HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

ADVERTISING DISCOURSE AND ITS LINGUISTIC MEANS

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Abstract. The article examines advertising discourse as a form of persuasive communication in which linguistic units, rhetorical strategies and cultural signs interact to influence the addressee. The aim of the study is to identify the main linguistic means of advertising discourse and to describe their communicative functions in language education. The research is based on qualitative discourse analysis, semantic-stylistic interpretation and pragmatic analysis of typical advertising messages. The study shows that advertising texts actively use evaluative vocabulary, imperatives, personal pronouns, syntactic compression, metaphor, repetition, rhyme, pun, presupposition and emotionally marked words. These means create a positive image of the product, attract attention and stimulate action. Advertising texts are also valuable for teaching because they develop critical thinking, communicative competence and media literacy.

Keywords: advertising discourse, linguistic means, persuasion, rhetoric, pragmatics, critical thinking, language education.

INTRODUCTION

Advertising is one of the most visible forms of modern public communication. It appears in streets, mass media, websites, social networks and mobile applications. Its function is not limited to informing consumers about goods or services. Advertising shapes attitudes, creates needs, stimulates emotions and influences choice. For this reason, advertising discourse is an important object for linguistics, rhetoric, pragmatics and language education.

The notion of discourse allows advertising to be studied not as isolated slogans but as a communicative event connected with context, audience, values and social expectations. In advertising, verbal language interacts with images, color, sound and typography. Meaning is produced through this interaction and through the recipient's cultural experience. Cook (2001) emphasizes that advertising discourse combines text, situation and social practice; therefore it requires an integrated analysis.

The language of advertising is brief, expressive and pragmatically intensive. A short slogan may contain evaluation, promise, invitation and emotional appeal. Words such as new, natural, smart, safe, unique and best do not only describe a product; they guide the audience toward a positive interpretation. Thus, advertising language is close to rhetoric because it organizes persuasion through credibility, emotion and argument.

The relevance of the topic is connected with the need to develop students' ability to interpret media texts critically. Advertising can be used in language lessons as authentic material for analyzing vocabulary, grammar, stylistic devices and hidden meanings. The aim of this article is to describe the main linguistic means of advertising discourse and to show their communicative and educational functions.

MATERIALS AND METHODS

The study is based on qualitative discourse analysis. The material includes typical examples of advertising slogans, headlines, product descriptions and calls to action from printed, audiovisual and

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digital communication. The examples are considered as linguistic models that demonstrate common mechanisms of persuasion rather than as commercial objects.

The research uses descriptive, functional, semantic-stylistic and pragmatic methods. The descriptive method identifies the formal features of advertising texts. The functional method explains how language attracts attention, creates evaluation and motivates action. The semantic-stylistic method is used to interpret metaphor, epithet, repetition and wordplay. The pragmatic method focuses on speech acts, presuppositions, implicatures and the relationship between the advertiser and the addressee.

The study also follows the principles of critical discourse analysis, according to which language reflects and constructs social relations (Fairclough, 1995). Advertising is not a neutral presentation of information: it selects certain qualities, foregrounds benefits and creates a desirable image of lifestyle. Therefore, its analysis should include both linguistic description and critical interpretation.

RESULTS

The analysis shows that the linguistic organization of advertising discourse is determined by the need to produce quick and memorable influence. The most frequent means can be grouped into lexical, grammatical, stylistic and pragmatic levels. These levels interact and form the persuasive potential of the advertising message. At the lexical level, advertising widely uses evaluative vocabulary. Positive adjectives and adverbs form the semantic field of advantage: perfect, fresh, reliable, powerful, natural, modern, comfortable, exclusive and effective. Such words do not simply describe the object; they offer the recipient a ready-made evaluation. Lexemes connected with innovation, such as new, smart, digital and advanced, create the impression of progress and modernity.

Personal pronouns are also important. The pronoun you creates direct contact with the potential customer and individualizes the message: “You deserve more” or “Your choice matters”. The pronoun we constructs the image of a reliable company or friendly partner. Inclusive constructions with let us or let’s reduce the distance between the sender and the receiver and present the purchase as a shared action. At the grammatical level, advertising discourse tends toward compression. Elliptical sentences, nominal phrases and short imperative constructions make the message dynamic and easy to remember: “Think different”, “Just do it”, “Open happiness”. Imperatives transform the text into a call to action, but in advertising they are usually softened by positive emotion and promise. They sound not like orders but like invitations. At the stylistic level, metaphor is one of the most productive means. It presents abstract qualities through concrete images: technology becomes a friend, time becomes money, education becomes a key to the future, and cleanliness becomes freshness. Conceptual metaphor is effective because it connects new information with familiar experience (Lakoff & Johnson, 1980). Repetition, rhyme, alliteration and pun also strengthen memorability and create emotional involvement. At the pragmatic level, advertising uses presupposition and implication. Expressions such as “restore your energy”, “choose a smarter way” or “return to natural beauty” imply that the addressee has a problem and that the advertised product offers a solution. The assumption is not openly argued but silently included in the message. This hidden structure is one of the reasons why advertising discourse can influence perception so effectively.

The results demonstrate that advertising persuasion is created by the interaction of several means. Lexical evaluation is supported by syntax; metaphor is reinforced by visual images; personal address is combined with pragmatic presupposition. As a result, advertising texts are compact but semantically rich.

DISCUSSION

Advertising discourse is a hybrid phenomenon located between information, persuasion, art and social communication. In comparison with scientific or official discourse, it uses fewer explicit

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arguments and more emotional signs. It prefers vivid images to detailed explanation, short phrases to complex sentences, and positive evaluation to neutral description. This explains its strong effect on the recipient. One of the central features of advertising is its orientation toward the addressee. The text predicts the needs and desires of the audience. Educational advertisements appeal to success and future career; food advertisements often appeal to family, health and naturalness; technology advertisements activate the concepts of speed, innovation and freedom. Thus, advertising language reflects social values and models of a desirable life.

In language education, advertising texts have significant methodological value. They are short, authentic and rich in expressive means. Students can identify evaluative words, imperative forms, metaphors, repetitions and hidden assumptions. They can also discuss why a slogan is memorable, what emotions it creates and what information it leaves unsaid. Such work develops vocabulary, communicative competence and rhetorical awareness. Advertising texts are especially useful for developing critical thinking. Students learn to ask questions about the text: Who speaks? To whom? For what purpose? What is emphasized? What is omitted? What emotions and cultural values are activated? These questions help learners move from passive perception to conscious interpretation. In a multilingual educational environment, comparison of advertising texts in different languages also supports intercultural awareness.

CONCLUSION

Advertising discourse is a specific form of persuasive communication. Its main linguistic means include evaluative vocabulary, personal pronouns, imperatives, questions, elliptical constructions, metaphor, repetition, rhyme, pun, presupposition and implication. These devices attract attention, create a positive image, involve the addressee and stimulate action.

The study shows that advertising language is characterized by brevity, expressiveness, semantic density and pragmatic orientation. In language education, advertising texts can be used as authentic material for developing communicative competence, media literacy and critical thinking. Their analysis helps students understand how language influences perception and how linguistic choices are connected with social and cultural contexts.

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