaign against child abuse, there is a bruised girl who is a victim of the abuse and the main aim of the picture is to emphasize the fact, that the consequences of such violence and the mental state of children are usually permanent.

The third picture [3A] is a campaign against drunk driving, it contains simple white text written on a red backdrop in order to catch the attention at the first glance, the red colour can evoke something dangerous and it evokes rather negative emotions. The fourth [4A] and fifth picture [5A] are dealing with the domestic violence but this time they depict celebrities Kim Kardashian and Mariska Hargitay. Because many people are interested in celebrities, there is a higher probability that they will notice the advertisement and that they will take it more seriously. The usage of photographs with celebrities usually increases the credibility of a certain advertisement. The pictures [6A] and [8A] are also about domestic violence, they are oriented towards children and young people, they use black and white colour and the second picture depicts an eye of a child witnessing the battle among parents. The main aim is to warn adults that children and teenagers are vulnerable and it is necessary to keep them away from such situations. The last picture [7A] is depicting a policeman using a slogan in order to warn drivers that it is better to be sober that to be caught by police.

- **The Use of Pictures in British Advertisements**

The first picture [1B] consists of two parts, the left part contains a picture of a man who is in a jail and the second part consists of a yellow text with the black background warning the drivers not to drink. The main point is to warn the drivers that the drunk driving is dangerous and they can end up in prison. The second and the third pictures [2B], [3B] depicts the domestic violence via the photographs of two scared women who are abused by violent and jealous men. The main aim of these pictures is to point out that every woman has its own rights and freedom, nobody can limit them or manipulate them. It is trying to encourage women not to be afraid to report it.

The fourth picture [4B] shows a black man who is covering his eyes with his hands and uses an idiomatic expression in order to tell the reader not to ignore the serious problems of domestic violence. It is supposed warn him that it is important to care about the other people and especially to care about the victims of violence. The fifth picture [5B] shows drunk girls on the street going home from a party. The picture should warn young girls to take care of themselves because there is a danger of rape. It points out that the rape is a criminal offense in any case, even though the girl is drunk and it is easier to rape her. The pictures [7B], [8B] are focusing on a male victim of domestic abuse. They point out that it is necessary to encourage men not to be ashamed and tell the truth.

The picture [6B] shows the red blurred traffic sign on the black background. The main aim is to show the people what it is like to drive drunk. It points out that while drive drunk, the driver is not capable to perceive the surrounding world and his reactions can be slowed down.

- **The Use of Colours**

All of these analysed advertisements use rather dark, shady colours because they inform the readers about serious social problems. The black and white combination or the use of dark background (usually black and grey) dominates mainly in British advertisements [1B], [2B], [3B], [4B], [5B], [6B] and [8B]. Only two American advertisements use the dark and black and white colours [6A], [8A]. The advertisement [2A] has blue background and also blue name of the company which can express its stability. The American advertisements often uses the light backgroud as in [4A], [5A], [6A] in order to emphasize the innocent young women who are abused and they are not capable to fight back. The advertisement [3A] uses the red background with the white text in order to hit the reader´s attention and to warn him about the real danger.

6.4   Comparison of Safety Advertisements

The corpus of British and American advertisements shows many differences. Generally, the majority of analysed American advertisements focus rather on the violence and sexual abuse against children and deals with the consequences that influence children or teenagers. On the other hand, the British advertisements focus mainly on domestic violence against women and men. American advertisements use more vidid colours in order to shock the audience and it is also typical to portrait celebrities to make such advertisement more persuasive and to catch the reader´s attention.

Concerning the language, the American advertisements use more persuasive and emotionally appealing techniques such as logos or pathos as they are used in five advertisements. Very typical for this type of advertisements is the use of contractions which is preferred in British advertisements. Concerning the syntactic level of the analysed advertisements, the imperative clauses are the most frequently used because the main aim is to warn people and urge them to help others. The use of imperative and interrogative clauses can be comparable in both British and American advertisements but the American ones use slightly more modal verbs for persuasion than the British ones.

Speaking about the lexical level, the use of alliteration and repetition can be comparable in both British and American advertisements. The American advertisement also uses the rhyme and the catch phrase in order to make the advertisement more impressive and catchy. Collocations are the most frequently used multiword expressions as they were found in seven advertisements and they are preferred in the British ones.

7   HEALTH

Advertisements on health include campaigns against smoking, drug addiction and drinking alcohol. These campaigns point out the risks of heart attack, diabetes, obesity, cancer and sexually transmitted diseases. I am going to analyse eight American and eight British advertisements which focus on obesity and diabetes [9A], [9B], [10A], [10B], drug abuse [11A], [11B], smoking [12A], [12B], [13A], [14A], drinking [13B], [16B], cancer [14B], sexually transmitted diseases [15B], [16A] and a heart attack [15A].

7.1   Ethos, Pathos and Logos

In the analysed advertisements ethos is not explicitly expressed but it can be found in advertisement [14A] with a statement: *Record your voice for loved ones while you still can*. In this advertisement a concrete woman Terrie who exprerienced a throat cancer because of smoking is giving an advice to the readers and warns them about the terrible consequences. It is a persuasion via the authority of the woman who experienced the disease. The similar case is the advertisement [14B] which depicts a story of a young woman called Kerry diagnosed with the pancreatic cancer. She expresses her wish: *I wish I had a breast cancer* because she has been diagnosed with the aggressive form of cancer and it is highly probable that she will die. The persuasion by using stories that really happend and showing photographs of sick people make the advertisement more credible, shocking and make people to think about it in a way, that it could happen to anyone.

Concerning the pathos, the majority of advertisements of health problems uses the persuasion through an emotional appeal. We can see the pictures of sick or even dying people and the pictures of terrifying consequences of certain diseases or addictions. Very often the advertisements depict the children because it evokes stronger emotions among people. These advertisements usually create negative and scary scenarios. The main aim is to force people think about the problem and in many cases to evoke a feeling of guilt. This can be supported by the slogans such as: *You smoke. Your child smokes!* [12A]; *Alcohol increases your risk of breast cancer.* [16B]; *Most will die within 4 to 6 months.* [14B]; *Is your drinking having an impact on your child?* [13B].

As for the logos, the analysed advertisements provide a lot of detailed information, terminology and the statistics which make them more credible.

We can point out these statements: *By the time he is 6 years old your child would have inhaled the equivalent of 102 packs of cigarette.* [12A]; *Smoking causes over 30 000 cardiovascular deaths each year...* [12B]; *Pancreatic cancer has the lowest survival rate of all 22 common cancers. Only 3% will survive because of late diagnosis. It´s the UK´s 5th biggest cancer killer.* [14B]. The use of terminology such as: *throat cancer* [14A], *pancreatic cancer* [14B], *cardiovascular* [12B], *type 2 diabetes* [10A] the reader perceives as a sign of professionalism.

7.2   Verbal Persuasive Techniques

7.2.1   Morphological Level

- **Nouns**

Advertisements concerning the health issues often use nouns which evoke rather negative emotions and a certain level of respect and fear. As they are usually connected with serious diseases, the main aim is to urge people to change their behaviour and habits in order to protect and improve their health. The most commonly used negative nouns are *cancer, death, obesity, smoke, alcohol, drinking.* The analysed advertisements also use a noun *child* which seems to be positive and connected with a family but in this type of advertisements it is used with the negative connotations. It should warn parents that their bad habits, primarily smoking and drinking, is having a huge negative impact on their children. We can found this in examples: *....your child smokes* [9A] where the noun is written in red colour to emphasize it even more. *....drinking having an impact on your child? [13B]*.

- **Adjectives**

Adjectives are frequently used in order to increase an interest in a certain health problem and to emphasize the importance of looking for a solution of certain diseases. The analysed advertisements use the exact and medical terms concerning the diseases in order to became more credible to the readers. We can state these examples: *childhood obesity* [9A]; *type 2 diabetes* [10A]; *cardiovascular death* [12B]; *secondhand smoke* [13A]; *throat cancer* [14A]; *breast cancer* [14B], [16B]; *pancreatic cancer* [14B]; *heart attack* [15A]; *sexual intercourse* [15B].

Typical is also the use of comparatives an superlatives in order to emphasize the negative impacts of imprudent behaviour on people´s health. We can list the following examples: *....the biggest preventable cause of cancer after smoking* [9B] the superlative here is used in order to highlight the consequences of obesity and to warn people because there is a big chance of being diagnosed with cancer; *drinking fewer units..* [10B], this statement is supposed to point out that sometimes the less is more and if they drink less alcohol they can lose weight. *The more you drink, the more you increase your risk...* [16B] provides the exact consequences of drinking so it should warn the reader about them. *Pancreatic cancer has the lowest survival rate...* [14B], this statement is used to point out the terrible consequences of the disease and has the power to scare people. *The more partners, the grater the risk...* [15B] is used or order to appeal predominantly on young people to protect themselves and use condom because there is a risk of sexually transmitted disease.

- **Pronouns**

In the analysed advertisements the posessive and personal pronouns were used the most because the main aim is to talk to the reader and to involve him into the communication. It is important because the reader should feel that the advertisement concerns him and that the message is determined directly to him. Thus the reader is able to think about the problem, think about the consequences and maybe to change his behaviour. We can illustrate the possesive pronouns on these examples: *Cut your portions, cut your risk* [10A];*...manage your drinking..* [10B]; *Take your smoke outside* [12A]; *his daddy´s eyes..* [13A]; *His cold is just one thing...* [16A] and others.

The most commonly used personal pronoun is *you* as it is used in six advertisements, the most interesting is the advertisement [11B] where the pronoun *you* is used in every single sentence, in some sentences even three times in order to really appeal on the reader and to emphasize the threat of a drug abuse and the terrifying consequences of it. Concerning the direct speeches, the personal pronoun *I* is used: *"I wish I had a breast cancer"* [14B]; *"I would feel foolish calling an ambulance"* [15A], in these examples pronouns highligh the personal experiences of concrete patients so for the reader it is more persuasive and credible.

- **Contractions**

Via the usage of contractions it is possible to establish a relationship with the reader in a friendly and informal way. The friendly approach increases the credibility of the advertisement. We can list these examples: *It´s hard to be a little girl if you´re not.* [9A]; *15 bucks for sex isn´t normal* [11A]; *...you'll start looking ill..* [11B]; *If you´re a smoker...*[12B]; *Don´t die of doubt.* [15A]; *Don´t die of ignorance.* [15B].

7.2.2 Syntactic Level

For the analysed advertisements it is typical to use the imperative clauses as it give commands and urges people to change their behaviour. Also the use of questions is not exceptional because they evoke feelings of guilt and bad conscience.

- **Imperative Clauses**

Persuasion via the imperative clauses is the most frequently used technique in the analysed advertisements as it is presented in eight of them. Especially in health advertising it is important to give advice to the people so they will be able to think about their mistakes and to protect themselves against the fatal diseases. It is important to tell them how to behave, what to change and recommend them how to live in a better and healthier way.

The following examples recommends how to avoid obesity and diabetes: *Stop childhood obesity.*[9A]; *Cut your portions. Cut your risk.* [10A]; *Drop a drink size.* [10B]. Another advertisement urges parents not to smoke while their children are present: *Take your smoke outside*. [12A]. The next advertisement warns the reader about the danger of smoking and the terrifying consequences in a form of cancer. The advice is given by a former smokes diagnosed by throat cancer so the advertisement is highly credible: *Record your voice for loved ones while you still can*. [14A]. The following advertisement appeal on young people to protect themselves to avoid AIDS: *Protect yourself, use a condom*. [15B] and the last clause *Think twice.* [16B] points out that it is better to stop drinking because breast cancer is not worth the risk.

- **Interrogative Clauses**

In analysed advertisements the interrogative clauses are not used as much as imperative ones. We can point out two examples: *Would you use your heart as an ashtray?* [12B] compares a heart of a smoker to an ashtray in order to force the reader to think whether the smoking is worth the risk of cardiovascular disease. The next example: *Is your drinking having an impact on your child?* [13B] is used to evoke a feeling of guilt and tells the reader that it is important to protect the children against alcoholism.

- **Ellipsis**

In analysed corpus we can also find an example of ellipsis. For the advertiser it is economical as he pays less money because every word is paid in advertisement. The reader can perceive it as creative and interesting as in the following example: *Heart attack?* [15A] where the author uses ellipsis instead of a sentence Do you have a heart attack? in order to make the advertisement more catchy.

- **Modality**

Modality is another feature that can be bountifully found in the analysed advertisements. It is expressed by modal verbs. We can list five examples: *....you´ll start looking ill...; .... you´ll wake up knowing that instead of you controlling heroin, it now controls you.* [11B], these examples point out the exact consequences of using drugs and tries to dicourage people off the drug abuse. The next examples: *By the time he is 6 years old your child would have inhaled the equivalent of 102 packages of cigarette.* [12A]; *Today 23 people will be told...; Only 3% will survive...* [14B]; *Would you use your heart as an ashtray?* [12B]; *His cold is just one thing you could catch.* [16A] express the feeling of fear and force the reader to think of what might happen. In the first two examples the feeling is intensified by use of statistics.

7.2.3   Lexical Level

- **Figures of Speech**

In selected corpus we can found out that alliteration is the most frequently used figure of speech as it appears in six advertisements: *Drop a drink size.; ...reduce the risk* [10B]; *you´ll start looking ill, losing weight and feeling like death.* [11B]; *He has his daddy´s eyes and his momma´s lungs.* [13A]; *His cold is just one think you could catch.* [16A];

Secondhand smoke kills. [13A]; *Don´t die of doubt.*[15A]. The alliteration in these examples is used because it catches the attention and when the initial letter is repeated, it enables the reader to better remember the message.

Another figure of speech used in analysed corpus is a simile. Simile compares two things and in the advertisements and it is used in order to make the reader to better understand the message because the objects are compared in terms that are familiar to him. We can list these examples: *Like father like son.* [13B] where the author wanted point out that there is a posibility that the child could be also an alcoholic like his father. *3 pints of beer is like having 2 burgers...* [10B] in these statement the simile is used because the reader is able to better visualize the number of calories in alcohol. The last example...*feeling like death.* [11B] is supposed to scare the reader as he is able to imagine what it is like to be drug addicted.

Because the advertised message needs to be highlighted and remembered because it contains an important information and warn the reader against a risk of fatal diseases, then the repetition is used as in following examples: *Cut your portions, cut your risk.* [10A]; *you smoke; your child smokes; take your smoke outside.* [12A]; *The more you drink, the more you increase your risk...* [16B]. In advertisements we can found also a personification: *Portions have grown.* [10A]; *Heroin screws you up.* [11B]; *AIDS don´t die of ignorance.* [15B]. It is used in order to stimulate people´s emotions because personification can make the ordinary sentences more interesting and catchy so the advertisement became more effective.

- **Multiword expressions**

In advertisements we can found collocations that are connected to the health issues and the diseases. They are rather predictable because they are used regularly among the speakers, many of them are medical terms. The analysed collocations are created by adjective+ noun: *breast cancer* [16B], [14B]; *liver disease* [10B]*; confidential advice* [13B]; *throat cancer* [14A]; *pancreatic cancer* [14B]; *heart attack* [15A]; *sexual intercourse* [16A]; *childhood obesity* [9A]*,* verb+noun: *losing weight* [11B] and noun+ noun: *pints of beer* [10B].

7.3   Visual Aspects

- **The Use of Pictures in American Advertisements**

The picture in the first advertisement [9A] points out to the problem of childhood obesity. It shows an overweight little girl standing with the arms over her chest which can be a symbol of defence. She looks unhappy and dissatisfied. The picture is supposed to warn the parents that it is important to be more careful of what their children eat and thus prevent the consequences of obesity. The picture [10A] deals with the similar problem, it depicts an obese young man who probably walks on crutches as it is in the background. The picture warns young people against drinking sugary drinks because it can lead to diabetes and subsequently to amputations. The picture [11A] deals with the problem of drug addiction. It depicts a young girl, probably a teenager and she is having a sex with an older man because she needs money to buy drugs. The picture is primarily determined to young people as it also uses colloquial language (*meth, bucks*). It is supposed to warn them about the harsh reality of addicted people. The pictures [12A]; [13A] depicts innocent little children who are affected by their parents who smoke, its main aim is to prevent a secondhand smoke, to arouse a feeling of guilt in adults and to help them to realize the risks that are dangerous for their children.

The next picture [14A] shows a woman who suffers from a throat cancer as a consequence of smoking. It depicts her story and gives an advice to current smokers that the smoking is not worth the risk. As it depicts the real woman with the real disease, it is more trustworthy to the readers. The picture [15A] is dealing with the problem of a heart attack, its main aim is to encourage older people not to be afraid to call an ambulance in a case of some serious health problem. The last picture [16A] depicts a young man having a cold but actually he has gonorrhea. The main aim is to warn people against sexually transmitted diseases because they are not visible at the first glance.

- **The Use of Pictures in British Advertisement**

The first two pictures [9B], [10B] are dealing with the problem of obesity. The first one uses a picture of two packs- cigarettes and chips, it points out that the smoking and obesity are the biggest cause of cancer. The second one depicts a man drinking a bevarage which consists of hamburgers and fatty food. The picture compares alcohol to the fatty food because both are caloric. It tells people if they drink less, they will lose weight.

The next picture [11B] shows an exhausted and ruined girl who is addicted to heroin. It shows the ugly face of the drugs and warns the young girls that it can have a negative consequences to their skin, so if they want to be pretty they should not try drugs.

The picture [12B] is rather shocking as it depicts a heart that represents an ashtray, the main aim is to show people the risk of a cardiovascular disease if they will not quit smoking. The picture [13B] shows a little boy holding a beer. It uses a slogan *Like father... Like son* and the main aim is to draw parent´s attention to the negative influence of alcoholism on their children. The next picture [14B] depicts a young girl diagnosed with the pancreatic cancer. It tells the real story of her and uses a direct speech *"I wish I had a breast cancer"* which is very appealing to the people´s emotions and more credible. It is supposed to warn people against this fatal disease and urge them to care about themselves and others. The picture [15B] points out the risks of unprotected sex, it is a campaign against AIDS and it should warn people to behave responsibly. The last picture [16B] is dealing with alcohol, it is determined to women because drinking could heighten the risk of breast cancer. It is supposed to appeal on them to think whether drinking too much alcohol is worth the risk of breast cancer.

- **The Use of Colours**

Advertisements [9A], [10A], [13B] uses black and white picture with the dark background. In picture [9A] the warning is written in red in order to emphasize the importance of it. The pictures [10A], [13B] also uses red as a backdrop for the white text to highlight the possible danger if people will not change their behaviour. The advertisements [11A], [13A], [14B], [15B] employ the combination of dark background and light font of the text, it evokes sad atmosphere and negative feelings so people should realize that the problems and consequences of certain behaviour are serious and it is necessary to take them into consideration. The advertisement [14B] uses purple colour as a backdrop for the headline in order to emphasize the thoughts and wishes of a sick girl. Advertisements [9B], [11B], [12A], [12B], use the combination of light background of the text with dark font, it is not so noticeable but on the other hand it uses rather shocking pictures so the reader will remember it. The advertisement [16B] focuses mainly on women as it uses the combination of black and pink letters.

7.4 Comparison of Health Advertisements

The analysed American advertisements focus rather on health problems of children and teenagers and try to persuade people that it is necessary to protect them. It focuses on consequences of smoking on them and the negative effects of eating unhealthy and fatty food, which is very typical for today´s young people. It also points out the of drug addicted teenagers and the problem of unprotected sex. The British advertisements depicts also children but only in two cases. The American campaigns including children are more extensive as the Americans value the family and children very much.

Concerning the language, the use of persuasion via ethos, pathos and logos can be comparable in both American and British ones. In analysed British advertisements there are often used superlatives as it was visible in five advertisements. Concerning the syntactic level of advertisements, the persuasion via imperative clauses is the most frequently used technique because such statements are able to force the people to change their behaviour and bad habits in order to protect their health. The imperative clauses are preferred in American advertisements in a case of health advertising. On the other hand, the British advertisements use rather interrogative sentences and modal verbs to persuade the readers. Concerning the lexical level, the most frequently used technique of persuasion is the alliteration as it is used in six advertisements, it is more typical for American ones because they are trying to make the advertisement as catchy and impressive as possible. The British advertisements uses rather the simile. Speaking about multiword expressions, in this type of advertisements were used collocations which are preferred in British ones.

8   THE COMMUNITY

The advertisements on community deal with campaigns against poverty, homelessness and racism. Advertisements that focus on the community do not occur so often as advertisements from the previous categories so I am going to analyse five American and three British advertisements dealing with homelessness [17A], [18A], poverty [17B], [21A] and racism [19A], [18B], [20A], [19B].

8.1   Ethos, Pathos and Logos

In the campaigns dealing with these issues we can notice that pathos and logos are used the most. It can be said that the majority of campaigns against poverty and racism persuade people mainly via pathos. Very often the advertisements depict homeless people or children from poor countries who does not have the basic needs such as fresh water or hygienic equipment. These advertisements create a negative atmosphere and arouse the feelings of sorrow for the poor ones. They are able to evoke the feelings of guilt among the readers because very often people have everything they want and still they are not satisfied but people depicted in advertisements do not have even the basic things. This can be supported by statements such as: *Sometimes we´d rather be treated like animals.* [17A] which might be shocking for the reader to found out that on animals is spent much more money than on the homeless people. It force the reader to think about it and maybe to help the poor ones. Another statement *Will you help her keep her dignity?* [17B] is appaling as well because girls in developing countries or war-torn countries does not have even the basic hygienic needs for themselves, it evokes the feeling of sorrow among the readers, in this case mainly among women and it is probable that they will donate money to help them buy the hygienic kits. The last two statements: *I should have the right to get the job without being denied.* [20A], *We´re a culture not a costume*. [19B] deal with the problem of racism and appeal on people that it is not all right to treat others in a different way only because of their origin.

Concerning logos, the persuasion consists of the usage of the exact numbers and statistics such as: *5 billion spent on pets every year, 0,2 billion on homeless.* [17A]; *In United States 3,5 million of people will experience homelessness in a given year, 1,35 million of them being children.* [18A]. Via the use of logos, the advertisement became more credible and people will think about the possible solution of a certain problem.

8.2   Verbal Persuasive Techniques

8.2.1   Morphological Level

- **Nouns**

The majority of nouns in analysed advertisements are rather negative in order to appeal to people´s emotions. The negative nouns are used in order to catch people´s attention and to highlight the problems and suffering of the affected people. We can point out these examples: *homelessnes, humiliation, racism, discrimination*. Some nouns are generally positive or neutral but in this type of advertisements they are associated with the negative experiences of people, we can list these examples: *home, family, dignity, children* as they are connected to poor ones who lost their home and family and do not have even the basic sanitary needs.

- **Adjectives**

In this type of advertisements, adjectives are not so frequently used but we can point out some examples: <u>hygiene</u> *kit,* <u>sanitary</u> *products,* <u>tap</u> *water,* <u>clean</u> *and* <u>safe</u> *water* which are associated with the basic things poor people need. This advertisements are campaigns of non-profit organizations and the main aim is to evoke in people the feelings of sorrow for poor and help them to have a better life by donating money.

- **Pronouns**

In analysed corpus of advertisements the personal pronouns are used the most. We can list these examples:...<u>we´d</u> *rather be treated like animals* [17A]; <u>she´s</u> *lost her home* [17B]; <u>we´re</u> *a culture* [19B]; *This is not who* <u>I</u> *am...* [19B]; <u>I</u> *should have the right* [20A]. The personal pronouns are used to tell the story of people in need and thus to appeal on people´s emotions. Very often there is used the personal pronoun *you* in order to involve the reader into the communication and thus he has the feeling that the advertisement speaks directly to him, so he reallize that is is necessary to help others. We can point out these statements: *Will* <u>you</u> *help her....* [17B]; *....*<u>you</u> *did something to deserve it* [19A]; <u>You</u> *do have the right* [20A]; *....*<u>you´ve</u> *been a victim of discrimination* [20A]; <u>you</u> *live next door to Rihanna* [21A]. We can illustrate also possesive pronouns on these examples: *...lost* <u>her</u> *home* [17B]; *this is* <u>my</u> *home* [18A];*...poison* <u>your</u> *mind and judgement* [18B]; *....because of* <u>my </u>*skin tone or name* [20A]; *based on* <u>your </u>*race...* [20A].

- **Contractions**

Because the main aim of the advertisement is to establish a friendly relationship with the reader, it is common to use informal language. The friendly approach is appealing to people and the advertisement became more credible so the reader is even willing to donate money. We can state these examples:...*we´d rather be treated like animals* [17A]; *she´s lost her family* [17B]; *you´re wrong, Google* [18B]; *we´re a culture* [19B]; *you´ve been a victim* [20A].

8.2.2 Syntactic Level

- **Imperative Clauses**

The advertisements use imperative clauses to appeal to people to change their bahaviour and the way of thinking, as in this example: *Help put an end to the stigma and the disease* [19A], this example points out that no one deserves to be ill and urges people not to dicriminate others only because they are different. The second example *Buy a feminine hygiene kit.* [17B] appeals to the reader to help girls in war-torn countries so the girls does not need to feel ashamed and undignified.

- **Interrogative Clauses**

In the analyseed corpus we can find two examples of interrogative clauses: *Will you help her keep her dignity?* [17B]; *Will you help a young woman like Kadiatu keep her dignity when she´s at her most vulnerable?* [17B] which force the reader to think about the conditions in which these poor girls live because many people is not able even to imagine that. The main aim is to urge people to help them provide the necessary things by donating at least small amount of money for hygiene kits.

- **Modality**

The modality in analysed corpus is expressed by using modal verbs. We can point out these examples: *Sometimes we´d rather be treated like animals* [17A] which expressed the shocking paradox and tries to encourage people to help homeless people. Another examples: *I should have the right...* [20A]; *If you feel you´ve been a victim...* [20A] warn the readers about the consequences of discrimination and try to discourage them to judge people according to their origin.

8.2.3   Lexical Level

- **Figures of Speech**

In the selected advertisements we can found two examples of alliteration: *Combating racism requires reflection...* [18B]; *...help her keep her dignity* [17B], the alliteration is used in ordeer to make the advertisement more catchy and attractice to the reader. Thanks to the repetition of the sounds is the message easy to remember. In analysed corpus we can found also two examples of repetition: *She´s lost her home. She´s lost her family.* [17B]; *This is not who I am and this is not okay.* [19B] The information is repeated in order to highlight the importance of it and it is also easily remembered. We can ind also two examples of simile: *...young woman like Kadiatu...* [17B] where the author wants to point out that there are many girls like this Kadiatu who need help. The next example: *...we´d rather be treated like animals.* [17A] points out the harsh reality when people are treated even worse than animals and tries to persuade the reader via the appealing on their emotions. In advertisements we can find also a metaphor: *Rihanna´s tap water* [21A] in order to catch the attention of the reader and make the advertisement impressive as it also uses a name of a famous singer. Lastly, one example of personification *every dollar helps* [21A] is used in order to boost the ordinary sentence.

- **Multiword Expressions**

Multiword expressions are not so frequently used in these examples. We can found three examples of collocations created by using adjective+noun: *tap water* [21A]; *lung cancer* [19A]; *hygiene kit* [17B] and one example created by noun+noun: *country of origin* [20A]. They are used because they are familiar to the native speakers and they are easy to remember.

8.3 Visual Aspects

- **The Use of Pictures in American Advertisements**

Very often we can find celebrities in American advertisements, this is not the expectional one [21A]. The picture in it uses a famous singer Rihanna who is sitting on the table in the kitchen. She is promoting a tap water for the UNICEF project which helps to children in need by providing them a fresh water. Because there is Rihanna, the advertisement catches attention and became more trustworthy to the readers. The picture [19A] is rather controversial because it depicts a hipster who has lung cancer.

The text of the advertisement points out the problem of prejudiced people who think that whenever somebody is different for example a hipster or a gypsy, he deserves to be ill. The main aim is to persuade people that everybody is equal. The picture [20A] also deals with the problem of racism, this time a black men is searching for a job and is denied because of the race. It stresses that all people are equal and everybody have the right for the job and have the right to be treated the same as others. The picture [17A] depicts two people dressed in animal costume, the people are homeless and the picture stresses the fact that there is spent more money on animals than on people in need. It force the reader to think about this paradox and to help people in need. In [18A] we can see a sad picture of a paper carton which serves as a bed for homeless people so it leads to a certain contemplation of the reader.

- **The Use of Pictures in British Advertisements**

The picture in advertisement [17B] points out the problem of people in war-torn countries. They do not have the basic things, in this case it is about young women who do not have the sanitary products during their periods and thus they are losing their dignity. The main aim is to urge people to help and donate money. The picture [18B] is aimed as a campaign against racism, there is a photograph of a young black man who has instead of his mouth the Google search with racist prejudices written in it. It is supposed to make people think that it is not all right to judge people because of their origin. In [19B] there is also a young boy, probably a muslim, who is holding a photograph of a man dressed up like a terrorist with a bomb on his chest. The picture points out also the prejudices against muslims, the point is to emphasize that not every man of a different nationality or culture could be a threat.

- **The Use of Colours**

The pictures [17A], [19A], [19B] uses dark background in order to evoke negative connocations with the situations and to make people to think about it as a real problem. The advertisement [21A] is bright with blue elements, there is a celebrity Rihanna sitting in a white kitchen, wearing a blue dress. Blue can represent clean and fresh water and also the UNICEF is written in blue font which is associated with the credibility of an organization. The advertisement [17B] uses light brown colour but there is a text with a red backdrop to emphasize the important information, also the number and the price of the hygienic kit are written in red.

8.4   Comparison of the Community Advertisements

It proved to be true, that the American advertisements are using celebrities and emotional appealing or shocking pictures on order to persuade the biggest amout of readers. The British ones are sometimes more conservative. Concerning the language of advertisements, the persuasion techniques logos and pathos are mainly used. The logos is in the case of these advertisements preferred in the American ones. Speaking about the syntactic level, the persuasion via the interrogative questions is preferred in the British advertisements and the use of modal verbs is more typical for the American ones. Concerning the lexical level of persuasion, the the use of alliteration, simile and repetition are the main persuasive techniques in British advertisements, on the other hand the American ones use more collocations.

CONCLUSION

The thesis analysed twenty one American advertisements and nineteen British advertisements. Its main aim was to find which verbal and vusial persuasive strategies are used the most and to find out whether and how the American and British advertisements differ. The categories of Safety and Health included more advertisements than the Community category because they deal with the wider range of topics.

The analysis proved that the language of the social advertising tends to be shocking and sometimes exaggerating in order to warn the people against a possible danger that might be associated with a specific behaviour. The language of the advertising create negative image of a violence, diseases or poverty in order to make people think in a different way and to make them realize that sometimes it is necessary to change their attitude towards these issues and to be more caring.

Concerning the most frequent persuasive techniques in the American and British advertisements, we can list the use of alliterations, repetitions, imperative and interrogative clauses, the use of modal verbs and collocations as it appear in all three categories of social advertisements. I expected that the advertisements would use more playful language full of rhymes and more multiword expressions than they actually used. But it is understandable because the social advertising deal with very serious topics so to play with words and sounds and a play with sounds would be inappropriate. Generally, the advertisements are very personally oriented and often use the pronoun *you* or *your* in order to directly communicate with the reader and to make him think about his attitudes towards the problem and maybe about the change of a behaviour. The advertisements are also shocking and emotionally appealing as they often show the worst possible scenarios and the terrifying consequences of a certain behaviour.

The biggest differences between American and British advertisements were in using pictures and colours. The American advertisements portray celebrities in several cases in order to catch the attention of as many people as possible. The analysed British advertisements did not show any famous person. The American advertisements are more appealing to emotions of the reader as they very often use the pictures of suffering children, it shows violence and abuse against children, the consequences of the diseases or the danger of smoking, drinking, drug addiction or unprotected sex. The British advertisements also use children but it is not so frequent and shocking.

The colours of the advertisements were rather dark, very often was used black and white or grey background which evokes rather negative atmosphere and the feelings of fear and guilt. With the combination of these shady colours there was often used red in order to emphasize the problem or to warn against possible danger. Also blue colour was often used especially associated with the name of the non-profit organizations as it is a sign of confidence.

To sum up, the analysis showed what persuasive verbal and visual strategies were used in advertising. It showed the difference between American and British advertisements concerning the visual aspects which were visible the most. The verbal aspects can be considered as comparable but of course there is a slight difference among them. Generally, the American advertisements are more dominant concerning the persuasive techniques as it use more shocking and emotionally appealing information as well as pictures.

BIBLIOGRAPHY

Alba-Juez, Laura. 2009. *Perspectives on discourse analysis: Theory and practice.* Newcastle upon Tyne: Cambridge Scholars Publishing.

Altstiel, Tom, and Jean Grow. 2010. *Advertising Creative: Strategy, Copy + Design.* London: Sage.

Belch, George, and Michael A. Belch. 2012. *Advertising and Promotion: An Intagrated Marketing Communications Perspective*. Boston: McGraw-Hill.

Bovée, L. Courtland, and William F. Arens. 1992. *Contemporary Advertising*. Illinois: Irwin.

Bussmann, Hadumod, Gregory Trauth, Kerstin Kazzazi, and Hadumoh Bussmann. 1996. *Routledge Dictionary of Language and Linguistics*. London: Routledge.

Cheng, Hong, and Philip Kotler. 2008. *Social marketing for public health: global trends and success stories*. Sudbury: Jones and Bartlett,

Claridge, Claudia. 2011. *Hyperbole in English: A Corpus-based Study of Exaggeration.* Cambridge: University Press.

Cook, Guy. 2001. *The Discourse of Advertising*. London: Routledge.

Cotter, Colleen. 2010. *News Talk: Investigating the Language of Journalism*. New York: Cambridge University Press.

Cruse, D. Alan. 2011. *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press.

Crystal, David. 2003. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press.

Dannhoferová, Jana. 2012. V*elká kniha barev: kompletní průvodce pro grafiky , fotografy a designéry*. Brno: Computer Press.

Dyer, Gillian. 1990. *Advertising as Communication: Studies in Culture and Communication.* London: Routledge

Fairclough, Norman. 1992. *Discourse and Social Change.* Cambridge: Polity Press.

Fasold, Ralph W. 1990. *The sociolinguistic of language*. Oxford: Blackwell.

Forceville, Charles. 1996. *Pictorial metaphor in advertising*. London: Routledge.

Gee, James Paul. 2010. *An introduction to discourse analysis: Theory and method.* New

Gee, James Paul, and Michael Handford. 2011. *The Routledge Handbook of Discourse Analysis*. London: Routledge.

Goddard, Angela. 2002. The Language of Advertising: Written Texts. London: Routledge.

Halliday, M.A.K., and Hasan Ruqaiya. 1976. *Cohesion in English*. Florence: Routledge.

Halmari, Helena, and Tuija Virtanen. 2005. *Persuasion Across Genres: A Linguistic Approach.* Amsterdam: John Benjamins Publishing.

Hubinková, Zuzana. 2008. *Psychologie a sociologie ekonomického chování.*Prague: Grada.

Kolář, Pavel. 2006. *A Guide to English Lexicon.* Opava: Slezská univerzita v Opavě, Filozoficko-přírodovědecká fakulta, Ústav cizích jazyků.

Kotler, Philip. 2001. *Marketing Management.* Prague: Grada Publishing.

Kotler, Philip. and Nancy Lee. 2009. *Up and out of poverty: the social marketing solution*. New Jersey: FT Press.

Kvetko, Pavol. 2005. *English Lexicology: In Theory and Practice*. Trnava: Univerzita sv. Cyrila a Metoda v Trnave.

Longman Dictionary of American English: A Dictionary for Learners of English. 2009. New York and London: Longman.

McQuarrie, Edward F, and Barbara J Phillips. c2008. *Go Figure!: New Directions in Advertising Rhetoric*. Armonk: M.E. Sharpe.

Miššíková, Gabriela. 2003. *Linguistic Stylistics*. Nitra: Univerzita Konštantína Filozofa.

Paltridge, Brian. 2006. *Discourse Analysis: An Introduction*. London: Continuum.

Richards, Jack C., and Richard Schmidt. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics.* London: Longman.

Rodney, Jones H. 2012. *Discourse Analysis: A Recource Book for Students.* Abingdon:Routledge

Sedláček, Ondřej. 2009. *Reklama: Triky, Které Vás Dostanou*. Prague: Vinland.

Shaughnessy, John, and Nicolas J. Shaughnessy. 2004. P*ersuasion in Advertising.* London: Routledge.

Simpson, Paul. 2014. *Stylistics: A Resource Book for Students*. 2nd ed. London: Routledge.

Taboada, María Teresa. 2004. *Building Coherence and Cohesion: Task-Oriented Dialogue in English and Spanish*. Amsterdam: John Benjamins Publishing Company.

Trask, R., L., and Peter Stockwell. 2007. *Language and Linguistic*. London: Routledge.

Vysekalová, Jitka. 2012. *Psychologie Reklamy*. Prague: Grada.

Widdowson, H. G. 2007. *Discourse analysis*. Oxford: Oxford University Press.

Wodak, Ruth, and Michał Krzyzanowski. 2008. Qualitative Discourse Analysis in the Social Sciences. New York: Palgrave Macmillan.

Yule, George. 2014. *The Study of Language*. Cambridge: Cambridge University Press.

APPENDICES

P I   Corpus of advertisements used in the analysis (enclosed CD).