

# SEMANTIC ANALYSIS OF INFOGRAPHIC RHETORIC: IMPLICATIONS FOR TEACHING MEDIA LITERACY

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## Abstract

*This qualitative study is aimed at interpreting the rhetoric of advertisements. The language used in advertising plays a crucial role for its consumers. The discourse in advertising is a rich area to study since there are a number of information that can be accessed and assessed by people given the surge of the new media- the Internet. Data were gathered from 20 samples of advertisements across different fields that cover food, clothing, cosmetics, alcoholic drink, and radio programs which are posted in Facebook, Instagram, Twitter, and YouTube, were semantically analyzed, and interpreted using textual analysis approach. Further, identification on the signification of these materials in teaching Media Literacy and Language classes among students was also sought.*

*Findings show that advertisements possess novelties, techniques, and linguistic features such as puns, adjectives, adverbs of time, repetition, and ambiguity to entice clients which can be interpreted denotatively and connotatively. Based on the findings, it is concluded that the use and interplay of words in the discourse of advertising can be interpreted both denotatively and connotatively. The study recommends the use of advertisements by language and media literacy teachers as timely and versatile springboards in lessons intended for enhancing students' critical and analytical thinking skills, creativity, and communicative competence in addition to strengthening their media literacy.*

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**Keywords:** *Social media advertisement, media literacy, semantic analysis, teaching, infographic rhetoric*

## INTRODUCTION

The world has been connected in an unparalleled manner by the globalization of media (Walkosz et al., 2008). With the number of advancements, it has from the beginning, from television programming, worldwide internet access, and cellular phone technology, it has grown and developed into a much more convenient means of encoding and decoding messages for any purposes. Through media, everything became easier and faster, while people despite distance,

became closer. In this way, international connectedness became easy. One may be able to send message even from a far distance, become updated even with no direct communication, and be informed even they are not on the same location. These support the statement of McLuhan in Gibson and Murray (2012) which describes how human beings are increasingly connected by electric technologies, which virtually eliminate the effects of space and time. Hence, media truly creates a global village.

In this resurgence of media, literacy on assessing, interpreting, and understanding of this concept has to be considered as one of the multiple or multimodal literacies one has to possess most especially now that there is a wider and more varied digital technologies (Koltay, 2011). People who consume media are expected to personify such competency in order to effectively understand and assess all information presented in any platform. Having such skill is a great advantage for it is helpful in evaluating credibility, accuracy, and usability of any concept or information to be used in everyday life. Thus, awareness of different media sources in any platform is given of great importance. One of the areas in which critical media literacy can be applied is with the field of advertising.

Ke and Wang (2013) defined advertising as any paid form of non-personal communication through various mass media by business firms, non-profit organizations, and individuals who are in some way identified in the messages and who hope to inform or persuade members of a particular audience.

In the pursuit of persuading, varieties of techniques are employed, one of which is the use of phrases or sentences that also serve as their brand's tagline. Advertisers employ language together with images to grab consumer's attention intending to build an ideal atmosphere to make them believe and eventually encourage them to buy (Chen, 2010). This main goal of advertising made language indispensable for the above-mentioned discipline. A number of advertising means have been used and one of the newest platforms is with the assistance of various social networking sites.

Digital revolution has led to changes in the marketing environment Belch (2012) prompting marketers to purchase a commodity or try out new services being rendered. With the prevalence of Internet, marketing communications programs evolved as well. It has served as a new platform to provide more direct feedback on customer satisfaction, trends, and marketing competition. In connection with this Belch (2012) pointed that, communications objectives in Internet aims to create awareness, generate interest, disseminate information, create an image and strong brand, stimulate trial, create a buzz, and gain consideration. Having this, a boom in the social networking allowed users to share ideas, activities, events, and interest and its potential is seen by marketers to generate target market capabilities, low costs, and high level of engagement from the members.

A number of advertisements from different areas such as print, broadcasting, and now in its newest platform- the new media, are being accessed and assessed by people based on their impact and how striking these may be. In this light, one key point presented in an article entitled Advertising is Dead: Long live Advertising, published in 2015, mentioned that a number of studies have examined the changing media habits of consumers; people tend to spend more time online and less time with the traditional mode of communication (Himpe, 2008). Thus, advertising through social media is a trend in present and people behind this concept can still achieve what they want, desire, or need- a new advertising campaign platform (Farbey, 2002). These platforms do really make everything within their reach. Thus, advertising, as how tough the competition can be, has to cope and thrive to reach and meet its ultimate goal- sales.

However, looking into the lenses of Semantics- which pertains to the study of word meanings, various interpretations can be thought by consumers and which can affect the main goal of advertising. Semantics is one of the branches of Linguistics, and this study focuses on the relation between signifier, like words, phrases, signs, and symbols (Sari, 2015). Another definition of Semantics is from the words of Katz (1972) in Pardede (2008) which is referred to as the study of meaning concerned with what words or sentences express and not with pronunciation or with regards their syntax. Similarly, Cook (1992) also defined Semantics as the study of equivalences between linguistic units and entities or events in the world. Therefore, in studying the language of advertising, identifying and understanding the meaning of the words used is important.

It is evidently defined that this area of linguistics focuses on what is meant than how it is written and how it sounded. The interplay of words in the advertisements can either make or break a company. This study therefore seeks to analyze semantically some advertisements' taglines to derive inputs to determine the commonly used techniques in word choices among advertisers. The uniqueness of the choice of words makes the language of advertising a specialized field of study (Emodi, 2011). It is through these languages used that it is determined whether advertising languages are attractive or persuasive. Therefore, inserting semantics among advertisements can give a clear understanding on their meaning system.

To fully understand the meaning of a word, Leech (in Zdravkovic, 2018) proposed the seven types of meaning- conceptual meaning, connotative meaning, social meaning, affective meaning, reflected meaning, collocative meaning, and thematic meaning. Conceptual Meaning deals with the denotative or cognitive meaning. The meaning of the word is basically derived from the actual use of the word and or how it is defined in the dictionary. Connotative Meaning is concerned with the communicative value and expression has by virtue of what it refers to over its purely conceptual content. This varies from time to time according to culture, historical period, the experience and the individuals. Social meaning pertains to the

status of the speakers. Affective meaning pertains to the attitude in which the words were spoken or written deriving into its meaning. Reflected meaning is associated with multiple meanings of a particular word. Collocative meaning deals with expressions of meanings with the virtue of what it refers to, over, and above its conceptual content. Thematic meaning is what is communicated by the way in which a speaker or writer organizes the message in terms of word ordering. This present study will deal more of the conceptual and connotative meaning.

The concept of semantic analysis is analogous with understanding the language. Given the number of data sources in the present time, the conduct of Semantic Analysis is considered important for it gives power to language and the latter transfers the thought. Semantic Analysis is a process in which the meaning of linguistic input is being figured out; it also means constructing meaning representation. The conduct of Semantic Analysis is also due to the growth of the Internet which has given more access to important resources, thus proper identification and knowledge on knowing the meaning of the words being accessed from various media platforms is deemed essential.

Moreover, as the Philippines adopted its version of K to 12 Curriculum, new subject areas were introduced in order to equip the learners with different skills- one of which is Media Literacy. Media and Information Literacy is one of the core courses that is being taught to Senior High School students.

Zarate (2009) defined Media Literacy as a repertoire of skills and capacities, the ability to access, analyze, and respond to a range of media. In addition, being media literate can show control over the media and information messages. Developing and honing the media literacy through the use of various techniques and applying the concepts learned in real life serves as the call, given that this is just one frame in a complex media and information environment that humans live with (Bulger & Davison, 2018).

Taylor (2007) pointed out that media literacy is essential to be taught on all levels, from elementary to even professionals since every person is affected by media; it is imperative that every person has an understanding of their responsibility as a consumer and audience member. Based on the study conducted by Kulidtod and Pasagui (2017), students use social networking media due to the following reasons: (a) to communicate with people who are away from them; (b) to be updated with latest news; (c) to gain knowledge for academic purposes; and (d) for pleasure and fun. Given these, it is deemed essential that students develop media literacy in order to assess the information and data they see online. This can pave way in lessening the possibilities of bigger issues and threats in using online resources.

In a study conducted by Asaduzzaman (2015), it was shown that there is an overall positive reaction of university students towards online advertising. It has been found that gender, web experience, attitude towards online advertising play

important role on consumers' buying behavior. In contrast to this, one significant finding on the study conducted by Chung-Chuan Yang (2000) in Costa (2014) showed that with the convincing effects of advertisements, it has persuaded them to buy things they should not buy. Therefore, it is necessary to develop media literacy among learners in order to avoid untoward incidents such as being victims of online scams and bogus.

Costa (2014) pointed that the students like advertisements because of the commercial message it carries. They also think that advertisements are essential as it is informative, amusing and entertaining. Therefore, incorporating these materials in the classroom instruction can somehow boost their motivation and participation.

Media literacy is an educational tool that can be used by consumers and marketers alike in order to understand the messages and the purpose behind the messages. In order to become a better consumer, or to market oneself or a product more successfully, one must become media literate (Taylor, 2007).

Kleebpung (2010) found that higher media usage did not necessarily correspond with greater awareness and that there is only a minimal understanding and knowledge of the media. From this, it is obvious that there is a thin line drawn between access to media and the ability to assess media. As stated by Potter (2004), a media-literate person needs to be able to break media messages into meaningful elements, judge each value element by comparing the similar and different criterions, understand the patterns of all elements, generate new structures from the message, and concisely explain the essence of the message.

Media literacy helps young people to be mindful when they view, hear, or read. It enhances their critical thinking in processing messages, which helps them understand the values of the media message. Thus, the need to develop such skill is something that needs to be developed and practiced.

Teaching Media Literacy is not only after developing a singular skill, it pertains to the totality of being media literate. Thus, equipping students with various strategies in developing such skill is a primary concern of Media Literacy teachers. In connection, this study aims to determine the implication of using social media advertisements in teaching Media Literacy.

As students are to learn various competencies and skills that they will use as future professionals, one challenge posed to Media Literacy teachers is developing this skill and not merely teaching it. Given this, the current paper aims not only to determine the rhetoric of social media advertisements but also how these materials can be used to develop the media literacy of students.

The following review of related literature provides richness in understanding further the concepts present in this study.

The field of advertising is a fascinating area to explore, given its rich history and creative development across time; it has also encompassed multidiscipline for one final output of advertisement is not plainly made in a monochromatic feature. Advertising unifies language, pictures, and music; it contains information, invokes emotions and imaginations, it can capture all five senses and, besides it, it has social and practical aims. As a genre, it seems much diversified (Lapsanská, 2006). This is further supported by Morales and Cazorla (2008) in which it was shown that the language used by the advertisers is closely linked to a visual image through which the addressee can appreciate the commercial message quite well. Both, the linguistic structure and the visual image, iconically related, are arranged strategically so as to get a precise material goal. Thus, advertising is not solely based on one area to make a convincing and to achieve its desired goals.

In history, commercial messages and election campaign displays have been found in the ruins of Pompeii. Egyptians used Papyrus to create sales messages and wall posters, while in Greece and Rome lost-and-found advertising on papyrus was common. Wall or rock painting for commercial advertising is another manifestation of an ancient media advertising form (Lapsanská, 2006). Through time, these simple symbols and icons have been developed and are incorporated with other features such as color, music, and even multimedia. Despite this, the goal is still the same. Fabrey (2002) in Sugiharti and Yurike (2016) mentions that advertising campaign is produced to achieve a purpose, to achieve what the advertiser desires, or needs.

Kathiravan (2017) defined advertisements as messages paid by those who send them and are intended to inform or influence people who receive them, this was established by the Advertising Association of the United Kingdom, in which Advertising is defined as communication with the users of a product or service.

Lapsanská (2006) also defined advertising as a means of promotion of the product, idea, or organization on the market with the aim to give information and to persuade people of the advantage of the product and induce them to take and action. It follows that advertising is a kind of communication between the creator of advertisement and the consumer. All these definitions, records, and elaborations in advertising, have played a crucial role in attaining its overarching objective- to serve as channel in reaching a main goal.

Fialová (2017) presented different classifications of advertisement which include that of the geographical area for which an advertising message is intended, it can be local, national, international, and global. Also, the different mediums in which these advertisements are presented was stated, these include Print

advertising: newspapers, magazines, brochures as well as posters, hoardings and street signs; electronic advertising involves both sound- represented by radio and television, and pictures, as in television. In relation to the current study, the samples used are in the national and international arena. Further, the samples used in this paper are that of advertisements posted on social networking sites and can be that of a print or electronic one.

With the resurgence of numerous platforms to use in advertising, it is notable that this discipline has to adapt with the fast pace and growing number of social media users. Given their remarkable size and growing marketing potential, various social media are acquiring strategic significance for companies that appreciate their capacity for targeting, promotion, public relations, and market research (Drossos et al, 2011). This is supported by a study that showed an attraction with the rapid penetration of social media into society, companies are dynamically using them as part of their advertising and brand building activities (Ohajionu & Mathews, 2015).

In addition, this move and shift of marketing strategy was buttressed by Goldsmith (in Lockett, 2018) the development of information systems and technology strategy, as well as e- commerce strategy have traditionally followed the existing business strategy and techniques. According to the Social Media Advertising Industry report in 2013, Social Media Advertising is the practice involving the use of paid adverts on social networking sites (SNS) like Facebook, Twitter, YouTube, blogs and other content (Paquette, 2013). Given this context, advertisers have swiftly adopted social media as a means to build lasting relationships with young consumers given that most of those who consume such belong to younger generation.

Through these breakthroughs, development, and innovations in marketing, Kathiravan (2017) pointed that this kind of technique is meant for its cheaper form of medium to reach mass people at a time without spending more money when compared with other forms of media such as that of print and broadcasting media. Further, the use of online marketing may possibly reach greater number of viewers and readers since there is a vast number of social media users across the globe.

Meanwhile, in the fascinating world of Linguistics, one area of study that is widely studied is Semantics. Leech (1996) in Kostkova et al., (2008) defined Semantics as the study of the mastery of imparting meanings. Sugiharti and Yurike (2016) identified Semantics as the technical term used to refer to the study of meaning. Meaning is regarded as one of the most ambiguous and controversial terms in the theory of language. Etymologically speaking, Semantics came from the Greek word *semantikos* which focuses on the relation between the signifier, like words, phrases, signs, and symbols.

The study of word meaning in relation to the field of advertisement is something that is widely researched. Zimmermann (in Sari, 2015) explained that semantics is needed to explore not only word's definition but also meaning and influential components like context and environment. The enormous use of different language, play of words and clever use of words in an economic way is the beauty of advertising slogans makes advertising successful (Noor et al., 2015). Given these statements and in relation to the artistic side of advertisement, the language used in advertising as well as meaning of used words is deemed important to be studied and discussed.

For instance, the word *jaguar* used in an advertisement, may either pertain to a luxury car or to that of an animal. Due to the well-known semantic gap, users' interest and background information can be leveraged to specify the semantics (Sang et al., 2012). This example of semantic analysis in advertisement, would seek to determine the hypothesis of Fuertes- Olivera et al., (2001) that primarily, the language of commercials and advertisement is clandestine in nature.

Theoretically, Leech (1996) was able to conceptualize how word meaning can be analyzed. This gave birth to Leech's Semantic Theory- on this, word meaning can be examined with respect to the following Connotative Meaning, Thematic Meaning, Affective Emotive Meaning, Collective Meaning, Stylistic Social Meaning, and Reflected Meaning. The benefit semantic analysis provides such as richness in and understanding of word meaning is one area that is timely relevant given the spread of many prints, audio, and even audio- visual materials that are now much more accessible. Thus, provides deeper awareness on the part of media consumers.

On the other hand, the concept of literacy includes visual, electronic, and digital forms of expression and communication. Modern literacy has broadened in scope, as it is tied to technology and culture, and the ability to become and remain literate requires a long-term commitment (Cordes, 2009). In the classroom teaching- learning process which aims to make students literate in terms of varied disciplines and literacies that can be used practically and even economically; one of these multi- literacies a student is expected to develop and practice is media literacy. Aufderheide in Potter (2013) identified Media Literacy as a movement which is designed to help, to understand, to produce, and to negotiate meanings in a culture of image, words, and sounds. Another concept of Media Literacy presented in a journal entitled Media Literacy Resource Guide published in 1989 by the Ministry of Education Ontario in Canada stated that Media literacy is concerned with helping students develop an informed and critical understanding of the nature of mass media (Wilson & Duncan, 2009). More specifically, it is education that aims to increase the students' understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they structure reality. Media literacy also aims to provide students with the ability to create media product.



Given the above concepts of Media Literacy, it is worthy to know that this literacy calls for real life application and is beyond what scholastic requirement calls for. It not only aims to develop such skills but also to apply these in life.

This assumption is supported by Martens (2013, page 182) who also pointed that media literacy has to do with education and the primary objective is:

*“to increase students’ understanding and enjoyment of media, facilitate understanding of how the media produce meaning, how they are organized, and how they construct their own reality- all this while keeping in mind the skills and knowledge necessary to create media products.”*

Aside from becoming a literacy that can be used practically, RobbGrieco (2014) has explained in her review of media literacy education’s European history that the Media Literacy Education (MLE) is a highly contextualized activity that takes many forms in many different cultural and learning environments. This idea has led to scholars to conceptualize MLE as a transcurricular practice that dissolves the borders between the disciplines in the school and links the school and life worlds of children and young people outside school (Wang et al., 2019). These concepts proved that media literacy is not just a lone skill but rather a set of skills that can be coupled and applied in other disciplines that the learners in the 21<sup>st</sup> century must able to possess and develop.

Specified in terms of the sub-skills that media literacy develop among students that were identified by UNESCO includes understanding, creativity, cultural awareness citizenship, and critical thinking (Gutierrez & Tynner, 2012). Understanding is anchored on the mastery of concepts and principles, creativity is manifested in the production of media outputs, cultural awareness is showcased on the sensitivity, and citizenship is shown in the social responsibility that media literacy also calls for. Moreover, critical thinking in media literacy is conceptualized as an educator-introduced, student-focused discussion in which the accuracy and ethics of media content—as well as its social effects—are assessed, and skills to communicate through media forms are enhanced (Scharrer, 2009).

Media literacy is not just due to the shift in education curriculum, or about media in general but also how it encompasses the other disciplines. The honing of such literacy among students will not be a mere requirement but a fundamental one; thus, identifying what material to use and how this will be taught is worth careful and thorough consideration.

Much study on semantic analysis has dealt with documents, magazines, and billboards but few have worked on social media advertisements. Moreover, few studies also covered the teaching of media literacy and its relevance among

learners. Therefore, this study will try to bridge the two gaps where it would seek not only to determine the rhetoric of social media advertisements but would also determine the signification these materials have in teaching and developing students' media literacy.

This study aims to analyze and identify semantically how social media advertisements serve as tools in teaching and developing Media Literacy among Senior High School students. Specifically, this paper aims to describe: (1) the language features used in the rhetoric of the Social Media Advertisement taglines; and (2) the semantic analysis (denotative and connotative meanings) of these taglines.

The study is hoped to contribute in integrating advertisements in the classroom instruction as learning materials. For instance, in English classes, these materials can be utilized in teaching morphology among students; in teaching Media Literacy, students can be asked to interpret and assess a material viewed, listened to, or read. Thus, paving way on developing students' competencies and reaching curriculum standards.

## **METHOD**

The present study classifies under the qualitative type. Qualitative Research Design is a process of naturalistic inquiry that seeks in- depth understanding of social phenomena within their natural setting (Yilmaz, 2013). Qualitative design of research as defined by Johnson et al., (2020) deploys a wide range of interconnected interpretive practices, which hopes to get a better understanding of the subject matter. In relation to this study, Social Media Advertisements (SMAs) have undergone analysis to obtain better understanding on how words are used in advertising and what are the different techniques and novelties incorporated by advertisers.

Social Media Advertisements are examples of discourse. Discourse, according to Drid (2010) is defined as a serious speech or piece of writing on a particular subject. This may pertain that are heard, seen, or spoken by people such as conversations, speeches, write- ups, and also taglines. In this paper, advertisements' taglines are used as data in generating inputs. As a method, Discourse Analysis is a study of language use above and beyond the sentence. Harris in Kamalu and Osisanwo (2015) also defined Discourse Analysis as a process for the analysis of connected speech or writing, beyond the limit of a simple sentence at a time. Given these definitions, discourse analysis as integrated in this study deals with the analysis of the advertisements' meanings focusing on the word choices and parts of speech embedded within the texts given the context in which they are used.

In the analysis of the data, specifically, this study adopted the textual analysis approach. In the words of Given (2008), textual analysis is a method of data analysis which closely examines either the content or meaning of texts or its structures. Caulfield (2019)

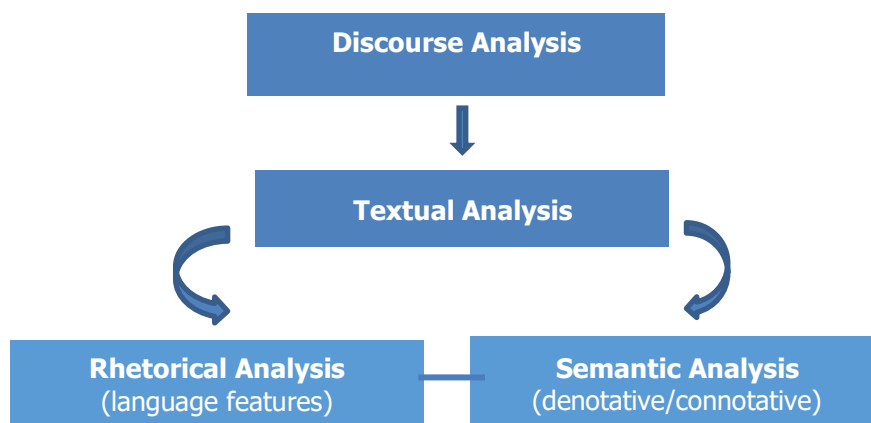
also defined this method as a means to describe, interpret and understand texts in which all kinds of information can be gleaned from a text, from the literal meaning to the subtext, symbolism, assumptions, and values it reveals. Textual analysis is a method that involves understanding language, symbols, and/or pictures present in texts to gain information regarding how people make sense of it and how they communicate life and life experiences.

There are four major approaches to textual analysis- rhetorical criticism, content analysis, interaction analysis, and performance studies (Frey et al., 1999). This study utilized Rhetorical Criticism in a way that data were described, analyzed, and interpreted with regards to the persuasive forces of the messages embedded within the texts. Rhetorical Criticism focuses more on a singular text and assesses how constructed messages can be improved.

In this study, data were described according to the different rhetorical devices and techniques employed, analyzed according to the word choices or language features used – adjectives, coined words, mis-pelt words, repetition, metaphoric use, punning, non-existing words, and the use of ambiguous statements, and were interpreted on the denotative and connotative level of word meaning (Emodi, 2011; Chen 2010). Thus, also achieving the goal of Semantic Analysis which is a field that understands the language on its meaning according to the different levels. It is also a process in which the meaning of linguistic inputs, in this paper are the social media advertisements' taglines, are being figured out; it also means constructing meaning representation based on the association or familiarity with the word (Kintsch & Mangalath, 2010).

The interweaving of the two theoretical concepts of rhetoric and semantic under textual analysis was employed in this study. It presents how Social Media Advertisements as forms of discourse that transmit messages are analyzed based on the structure and semantic meaning of the taglines as seen in their rhetoric or persuasion. It also includes both the denotative and connotative levels under semantic analysis. Figure 1 presents the conceptual framework used in the analysis of the data:

**Figure 1**  
Conceptual Framework Based on Emodi (2011) and Chen (2010)



In the view of Backshi and Gupta (2013) online advertisement involves delivering the same to Internet/online users via Web sites, e-mail, ad-supported software and Internet-enabled smart phones. Examples of online advertising include contextual ads on search engine results pages, banner ads, rich media ads, social network advertising, interstitial ads, online classified advertising, advertising networks and e-mail marketing, including email spam.

In relation to this study, social media advertising was explored. Data was derived from the top advertisements viewed in the Philippines listed on a website ([https://www.spot.ph/newsfeatures/14878/spot-is-reborn?ref=footer\\_sitemap](https://www.spot.ph/newsfeatures/14878/spot-is-reborn?ref=footer_sitemap)) and which were also posted on various social media platforms such as Facebook, Instagram, Twitter, and YouTube. The premise for the selection of the advertisements is based on *contextualization* and *socio-cultural* influences, hence, the Philippine advertising setting. Contextualization refers to meaningful language use for communicative purposes within a given situation or context. The rationale for this kind of approach is to “demonstrate “real” world language use, how language is used by speakers of that language, and to help learners construct language in their learning environments, depending on (1) their purpose and, (2) the needs of a given situational context” (Seyyedrezaie & Barani 2018, p. 179).

Contextualizing also involves the social nature of real-world activities, the value of building a learning community within the classroom, and the importance of incidental learning that takes place when knowledge and skills are acquired within a social context (Wenger, 1998). Culture on the other hand, embodies beliefs and values; it has a profound effect on the way in which people's shared understandings are enacted which can best teach children in their day-to-day lives. Over the recent

years, the top commercials in the Philippines have shown family values coupled with artistic and textual elements and socio-cultural narratives (Rodriguez, 2020).

In identifying the data included in this study, the following means were done: (a) searched for the most viewed and famous advertisements in the Philippines; and (b) scrolled on the different social media platforms (Facebook, Twitter, Instagram and Youtube) for their presence.

The used samples in this study have also met the Advertising Board of the Philippines Code of Ethics (2020) stipulated in the Article IV Section 1 which served as basis for the inclusion and exclusion criteria are: (a) profanity, obscenity and vulgarity, or presentations which are offensive to contemporary standards of decency or morals, even when understood only by a part of the audience; (b) indecent exposure of the human body shall not be allowed- suggestive portrayals; (c) advertisements should not depict or exploit persons as sex objects; (d) advertisements should not excessively capitalize on fear or sow panic; neither should they be prepared or disseminated in a manner as to exploit the ignorant and/or superstitious; (e) advertisements should not undermine the public's regard for government, law and duly constituted authority; (f) advertisements should not exploit or tend to promote physical, verbal or psychological violence or the use of deadly weapons, and (g) advertisements should not emphasize or dramatize ailments, distress or morbid situations or use such situations in an offensive manner. Neither should advertisements demean or ridicule persons suffering from physical or mental afflictions or deformities.

These samples are from a variety of subjects such as milk brand, fast food chains, beverages, chocolate brand, radio program, cosmetics and toiletries which are coded as MB1- MilkBrand1; ChoB1- ChocolateBrand1; BSB1- BathSoapBrand1; and so on (see Appendix A for the actual name of brands).

**Table 1**  
**Coded taglines**

Items	Tagline	Codes
1	"Ito ang tama"	ADB1
2	"Okay ka ba tiyan?"	BB1
3	"Taste the feeling"	BB2
4	"Reveal beautiful glowing skin"	BSB1
5	"Get champion energy everyday"	CD1
6	"A taste of world- class, everyday"	ChoB1
7	"Have a break, have a Kitkat"	ChoB2
8	"Have you tasted smooth and creamy lately?"	ChoB3

9	"Maybe she's born with it"	CosB1
10	"Beat the May Weather"	FFC1
11	"Isa pa! Isa pang Chickenjoy"	FFC2
12	"There's no sacrifice too big for a mother's love"	MB1
13	"Batang may laban"	MB2
14	"Push mo yan, tea"	PDB1
15	"Habamazing strong hair"	SB1
16	"Makulay ang buhay"	SMB1
17	"Ito ang bes ko"	SMB2
18	"Suportahan taka"	TCB1
19	"Intense Freshness, Intense Closeness"	TPB1
20	"#TugstuganNa"	RP1

As observed, thirteen (13) of the taglines are from Philippine-based products which are coded as ADB1, BB1, CD1, CHoB1, FFC1, MB1, MB2, PDB1, SB1, SMB1, SMB2, TCB1, and RP1 while seven (7) are from international brands which are coded as BB2, BSB1, CHoB2, CHoB3, CoSB1, FFC1, and TPB1. This is due to the study's hope to describe the interplay of advertising language among Filipino and foreign advertisers.

In the conduct of this qualitative research, the researcher served as the primary instrument in carrying out the desired results. As instrument of the study, the researcher has collated and interpreted the rhetoric of the taglines and images presented among the data needed in the analysis of the social media advertisements used. The data were interpreted according to the word choices and novelties employed through denotative and connotative levels of word meaning. Dictionary meaning as well as contexts involved such as social issues and current events were included in the analysis of the data.

In carrying out this study, the following ethical considerations were strictly abided: secured permit of exclusion from the Ethics board review since there are no human participants in the study, the researcher also evaluated the materials used as stated in the inclusion and exclusion criteria which are open data. Open data in research are those that are freely available on the Internet for anyone to download, modify, and distribute without any legal or financial restrictions (Ayre & Craner, 2017). Lastly, the researcher gave respect to the authors' works by properly citing their names in the manuscript.

## FINDINGS

### Rhetorical Language Features

The gathered data were analyzed, and findings were grouped according to the following: use of adjectives, use of use of adverb of time, use of ambiguity, use of pun, and use of repetition adopted from Emodi's (2011) and Chen's (2010) categorization as "Language Features."

**Table 2**  
**Data with adjectives and adverb of time**

Language Features	Tagline	Code
Use of Adjectives	<i>"There's no sacrifice too big for a mother's love"</i>	MB1
	<i>"Batang may laban"</i>	MB2
	<i>"Reveal beautiful glowing skin"</i>	BSB1
	<i>"Suportahan taka"</i>	TCB1
	<i>"Makulay ang buhay"</i>	SMB1
Use of Adverbs of Time	<i>"A taste of world- class, everyday"</i>	ChoB1
	<i>"Get champion energy everyday"</i>	CD1

The above taglines presented on Table 2 can be classified under the feature of using adjectives. Adjectives as defined by traditional grammars and dictionaries are words that modify a noun - a description about the shape, size, color, quality, or ethnicity of a particular subject. Meanwhile, adverbs of time serve as indicators about when an action happens or how frequent an action happens.

**Table 3**  
**Data with puns and repetition**

Language Features	Tagline	Code
Use of Puns	<i>"Beat the May Weather"</i>	FFC1
	<i>"Push mo yan, tea"</i>	PDB1
	<i>"Okay ka ba tiyan?"</i>	BB1
	<i>#TugstuganNa"</i>	RP1
	<i>"Habamazing strong hair"</i>	SB1
	<i>"Ito ang bes ko"</i>	SMB2
Use of Repetition	<i>"Intense Freshness, Intense Closeness"</i>	TPB1
	<i>"Isa pa! Isa pang Chickenjoy"</i>	FFC2
	<i>"Have a break, have a Kitkat"</i>	ChoB2

Table 3 shows the six (6) taglines categorized with rhetorical devices such as puns and repetition. The word pun comes from a Latin word paronomasia, which

means a humorous play on words. Pun also makes use of words that have more than one meaning, or words that sound similar but have different meanings, to humorous effect. On the other hand, Repetition is a literary device in which a word or phrase is repeated two or more times, for effect, in a speech or written work.

**Table 4**  
**Data wthat used ambiguity**

Language Features	Tagline	Code
Use of Ambiguity	"Taste the feeling"	BB2
	"Maybe she's born with it"	CosB1
	"Have you tasted smooth and creamy lately?"	ChoB3
	"Ito ang tama"	ADB1

The next four (4) taglines presented on Table 4 are categorized with ambiguity. *Ambiguity* refers to word, phrase, or statement with a vague meaning; it is a word or expression which can be interpreted or understood in two or more possible ways.

### Semantic Analysis (Denotative and Connotative)

Based on the words of Rao (2017), denotation refers to the most basic or specific meaning of a word while connotation is an idea that is suggested by or associated with a word. Another definition of the two according to Pateda in Fatkurrohman (2014), states that connotation is the meaning which appears by association of language used by the speaker or listener about the language which they speak or read, while denotation is the meaning of a word which is primarily refers to the real word- the dictionary definition.

The denotation refers to the most basic or specific meaning of a word. On the other hand, a connotation is an idea that is suggested by or associated with a word. The denotation refers to the most basic or specific meaning of a word. *For example, the word blue in the sentence, Susie is very blue.* By its denotative meaning, it would mean that Susie is literally the color blue. However, if this sentence is to be interpreted on its connotative meaning, it can be construed that Susie is sad.

After the data were categorized on the presences of the language features that are helpful in the persuasion of the advertisements, the tables show the comparison of the denotative (referential) and connotative (affective) meanings of for the taglines grouped according to the present rhetorical linguistic features.

The denotative and connotative definitions were validated by three (3) language experts (see Appendix B) to assess the trustworthiness and reliability of



the data gathered. The succeeding tables present the referential and affective definitions of the data used in the study.

**Table 5**  
**Denotative and connotative comparison of taglines with adjectives and adverbs**

<b>Taglines</b>	<b>Denotative (Referential)</b>	<b>Connotative (Affective)</b>
<i>Batang may laban</i>	A child who has a fight	A child who is healthy and strong
<i>There is no sacrifice too big for a mother's love</i>	A mother can do anything for her children	A mother's love is immeasurable
<i>Reveal beautiful glowing skin</i>	Have a radiant and pleasing Skin	Have your skin look younger Bring out the best version of yourself
<i>Suportahan taka</i>	I'll support you	I got your back always, whatever it takes
<i>Makulay ang buhay</i>	Life is colorful	You have life full of ups and downs Life is a roller coaster ride
<i>A taste of world- class every day</i>	The product is globally Competitive	Support local brands of international standard
<i>Get champion energy everyday</i>	Have an energy of a Champion	Feeling undefeated

Table 5 presents the denotative and affective meanings of the data under the feature of adjectives and adverbs of time. The denotative meanings were the translations and direct definitions of the taglines. Meanwhile, those under the connotative column show the interpretations of these taglines. It can be inferred from these that the majority of the data denotes strong emphasis on the importance of self- actualization, family and support system which serve as strong foundations of an individual, a society and the entire community, thus paving way to the realization of the goals of advertising which include sales and impact to consumers.

**Table 6**  
**Denotative and connotative comparison of taglines with puns and repetition**

Taglines	Denotative (Referential)	Connotative (Affective)
<i>Beat the May Weather</i>	Have something cold to drink to beat the hot weather	Beat the athlete
<i>Push mo yan, tea</i>	Go for it, girl	Make your own tea
<i>Okay ka ba tiyan?</i>	Are you just alright?	Purchase this to avoid stomach problems
<i>#Tugstugan na</i>	It's music time	Tune in now
<i>Habamazing strong hair</i>	A long, amazing, and strong Hair	A hair to die for
<i>Ito ang bes ko</i>	This is my best	This is my homie
<i>Intense Freshness, Intense Closeness</i>	Extreme freshness, extreme Closeness	Strong sensation
<i>Isa pa! Isa pang Chickenjoy</i>	One more, one more Chickenjoy	Dissatisfied, craves for more
<i>Have a break, have a Kitkat</i>	Take a bite, take a Kitkat	Rest and find time to have a break

Table 6 shows the interpretations for the data that utilized puns and repetition. It can be seen obviously that a different construct of meaning can arise brought about by the difference on the background as well as the culture of the consumers. Socio-cultural background appears to have a big factor in understanding and interpreting the taglines especially on the connotative level.

**Table 7**  
**Denotative and connotative comparison of taglines using ambiguity**

Taglines	Denotative (Referential)	Connotative (Affective)
<i>Taste the feeling</i>	Experience it	Wonder what it is
<i>Maybe she's born with it</i>	It's innate	Feel confident
<i>Have you tasted something smooth and creamy lately?</i>	Taste the smooth and creamy chocolate	Have something new
<i>Ito ang tama</i>	This is right	This is how real tipsy is This is how impactful it is

Table 7 presents the denotative and connotative definitions for the data where ambiguity is present. The same with the concept of ambiguity, for the

connotative interpretation, variety of meaning can be inferred. The vagueness that the taglines possess directs the consumers to multiple interpretations which can either be the correct one or not.

## DISCUSSION

Advertising is a kind of communication between the creator of advertisement and the consumer (Lapsanská, 2006). The field of advertising is continuously developing and is now making use of new media to reach its market and achieve sales. From the usual print ads such as billboards, posters, and flyers to the use of the combination of visual and audio such as commercials televised on television and broadcasted through radio; nowadays, advertisers make use of various social media platforms such as Facebook, Twitter, Instagram, and YouTube to widen their target audience, therefore achieving its ultimate goal.

Along with this move, the language that is being used is also evolving and is worth being analyzed and explored. Based on the works of Emodi (2011) and Chen (2010), advertisers employ variety of novelties and techniques in order to catch the consumer's attention. In relation to the current study, the taglines used as samples for this study were analyzed based on the denotative meaning (conceptual meaning) and/or connotative (affective) meaning.

According to Morales and Cazorla (2008), the language used by the advertisers is closely linked to a visual image through which the consumers can appreciate the message quite well. Both, the linguistic structure and the visual image, iconically related, are arranged strategically so as to get a precise material goal. In relation to this, this current study used twenty (20) Social Media Advertisements (SMAs) for the purpose of its timeliness and impact among consumers in the present times. The taglines were taken from combinations of print and audio-visual advertisements lifted from different social media platforms of which have all met the inclusion and exclusion criteria.

The SMAs were collected and phrases and images were analyzed to decipher how such materials use language to convey meaning (Franzel, 2014). In analyzing the data gathered, textual analysis approach was applied because of its ability to describe, analyze, evaluate the content and the functions of the messages embedded within the texts. From the analysis of the samples, five rhetoric devices were found such as the use of adjectives; adverbs of time; puns; ambiguity; and, repetition respectively.

The first statement coded as MB1 made use of the phrase *too big* which includes an adjective and an intensifier. The phrase refers to the object *mother's love*. Semantically, the word *too big* pertains to something that is grand and limitless. The tagline connotes that the purchase of the product can be alluded to

the love of a mother that is used as a metaphor. Hence, the persuasive argument equating the product to a mother's love is incomparable. Norman (2021) provides a synthesis of a mother's love as viewed in the eyes of the world that makes the phrase universally powerful; thus, making it an effective persuasive argument in advertising (par 1):

*“A mother’s love is like nothing else in the world. It’s both strong and gentle. Loud and quiet. Unrelenting and yielding. Protecting and releasing. Demanding and unassuming. It’s one thing in one moment, and another in the next moment. It changes with a child’s needs, but is always there. Unmoving. A mother is committed to loving her children into standing on higher ground than the environment surrounding them. Mothers are endowed with a love that is unlike any other love on the face of the earth.”*

This is further supported by Beahm (2012) who found that African-American adverts highly use women and mothers in food advertising banking on the premise that women perform the majority of work associated with food, and often feel that it is a part of their role as “wife” or “mother” to feed their family. Women often suggest that this work is not really work, but an expression of their love - the abundant amount of emotion changes the unwanted ‘work’ to a desirable one. “Women also believed that part of their role as food provider was bonding their families together through food provisioning, and keeping their children healthy. Food advertisers suggest that a woman can use their foods to express her love, bring her family together, keep her husband happy, and feed her children foods that are good for them” (p. 3).

Taglines *batang may laban (strong kid)* and *makulay ang buhay (life is colorful)*, both possess adjectives that denote positive attributes and ideal traits which are convincing and appealing. Such taglines targeting children as direct consumers most of the time and are seldomly presented and delivered with actors and talents of their age, prove to be one of the effective trends in advertising. Paride (2013) mentioned that advertisers opine that, children are increasingly wielding power in major purchase decision made in the household, so it makes sense to have them as targets of the advertisers. This is supported by North & Millard (in Paride, 2013) study which found that advertisements and taglines intended for children, prove to be more credible because of their innocence, and on the societal level they can be used to transmit positive values. Thus, buyers who are presumed to be parents would be persuaded to purchase the product since they want nothing but the best for their children.

Coded with BSB1, the tagline “*Reveal beautiful and glowing skin*” used two adjectives: *beautiful* and *glowing* – these are qualities any woman would wish for her skin. Cambridge Dictionary Press (2021) defines the word *beautiful* as very pleasing or very attractive. Meanwhile, Merriam Webster Dictionary (2021) defines

the word *glowing* as radiantly healthful and highly enthusiastic and favorable. Given these denotative definitions, the use of these words in advertisements appeal to be enticing and favorable. Greenfield (2018) pointed that the ideal for feminine beauty is a concept that has been socially created by depicting that physical attractiveness encompasseses the most vital qualities for a woman, which is evident in many advertisements that makes women their target market. Given this set standards and the ideal words embedded on the advertisements, women tend to do anything possible to acquire and maintain this attractiveness; hence, making it a powerful tool in acquiring sales.

The fourth tagline coded as TCB1 which can be translated as *I'll be your supporter* denotes an interpretation of having someone who truly believes in you. A supporter is like having a strong foundation in whatever one intends to pursue. The tagline may be short but a sweet one. This is an example of the effectiveness on the use of a simple but a strong adjective in an advertisement.

The advertisements make use of adjectives because these can describe the buyers' feelings when they use the products or enjoy the services. In addition, Chen (2010) raised that advertiser tends to use adjectives to make exaggerated compliments in describing the product. Further, the use of adjectives shows the audiences and consumers the outstanding qualities presented to describe the advertised product and service (Ke & Wang, 2013). Adjectives are words that describe something or someone, and once this is employed and inserted in advertisements, the connotative and denotative meanings leave an impressing mark on the consumer's end.

Words such as *big, strong, beautiful, colorful, and young* together with that of a number of positive adjectives are used by the advertisers because these traits are of ideals and are a good catch when it comes to business. These applications on the use of adjectives can be summed up to what Ebaid (2018) stated, the use of adjectives highlights the benefits and advantages of a certain product to make it appealing to targeted customers. Therefore, adjectives can give consumers good images which will compel/convince them to buy the products or service.

*"Have a taste of world- class, everyday"* and *"Get champion energy, everyday"* with codes ChoB2 and CD1 used the adverb of time- *everyday*. The use of the word *everyday* in these advertisements indicate the frequency of occurrences the product aims to provide to its consumers. The patrons may connote that consumption of the said product can give what it promised – tasting something that is world-class once the chocolate candy is bought and feeling of being a champion once the chocolate drink is gulped. The time frame *everyday* exaggerates the tagline more, thereby having a possible more appealing and convincing effect.

The advertisements make use of words that denote adverbs of time because of the concept of promise and the impact of the effect that the advertisements have promised to its consumers. Words such as *everyday*, *always*, *immediately*, *regularly* and among others are used in some taglines effectively leave an impression in consumers' minds about the presumed frequent and long-lasting effect of the product.

Included data under the use of puns are the following taglines: "*push mo yan tea*", "*okay ka ba tiyan*" and "*ito ang bes ko*". Cleverly used to replace other existing words garner a different yet convincing advertising strategy.

The tagline "*push mo yan tea*" was popularized due to its catchy pun which made use of the word *tea* in place of a famous Filipino phrase '*te* – a Filipino clipped word from the term *ate* which pertains to an older lady or sister-like. Next on the list is the tagline that used the word *tiyan*, or in English, stomach. It is punned for the word *diyana* or 'there' in English, which signifies the purpose of the product being endorsed – a drink that helps address constipation or bowel movement concerns. It can be interpreted as a question addressed to inquire whether someone feels well or not. Lastly, the tagline "*ito ang bes ko*", which used the word *bes* – a Filipino term used to address someone who he/she is closests with or a *bestfriend*. It is also a pun of the word *best* that connotes superlative degree of the word *good* which means being 'the most' or 'referred to' which possesses the highest degree and desirable trait.

Another set included in this feature include the taglines "*Beat the May Weather*", "*Habamazing hair*", and "*Tugstugan na*". These taglines compared to the first set of phrases do not replace a word that sound alike, instead they make use of existing words which can be interpreted on a different tone. The first tagline under this group with the code FFC1, included the phrase *May Weather* which may pertain to the climate condition on the given month of the year and the need for the cold flurry is suggested. Or on the other hand, it may also pertain to a famous boxer who was on the time that the advertisement was released is up for a match against another athlete who was more favore; hence 'to beat May Weather'. Second, the term *Habamazing* is considered as a pun and portmanteau (blended word) which depicts what the brand is really advertising. It has its clever way of presenting the product towards its consumers since it is a characteristic that anyone wishes their hair, as crowning glory, to be. Lastly is the tagline coded as RP1, which pertains to the pun phrase *tugstugan na* that denotes it is time for music because this advertisement is from a local FM radio station of which variety of music are being played. As pun, the word *tugs* is denoted as an onomatopoeia for music, therefore its use as pun in relation the category of the advertisement as a radio program can be proven effective and moving.

These advertisements that use puns can arouse the audiences' attention and they somehow give the consumers a puzzle which will make them wonder what this advertisement really means. The use of puns is linked with remembrance, memorability, interest, and impression (Emodi, 2011). Another reason is the humorous effect (Yi-bo, 2015). This creative means of presenting a brand's tagline does not only provoke the consumers; at some point they also leave a mark and are easily recalled. Puns which may intend to just sound alike or may cover a different shade is a best example on the interplay of words in advertising which is deemed effective. From the provided data on this study, it can be clearly seen that this novelty is to be considered as a trend. The used pun can leave the consumers not only entertained but may also think of what shade that these advertisements try to throw. From the given SMAs, creative use of the words may have their respective denotative meaning but with the use of pun, its connotative meaning can be highlighted more by the consumers. Further, given the wide array of the concept of using pun, advertisers will surely find one that is not just timely but is also interpretable in many ways.

Sometimes, advertisements do not directly state what they really mean and plays on a trick called concept of ambiguity. The following taglines serve as data under this feature: "*Taste the feeling*", "*Maybe she's born with it*", "*Have you tasted something smooth and creamy lately?*", and "*Ito ang tama*". The first tagline coded with BB2 would leave the consumers a question as to what feelings does it want them to taste. This statement also leaves a question of, "what does the product want consumers to know or feel or identify once they have purchased it?"

Second is the tagline coded as CosB1, with the use of the pronoun *it*, which lacks any direct object and an indefinite pronoun; it would leave a question as to what is she is born with. The same is observed with "*Have you tasted something smooth and creamy lately?*" It is in a question form but it lacks a subject or a main point of reference. The absence of the subject and object on the tagline presented would leave the consumers wondering what is being described; thus, given the tagline alone, consumers will be left wondering what the product aims to sell.

The last tagline "*Ito ang tama*" coded as ADB1 used the Filipino word *ito* which is translated as to *this* in English. Further, the word *tama* may pertain to the words *right* or *correct*. In addition, the Filipino word *tama* can also be related to the concept of being tipsy or sober. Therefore, this tagline is ambiguous on its main point as well as with what it means with *ito* and *tama*, but those who know what this advertisement is about know what it intends to sell but its meaning can still be interpreted differently.

Ambiguous words on some advertisements are often been used for the effectiveness of persuasion (Han & Choi, 2015). Leaving questions and wonders among the consumers, the goal of sales can easily be reached. The use of

ambiguous words is often used in fashion and alcoholic drinks. Emodi (2011) pointed that the use of ambiguous phrases in advertisement signals for effect and are thought-provoking. Ambiguous words can sometimes lead to multiple interpretations which is common among several advertisers. They do not give it directly. They somehow imply it or let the consumers guess what they really mean. This supports the findings of Vasiloaia & Bacovia (2018) which raised that advertising language is highly ambiguous, avoiding clear and concrete statements and resorting to vague utterances that offer numerous layers of potential interpretations.

The taglines that fall under the last rhetorical device are analyzed as follows. Coded as TPB1, the tagline "*Intense freshness, intense closeness*" repeatedly used the word *intense*, which seems to imply and emphasize that the product would give a strong effect to the consumer. *Intense* is a word that means having, existing, or showing in extreme degree (Merriam Webster Dictionary, 2021). The word *intense* as used in the first tagline is plainly put in a denotative and clear manner.

On the other hand, data coded as FFC2 made use of the Filipino term *isa pa, isa pa* translated as to 'one more', 'one more' is also repeatedly uttered in the commercial signifying that the product is being craved upon and the speaker wants for more fried chicken of which the advertisement is mainly focused. *Isa pa, isa pa* is a Filipino term that denotes feeling of being unsatisfied and hungers for more.

Last on this category is the tagline "*Have a break, have a Kitkat*" coded as ChoB2 where the verb *have* is repeated and it emphasizes the importance of acquiring or purchasing the product in whatever circumstance there is. The product is to be bought and consumed to have the break that one needs.

The stated tagline above shows repetition of words or terms that is one of the techniques employed by advertisers. Emodi (2011) stated that repetition in advertisement is used for emphasis. It has been proven through research that repetition in advertisement produces a strong impact on consumers liking (Campbell & Keller, in Verma, 2009). The use of repetition can also serve as a quick recall of the main product or memorability. The message of an advert needs to be remembered by the recipient and recognised as familiar, therefore repetition is used in advertising to enhance memorability (Vasiloaia & Bacovia, 2018).

To sum up, advertisers employ various novelties and techniques in word choices and word play due to a number of reasons. Adjectives for visualization, adverbs of time for the notion of promise, puns for humor and fun, ambiguity for question, and repetition for recall. It can be clearly observed that advertising may have its ultimate goal which is sales, but in order to reach it, a number of means are done.



In light of analyzing the taglines on their denotative and connotative levels of meaning, it can be observed that majority of the data used employ and promote positive culture and value attributes that seems to becoming a trend in advertising nowadays. Dumlao and Pitichanoknan (2011) observed that, it is highly valuable to promote cultural norms of any country or another in advertising since it plays an important function in the concept of remembering the trademark. In relation to this, there is no doubt that at present time, advertisements are no longer just plain or pure advertisements; they inject these themes such as being family-oriented, the importance of the concept of support system, the timelessness of love, and the ideas of being socially accepted and valued.

These values-laden advertisements often garner more views and reactions coming from the consumers; match it with the taglines that capture the heart of people, the magic of advertising happens. It is crucial for companies to develop their marketing strategies that resonate deeply with the culture and values of the targeted society (Abokhoza et al., 2019). Undoubtedly, Filipinos who are known to be closely-knit and family oriented patronize these kinds of advertisements which make both local and foreign advertisers utilize this approach and tactic. Given these Filipino values and cultures embedded in the text as well as on the presentation of these advertisements, it is without question that advertisers really know their target market. The tactic and mode of persuasion is one factor and how it resonates to the consumers due to their past experiences and cultural upbringing is another (Lynch, 2017).

Alongside the semantic analysis of social media advertisements, the signification of such materials in teaching Media Literacy and English was also sought. As a new subject being offered in the K- 12 curriculum, Media Literacy caters to a variety of media sources that students can access. This study showed that using advertisements in the classroom instruction can enhance, articulate, and compliment the concepts being discussed and presented. And as an essential subject, English teachers are tasked to create activities and make use of real- life application of the language in a way that learners understand the concept taught to them.

In teaching Media Literacy, teachers can employ these materials in areas that involve critiquing and analyzing. Further, these materials can also serve as templates for students to create their own materials. Media literacy teachers as well as language teachers can use these materials for motivation where questions can be posed. As for deepening in which activities can be asked, and as for evaluating and creating in which products and performance tasks can be done. For instance, the teacher can ask the students to make critique paper on a trending advertisement or to remake a famous advertisement and changing some parts of it to improve its delivery and content.

These uses of advertisements as materials inside the classroom are supported in a study conducted by Clara and Aileen (2013) in which students in a secondary school produce video clips that influence their perception of learner's autonomy. In addition, one major point raised by Genereux (2015) from an article published by Key Facts in 2013, pointed that in this generation, media literacy is no longer just limited to formal classroom instruction. It can become part of the after-school activities. Thus, the insertion of such materials and awakening the skill of the learners will no longer be confined only within the four walls of the classroom but extends beyond it.

The use of advertisements is deemed relevant as this supports and is anchored on the aim of media literacy. The conduct and insertion of such will develop the targeted proficiencies stipulated in the Department of Education's curriculum guide for Media Literacy subject for Senior High School.

The following are some of Media Literacy subject's learning competencies: (a) identifies characteristics /describes a responsible uses and competent producers of media and information; (b) classifies contents of different media types; (c) discusses to class on how a particular individual/ or society is portrayed in public using different type of media; (d) evaluates everyday media and information with regard to with codes, convention, and messages; in regards with audience, producers, and other stakeholders; (e) evaluates current trends in media and information and how it will affect/how they affect individuals and the society as a whole; (f) describes the different dimensions of text/visual information and media comprehends how text/visual information and media is/are formally and informally produced, organized, and disseminated, and (g) evaluates the reliability and validity of text/visual information and media and its/ their sources using selection criteria, and produces and evaluates a creative text and visual -based presentation using design principle and elements.

Generally, Media Literacy as a learning area in the Senior High School program aims to introduce the learners to basic understanding of media and information as channels of communication and tools for the development of individuals and societies. It is also intended to enable students to become creative and critical thinkers as well as responsible users and competent producers of media and information. Specifically, the advertisements and other related materials and infographics may be applied to the following activities such as conducting analysis and critique of presented and read material; coming up with follow-up questions that call for higher order skills; asking students to produce their own materials; and integrating social and personal relevance of the material presented. Given this, enabling students to become users and producers of media may also be given consideration by the classroom teacher.

In addition, the use of these materials in developing the said competencies and meeting the course's objectives may also emphasize what students need to know and employ outside the four walls of the classroom – the pragmatic use of the concepts presented in class.

In teaching English, these materials can also be utilized in Language classes specifically in teaching the macro skills such as Writing, Speaking, and Reading. Given the prevalence on the availability of these materials, teachers can maximize these to assess and develop the pragmatic as well as linguistic competence of the learners given that the taglines in advertisements serve as real life application of the concepts taught to the learners inside a language classroom which include lexical markers and even morphological processes.

Grammar is another area in the language where taglines can be a good source of materials. In teaching adjectives, the teacher can ask the learners to identify what type of adjectives are usually used by advertisers; from there, students can make their own tagline describing a new or existing product using adjectives and following the correct order of using adjectives. With lessons about adverbs of time, the teacher can ask learners to look for other examples and identify whether meaning may change if positions of adverbs are changed.

Puns can be taught in a clever way in a language class as well. The teacher can ask students to identify words that sound alike and try to replace or use it to advertise and even apply these even in normal conversations or the teacher can make a monthly routine of having a pun for the day. For those with ambiguity, the teacher can ask the learners to write their interpretations and then exchange ideas with a partner or in group. And lastly, for the statements in which repetition is observed, the teacher can ask the learners to determine what type of repetition was used in the sentences or phrases and what these imply.

In relation to the modular distance learning, a language teacher can ask learners to make a reaction paper on a most viewed or most liked advertisement at present. Learners can also be asked to re-enact a particular advertisement that can also be a performance task on lessons about Propaganda Techniques and Devices. Lastly, a language teacher can ask the learners to make a review paper on a famous or trending post online so the learners can also develop critical thinking and creativity in presenting their output. These actual implications and inputs on how teachers can utilize these somehow prove the timeliness and prominence of the utilization of such materials in the classroom that serve as aid to the teachers in realizing the objectives and competencies of the curriculum in a way that macro skills are interwoven and developed by the learners as well.

Honing students' media literacy skill can also be an avenue to address present threats in consuming different types of media. The conduct of using advertisements can be helpful in developing students critical thinking which enable

them not only to access but also assess these materials even in every day use. This may pave way in decreasing chances of being victims of the proliferation of fake news and the resurgence of online bogus and scams.

To sum up, social media advertisements are good materials and resources to be utilized not only in a media literacy class but also in language classes. Teachers are no longer to be limited in using manuals, poems, movies, songs, and other usual materials in teaching a particular competency or lesson. Teachers need to venture more on how these lessons are applied in real- life context.

This study mainly focused on the analysis of advertisements that made use of the common techniques and devices only and were confined to the conceptual and connotative meanings. It is recommended that future research may deal with the other rhetorical devices such as humor, personification, euphemism, imagery, antithesis, parallel construction and simile; the other types of meaning based on Leech's Theory such as Social Meaning, Affective Meaning, Reflected Meaning, Collocative Meaning and Thematic Meaning; possibly, the signification of these devices in students' writing, and the effect of advertisement taglines to the consumers may also be explored.

Advertising is one major area that is worth studying and exploring. It can encompass other disciplines and provides richer understanding on the various media being accessed by the consumers. It is a field where English is used; adverts' taglines and even skits are helpful in establishing a brand.

Language is powerful especially when applied to marketing. It can either make or break a product. The interplay of words and even sentences is one major area that needs to be given focus on and consideration to. Through this, the concept of being media literate can also be practiced and honed by not only the students but also the consumers themselves in general. They can be able to think critically and not just being entertained or enticed to purchase. Critical thinking can lead to wise buying.

These rhetorical devices, novelties, and techniques can also lead to crafting new taglines and advertisements which signifies that human makes use of language for purpose and that language is one thing that connects people despite their differences. Language evolves through time, and that language is a vast realm that needs to be explored and understood. Advertising, English, and Media Literacy once combined and studied together can create an impact among product consumers and users who are multicultural, multimodal, and multidisciplinary.

## **Summary of Conclusions**

Based on the analysis of data, this study concludes that (1) social media advertisements make use of various techniques, rhetorical devices, and novelties that promote the product much more than using simple texts, the denotative and connotative definition of used words together with creativity and interplay of words liven up the taglines. Adjectives are employed so that the audience can have a clear picture of what the product is or what the product promotes. Adverbs of time are included in the tagline as these serve as promise to what the product upholds or endorses. Pun, on the other hand are inserted and played well as these are creative of impression to the audience once read or heard. Ambiguity is practiced in advertising to give the audience some sort of thinking time as to what the taglines really mean and/or connote. Lastly, repetition is utilized in advertising so that there is a concept of recall on either the brand or the tagline itself.

Further, this study also concludes that (2) social media advertisements can be interpreted by the consumers for their denotative or referential meaning as well as their connotative or affective meaning depending on the context and the background one has. That is why, one key point that this study wants to raise is for these materials to serve as resources which develop and deepen students' media literacy and can be tools for various activities inside and outside the classroom. These materials can serve as spring boards during the introduction of a new lesson, as materials for deepening the target learning competency, and also as sample for creating and producing own materials for the evaluation or assessment part of the lesson. The integration of these materials helps the teachers since these are more accessible than other materials. Beyond the academic benefit of using these materials, media literacy is helpful not only to language teachers and students but also to all product consumers who can use these in terms of patronizing and consuming the product, evaluating and assessing the advertisements themselves.

## **Summary of Recommendations**

Based on the findings and conclusions of this study, three significant recommendations are offered in this research: (1) language and media literacy teachers are encouraged to employ advertisements as materials in their classroom such as for backgrounding and deepening a particular learning competency. Textbooks and other reference materials are no longer the only sources of information where various competencies can be developed. Teachers are encouraged to look for authentic and real-life examples of the concepts and theories taught inside the classroom especially in the field of language. Social media advertisements along with other types are good materials to be used inside the classroom in order for the students to fully understand how language and media works.

Another recommendation is (2) that future research can be made which concerns a study focusing on how these social media advertisements affect students writing skills given that informal language such as use of clipped words, portmanteau, and *lingos* are also involved in advertising; it may also explore on how consumers interpret and understand the taglines used given that advertisers' audience have different backgrounds and cultures.

Another recommendation worth looking into is for (3) advertisers to continue injecting Filipino values and culture to their advertisements to remind people of the importance of these values in everyday life so the generations to come as well as the world can witness what Filipino values, customs, and traditions are.

Lastly, (4) media consumers are encouraged to be observant and critical in accessing and assessing various materials found on the Internet. With the presence of world wide web, volumes of information can easily be seen and shared in just a click. The audience needs to know that not everything seen over the Internet is to be believed, followed, and accepted as whole truth. Consumers of media are urged to become wise and responsible users and patrons of the many types of media. This is due to the fact that media literacy is not and must not be confined to the four walls of the classroom but needs to be practiced, developed, and further honed in other fields beyond the academic sphere. This is not only for the students but for everyone living in this technological era where information and data from various social media platforms can be easily manipulated.

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