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Dedication

To my parents

The dearest persons to my heart.

Thank you for all your encouragement, and above all your love.

I dedicate this work to all my family.

Thank you for your patience and support.

Soumia

Dedication

I would like to dedicate this modest work to:

My Father and my Mother.

My Brother and Sisters.

All my Family and my Friends.

Asma

Acknowledgments

We would like first to thank **ALLAH** for giving us strength and capacity to complete this work. On this occasion, we would like to express our greatest gratitude to our supervisor, **Mr. Madjid DOUFENE**, for his constant help.

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General Introduction

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General Introduction

Background

Nowadays, advertising plays an important role in our daily life. It is considered as a form of communication between advertisers and consumers. Advertising is everywhere; on television, radio, means of transportation, billboards, etc. The ultimate goal of any

advertisement is to promote the sales of products. Advertising designers do not only focus on the use of language, they also use lexical devices such as reiteration and collocation. One of the most overused lexical devices in advertising is reiteration that has great impact on the consumers' attitude. Moreover, reiteration makes the advertisements appear more attractive, readable and memorable and they provide the texture to the text.

Aim of the study

The principal aim of the present study is to investigate and explore the attitude of the consumer towards the use of reiteration in advertisement. Moreover, it examines how reiteration as a cohesive device used in advertising announcements attracts, motivates and persuades consumers to buy the product and to create the texture.

Statement of the problem

This study attempts to investigate consumers' response towards word reiteration in the advertisements. Thus, we formulate the research question as follows:

To what extent does the use of reiteration in advertisements affect consumers' response and perception?

Hypothesis

Based on the research question mentioned above, we state the following hypothesis:

If advertising announcement uses reiteration as a cohesive device, then consumers will be more fascinated and persuaded to buy the product.

Methodology

To conduct the present study we have chosen a descriptive analytical method. This method will allow us to determine and clarify the effect of reiteration in the language of advertisement on consumer's attitudes and perceptions. We have used a questionnaire as an instrument for collecting data. Our population consists of a sample of English master students at UKMO.

Definition of terms

Reiteration: "Reiteration is a form of lexical cohesion which involves the repetition of lexical item, at one end of scale; the use of a general word to refer back to a lexical item, at the other end of the scale and a number of things in between use a synonym, near synonym, or super ordinate" (Halliday and Hasan, 1976,p.278).

Cohesion: It is sequences of sentence or utterances which seem to 'Hang together' contain what are called text-forming device, (Nunan, 1993, p. 21).

Lexical Cohesion: Lexical cohesion is the cohesive effect achieved by the selection of vocabulary, (Halliday and Hasan, 1976, p. 274).

Advertisement: It is "drawing attention to something or notifying somebody of something" (Dyer,1982,p.2). Advertising "is the promotion of goods, services, companies and ideas, usually performed by an identified sponsor. Marketers see advertising as part of an overall promotional strategy".

"Advertising is the non-personal communication of information usually paid for and usually persuasive in nature about products, services or ideas by identified sponsors through the various media to reach broad audiences".

Dissertation Structure

The present dissertation contains a general introduction and three chapters. The first chapter reviews the literature on the cohesive device of reiteration and language of advertisement. Initially, we present the definitions of text, texture, cohesion and coherence, and then we state the lexico-grammatical cohesive devices and their types. Moreover, we discuss a reiteration as cohesive device in the view of Halliday and Hassan's theory of functional grammar. The second part of the chapter discusses the different definition, function and language of advertisement. Moreover, we present the major tools for analyzing the language of advertisement as Grice's cooperative principles, relevance and reception theories. The second chapter is devoted to the discussion of research design and methodology; we describe the population and instruments used for collecting data and data analysis. In the last chapter we examine and explore the findings.

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Chapter One: Literature Review

1.1 Introduction

Humans always communicate to others in their daily life. Advertising is a form of communication and a type of discourse. Advertisement is defined as an essential element of human life. It assumes the function as information media and language style. Advertisers pay more attention to the use of a lexical cohesion. It is regarded as an effective style to persuade the consumer. One of the most overused lexical cohesion is reiteration that has a great impact on consumer's attitudes. The technique of reiteration is one of the devices that Halliday and Hasan(1976) defined as textual association or cohesive device that adds to texture. Reiteration makes advertisement appear more attractive, readable and memorable. This chapter consists of two sections. The first section discusses the definition of reiteration and its various types as a lexical cohesion, such as repetition, synonymy, antonymy, hyponymy and metonymy then it presents the different definitions, function and language of advertisement. In the second section, we will talk about the advertisement language in the view of relevance theory, cooperative principles and reception theory.

1.2 Text

According to Cambridge Advanced Learner' Dictionary the text is defined as "the written words in a book, magazine, etc., not the pictures" (Cambridge Advanced Learner's Dictionary, 3rd ed.2008, p.1503). It is piece of language in use and organized in a set of sentences. Linguistically, text refers to any passage spoken or written of whatever size, that does form a coherent entity. Halliday&Hassan (1976) claimed that "The word text is used in linguistics to refer to any passages, spoken or written of whatever length, does form unified whole" (p.01). In addition, Halliday and Hassan (1976,p. 1-2) clarified that "a text is a unit of language in use... and is not defined by its size... a text is best regarded as a semantic unit: a

unit not of form but of meaning”. Halliday and Hassan (1976) supported Widdowson (2007) who explained that text is not considered by its length, but by the unity of arrangement.

Thus Text is defined as a semantic unit of meaning. It is linked to a clause or sentence not by length but by awareness; the coding of one symbolic system in another. A text is realized by sentence. (Ibid). For De Beaugrande and Dressler (1981) text is a “communicative event” which depends on seven standards of textuality called “constitutive principles of textual communication. Accordingly, a text is a piece of meaning based on the context either spoken or written.

1.3 Texture

According to Halliday and Hasan (1976), a text is more than a sequence of sentences. This is due to the linguistic features that make sentences to link together. Halliday and Hasan asserted that “text has texture, and what distinguishes it from something that is not a text [...]. The texture is provided by the cohesive relations” (p.2). Any English text must include certain linguistic features which can be considered as contributing to its total unified structure and thus providing its texture. Texture is shown by the cohesion (grammatical and lexical relations) which exists within a text (ibid). M.A.K. Halliday and R.Hasan (1976) claimed that “The linguistic features that can be identified as contributing to its unity and as giving it a texture [...]Texture is created by the cohesive relations that exist within and between sentences” (p.2). Therefore, any text has texture. The term “texture” can be defined as what makes any size of text significant and coherent, texture otherwise referred to as textuality.

1.4 Cohesion and Coherence

Cohesion and coherence play an essential role in forming the text and its texture. According to Halliday and Hasan (1976) cohesion and coherence are the major criteria that shape a text as a whole, because texture of text is recognized through two main standards that contribute the linkage among the inside parts of the text and distinctions of a text from a non-text. Therefore cohesion and coherence are two essential units that set connections between the text's parts and offer it with the meaning continuity that readers need to conclude to and to interpret discourse. In addition, they are much-linked notions but at the same time they present two fundamental parts in arranging text either spoken or written. Baker (1991) distinguished between:

“Like cohesion, coherence is a network of relations which organize and create a text: cohesion is the network of surface relations which link words and expressions to other words and expressions in a text. And coherence is the network of conceptual relations, which underlie the surface text”

From this quotation, we understand that cohesion is used to create the meaning of structure whereas coherence is to attain unity of meaning.

1.4.1 Lexical and Grammatical Cohesion

Cohesion “is expressed through the strata organization of language” (Halliday& Hasan, 1976.p.5). This contains three levels of coding or strata: meaning of the semantic system, the wording of lexico-grammatical system and the phonological and orthographic systems. Meaning is set into wording and wording into sound or writing. Wording denotes the lexico-grammatical form in which the “more general meanings are expressed through the vocabulary’ (Ibid) .Grammatical cohesion includes references, substitution and ellipsis whereas lexical cohesion include reiteration and collocation. However, Conjunction is used in both grammatical and lexical cohesion.

1.4.1.1 Grammatical cohesion

According to Halliday and Hasan(1976) grammatical cohesion is one aspect of cohesion. The grammatical cohesion includes four elements such as, references, substitution, ellipsis and conjunction.

1.4.1.1.1 Reference

In any language, the item “reference” mentions every item that refers to something else. Reference is divided into three types: personal, demonstrative and comparative references.

1.4.1.1.2 Ellipsis

Ellipsis is substitution by zero (Halliday & Hassan, 1976). Ellipsis means there is something understood but unspoken. Ellipsis occurs when we leave out items which we would normally expect to use in a sentence but they are understood. Thus, the omission can be grasped by the surrounding element in the previous text.

For example. “What percentage was left?”

“ twenty”. (Cambridge Advanced Learner’s Dictionary, 3rd ed.2008, p.1503).

1.4.1.1.3 Conjunction

The fourth type of grammatical cohesive relation is “conjunction”. A conjunction is distinguished from reference, substitution and ellipsis because it is a cohesive device set by the expression of meaning not in itself. There are various types of conjunction which are: adverbs (but, so, then), compound adverbs ending by “ly” (accordingly), adverbs with there and where (therefore, whereby), prepositional phrases (on the contrary, as a result) and prepositional expression with “that”. Conjunction can be additive, adversative, causal and temporal. For example. “We are wet and tired.” (ibid)

1.4.1.2- lexical cohesion

In order to build a text in term of lexical cohesion writers have to take into consideration to their vocabulary. Lexical cohesion is defined by Halliday and Hassan as “... the cohesive effect achieved by the selection of vocabulary” (1976, p.274). Hoey (1991,p.10 cited in Tanskanen, 2006,p.42) agreed that:

“Lexical cohesion is the only type of cohesion that regularly forms multiple relationships. . . . If this is taken into account, lexical cohesion becomes the dominant mode of creating texture. In other words, the study of the greater part of cohesion is the study of lexis, and the study of cohesion in text is to a considerable degree the study of patterns of lexis in text.’

According to him, lexical cohesion is generated by the selection of given vocabulary and by the relation of the semantic elements between words in creating textuality. Lexical cohesion has a fundamental role in building a text and its texture; it recognizes as a large part of cohesion. Halliday and Hassan classified lexical cohesion devices into two main categories reiteration and collocation.

The General Concept of Lexical Cohesion

<u>Types of lexical cohesion</u>	Referential relation
1. reiteration	
a) Same word(repetition)	Same referent
b) Synonym/near-synonym	Inclusive
c) Super ordinate	Exclusive
d) General word	Unrelated
2. collocation	

Table 1.1 Types of Lexica cohesion (Halliday&Hasan1976, p .288)

Lexical Cohesion	1-Reiteration	Repetition	The lexical item is repeated
		Synonymy	Relates lexical items which have the same meaning
		Antonymy	A term which is the opposite of another
		Hyponymy	Relates specific and general lexical items
		Meronymy	Relate parts and wholes
2- collocation		words that co- occur	

Table 1.2 Cohesion classes according to Halliday and Hasan study 1976

1.4.1.2.1 Reiteration

Halliday and Hasan (1976) defined reiteration as follows:

“Reiteration is a form of lexical cohesion which involves the repetition of lexical item, at one end of scale; the use of a general word to refer back to a lexical item, at the other end of the scale and a number of things in between use of a synonym, near synonym, or super ordinate” (p. 278).

Therefore, reiteration can be achieved by using repetition, synonymy, super ordinate, general nouns, or antonymy. The difference between these types is in the sense of generality. ‘General nouns are very general in meaning’ (ibid).

1.4.1.2.1.1 Repetition

Repetition means to repeat the same words or phrases a few times in order to show clarity or provide emphasis. Tannen (1989) explained that

“Repetition is a source by which conversationalists together create a discourse, a relationship, and a world. It is the central linguistic meaning-making strategy, a limitless resource for individual creativity and interpersonal involvement.”(p. 144).

For example:

A conference will be held on national environment policy. At this conference, the issue of salvation will pay an important role. (Renkema, 1993,p.39)

The word 'conference' is repeated in the second sentence. It is categorized as repetition because a 'conference' in the second sentence is related with a 'conference' in the first sentence.

1.4.1.2.1.2 Synonymy

Synonymy is used to mean 'sameness of meaning'. It is clear that for the dictionary designers many sets of words have the same meaning; they are synonymous.

For example:

You could try reversing the car up the slope. The incline is not all that steep, (Nunan, 1993,p.29)

According to Lyon, synonym means that two or more forms are associated by the same meaning. In the above sentence, the word 'slope' and 'incline' have the same meaning. The author used a different word but it has the same meaning in order to make variation in the text. .

1.4.1.2.1.3 Antonymy

Halliday and Hasan defined antonym as, "... the oppositeness of experiential meaning; the members of our co-extensional tie". They added (1985,p.312) that "Antonym represents lexical items which are opposite in meaning and functioning as cohesive effect in a text."

For example:

He fell asleep. What woke him was a loud crash. (Halliday and Hasan, 1985,p.312).

The meaning of 'asleep' and 'woke' are dissimilar.

1.4.1.2.1.4 Hyponymy

Halliday and Hasan (1985) defined Hyponymy as a relation that holds between a general class and its sub-classes (p.80). It means that the word related to general class is called superordinate and the word that relates to the sub-classes is called hyponymy.

For example:

There are many animals in his house. He keeps dog, bird, cat, monkey, and rabbit there.

If we take *animal* as an example of super-ordinate then its hyponyms are *cat, dog, bird, monkey and rabbit*. Note that cat, dog, bird, monkey and rabbit also semantically related as the co-hyponyms of the super-ordinate animal (Halliday and Hasan, 1985,p.80). Palmer (1976) added that hyponym involves entailment, such as *flower*, an immediate hyponym of *plant* and *tulip* is a hyponym of *flower* (p. 87)

1.4.1.2.1.5 Metonymy

Metonymies are usually used in literature and in daily speech. A metonymy is a word or phrase that is used to stand in for another word.

According to Halliday and Hasan (1985),“While metonymy is very much like a sense relation, there is another kind of lexical patterning that contributes to texture, but strictly speaking is not recognized as a kind of sense relation” (81)

For example:

She knelt down and looked along the passage into the loveliest garden you ever saw. How she longed to get out of that dark hall, and wander about among those beds of bright flower and theoretical fountains.

The words of flower and fountains are metonymies of garden, which are considered as a part or lexical set of garden.

1.4.1.2.2 Collocation

The second type of lexical cohesion is collocation. It is the relation of one word with another from the preceding text. This association achieves by means of repetition, synonymy or occurrences in some familiar lexical semantics (Halliday and Hasan1976,p.284).

1.5 Definition of Advertising

The notion of advertising has been discussed within the field of discourse analysis and language pedagogy. The verb ‘advertise’ originates from the Medieval Latin verb « advertere » which means directing one’s attention. Coddor argued that “adverts are texts that do their best to get our attention, to make us turn towards them” (p.17). In addition, Dyer claimed that advertising is “drawing attention to something or notifying somebody of something” (p.2).

There have been various definitions of advertisement. According to Cook advertisement is “The promotion of goods or services for sale through impersonal media.” (2003, p. 9). However, he specified that “there are advertisements which do not sell anything, but plead or warn or seek support” (ibid). According to the Investor Words Glossary advertising is a “Description or presentation of product, idea, or organization in order to include individuals to buy, support, or approve of it”. (Www. Investor words.com/ com /129/advertising. html). Another definition of advertising explains that “advertising is impersonal payable and addressed to the market form of communication”.

In short, advertising is a form of communication which aims to enhance the sale of a product or service, for the purpose to provide audience with information and persuade people of the advantages of the product and then encourage them to buy it.

1.6 Functions of Advertising

One of the most ways of catching consumers’ attention is persuasion. Advertisements persuade to change consumers’ attitudes, responses and perceptions towards the products positively as well as they try to convince consumers to buy them. According to Bovè and Arens, advertisements achieve five functions:

- A- Build awareness of products and brands.
- B - Create a brand image.
- C- Provide products and brands information.
- D – Provide brand reminders.
- E- To reinforce past purchases and brand experiences.
- F- Provide incentives to take action.
- G- Persuade people. (Huqorronatul Laeli.2015, p.19) (Huqorronatul Laeli.2015, p.19)

1.7 Language of Advertising

Advertising announcement has specific language, it focuses on the attention of addressees as well as it has special style. Geoffrey N. Leech, a famous British linguist, said “advertising words must be vivid, conspicuous, and impressive, with high readability and the force to promote sales” (P.27-30). It means that, the language of advertising should be enjoyable, accurate, readable, motivated, and memorable. Reiteration is one of the most frequent techniques used in advertising to enhance memorability. The choice of language to convey specific messages with the intention of influencing people is vitally important. The message of an ad needs to be remembered by people and recognized as familiar. The language used by advertisers seemed simple and colloquial; it is familiar to the audience.

Advertisers have to consider the emotive power of the words they use because different people sometimes interpret language in different ways. Generally, advertising message should be meaningful, believable and distinctive; also, it must be imaginative, entertaining and rewarding to their audience.

1.8 Grice’s cooperative principles

The philosopher Paul Grice proposed that when making a conversation people must first be willing to cooperate; otherwise, it would be impossible for them to carry on the talk.

Grice provides a theory which explains how we correctly interpret what others are conveying by universal conventions in human conversation which are called cooperative principles.

These principles clarify how listeners are able to interpret speakers' intentions. Grice calls such principles conversational maxims, which are presented by Levinson (1983) as follows:

The maxim of quantity implies not providing more or less information than it is necessary. The maxim of quality focuses on being truthful and not saying false things. The maxim of relation requires making what you say relevant to the topic or purpose of the communication. For the maxim of manner we need to be clear, avoid ambiguity and obscurity in any conversation.

In short, these maxims specify what speakers should do in order to converse in a maximally efficient, rational, co-operative way: they have to speak sincerely, relevantly and clearly, while supplying sufficient information. (Levinson,1983, p.102-3)

1.9 Relevance theory

Relevance theory by Sperber and Wilson is a cognitive psychological theory proposed primarily in order to provide a psychologically realistic account of communication. This theory is based on two principles. It includes both cognitive principle and communication principle. The first states that cognition tends to maximize relevance, in other words, that human cognition is geared to the maximization of relevance. The latter includes the claim that understanding an utterance is a matter of inferring the speaker communicative and informative intentions that is utterances create expectation of optimal relevance.

The relevance theory has been suggested to be suitable for use in the analysis of advertising text. As a pragmatic theory it emphasizes the importance of reader-related factors; the reader approaches each utterance as being relevant to the communicative situation and consequently achieves understanding of the meaning of what has been communicated. Textual analysis by means of relevance theory can show the interaction between the reader and the context as it can show how more is communicated than what actually is verbalized.

1.10 Reception theory

Reception theory was developed during the 1970 and early 1980s in Germany and the USA. (Fortier, 2002,p.132).

The central claim of reception theory is that the producer creates a text .The text has to be encoded with a meaning or a message that the producer wishes to transmit to the audience. In some cases, the receiver will correctly decode the message or the meaning of producer in order to understand their speech. On the other hand, they will either reject or fail to correctly understand the message. The reader interprets the meaning of a text based on his or her individual cultural background and life experiences .Moreover, the meaning of a text is not inherent within the text itself, but it established within the relationship between the text and the reader .According to Stuart Hall, the role of social positioning is a vital element in the interpretation of mass media texts by different social groups. For example every simple media text (such as an advert) will have:

Encoding

The producer of the message has a point he want to get across to the audience, the main point of an advertiser for example, might be the simple message ‘buy this product’.

Decoding

The audience viewing the advertiser will decode its message depending on such factors as their religion, social background, the context and so on. Therefore, how the receiver of the message deciphers and understands any simple message according to his or her potentially huge range of factors. The key idea here therefore is:

Relative autonomous

We all quite free to interpret a media text in any way I choose, depending to some extent on a range of factors (can I afford to buy what is being advertised) Do I really want this

product? On the other hand, there some message be difficult to resist, I am being bombarded with it. (Livesy, C. & Lawson, T.2005, p. 200-201)

1.10.1 Reception model

Stuart Hall proposed three types of audience reading or decoding of the text such as dominant or preferred, negotiated and oppositional.

1- **Dominant or preferred**: it means that, the receiver decodes the producer's message that she or he wishes to do or generally agrees with it. Eg: watching a political speech and agreeing with it.

2- **Negotiated**: the receiver or the reader accepts, rejects or modifies some elements of text in a way which reflects his or her own viewpoints, experiences and interests. E.g. neither agreeing or disagreeing with the political speech or being disinterested.

3- **Oppositional**: readers whose social situation places them in a directly oppositional relation to the dominant code. E.g. when watching a television broadcast produced on behalf of a political speech partly they normally vote against.

1.11 Conclusion

In this chapter we have discussed the lexical cohesive reiteration and its types in the view of Halliday and Hassan's theory. We have also attempted to provide the definition of advertisement, its language and function as a media text. To clarify this, we have explored two main discourse theories: Relevance and co-operative theory and reception theory.

Chapter Two: Research Design and Methodology

2.1 Introduction

2.2 Participants

2.2.1 Students

2.3 Data collection instruments

2.3.1 Students' questionnaire

2.4 Data collection procedures

2.5 Data Analyses

2.6 Conclusion

Chapter Two: Research Design and Methodology

2.1 Introduction

So far, we have presented a literature review about reiteration as a lexical cohesion device in language of advertisements. As next step of any research is to explore its practical aspects. In our research we used the descriptive analytical method. We also attempt to explain how the sample has been selected for data collection. The instrument used for collecting data from the sample is the questionnaire. In this research, we have made use of one tool, students' questionnaire. In this chapter we also attempt to define and clarify procedures used in this investigation.

2.2 Participants

After we decided upon the appropriate method to apply in this, we study we have designed the participants that will represent the population. Participants he been selected from both genders (male and female) and they are aged between 18 and 24 years old. The selection of the research sample was done randomly.

2.2.1 Students

The sample consists of two groups of master students of English at Kasdi Merbah University of Ouargla (henceforth: UKMO). We have selected the participants by using purposeful sampling. The principle motive for choosing such sample is that these students are aware about the concept of a reiteration as a lexical cohesion device. Moreover, they seem to be able to assert their attitudes and perceptions towards the ad that uses a cohesive device of reiteration. They also study the module of Discourse Analysis which examines lexical items.

2.3 Data collection instruments

Richard (2001) argued that the dominant tendency of using questionnaires in ESP research "... are relatively easy to prepare, they obtain information that is easy to tabulate and analyze; they can also be used to elicit information about many kinds of issues such as language use, attitudes and beliefs .

In this research, we have opted for the use of one survey questionnaire to collect data from the population sample. In addition, the questionnaire is designed for collecting quantitative data. The main purpose of the questionnaire is to take the views of the participants.

2.3.1 Students' questionnaire

This questionnaire is divided into 4 parts and 10 questions. Each question intends to achieve a specific objective. The questions are close-ended requiring from subjects to choose yes or no answer, or to pick up the appropriate answer from a list of choices. In addition, the first part concerns personal information of students (age, gender, academic level). The second part (Q1 to Q4) deals with attitudes of students towards ads. The third part (Q5 to Q7) clarifies the use of lexical cohesive devices in ads, whereas the fourth part (Q8 to Q10) comments and evaluates students' responses and views about ads that use reiteration as a cohesive device.

2.4 Data Collection Procedure

In April 2016, we started carrying out the study at the English department at UKMO. The sample students were informed about the objectives and importance of the research. We provided good conditions and all the time for the students to answer slowly and honestly the questions. Moreover, we congratulated them for the time they would spend in filling in the questionnaire.

2.5 Data analysis

In this section we analyse the data collected from the sample of students. These data are described, discussed and interpreted more fully after being analysed quantitatively. In this study we have used the descriptive analytic method. It describes and analyses the attitudes of the respondents.

2.4 Conclusion

This chapter highlights the research design and methodology used in this study. It states and determines data collection instruments and procedures. The analysis, discussion and interpretation of the findings are the concern of the next chapter where tabulation and pie graphs are presented.

Chapter Three: FINDINGS and DISCUSSIONS

3.1 Introduction

3.2 Interpretation of the Findings

3.2.1 Students' Questionnaire

3.3 Discussion of the Findings

3.4 Conclusion

Chapter three: Findings and Discussions

3.1 Introduction

This chapter is devoted to the analysis of participants' responses. It presents their answers in terms of tables and pie charts which help us understand their views. It is also concerned with the discussion and interpretation of the findings. It is also worth mentioning that most of the questions devised attempt to confirm or deny the hypothesis raised in the present investigation, and answer the question to what extent the use of reiteration as cohesive device in ads affects consumers' attitudes.

3.2 Interpretation of the Findings

3.2.1 Students' questionnaire

a. Personal information

This section aims to collect personal information from the students. According to the first item, it is noticeable that all the respondents are female. Most of them study first year master and fewer are second year master. The respondents' age ranges between 22 and 24 years old.

b. Student's views and attitudes towards the advertisements

This section deals with the significance of Ads in student's daily life, and represents student's attitudes towards Ads.

Item 1

Do you think that Ads are important in your daily life?

Table 3.1 The Importance of Ads in Students' Daily Life.

Response	Number	Rate
Yes	23	57.5%
No	17	42.5%
Total	40	100%

The table 3.1 a shows that 57.5% of the students think that Ads are important in their daily life. Thus they are really interested in Ads. Actually ads aim to inform consumers about the quality of product whether they are good or not. This has been denied by 42.5% of students.

Item 2

Do you buy your product according to what is advertised?

Response	Number	Rate
Yes	17	42.5%
No	27	57.5%
Total	40	100%

Table 3.2 The Influence of Ads on Consumer’s Response.

The second question focused on the impact of Ads on consumer’s attitude. Students’ responses show that more than 50% are not affected by Ads, in fact they do not trust Ads in because of their desire for a product's or service's specific benefit more than of what been advertised. This is what explains the low rate of 42.5% that feels more influenced by the ads.

Item 3

Do you think that ads provide consumers with essential information about the commercial a product?

Response	Number	Rate
Yes	20	50%
No	20	50%
Total	40	100%

Table 3.3 The Role of Ads

As for question 3, 50% of students think that ads provide consumers with essential information about the product. This probably reflects the consumer's culture in purchasing the products. While the same number of students do not think so, and this may be due to their interest in the product itself rather than the ads which praise the product.

Item 4

Do you think that ads have once persuaded you to buy a product?

Table 3.4 The Effect of Ads on Products' Buyer.

Response	Number	Rate
Yes	23	57.5%
No	17	42.5%
Total	40	100%

The table above indicates that 57.5% of students think that ads have once persuaded them to buy a product, maybe this is due to the wordplay that was used in ads with the repetition of brand name that creates memorability of the product. Whereas only 42.5%o of students rejected this view because they are probably interested in the real content and modeling rather than the ad itself.

c- The use of lexical cohesion devices in ads.

This part focuses on the use of lexical cohesion devices in ads.

Item 5

What kind of cohesion devices are generally used in ads?

- a. Grammatical cohesion devices
- b. Lexical cohesion device
- c. Both of them

Option	Number	Rate
A	3	7.5%
B	11	27.5 %
C	26	65%
Total	40	100%

Table 3.5 Students' Perceptions towards Ads that use Lexical Cohesion Devices.

As shown above, 7.5% of students chose the first option, grammatical cohesion devices. 27.5% of respondents chose the second option, lexical cohesion devices. While the majority of the student suggested that both grammatical and lexical cohesion devices are overused in ads, because both grammatical and lexical cohesion are important devices for creating unity in text.

Item 6

Which of these lexical cohesive devices are more used in ads?

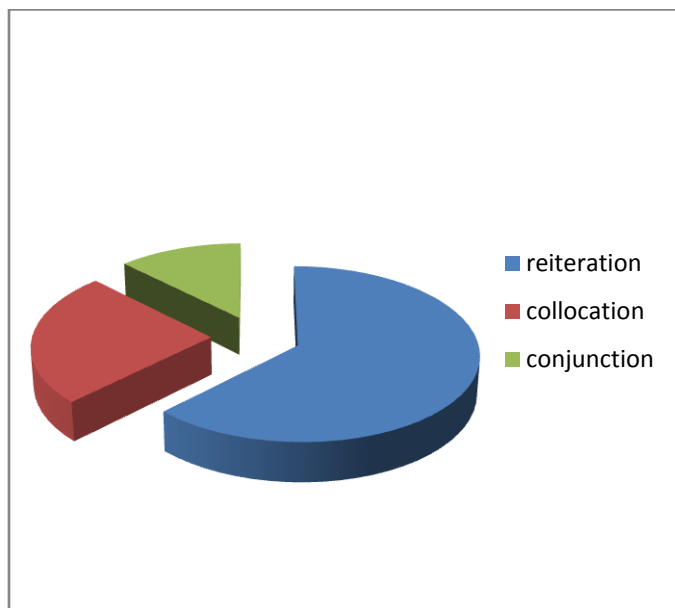
- a) Reiteration
- b) Collocation
- c) Conjunction

Option	Number	Rate
A	25	62.5 %
B	10	25 %
C	5	12.5 %
Total	40	100 %

Table 3.6 The Overuse Lexical Cohesive Device in Ads

The table above shows that reiteration is the dominant device in ads for 60% of students, and this can be an indication that advertisers often use reiteration because they consider the persuasion of consumers can be easily achieved when ad' words are repeated. They regard reiteration as an effective method of memorizing the brand name of the product.

Figure 3.1 Overuse of Lexical Cohesive Device in Ads



Item 7

Do you think that lexical cohesion devices contribute the success of the ads?

Response	Number	Rate
Yes	34	85%
No	6	15%
Total	40	100%

Table 3.7 The significance of using lexical cohesion in ads

The majority of student 85% said that lexical cohesive devices contribute to the success of ads. Only 6 students asserted that they do not. This signifies that lexical cohesive devices play a vital role in ads because they make ads appear more attractive, accurate and readable. Even the use of lexical devices aim at stimulating and persuading product' consumers to buy the product advertised. Lexical devices make ads sweet to the ear and pleasing to both the eye and mind.

Item 8

What is the purpose of using lexical devices in language advertisements?

- a. To achieve unity
- b. Fluency
- c. To provide a texture to the text

Option	Number	Rate
A	13	32.5 %
B	9	22.5 %
C	18	45%
Total	40	100%

Table 3.8 The Purpose of Using Lexical Cohesion Devices in Language of Ads

As shown above? 45% of the students said that the purpose of using lexical cohesion devices in ads is to provide a texture to the text. The rest of them are divided into two answers some of them 32% said that they are used in order to achieve unity. While the other respondents 22% claimed that the aim of using lexical devices is fluency. We have noticed that the rates are approximate. As we know, cohesion is one of the important features that can build text texture in the text. Halliday and Hasan (1976) demonstrated that “ the concept of cohesion is semantic, it refers to the relation of meaning that exist within the text and that define it as a text”. The sense of cohesion in a text can be also achieved by the lexical cohesion devices. These connections allow sentences of a text to be seen as forming chain and form texture. “In order to complete picture of cohesive relation it is necessary to take into account also lexical cohesion “(Ibid, p.274). Thus the aim of using lexical cohesion devices in ads is that lexical devices are to create texture and cohesion and therefore achieve better understanding of the text.

c) Students' views towards ads that use reiteration

Item 9

Do you like ads that use reiteration?

Response	Number	Rate
Yes	27	67.5 %
No	13	32.5 %
Total	40	100 %
Option	Number	Rate
A	13	48.15%
B	8	29.63%
C	6	22.22%
Total	27	100 %

Table 3.9 Students' attitudes towards reiteration

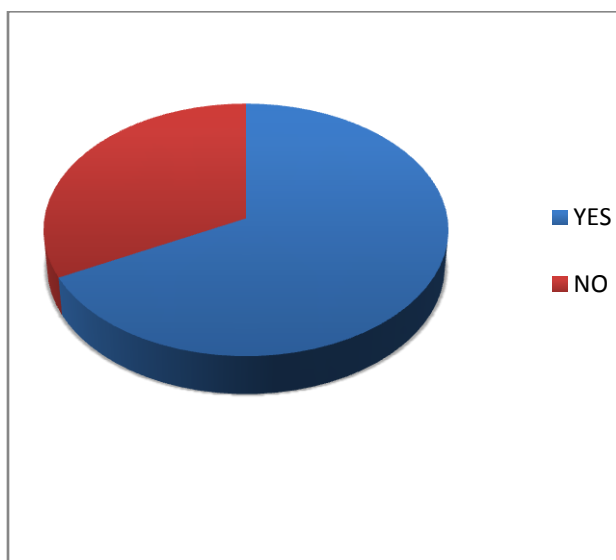


Figure 3.2 Students' attitudes toward reiteration

Students were asked whether they liked the ad that contains reiteration or not. Most of respondents 67% indicated that they liked it. Whereas only 32% of them responded that they did not. They were asked to express their attitudes in choosing the appropriate option.

- a. It motivates, convinces and attracts you to buy a product
- b. It makes you remember the brand name of product
- c. It increases your awareness about the product

The results are presented in the table 3.10. It has been found that most students prefer using reiteration in ads because it motivates, convinces and attracts them to buy a product.

Item 10

Do you think ads that use reiteration persuade consumer more than ads that do not?

Response	Number	Rate
Yes	34	85 %
No	6	15 %
Total	40	100 %

Table 3.10 Differences between Ads that Use Reiteration and Ads that do not

Table 10 indicates that 85% of respondents answered “yes” while 15% answered “no”. One can say that ads that incorporate reiteration as cohesive devices are convincing more than ads that do not because reiteration simply is an effective technique that is used to build identity awareness and customer memory .

3.3 Discussion of Results

A far as the interpretation of students’ questionnaire is concerned it is noticeable that huge proportion of respondents are interested in ads because they have seen that ads as a form of communication provide with crucial information about commercial products. They regarded ads as an effective way for persuading and encouraging them to buy products. But this does not mean that they buy their products according to what is advertised. The results revealed

that both grammatical and lexical cohesive devices are overused in ads because both of them serve as a tool making beauty, variety, force and power and unity. The use of lexical devices in advertisements can make the ad language more accurate, striking, and forceful, and the advertisements can be more attractive. As students indicated that the goal of using lexical cohesive devices in ads is to create a texture through the linguistic features such as, reiteration with its types and collocation. Furthermore, the participants expressed their views and perceptions about ads that include reiteration, most of them liked it. This justifies that reiteration is used in ads as an influencing tool to keep the brand and product in the forefront of consumers' minds.

3.4 Conclusion

The purpose of this study is to investigate the impact of reiteration on consumers' attitudes toward the product. In order to explore the possible effect of reiteration on language of ads, a students' questionnaire was designed and administered. As have been discussed above that the major findings of the present study confirm our assumption about the influence of reiteration on product buyers' attitudes.

General conclusion

Along the theoretical and practical chapters, one can come to the conclusion that lexical cohesion exceeds its cohesive role as textual linker and leads to global images of the products. Reiteration is used in advertising in order to better memorize the brand name, and familiarize people with the product. Advertisers use both lexical and grammatical cohesive devices, but the use of lexical devices such as reiteration in ads to make the language more accurate, striking, and forceful, and more attractive. This study has revealed that reiteration has great impact on consumer's response and perceptions.

Based on the conclusions drawn from the analysis of the questionnaire, the hypothesis, whether advertising announcements use reiteration as cohesive device influence and persuade the consumer to buy the product or service, is validated and confirmed. Generally an advertising message needs to be remembered and recognised by people. Therefore, the use of reiteration in advertising is necessary in order to help advertiser to enhance sales promotion. Also, reiteration is a key feature to motivate and persuade consumers to buy the product.

In short, we can say that this study paves the way to further research on the basis of the findings obtained and achieved in this work.

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Part two

The use of lexical cohesion devices in ads.

5. What kind of cohesive devices are generally used in ads?

a. Grammatical cohesion devices

b. Lexical cohesion devices

c. Both of them

6. Which of these lexical cohesive devices are more used in ads?

Reiteration

Collocation

conjunction

7. Do you think that lexical cohesion devices contribute the success of the ads?

Yes

No

8. What is the purpose of using lexical devices in advertisements?

a. To achieve unity

b. Fluency

c. To provide a texture to the text

Part three

Students 'views about reiteration in ads.

9. Do you like ads that use reiteration?

Yes

No

If yes why? (Please choose the appropriate option)

a. It motivates, convinces and attracts you to buy a product

b. It m makes you remember the brand name of product

c. It increases your awareness about the product

10. Do you think ads that use reiteration persuade consumer more than ads that do not?

Yes

No

Abstract

Advertising designers pay more attention on the use lexical cohesion devices such as: reiteration and collocation. Lexical devices are artful deviations and clever ways to express a message; they increase the persuasiveness of advertisements. Reiteration is an effective technique in advertising announcements. The present study examines the effect of reiteration in the language of advertisement on consumers' attitudes. The hypothesis of this study is: if advertising announcement uses reiteration as a cohesive device, then consumers will be more fascinated and convinced. This research is descriptive analytical in nature. The questionnaires of students help us to test the influence of reiteration in the language of advertisement in consumers' response. The study findings have shown that reiteration influences on consumers' response. Reiteration as cohesive device plays a very important role in both the language of advertisement and consumers' perceptions, acting as a key element for the success of advertisement. It creates the texture of the text as well as.

Keywords: reiteration, cohesion, lexical devices, advertisement

المخلص

يولي مصمم الإشهار اهتماما لاستعمال كل من اللغة و أدوات الاتساق المعجمي مثل التكرار والمتلازمات اللغوية. الأدوات المعجمية هي عبارة عن انزياحات فنية و أساليب عبقرية لإيصال رسالة. وبذلك تزيد من درجة أقتناعه الإشهار. يعتبر التكرار تقنية فعالة في النصوص الاشهارية. تعالج الدراسة تأثير التكرار في لغة الإشهار على سلوك المستهلك, وتبني هذه الدراسة على فرضية إن النصوص الاشهارية تعتمد على التكرار كأداة اتساق وبدلك يكون المستهلك أكثر انجذابا و اقتناعا ويعتمد هذا البحث على المنهج الوصفي التحليلي. ساعدتنا استبيانات الطلبة على اختبار تأثير التكرار في لغة الإشهار على استجابة المستهلك, وأفادت الدراسة إن التكرار له اثر على استجابة المستهلك. يلعب التكرار كوسيلة اتساق دورا فعلا في كل من لغة الإشهار وإدراك المستهلك, وبدلك يعد عنصرا مفتاحي في نجاح الإشهار.

الكلمات المفتاحية: التكرار, الإشهار, الاتساق, أدوات الاتساق

Résumé

Les désignes publicitaires paient plus d'attention sur les dispositifs de cohésion lexicale tels que : réitération et colocalisation. Les dispositifs lexicaux sont des déviations astucieuses et des moyens astucieux pour exprimer un message. Ils augmentent la force de persuasion des annonces publicitaires. La réitération est une technique efficace dans les annonces publicitaires. L'étude actuelle examine l'effet de réitération dans le langage de la publicité sur les consommateurs. L'hypothèse de cette étude est : si l'annonce publicitaire utilise la réitération comme un dispositif cohérent, alors les consommateurs seront plus fascinés et convaincus. Cette recherche est descriptive de nature analytique. Les questionnaires des étudiants nous aident à tester l'influence et l'impact de réitération dans le langage de la publicité dans ou à partir la réponse de consommateurs. La réitération en tant que dispositif de cohésion joue un rôle très important et intéressant dans le langage de la publicité et la perception des consommateurs, agissent comme un élément clé pour le succès de la publicité ainsi qu'il crée la texture de texte.

Mot clé : Réitération, publicité, cohésion, les dispositifs de cohésion