CRITICAL DISCOURSE ANALYSIS OF ACADEMIC ADVERTISEMENT

A Thesis Submitted to Department of English Education

In Partial Fulfillment of the Master of Education in English

Submitted by

Shobha Adhikari

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2020

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DECLARATION

I hereby declare that to the best of my knowledge that this is original; no part of it was earlier submitted for the candidature of research degree to any University.

Date: 11/02/2020   ……………………….

                                                              Shobha Adhikari

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Shobha Adhikari** has prepared this thesis entitled "**Critical Discourse Analysis of Academic Advertisement**" under my guidance and supervision.

I recommend this thesis for approval and acceptance.

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DEDICATION

My Parents and all the respected *Teachers*

ACKNOWLEDGEMENTS

ABSTRACT

The present study entitled **Critical Discourse Analysis of Academic Advertisements** is an effort to identify and analyze the linguistic features of academic advertisements critically in terms of lexical and syntactic features and to investigate discursive strategies used in academic ads to manipulate customers. Fairclough's three dimensional CDA framework was been used in order to achieve the objectives and reach at findings and conclusion of the study. This study covered hundred academic ads. I used purposive non- random sampling procedure and data were collected using observation guidelines as the tool of data collection. The data were analyzed and interpreted descriptively and thematically. It was found that the advertisers employ their ideology and maintain power through the use of different linguistic features and demonstration of pictures. Personal pronouns, adjectives and noun are used as lexical features as well as questions, imperatives, code- mixing, verb less sentence are used as syntactic features. The study also found advertisers used several discursive techniques like use of scientific evidence, celebrity endorsement, use of numbers, use of popular names, use of slogans, use of attractive pictures and so on. The study showed that the academic sectors are also highly inclined towards the marketing policy alike other sectors like beauty products, electronic gadgets and so on.

This research consists of five chapters. The first chapter deals with background information of the study, statement of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the study. The second chapter deals with related theoretical literature review, empirical literature review, implications of the reviewed literature and conceptual framework. Moreover, the third chapter deals with methodological part of the study. It consists of research design, sample and sampling strategies, sources of data, data collection tools, data collection procedure and analysis and interpretation of the data. The fourth chapter deals with analysis and interpretation of the data. Finally, the last chapter consists of findings, conclusions, and recommendations of the study.

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LIST OF SYMBOL AND ABBREVIATIONS

Ads.:   Advertisements

CDA: Critical Discourse Analysis

DA: Discourse Analysis

i.e. :   that is

M.Ed.:   Masters of education

MCDS: Multimodal Critical Discourse Studies

No. :   Number

p. :   Page

Reg. :   Registration

T.U. :   Tribhuvan University

CHAPTER ONE
INTRODUCTION

This is a research entitled "Critical Discourse Analysis of Academic Advertisement". The introductory of it includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

1.1 Background of the Study

Discourse is a wide ranging, heterogeneous and hybrid field of human inquiry (Mc Carthy,2010). In this sense, discourse has become a common currency in a variety of disciplines as in; as in critical theory, sociology, linguistics, philosophy, social psychology, and many other interdisciplinary fields. Matthews (2005, p.100) argues that discourse cannot be confined to sentential boundaries. It is something that goes beyond the limits of sentence. Discourse can also be used in any form of communication including the advertisements of product (Cook, 2001). Such advertisements use language use language and images, print or electro- media that inform, persuade, remind, influence and perhaps change opinions, emotions, and attitudes of the people. An analysis of the language and images critically is the domain of critical discourse analysis (CDA).

CDA is an interdisciplinary approach to the analysis of a text which aims to reveal the abuse of power promoted by those texts, by analyzing linguistic semiotic details in the larger socio- political contexts in which those texts circulate. CDA emerged from 'critical linguistics' developed at the University of East Anglia in the 1970s, and the term now is often interchangeable with CDA. According to Van Dijk (1993), critical discourse was first developed by the 'Manchester School of Linguistics' of which Norman Fairclough was the most prominent figure. CDA seeks to explore how power is invested through

language (Fairclough, 1989). Critical analysis of language focuses on how language is used and what it really means to the society. CDA is a type of discourse analysis that focuses on the way language exercises power in society.

In this study, I consider education as an ideology which is produced and reproduced through advertisements and analyze its lexical and syntactic aspects. Similarly, I planned to interpret the meaning of statements and pictorials used in academic advertisement. Generally, advertisers make the choice of language use to influence large audiences. Advertisers use many techniques to construct their advertising discourse. In this regard Cook (2004) argues that advertisements are always in complex interaction with the text around them, with music and pictures and with people who make and experience them. Different academic institutions like schools, colleges, universities and tuition centers too are using different sorts of strategies to attract the audiences so that they will choose them. The attractive language, the pictorials including their infrastructures, the manipulative language about their outputs are believed to be one of the reasons the consumers make their choice. Taking this as a social problem, I wanted to go in depth analysis of the languages in terms of their lexical and syntactic aspects.

1.2 Statement of the Problem

Language plays a vital role in the formation of society. It has vital role in media too. Advertising is the best way to communicate to the customers. Advertising helps to inform the customers about the brands available in the market and variety of products useful to them. Advertising is for everybody including kids, young and old. Further, Jhally (1987) believes advertising is a social practice which does not work in vacuum; it interlinks many things together like person and object, symbol, symbolism and power, and communication and satisfaction. To be truthful, content of an advertisement from culture cannot be separated.

The reason behind the selection of this issue for the research is to find out the features of language which are used in advertisements of the educational institutions in terms of their lexical and syntactic aspects. I review some of the theoretical and empirical literature but find very little work on discussion and analysis in the study of the academic advertisements from the perspective of CDA. So, I want to bridge such gaps and I hope this study will provide ideas to some extent.

People watch or read advertisements and perceive them to be informative and impartial. Academic advertisements in the popular magazines and newspaper form an integral part of business and involve a huge amount of money. As Sutherland(2010) stated' Almost everybody is interested in advertising' but are the consumers aware of the reality of the services, are they getting what they are being informed in the advertisements. The academicians tend to believe whatever shown in advertisement is real and try to influence the consumers join their institutions like schools, colleges, tutorial classes. The purpose of this study is to raise awareness, so the consumers do not get influenced by the language used in advertisements before joining to any academic institutions. The research was conducted on analysis of advertisements of admissions to schools, colleges, tutorial classes published in national and local newspapers. This   area consists a vague dimensions which starts from sharing the precious knowledge to doing a roaring business. As most of the people are saying that academicians are not trustworthy towards their promises, I, as a researcher tried to find out the strategies used by them in the advertisements brochures of their institutions. We must be based on certain theories to analyze the data's. This research follows the critical discourse analysis to analyze the discourse of academic advertisement and how it works on audience .This topic is significant in a sense this area lacks research. There is not sufficient research in this area though this area is very sensitive and needs to be researched thoroughly.

1.3 Objectives of the Study

The objectives of the study were as follows:

a) To examine the language used in academic advertisements in terms of their lexical aspects.

b) To explain the meaning of statements and pictorials used in academic advertisements.

c) To suggest some pedagogical implications.

1.4 Research Questions

The research study will try to find out the answer of following questions:

a) What are the linguistic features used in academic advertisements?

b) What is the meaning of statements and pictorials used in academic advertisements?

c) How Critical Discourse Analysis of academic advertisements help in developing the students' critical language awareness?

1.5 Significance of the Study

The present study Critical Discourse Analysis of Academic Advertisement will be useful in number of ways to various individuals involve in mass media and particularly in advertisements, discourse analysts, curriculum designers, textbook writers, teachers and of course, the students. There is some research conducted in the field of CDA but not in adequate number. So, I prefer this area in order to reveal some existing ideology in this field. This study will be equally benefited for the teachers which make them aware about critical pedagogy. In other words, the study will help them apply critical pedagogy inside the classroom. Similarly, the consumers of academic institutions will come to know about different discursive techniques the educational institutions use to influence them. Academicians tend to use the polished, standard as well as manipulative languages in their advertisements. Though it is said

educational sector is involved in a very pure task of enlightening the mind and heart of people, it is also found to be somehow inclined towards the marketization principle. Similarly, many students and parents are influenced by the way the service are promoted. In my experience too, when I did my SLC, I used to look at the advertisements of different colleges. There I mostly got fascinated by the physical infrastructures shown in the picture, similarly the persuasive languages and other aspects rather than concerning on the quality of education it spreads.These reasons too motivates me to study on this area.. This study mainly concentrates on the linguistic features of language used on academic advertisement and strategies used by advertisers to promote different features of product to capture the attention of the costumers. It follows the critical discourse analysis to analyze the discourse of billboard advertisement and how it works on audience.

1.6 Delimitations of the Study

The scope of this study is limited to different respects. The study will be limited to the analysis of language of academic advertisements meant for students only. Similarly, the study will further limit to the analysis of lexical and syntactic features and interpretation of meanings of statements and pictorials used to influence the consumer. The study will be also limited to the analysis of the language of hundred samples selected for the purpose of the study.

1.7 Operational Definition of the Key Terms

The key terms used in this study are defined as:

Advertising: Advertising is the means by which goods or services are promoted to the public.

Academic: It refers to describe work, or a school, college, or university, that places emphasis on studying especially for higher education.

Critical discourse analysis: Critical discourse analysis is an interdisciplinary branch of knowledge which studies language as a form of social practice.

Discourse analysis: Discourse analysis is the analysis of a language beyond its sentence level construction. It studies as to how the sentences form larger units of language such as paragraphs and conversation in order to convey the contextual meaning.

Academic Advertisement: Those advertisements that belongs to the promotion of educational institutions like school, colleges, universities and so on.

Lexical aspect: Relating to words or vocabulary

Syntactic aspect: The way in which linguistic words are put together to form phrases, clauses, sentences.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of the study consists of review of the theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework for the study.

2.1 Review of Related Theoretical Literature

Review of theoretical literature provides an insight to researcher related to a number of aspects that have direct or indirect bearing in the research topic. I have reviewed different literature to build up the wide idea on the topic and the conceptual framework is developed. In order to understand the concept of CDA and its role in advertisements, I mainly reviewed Fairclough (1989,1992, 1998, 2010), Van Dijk (1998), Kaur, Arumugan and Yunus(2013), Vahid (2012).While reviewing the literature, I mainly concentrated on CDA, its objectives, agenda, ideology, and society at large but Fairclough (1992) was targeted.

2.1.1 Concept of Discourse Analysis

Discourse analysis, in particular, describes investigating the structural mechanisms a writer has to deal with when articulating his message. A speaker, in contrast, once getting the turn[3] has to organize what he intends to say, consider what the other participants of the conversation know and do not know, as well as sequence everything in a coherent way (Yule 1996). But when writing a message down instead of talking to other people, the speaker (who is now the writer) has to consider the absence of the listeners' immediate interactive feedback, which makes his message more complex to organize. American linguist Zellig Harris first introduced the term discourse analysis in 1952. Heexplained discourse analysis as a way of analyzing connected speech and writing (Paltridge, 2012 p. 2). Discourse analysis involves both spoken and

written form of language. It concerned with the study of the relationship between language and the context in which it is used. In this regard,(McCarthy, 1991) says that, it takes into account the relationship between language and social and cultural context where language is used. Similarly, Cook(2004) states that discourse analysis not focused only on language it also examines the context of communication where it concerns things like; who is communicating with whom and why; in what kind of society and situation; through what medium; how different types and acts of communication involved; and their relations to each other. Discourse is not only about the language use, it also concerned with who used it in which situation and why. In discourse, text and context both have important role.

> In this way, discourse analysis can be taken as analysis of both written as well as spoken form of language (discourse). It does not only study the text; form of language but also the context or setting of that text. It also tries to rise why question to it and try to find mentality behind the text (discourse). CDA is advance form of discourse analysis. It tries to studying and analyzing both written and spoken forms of language, displays diffuse sources of power, dominance, inequality and bias. It is a interdisciplinary approach to the study of discourse that views language as a form of social practice

2.1.2 Concept of Critical Discourse Analysis

Critical discourse analysis emerged from 'critical linguistics' developed at the University of East Anglia in the 1970s, and the terms are now often interchangeable. CDA was first developed by the Lancaster school of linguists of which Norman Fairclough was the most prominent figure (Wodak & Meyer,2001). According to Fairclough (1995), critical discourse analysis is an

interdisciplinary approach to the study of discourse that views language as a form of social practice. Scholars working in the tradition of CDA generally assume that social practice and linguistic practice represent one another and focus on investigating how societal power relations are established and reinforced through language use. CDA is the analysis of discourse which focuses on how language exercises power in a society. For critical discourse analysts, language does have power in written and spoken discourse. In the same way, Paltridge (2012) states:

> Critical Discourse Analysis explores the connections between the use of language and the social and political context in which it occurs. It explores issues such as gender, ethnicity, cultural difference, ideology and identity how these are both constructed and reflected in texts. It also investigates ways in which language constructs and is constructed by social relationships. A critical analysis may include a detailed textual analysis and move from there to an explanation and interpretation of the analysis, (p. 179).

CDA is not only limited to the description and interpretation of the role of language in the society. It tries to explain why and how language does work in the society. It begins with an interest to uncover the reality, power behind the discourse and transforming conditions of inequalities. Power comes from the dominance of the social institutions on the public by controlling the common 10 discourse. Similarly, controlling over the mind of people causes the reproduction of domination and hegemony. In society, common people are the victims of dominance, and those people or institution who have control over discourse and can determine which one to believe and which not. Baxter (2010, as cited in Nugrawidhanti, 2016, pp.19-20) mentions a number of central key features regarding CDA's critical perspective. These are as follows:

a) Language as social practice

In CDA language use in speech and writing is seen as a social practice in two-way relationship in which discourse is considered to be socially constitutive and socially shaped.

b) Relation between language and power

CDA is distinguished by its concern to relationship between language and power. It realizes that discourses are so influential that they can help to produce and reproduce unequal power relations between different groups in society.

c) CDA starts from existing social problem CDA tries to raise the voice of voiceless people. It takes the point of view from those who are victims of discrimination or who suffer the most and critically analyze those who have the power, those who are responsible for discrimination and those who can solve such problems.

d) Examines textual features

It examines textual features such as sentence structure, verb, tense, syntax, and so on. However, this microanalysis is placed within a critical perspective and the contextual frame of the production and consumption of the discourse.

e) Inter-discursively/ inter-textuality

It deals with the ways a text is always affected and inflicted by other discourses.

f) Deconstruction

It analyzes how power relations represent identities, subject position and interactions within discourses and texts and how social inequalities created. Critical discourse analysis is a field concerned with studying and analyzing both written and spoken text to expose the discursive practices of power,

domination and inequality. Similarly, it examines how these practices are maintained and reproduced with social, political and cultural context.

Finally, CDA is essentially an approach which is interpretive and explanatory with the systematic methodology and investigation of context. It perceives discourse as a form of social action as it is intentionally produced.

2.1.3 Objectives of Critical Discourse Analysis

The main objective of CDA is to unmask the hidden ideology and power that resides in different discourse. Graffin (2007)believes that CDA helps to unearth some hidden and 'out of sight' positions, and perspectives. It further explores the connection between the use of language and the social and political contexts in which it occurs. Fair clough (2010, p.26)states "ideologies are a significant elements of process through which relations of power are established, maintained, enacted and transformed".CDA not only informs people about the social problems but also make people aware of it. It helps people to raise voice about hidden social problems and issues, i.e. gender bias, inequality, dominance, prejudice, power abuse and so on. Hence, CDA is the voice of voiceless people.

Likewise, CDA can contribute to educational change for individuals, for institutions, and for societies. (Janks 1993). CDA focuses on the micro and macro aspects of the discourse formation. It clarifies how the discourse is formed in its institutional and societal level. CDA explicitly addresses social ill practices. CDA aims to seek how the discourse is formed and what its effect is in the life of people. CDA highly resists the elite group discourses which exploit power in the society. The power of dominant groups may be integrated in laws, rules, norms, habits, and even a quite general consensus, and thus take the form of what Gramsci called "hegemony" (Gramsci 1971).Hence, this approach is a useful tool to uncover power behind language and image used in different scenarios and different contexts.

2.1.4 Ideology and Critical Discourse Analysis

An ideology is a set of opinions or beliefs of a group or an individual. Very often ideology refers to a set of political beliefs or a set of ideas that characterize a particular culture. Locke (2004, p.33) defines ideology as an "elaborate story told about the ideal conduct of some aspect of human affairs". The power of ideology lies in its truth value, which is determined by the number subscribing it. On the other hand, Fairclough (2010, p.26) finds ideologies as 'significant element of process through which relations of power are established, maintained, enacted and transformed". This statement clarifies ideology is a medium through which power relations are maintained in the society. CDA deeply analyses and interprets the texts and discourse that intertwined with ideologies. In the print media also we can see varieties of text related to different issues.

CDA keeps relationship between language, power, and society at the center of analysis. CDA seeks to explore how power is invested through language. (Fairclough, 1989). Different beliefs are found in various fields. There is always the relationships of causality and determination between discursive practice of the media, events and texts with the social and cultural structures in society (Fairclough, 1995a). Among different forms of discourse academic advertisement is also a form of media discourse which aims to analyze the hidden ideologies of advertisers which influence the consumers i.e. parents, teachers and stakeholders. . In this regard, Fairclough (1992), argues that discourse has various dimensions- economic, political, cultural, and ideological and discourse may be mixed up in all of these without any of them being reducible to discourse. In advertisements, ideologies are produced and reflected within the discourse by the advertisers. The main purpose of ideology is to bring change in the society. Similarly, ideologies are abstract things which can be applied in real situation. Fairclough (1992), states that the function of ideology is to construct texts which constantly and cumulatively impose assumptions upon the interpreter and the text producers, typically without

being aware of them. Similarly, advertisements were also guided by the advertisers/ companies' ideologies like cultural ideology, patriarchal ideology, and social ideology. So, by they are not only promoting their products, they are also spreading some message to the society. Sometime such messages can bring negative change in the society. So, the advertisers should be careful about social responsibility while designing the advertisements. .

2.1.5 Society and Critical Discourse Analysis

Language in social life is a major series which highlights the importance of language to an understanding of issues of social and professional concern. CDA clearly shows the relation between language and society. Van Dijk (1998) says the discourse studies deals social domination and inequality which are theoretically and analytically quite diverse because it does not have any unitary theoretical framework.

Fairclough advocates that CDA provides theories and methods for the study of the relation between discourses, social and cultural developments in different domains. It systematically explores the relationships of causality and determination between discursive practices of the media, events and texts with the social and cultural structures in society (Fairclough, 1995 a).Similarly, CDA starts by identifying a social problem, takes perspectives of those who suffer most, and critically analyses these in power, those who are responsible or have the means and opportunity to solve such issues (Van Dijk, 1998). In our everyday life we are facing different sorts of discourses and they are serving various functions. But what the concern is we may not be able to judge it critically all the time. This study primarily focuses on media discourse that occurs in newspaper advertisement related to educational field. The research work will be oriented towards the power relations and ideological works represented in academic ads.

2.1.6 Concept of Advertisement

Advertisements are strong means of media discourse which plays crucial role in the society. Vahid (2012, p.37) claims "emergence of advertising goes back to 1950s and 60s". It means the history of advertisements at that time. He further asserts advertisements as' a commercial tool' and states "advertising has been a subject for many studies and the analyzing of advertising is of growing importance". (ibid). The field of advertising like any other stylistic field has to make choices on how to use language because the linguistic choices of media discourse plays crucial role to lure people. Advertisers choose various ways to take ads reached to consumer's hands. Kaur, Arumugam and Yunus (2013) say, "Advertisements reach out to consumers through various mediums such as internet, radio, television, magazines and newspapers"(p.61).

Advertising is a phenomenon of publishing or displaying linguistic, non-linguistic and paralinguistic contents in the print or electronic media in order to persuade audiences, readers, viewers or listeners to buy or make use of the commercial products or services. " Languages and visuals of advertisements play main role to attract viewers" Iqbal, Danish and Tahir (2014, p.122). Advertisements are nowadays, a form of public discourse in its center power and ideology interact and can be used to express and impose ones' ideology. Furthermore, advertisements also plays a very great role in our society to communicate messages related to our daily lives. Among others, advertising contributes to the creation of opinions, the production of certain roles that viewers take up after idiols and the creation of shared knowledge. Advertisements is not only an economic entity , but it also deals with values, attitudes, and ideas shaping culture (Sinclair,1987). It means advertisements is attached with our cultural factors and which is represented on it. Further, Jhally (1987) believes advertising is a social practice which does not work in vaccum; it interlinks many things together like person and object, symbol, symbolism and power, and communication and satisfaction. To be truthful, we cannot separate the content of an advertisement from culture.

2.1.7 Critical Discourse Analysis in Advertisement

Advertising is important for every aspects of a business. It plays an imperative role for both manufacturers and consumers. Advertisers use visual and linguistic means to persuade their audience. Advertising in mass media content intended to persuade audiences, readers, viewers or listeners to take action on products, and ideas. The idea is to drive consumer behavior in a particular way in regard to a product, service or concept. Media has made wider use of advertisements not only to sell the things, these organizations produce, but also to internalize different ideologies among masses to get their purposes. Now even education has become a powerful tool in their hands. (Babur, 2011). The educational sector sees ms to be highly inclined towards the policy of advertising to reach the pick of market. The strategy they used to influence the consumers made me choose this area for my research study. Therefore, I planned to analyze the linguistic features and pictorials using the CDA framework.

Since the advertising is concerned in the present study, the term "media discourse" should be referred. It can be defined as the interactions that take place on a broadcast platform, either spoken or written, where the discourse is addressed to a non-present listener, viewer or reader (O'keeffe, 2001). This means that the addressees of such discourse cannot give immediate responses to the producers of the discourse. However, this is now changing with the developing technology. To put it differently, media discourse is manufactured for public and it is not just like daily spontaneous conversations. Instead, it is a form of interaction which is open to everyone (O'keeffe, 2001). For this reason, it is essential to understand or investigate media discourse critically. As a type of spoken media, advertisements can be one of the most crucial media discourses in terms of manipulated language use and hidden ideologies. According to Abdelaal and Sase (2014), advertisements are a part of our daily lives and they convey certain messages. In this way, they deal with values, attitudes, and shared knowledge that compromise a culture. Relatedly, Jhally

reports that advertisements gather together so many things such as person, object, symbol, power, communication and so forth (Abdelaal & Sase, 2014). That is to say, it is almost impossible to separate the messages in an advertisement from culture. It can also be pointed out that advertisements shelter a number of aspects that are interrelated as Jhally indicated and this may be an indication of how complex and intriguing advertisements are. Similarly, Woods (2006) and Bloor and Bloor (2007) are of the same opinion. They emphasize that advertisements are complex and interdisciplinary although they are very short and scanty. Woods (2006) adds that there might be some informative advertisements while some other advertisements aim to persuade people. Tahmasbi and Kalkhajeh (2013) indicate that for ordinary people, it is hard to discriminate between informative and persuasive advertisements for which discursive patterns are very crucial in regard to creating the message. To find out the message, which is generally hidden, CDA could be a quite effective method.

When advertisement-related literature is examined, it is seen that intertextual elements are encountered in advertisements and most of the time; the genres that people generally follow take place purposefully (Williams 2003). This shows that advertisers really know the characteristics of their audience. By taking those characteristics into account, they are able to know how they should design their messages both visually and linguistically. At this point, it may be noted that the researchers who are conducting a CDA on advertisements should also give place to semiotics because signs are a form of communication. Another reason is that semiotic, as much as linguistic units, plays an important role in the connection between discourse and ideology. Accordingly, the focus of the present study is upon the critical analysis of discourse of a bank advertisement on the way of uncovering the implicit ideologies created with the power of words and images.

2.1.8 Advertising Discourse

Analyzing advertising as discourse is a complex task because it involves different approaches to describe its elements. Advertisers use many techniques to construct their advertising discourse. In this regard Cook (2004) argues that advertisements are always in complex interaction with the text around them, with music and pictures and with the people who make and experience them. Similarly, he states that describing and analyzing discourse of advertising involve contextual analysis. According to him, discourse means text and context together where both parts in a way which is perceived as meaningful and clear by the peoples. The following figure presents the elements interacting in advertisements:
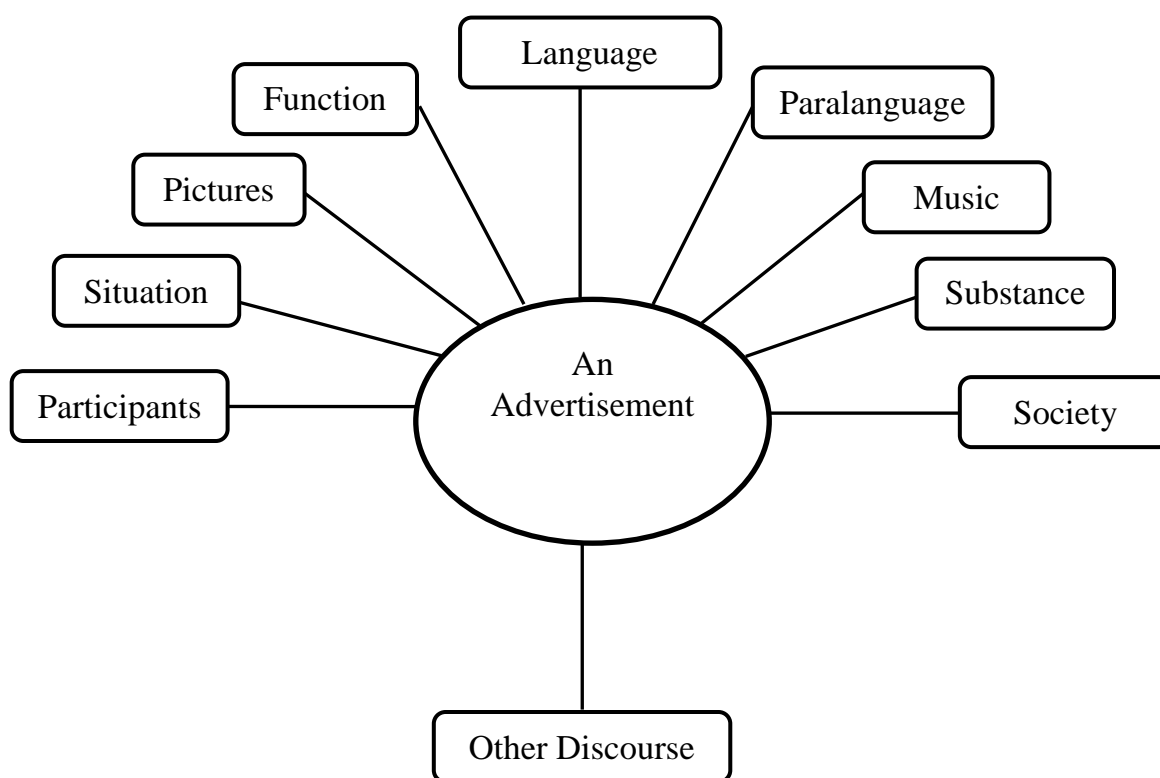

Figure 1. Interaction of Elements in ads (Cook 2004, p. 6)

Similarly, Cook (1996) argues that discourse analysis not only focuses on language it also examines the context of communication where it concerns things like; who is communicating with whom and why; in what kind of

society and situation; through what medium; how different types and acts of communication involved ; and their relations to each other. Discourse is not only about the language use, it is also concerned with who uses it in which situation and why. So in discourse, text and context both have important role. According to Cook (1996, p.2), context includes eight items:

1. *Substance*: the physical material which carries or relays text.

2. *Music* and *pictures*

3. *Paralanguage*: meaningful behavior accompanying language, such as voice quality, gestures, facial expressions and touch (in speech), and choice of typeface and letter sizes (in writing).

4. *Situation*: the properties and relations of objects and people in the vicinity of the text, as perceived by the participants.

5. *Co-text*: text which precedes or follows that under analysis, and which participants judge to belong to the same discourse.

6. *Intertext*: text which the participants perceive as belonging to other discourse, but which they associate with the text under consideration, and which affects their interpretation.

7. *Participants*: their intentions and interpretations, knowledge and beliefs, attitudes, affiliations and feelings. Each participant is simultaneously a part of the context and an observer of it. Participants are usually descry Participants are usually described as senders, addressers, addressees and receivers.

8. *Function*: what the text is intended to do by the senders and addressers, or perceived to do by the receivers and addresses.

A discourse can simply come out through different talks and discussions based on cultural and political context of an individual or an institution that produce it for an indented meaning. It is also an attempt to fix a web of meanings within a

particular domain (Jorgenson & Phillips, 2010). Therefore, while analyzing discourse the cultural and political context should be considered.

2.1.9 The Role of Advertisements

Advertising is the most important weapon to market any product or service. To success an advertising campaign there should be creative minds to promote. Advertising has become a very prominent occurrence in our lives in present scenario. Among others, advertising contributes to the creation of opinions, the production of certain roles that viewers take after their idols and the creation of shared knowledge. Advertisement is not only an economic entity, but it also deals with values, attitudes and ideas shaping culture (Sinclair, 1987). It means advertisement is attached with our cultural factors and which is represented on it.

According to Cartwright (2002,p.214) advertisements are used to influence the behavior of others in the supply chain; to create awareness of products, ideas or services; to facilitate changes; to reinforce the behavior of existing customers and to create organizational brand image. Hence, the primary goal of advertising is hypnotize the target groups or clients. However, it has its secondary functions as well such as to "amuse, inform, misinform, worry or warn, "(Cook 1992, p.10).The basis of any advertising technology is the manipulation of consumer behavior. Manipulation is always done secretly, because who, being in a right mind, will agree to be forced to perform any acts. The most important thing is that the choice we made will be considered by us as our own reasonable and balanced decision. There are plenty of manipulation methods, for example, such techniques as fragmentation and localization. When, for example, the most interesting article in magazine is divided into several parts, which are scattered around the magazine. 49 Thus, the reader is forced to look through the whole magazine, including advertising tabs. On TV the promotional tabs always interrupt the movie at the most interesting scene, but as the viewer tends to see the end of the story, he is forced to watch the

advertising as well. (Fennis & Stroebe, 2010). It is very effective and easy method of manipulation, especially in political advertising, when carefully chosen rumors diluted by unrelated and insignificant pieces of truth, presented on a background of foggy reasoning of some "experts" from a little-known research institutes, are issued for a reasoned analysis of the situation. Advertising not only uses non- linguistic features such as visuals and images but also linguistic, or both features. Thus, such discourses can be considered as a distinct functional style. It is, therefore, natural that the language used in an advertisement is also specific when compared with other styles. Ads also address to the projected audiences keeping in view their age groups. They trigger their emotions and feelings. Habiba (2008, P.53) says "use of image is a very popular culture these days because they attempt to create a relation between the commodity and the social or cultural characteristics and qualities of the products to the desires of people". They not only have the role of reinforcing the idea of selling a product , but also have a strong role in setting " a worldview, a lifestyle and value system", (Kellner, 1995, p,127).

2.1.10 Fairclough's Model of Discourse Analysis

Fairclough (1992) approached a new way to analysis the discourse to show the relation of linguistically oriented discourse analysis with the social and political thought related to language and discourse. He created a framework by which social changes through language use can be analyzed. This three- dimensional model can be used to analyze discourse as text first, then the discursive practices of it and later the social practice of discourse.

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┌─────────────────────────────────────────────────────────┐
│         Conditions of production and interpretation       │
│   ┌─────────────────────────────────────────────────┐     │
│   │        Process of production and                 │     │
│   │             interpretation                       │     │
│   │   ┌─────────────────────────────┐                │     │
│   │   │                             │                │     │
│   │   │                             │                │     │
│   │   │          Text               │                │     │
│   │   │                             │                │     │
│   │   └─────────────────────────────┘                │     │
│   │        Discourse Practice                        │     │
│   └─────────────────────────────────────────────────┘     │
│                                                           │
│   Socio-cultural practice (Situational, institutional, societal) │
│                                                           │
└─────────────────────────────────────────────────────────┘
                                                    Text


                                                    Analysis)
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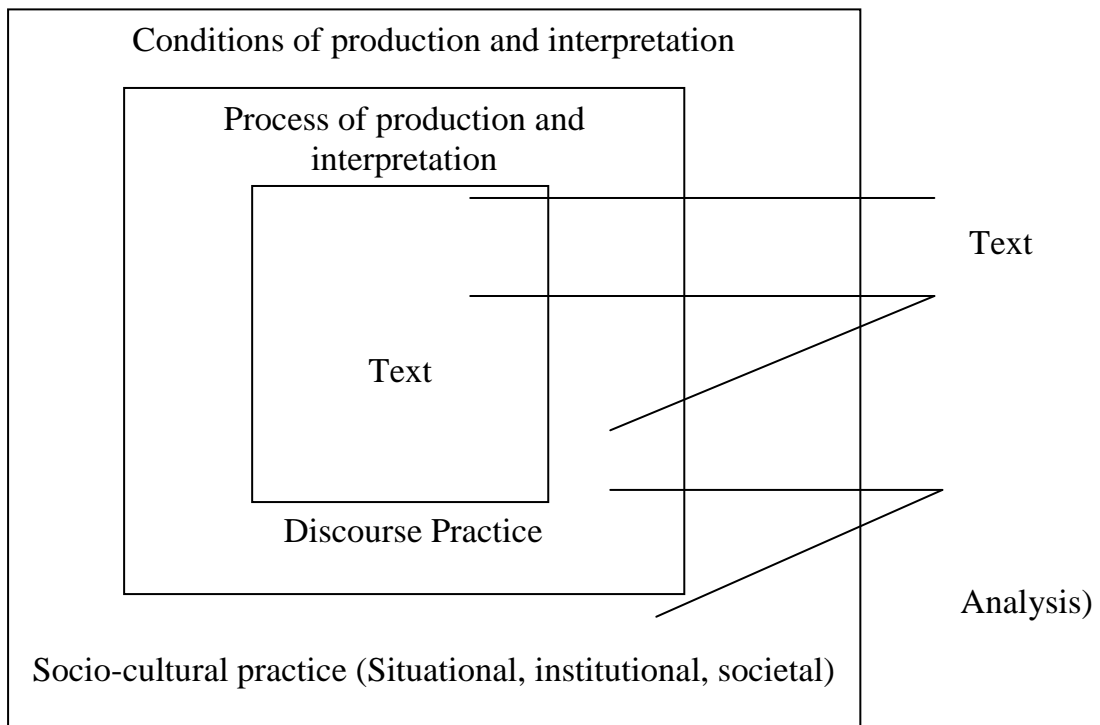
Figure 2: Fairclough's Three Dimensional Model for CDA

As the above figure depicts, in order to describe a text, we consider the linguistic elements, their sequences, overall layout and the visual inclusion on it. Similarly, while interpreting the text both linguistic and non- linguistics features, their perceptual meanings are derived and finally their status in the social culture is analyzed critically. Fairclough believes text is a minimal unit in any discourse and is interrelated with other social aspects. To understand the text we need to understand the context too. Every discourse is affected by its institutional and cultural practices. The elite people produced the text with full control and maintain power and ideology within the text. Such discourse massively affects the society as a whole.So, these three elements are interconnected with each other what Fairclough says micro, meso and macro level of analysis.

2.2 Review of Empirical Literature

I have reviewed the following

g available empirical literature for my study. Rai (2018) conduct a research on 'Critical Discourse Analysis of Beauty Product Advertisement'. The main objectives of her research were to analyze the linguistic features of beauty product advertisement in terms of their lexical and syntactic features and to investigate the discursive techniques used in a beauty product advertisement that represents the identity of women. She used the qualitative research design to complete the objective of her research. She used observation checklist as a research tool to collect required data for her study. From the data she selected the hundred beauty products advertisements by using purposive sampling procedure. She analyzed and interpreted data descriptively by using Fairclough's (1992) framework. After analyzing the data she found that beauty product advertisers used different types of linguistics features such as pronouns, positive and negative adjectives, compound words and sentences to attract women. Similarly, advertisers used different types of strategies such as picture of celebrities, emotive words, and partition of pictures to manipulate women. This study revealed how the ideology of beauty is constructed and reconstructed through advertisements by stereotyping how beauty products are synonymous with successful life.

Likewise, Vahid and Esmaeli (2012) conducted research entitled "The Powerbehind Images: Advertisement Discourse in Focus." The main objective of this research was to investigate the intentions and techniques of consumer productcompanies to reach more consumers and sell more products. They analyzed sixdifferent advertisements (product and non- product ads). Norman Fairclousg's 3-D model and Kress and Van Leeuwen's grammar of visual design were usedto analyze the data. There study showed that when a private producer intends to persuade the viewer to buy special product, they gives the power to the viewer.While the advertisements were produced by the government, it tries to show her power.

Similarly, Bhatta (2013) conducted a research on 'Critical Analysis of Classroom Discourse'. The objective of this research was to analyze the classroom discourse critically in terms of interactional control, politeness and power. He used both primary and secondary sources of data. Teacher and students at secondary level of three private school of Kathmandu district were the primary source of data. He recorded nine conversations from selected 22 schools. As a research tool he has used observation and audio recording. He found that teacher dominance had reflected in turn taking systems, in exchanging structures, topic control and overall discourse. Similarly, the teacher domination was found desirable. Power was shown by teacher's overlaps, questions, commands and the ways they addressed their students.

In the same way, Zang(2014) conducted a research on 'A Critical Discourse Analysis of Political News Reports'. The main objective of this research was to analyze the linguistic features, news production and social context of American media critically in relation Iraq war. He collected the news stories from 'New York Times' which is a leading newspaper in America. The news reports were analyzed by Fairclough's three dimension framework and Halliday's functional grammar. He found that language and ideology is mutually determined. The language in news discourse is by no means neutral. American media try to justify the importance of war in Iraq and boost the morale of American army. The reports help to criticize Saddam, win support and finally justify the war.

Babur (2014) undertook a research on 'Discourse Analysis of Advertisements of School admissions in Pakistan'. The purpose of the research were to find out which devices of language do the school use in their advertisements and to figure out how and why schools make use of pictures in advertisements. The researcher investigated different school brochures which are meant to be published for the admission purposes in Pakistan using Fairclough(2003) three dimensional model of CDA. The researcher found out that the use of language in school advertisement is astonishingly manipulative.

Similarly, Chapagain (2016) conducted a research on 'A Critical discourse Analysis of Political News Stories in English Dailies'. The main objectives of

his research were to identify and analyze the formal features of political news stories critically in terms of metaphor, modality and transitivity and to analyze the discursive practices and ideological hegemony within political news stories from newspapers. He used survey research design to get the objective of his research. To collect representative data from three newspapers, i.e. The Kathmandu Post, The Rising Nepal and The Himalayan Times he used observation checklists as the tools for data collection and non-random purposive sampling strategy to select the data. He employed analytical and descriptive method to analyze the data. He found that the conceptual metaphors are used to highlight the relationship between two countries Nepal and India. Similarly, some high value model makers are used to carry over the positive image of Indian rulers in Nepalese society. He found that political leaders and news writers have used different discursive practices such as presentation of glorious past and fear to future to control the people ideologically.

2.3 Implication of the Review for the Study

All the above reviewed works are related to this research. These research works have provided me a lot of ideas on choosing the proper research area, research design. Similarly, I also got the idea to conduct critical study on language use. Likewise, I also got the idea on analyzing the images and pictures in the ads.

The dissertation of Rai (2018) provided me the insight regarding the application of Fairclough (1992) model in the critical discourse analysis of language. Similarly, I learnt to study on the positioning of the pictures used in the ads. The study carried out by Babur (2018) on' Discourse Analysis of Advertisements of School Admissions in Pakistan' helped me more to be specific to my area. It helped me to figure out how schools use the manipulative languages to attract parents and students.

The research work of Zhang (2014) helped me to investigate techniques used in political news stories. It also helps to find out the hidden ideology that exhibits the power in media discourse. From the research of Bhatta(2013), I learned how we are encountering the power hegemony in our everyday life. More specifically, I come to know the idea how the power hegemony used to

takeplace upon lower class people by so called senior ones in spoken discourses. In the same way, the review of Vahid and Esmaeli (2012) helps me to accumulate the idea to analyze the pictorials from the perspectives of CDA.Also I learned to apply different models like 3-D model in the research.

2.4 Conceptual Framework

A conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Kumar (2009) says "The conceptual framework stems from the theoretical framework and concentrates usually on one section of the theoretical framework which becomes the basis of the study ".As I mentioned earlier, I tend to follow the Fairclough's one of the approach of CDA, here in the present study I will make use of the following conceptual framework:

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                    ┌─────────────────────────┐
                    │ Academic Advertisement  │
                    └─────────────────────────┘

      ┌──────────────────┐              ┌──────────────────────┐
      │ Textual Analysis │              │ Discursive Strategies│
      └──────────────────┘              └──────────────────────┘

   ┌─────────┐   ┌───────────┐
   │ Lexical │   │ Syntactic │
   └─────────┘   └───────────┘

  ┌──────────────┐   ┌──────────────┐          ┌──────────────┐
  │ • Pronoun    │   │ • Questions  │          │ • Sign       │
  │ • Adjective  │◄─►│ • Imperatives│          │ • Symbol     │
  │ • Noun       │   │ • Code mixing│          │ • Colours    │
  └──────────────┘   └──────────────┘          │ • Pictures   │
                                                │ • Idioms     │
                                                └──────────────┘

  ┌─────────────────────────────────────────────────────────────┐
  │            Social Practice of above elements                │
  └─────────────────────────────────────────────────────────────┘
```
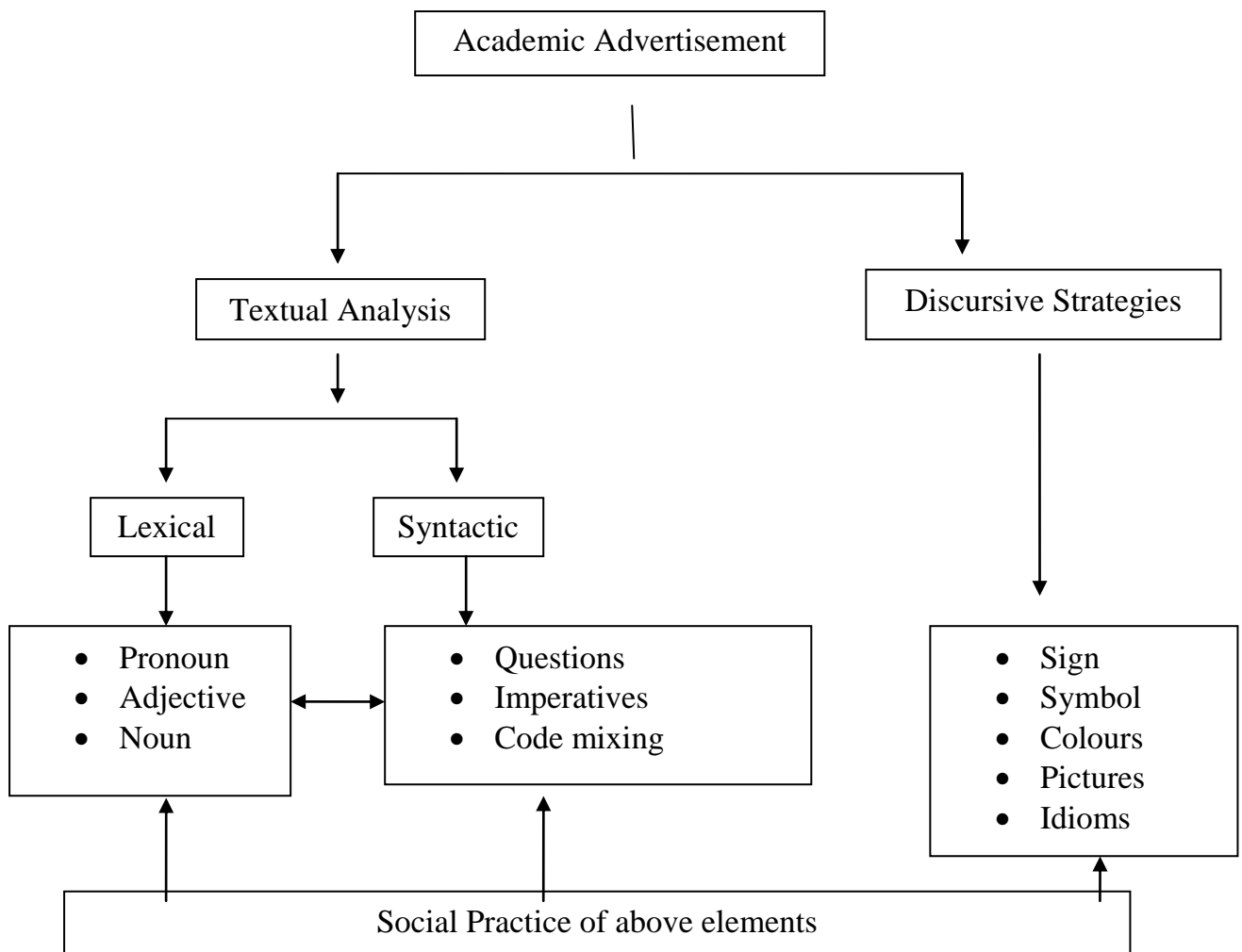
Figure 3: Conceptual framework

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CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This chapter includes design of the study, sample and sampling strategy, sources of data, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical consideration. I will be following the given procedures to achieve the objectives of my research.

3.1 Design of the Study

Research design is the arrangement of conditions for collecting and analysis of data to solve the research problem in a systematic way. According to Kerlinger (1986, p.279), "A research design is a plan, structure and strategy of investigation so convinced as to obtain answers to the research question or problem". It is a plan and guideline which helps researcher to complete the research. One research design will not fit to every research. It differs according to nature of the research.

This research study employed qualitative research design. According to Merriam (2009, p. 5), "Qualitative research is interested in revealing the meanings of a phenomenon, understanding how people perceive their experiences, how they construct meaning and how they attribute meaning to their experiences". Similarly, in the word of Cohen, Manion and Morrison (2007, p.261), "Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities." In qualitative research data is analyzed by organizing, explaining and interpreting on the basis of the objectives of the research. This study used Critical Discourse Analysis (CDA) to analyze and interpret data. Fairclough (1995) states that CDA is an analytical framework which is concerned with the study of language and its relation to power and ideology and becomes a

resource for people who struggle against domination and operation in its linguistic form. In order to answer the problem, Fairclough's 3D model of CDA was used.

3.2 Sample and Sampling Strategy

Among many advertisements (such as food, educational, beverages, clothes, garments, beauty products, electronic gadget etc.) hundred of academic advertisements relating to academic fields were selected for this study. To collect data I visited different publications, stationary and schools as well as colleges where the intended data are meant to be found. Similarly, the advertisements in online form of different newspaper dailies are taken as the sample. After that I analyzed the language used over there in terms of lexical and syntactic structures as well as the meanings of statements and pictorials used.

3.3 Source of Data

The study required both primary and secondary source of data.

3.3.1 Primary Sources

The primary sources of data were 100 samples of academic advertisement collected from different local and national newspaper dailies. They were chosen using purposive sampling procedure.

3.3.2 Secondary Sources

The secondary sources of data included different books such as Fairclough (1992), Fairclough (1995), Fairclough (1998), Fairclough (2010), research articles, journals, and thesis.

3.4 Data Collection Tools and Techniques

Observation was used as a technique to collect the required data. However, observations guidelines were developed to list and categorize the linguistic data and non- linguistics data. For the linguistic data, both lexical and structural items were separated to ease analysis later.

3.5 Data Collection Procedures.

The advertisements for the study were the ones published in online as well as printed forms of newspaper. In order to collect the authentic data, I followed the stepwise procedures. First of all, I visited different stationery and college administrations of Kathmandu district to become familiar with the academic advertisements available for my study. Second, I purposively selected those magazines, brochures which contain academic ads. Third, I collected the selected brochures and newspapers. Fourth, I made observation guidelines and carefully selected the language items used in them and categorized the lexical and syntactic features. Finally, I analyzed the meaning of pictorials and linguistic features used by advertisers using Critical Discourse Analysis framework.

3.6 Data Analysis and Interpretation Procedures

The collected were analyzed and interpreted descriptively by using Fairclough (1992) CDA framework. This framework includes three major components, i.e. text, discourse practice and socio- cultural practices. I also analyzed the images given in the ads.

3.7 Ethical Considerations

Ethics is the main phenomenon to be considered while doing a research so that the informants' identity may not be jeopardized. One another important ethical aspect is about plagiarism. To avoid the risk of plagiarism, Igive proper credit to the authors of books, journals, articles, and research works. This study is

limited within hundred samples that I collected. Ethical consideration is one of the main aspects of the research. In the words of Cavan (1977, as cited in Cohen, Manion & Morrison, p.58), ethical consideration is, "a matter of principled sensitivity to the rights of others, and that 'while truth is good, respect for human dignity is better". Researcher should be sensitive in the context of privacy of participant, inform consent & manipulation of data by him/herself. We know that, sensitivity is the main principle in ethical consideration of any kind of research activity. During my study, I collected photographs of commercial academic advertised which were publically advertised. I did not manipulate the collected data but it was analyzed qualitatively. I did not harm any stake holders of academic advertisers. I did proper citation and reference to the authors of the books, articles, journals and research works to avoid plagiarism

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

The collected data for the study were analyzed and interpreted to derive findings of the study. So, this chapter of the thesis includes the analysis and interpretation of the results.

4.1 Analysis of the Data and Interpretation of the Results

The analysis and interpretations are divided into three main sections regarding the three levels of Fairclough's three dimensional frameworks. The first part deals with the micro level of analysis, it concerns with the linguistic features of academic advertisement. The second level of analysis investigates discourse strategies of academic advertisement to attract costumers towards their product. The third part of the analysis discusses the ideological and social meaning of academic advertisements.

4.1.1 Linguistic Features of Academic Advertisement

This part is to answer research problem number one which related to linguistic features used in academic advertisements. The linguistic features, in terms of grammar, cohesive devices and metaphor are analyzed.

4.1.1.1 Grammatical Level

Here, this section focuses on the use of pronoun, adjectives, and verbs (related with the tense) found on academic advertisements.

a) Use of Adjectives

a) The main aim of advertising is to sell the product as much as possible. So, advertisers use very short and attractive language which presents the useful information about the product. In the academic advertisement adjectives are used to show the consumers' feelings when they use

service. Similarly, adjectives creates good image of product in costumers sites which cause them to buy products. An adjective is used to give description about the products' qualities and emphasizes characteristics of the good costumers. In this regard, Kaur et al. (2013) argue, adjectives usually spread positive emotion, fantasy, dreams and desires in the costumer's mind. In the sample picture given below the word everyday has been placed as an adjective which boosts up the feature of college. In addition, the word *everyday* signifies the evergreen feature of the college.

Pic no.1 *Exemplar of using adjective*

The collected data show that academic advertisements involve a heavy usage of adjectives. Generally, adjective highlights the best qualities of the advertised product which expand emotional appeal creates more convincing message. Here, is a sample example: The phrase written in ad "Your College, your future" bears the convincing message to the consumers of the service. The feeling of oneness is emphasized over there.

b) Use of Pronoun

A pronoun is a word that replaces the noun and helps to avoid repetition and make sentence more understandable. The advertisers use second- person

personal and progressive pronoun to address the costumers individually and personally. Fairclough (1994, p.62) mentions one technique, that can effectively handle people in public communication is synthetic personalization; it is a trend to give the impression of treating each of the costumer individually in a mass. In the advertisement, use of pronouns is the matter of value. In this regard, Kauret. al. (2013) states that the uses of second-person personal and progressive pronouns want to address the costumers directly and personally. So, when costumers are addressed individually rather than as a part of mass it is considered that they are highly valued by the advertisers. The data shows that in the pronouns such as 'You, 'Your', 'We', are excessively used. Here, is a sample example: The sentence *change your imagination into action* is written in a slant line where *your* has been used as a pronoun.Through the use of pronoun the advertisers try to create the feeling of ownness amongst audience.

Pic no.2 *Exemplar of using pronoun*

c) Use of Noun

Nouns are always considered to be one of the important aspect of English language. Nouns are important because they refer to many important terms as places, objects and people and the more sophisticated abstract concepts. Nouns are believed to be the first and focal building squares of a language. In the picture presented below the noun '*Success'* has been followed by a verb proven. The word success signifies the wholesome motto of the college. As

mentioned earlier 'success' also signifies the sophisticated abstract concept. Similarly, the words like REGULAR, INTERPRENEURSHIP, NONPROFIT in the picture no.6 are the list of some other nouns. The word Regular denotes the meaning ' happening or done very often' which also tries to carry the feature of the noun. Moreover, the word entrepreneurship stands as a crucial term that connects the education with its great horizon. Needless to say, nouns are the foremost part in the meaning making process. The use of nouns with a strong meaning in the academic ads sounds a mature piece of writing. It clarifies the whole theme of the education provider institution.

Pic no.3   *Exemplar of using noun*   Pic no.4

d) Use of Acronyms

An acronym is a word, name or set of letters created as an abbreviation of a longer phrase or sentence.Acronyms are often used in academic writing in order to avoid the repetitive use of long, cumbersome titles. In educational ads we can frequently find out the use of acronyms. Generally the course names like BBA(Bachelor of Business Adminstration), MBA (Master of Business Adminstration) are written in the form of acronyms. As seen in examples below, we can also see that the acronyms are written in coloured capital letters so that readers will have the first glance upon it. From my research I also found out that most of the youngsters, these days, are being used to with the acronym forms rather than its long forms. The terms like MBBS, CA, HM are famous

with its short forms. To talk about its benefit from economic aspect, it takes less space in the brochures and it makes easy to people to remember the names of the courses provided by certain educational institutions. From these samples, we can note that advertisers are using acronyms as a means to manipulate their business policy. Advertisers are trying to get more attention from the youngsters who are fond of using the acronyms. The figures mentioned below are the examples of it.

Pic no.5   *Exemplar of using Acronyms*   Pic no.6

e) Use of capital letters

As per the collected samples, it is also found out that many schools and colleges write the name of their institutions, available faculties in capital letters. We also can see the tendency for people to capitalize words unnecessarily just because they are deemed important. In the sample given below the word ADMISSION OPEN is written in capitalized form. When someone sees the word in capitalized form, it attracts the eyeball of the readers. Similarly, in the next sample the name of the college i.e. ALOK VIDYASHRAMA is also written in capitalized form. The first sample" NEPAL TOURISM AND HOTEL MANAGEMENT COLLEGE" being written in capitalized form grab the attention of the audiences. As name suggests, capital letters are generally written in large font size which makes advertisers easy in manipulating clients. Instead of capitals, if it has been written in small letters it wouldn't seem to be that much catchy. Hence, it can

be assumed that the use of capitalization does not have a deeper meaning rather it comes under one of the business policies in academic field. We can find out the hidden power behind the discourse strategy. Similarly, figure no 10 also incorporates the capitalized form where ADMISSION NOTICE has been written in capital letters. Once the audience go through these two big lettered words, they certainly would make a big picture in their mind about the vacancy of enrollment. Regarding the tendency of practicing unnecessary capitalization, the research by Juel (1983) states that " Increasingly widespread use in advertising practice, we recommend avoiding the exclusive use of uppercase letters (in German language), especially in low involvement situations.
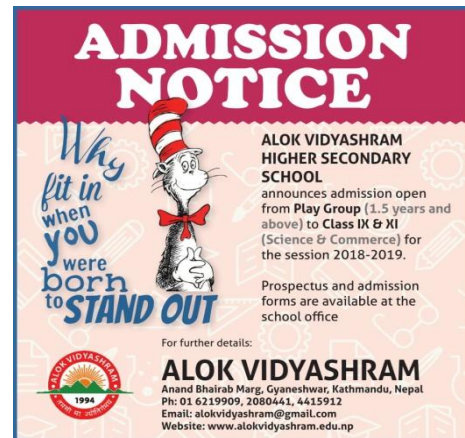
Pic no.7   *Exemplar of using capital letter*   Pic no.8

4.1.1.2 Syntactic Level

This section deals with the way of putting words together to from phrases, clauses, or sentences. Under this category the syntactic features found in the educational ads are analyzed.

a) Code Mixing

Advertising language is perceived to be creative, complex, and attention grabbing. Advertisements are usually packed with various distinguished elements including creative non- standard use of language such as code-

mixing (Leung, 2010). Code- mixing is generally about the mixing of two or more language varieties in speech. The code mixing phenomenon cannot be separated from the fact that many people these days are bilingual, trilingual and even multilingual. The advancement of transportation and communication increases local diversity and global consecutiveness. Similarly, code mixing is a complex process which involves a great amount of skill in both language involved and a social and culturally motivated phenomenon. People of different languages and different cultures come into contact constantly. As mentioned in the example below, combining two contrasting language together grabs the attention of the readers. The Nepali word babal (बबाल) is put together with next two words MAKE IT. It drags the eyes of customers and looks catchy too. The image includes the happy looking teenagers with the code-mixed sentence. The advertisers wisely mix the word बबाल which is widely used word among the teenagers. The ad givers are trying to manipulate the audience through the unique sort of discourse. Once the readers are hit by the Nepali word बबाल they will go through all the written documents over the ads. Secondly, I have collected the next picture as sample of *ISMT* college. The heading words of the ad is written in the Nepali version with the big letters. Similarly, remaining information are presented in English language. As mentioned before, the Nepali word आइसिटी obliges the readers to go through the whole ad because of its unique style of writing. The advertisers could write only in English but they mix two because they found the style of code- mixing a impressive one through which their ad would get more viewers. Rather than emphasizing the quality of language, this technique tends to attract the readers. Though it looks simply the mixing of two language together, deeply we can analyze the power of discourse strategy to uplift the trademark of the business using the persuasive approach.

Pic no.9　　　*Exemplar of using code- mixing*　　　Pic no.10

b) Imperative Sentences

Imperative sentences are very common in the ads. These structures compel readers to break their old habits and old choices of using certain services. Similarly, in the educational ads too, these sorts of language use are found. Such imperatives make an order, command and request to use the advertised products or services. The following are the examples of imperatives used in the ads.In the given picture the phrase ' Hurry up' is written in red catchy letters with an exclamation in its end. It seems to energize the people to choose their college i.e. Oxford college. In today's context, no people have their spare time. Everyone seems to be creating the short forms i.e in reading, writing, daily communication and so on. For instance, the term *how you* ? is famous in online chatting instead of *how are you ?* Similarly, the imperative form of the sentences seem to be replacing the cumbersome style of communicating. Further, it also creates a concernation among the viewers. The phrase *Hurry up* !with the exclamatory sign in the presented example arouses the concentration of the audiences. One who goes through this advertisement makes a perception that it is getting late to be admitted in the college after seeing the phrase *Hurry up*. Hence, we can admit that advertisers use this policy as a means to manipulate their business strategy.

Pic no.11 *Exemplar of using Imperative Sentence*

c) Use of Question

Question helps reader to discuss on their problems. It is more thought provoking in relation to other discursive techniques. Generally, question force the audience to use the advertised products indirectly. In other words, these question help readers to make self judgment on the products or service. In the picture given the statement question *Ready to make things happen?* is written in question form. It helps to draw the attention of the readers and give them confidence to use it. Through the help of questions, advertisers try to get answers from readers. Such questions play a vital role to create discourse practices in academic ads. In other words, questions helps readers to make self judgment on the products. These questions try to show what services can do if they use and what problems they might have if they don't.
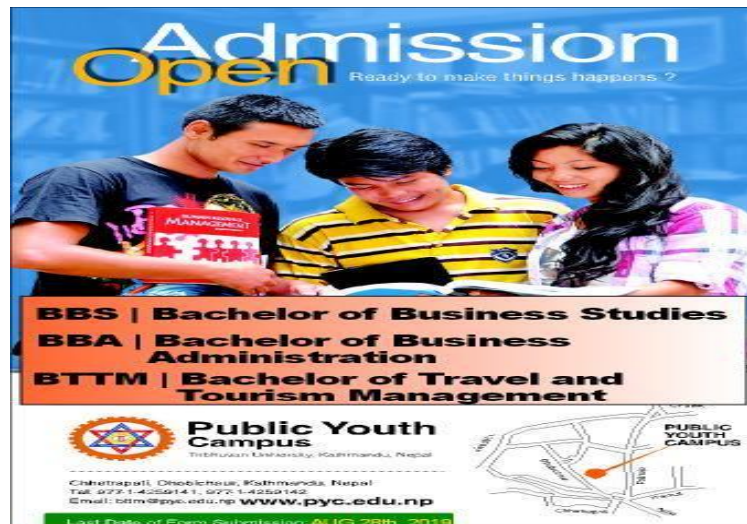
Pic no.12   *Exemplar of using question*

4.1.1.3 Discursive Strategies Used on Academic Advertisements

One of the motto o f this study was to explore discourse strategies used on academic advertisement. The strategies used on academic ads show power relation between advertisers and consumers in advertising discourse. In this regard Fairclough (1989) argues that there is the difference between power in discourse and power behind discourse. Power in discourse deals with how "powerful participants controlling and constraining the contributions of non-powerful participants" (p. 46). Generally, this type of relation happens in real context in which participants are both, producers and interpreters of the texts but in mass media discourse due to the clear division between advertisers and consumers, there is one sided discourse where advertisers exercises power over costumers. Some common strategies used by academic advertisers are as follows:

a) Celebrity Endorsement

From different samples taken, it is found out that celebrities are not only used in other varieties like beauty products, electronic gadgets, food etc. rather in educational ads too some famous personalities are used. In different ads of

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schools and colleges, it is seen that celebrities are used in order to flow the positive message towards the consumers.

Pic no.13　　　*Exemplar of using Celebrity*　　　Pic no.14

The above picture is taken from the online version of Kathmandu Post of the year 2019. In the picture renowned Nepalese young cricketer Sandip Lamichhane has been used for the advertisement of Xavier International College. It is also written below the picture of Sandip Lamichhane that he is a brand ambassador of the college. As Sandip is globally acclaimed star in present scenario, the readers will go through every single words in the ad after they see the famous personality over there. Above all, the letters used are mostly in capitals like' XAVIER INTERNATIONAL COLLEGE'. The word 'Open" has been written in catchy form with' O' in big form than other letters. Advertisers chose the celebrity to assure the audience that very renown persons like Sandip Lamichhane are collaborating with their academic sectors then why others need to doubt on their service. This is one of the ways to create illusions among the people or let's say to create doubt towards students on the cons of their institutions. Similarly, next ad is of *Namuna College of Fashion Technology* where picture of Honorable President Bidhya Devi Bhandari is presented. She seems to be honoring the graduates who belongs to *Namuna College.* The advertisers selected this picture to portray in their brochures because it looks attractive and noticeable. They could have used other pictures

also but due to its special feature of having presence of President it is chosen. Hence, it can be noted that in advertising, ad givers always chose the language of pictorials having somehow distinctive features.

b) Use of Popular Names

From the data of the study, it is also sure that most of the colleges which are believed to be the best in the town are highly famous with its name also. For instances, 'White House College', the name that is used to call "The President house of USA". Next is' Pentagon College ', which name is also one of the America as "Pentagon tower" also known as trade tower. Moreover, there is Texas College in the town which shares the name of one of the famous states of USA. As said always, the college administrators seem to be fascinated by the American names. In this concern Tam (2007) said, ''brand use as valuable asset and attractive trick to capture consumers for specific goods. Customer behavior can be inspected on the base of brand consciousness, relationship and loyalty." Some of the examples from my research which supports this theory are mentioned below:

Pic no. 15   *Exemplar of using Popular Names*   Pic no.16

c) Use of Slogan

An advertising slogan is usually a short tagline less than five words that tells potential customers the benefits they can expect when choosing the product or service. Generally, slogans build a brand identity that sets the company apart, drawing customers who want to experience the benefits of that brand. Making

use of slogans in advertisements has increased so considerably a very large proportion of today's advertisements ends in advertising slogans (Boush, 1998) In the pictures mentioned below, we can see the use of slogan like **"Quality Education for excellence"** which seems to be the motto of the college. It seems to capture the attention of the consumers with the use of pleasing words. Similarly, next slogan used in the advertising of Mega College is **"mega centre for excellence**". The slogan sounds meaningful with gravity. They claimed that it is the best option to accumulate more knowledge. The slogans are used symbolically as a metaphor which center for excellence refers to the place with more qualities and wisdom. Similarly, next sample is of Herald Int'l College which declared its slogan as *"Quality Education for Excellence"*. From the words used in slogans, we can find out that advertisers chose the word with heavy gravity like *Excellence.* The word excellence carries the meaning of ' extremely high quality'. It means they are using the logic that they are topmost in the ranking of education provider. They are using the convincing words to people to collaborate with their institutions. To do so, they are using the language wisely because as Foucault (1975) suggested, great promises are best manifested with language.

Pic no. 17   *Exemplar of using slogan*   Pic no.18

d) Scientific Evidence

Scientific evidence is also discursive technique used in academic ads. Owners try to show the proved fact by using the language that assures the consumers. For instance, the above ad is published in online form of an educational site in the year 2076. It uses the facts like the college has got the linkage with corporate sector which is best for the job placement. Similarly, in its right top it has used the phrase *'University with Excellent World Ranking'* which also add some more proved reality. Pictures of the academicians with the certificates of graduation add more flavor of trust and belief. The advertisers seem to be showing their power through the language. Not only that most of the college having bachelor scheme seem to write either **TU** affiliated, **KU** affiliated or **PU** affiliated. From this evidences also we can say that the academicians want to win the belief of the customers through proven facts. Similarly, the next picture *of Kathmandu Model Secondary School* also presents its extra proven quality by writing inside the logo of right side as " AWARDEE OF THE BEST + 2 BY MINISTRY OF EDUCATION". The advertisers try to show that they are less capable than other colleges. They want to assure to the customers that their institution is the best choice for them. Hence, using these proven facts the advertisers seem to be in the first priority of the students as well as parents.

Pic no. 19 *Exemplar of using scientific evidence*   Pic no. 20

e) Position of pictures

The old adage that a picture is worth a thousand words continues to hold true in the digital age. Across online platforms, images have been proven to boost performance and engagement. The power of image is believed to lie in the fundamentals of human nature; we're wired to notice, remember, learn from, and respond emotionally to visuals. As presented in the example below, Namuna College of Fashion Technology presents the youngsters enjoying their dresses and attires. One lady wearing a gown is being praised by her colleagues. The ads use realistic photographs that seem to simply "copy" the product as it is- to show it in an objective manner without distortions of styles or illusion(Scott, L.M.(1994) .Being a fashion college , it demonstrates the synopsis of the course and activities related to it. . Similarly next brochure belongs to *Quest International College* where we can see a lady standing aside of the text written *ADMISSION OPEN.* The lady presented in the brochure is not any familiar face for audience rather she seems to be a common lady. The lady looks smart carrying a side bag and wearing a blue jeans and black coat. From the picture one can make a perception that after doing MBA one looks as attractive as the lady in the picture. Advertisers could have written the display of ads in picture no. *21* without the picture of lady but they chose this policy to get the attention of the audiences. Hence, advertisers chose the design of the picture to present according to the slogan of their content. The location of image is also one of the better means to attract the people towards the advertisement. So, it is one of the policies of the advertisers to exploit the perception of the consumers.

Pic no.21   *Exemplar of using position of pictures*   Pic no.22

f) Use of common people

Apart from endorsing the celebrities, the advertisers choose common people too in their designs. The above picture shows a group of the youths who looks cheerful discussing with each other as the slogan says "*learn from people you can connect with".* The advertisers use those jolly pictures to increase the positivity among costumers. The happy faces symbolizes the good side of the related institutions. Similarly next brochure belongs to *Quest International College* where we can see a lady standing aside of the text written *ADMISSION OPEN.* The lady presented in the brochure is not any familiar face for audience rather she seems to be a common lady. From this strategy, ad giver tried to ensure that they incorporate all kind of people in their educational policy. As common people are the audience, they will perceive the strategy of presenting common youngsters in a very positive way. Hence, it is one of the policies of the advertisers to exploit the perception of the consumers. Similarly, in the next sample presented below also we can see that different sorts of common people including students, parents and others. The advertisers are trying to grab the attention of common people who are waiting to make a decision in choosing certain colleges.

Pic no. 23 *Exemplar of using Common People*   Pic no.24

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes the findings drawn from the analysis and interpretation of data. It also includes the conclusion of the study and provides some recommendations to be applicable at different levels based on findings of the study.

5.1 Findings

This section presents the findings derived from the analysis and interpretation of data. The study was proposed to critically analyze the linguistic features used on academic advertisements. Moreover, it aimed to explore discourse strategies used on academic advertisements and suggest some pedagogical implications. Qualitative research design was used as a main design of the study. One hundred academic advertisements of different institutions were captured and observation guidelines were used to collect the data. Similarly, purposive non-random sampling strategy was used for sampling the population for the study. Collected data were analyzed based on the three dimensional CDA framework developed by the Norman Fairclough (1992). After the analysis of the collected data, the study has come up with some major findings which are as follows:

5.1.1 Linguistic Features Used on Academic Advertisements

The major findings on the linguistic features used on academic advertisements are as follows:

     i.   It was found that adjectives were massively used on academic advertisement to attract the costumers towards product. Advertisers use adjectives to highlight the best qualities of the

advertised product which expand emotional appeal and creates more believable message.

ii.   Similarly, It was found that most of the advertisers used pronouns like 'Your', 'Our', 'You', 'We' to show close relation with costumers.

iii.   Likewise, academic advertisers used present tense to indicate that whatever said by them is a general truth which helps them to create positive impact of their product in the audience.

iv.   In order to avoid the repetitive use of long, cumbersome titles academicians use an Acronym. For instance, MBA for (Mastersof Business Administration).

v.   Metaphor was used on academic advertisements to make the advertisement attractive, more interesting and lively.

vi.   Similarly, use of imperative sentences are also found out in the ads. For e.g. *HurryUp* written in the ad of Oxford college.

vii.   Code- Mixing technique is also used in the academic advertisements to grab the attention of the readers, like *Make it* बबाल in the ad of King's college.

viii.   Capitalization of all the letters in college's name are also found throughout the research. For instance, KASTHAMANDAP COLLEGE, MORGAN COLLEGE and so on.

ix.   It is found that advertiser use various linguistic devices such as direct address, positive vocabulary , headlines , and catchy slogans to attract consumers,

5.1.2 Persuasive Strategies Used on Academic Advertisements

After analysis and interpretation of data, the major findings on strategies used by advertisers to manipulate people are as follows:

i.   It was found that advertisers used celebrity endorsement technique to attract people towards their product.

ii.   They used picture of experts, picture of common people and picture of celebrities to persuade costumers to buy their product. For example, *Sandip Lamichhane,* a famous young cricketer is used as brand ambassador of Xavier International College.

iii.   Owners try to show the proved fact by using the scientific evidences like 'University *with Excellent World Ranking'*.

iv.   Most of the academic advertisers used short slogans on academic advertisement to make their advertisement easy to remember. For e.g. in the advertisement of Phoenix college –*Think Globally.*

v.   It was found that advertisers used association technique on academic advertisement where they associated their product with success, happiness, joy, and friendship.

vi.   The study proved that use of multiple modes like words with image, contrasting color, stylish writing allow the audiences to give some more time in viewing the advertisements.

vii.   From the research, it has also been find out that, most of the colleges used the branded names in the global market in order to be remembered in audiences' choice like *White House College, Oxford College etc.*

viii.   Similarly , most of the Advertisers use stylish writing where different cursive writing , writing with big font and size , words written with different color and abbreviation forms have been noticed .For instance, **ismt** COLLEGE.

5.1.3 Ideological Practice on Academic advertisements

Major findings on the analysis of ideological practice on billboard advertisements are as follows:

i.   It was found that advertisers exercise their power through linguistic and non-linguistic means that affect the society.

ii.   Similarly, it was found that the discourse of an institution such as school, college or university is always embedded in the authority

and power vested in the institution either by the government or by the social structure of the community.

iii. Likewise, it was found that advertisers practice their ideology without concerning its impact on society.

iv. It was found that some advertisements mislead people by their ideology.

v. People in power (advertisers) use language as a means to exercise control over others. From the research it has been clarified that no academic institutions talk about their weak points like students failure ratio and so on rather the fascinating aspects are only disclosed.

5.2 Conclusion

The present study was a qualitative study conducted to critically analyze the linguistic features of academic advertisement and to explore the discursive strategies used by advertisers to attract customers. Similarly, it also interprets the meaning of statements and pictorials used in the academic advertisements. In this way, based on the findings it can be concluded that advertiser manipulate costumers to buy their product by using different types of persuasive techniques. The academic advertisers influence costumers by using different linguistic features such as pronouns, adjectives, ellipsis, repetition and acronym on advertisements. Similarly, advertisers use image of celebrities to make the advertisement more persuasive. They try to use the meaningful as well as flattery vocabularies to create confusions among the consumers.

Through the findings of the study, it can be concluded that advertisers use different types of strategies to attract people so people should not take everything claimed by advertisers for granted; rather they need to think critically about the language used on advertisements. Similarly, the academic advertisements manipulate and mislead the costumers, so the costumers should careful about the language and should not get influenced by the language or

persuasive discourse by the advertisers. Before using any service we should do inquiry about the possible benefits of the service. The academicians should also be careful about the language they use on advertisement. They must not make false promises about the qualities of their service. Advertisements can influence mass of people in one time, so they should think about the impact of their advertisement in the society. The educational sectors are considered to be the crucial area in the society. It is believed that they are the role model of the society. Thus, the language has a great impact on the people so advertisers should not use the language which directly opposed to human wellbeing, fair society, culture and environmental sensitivity. Moreover, the academicians are the asset of the society who should act as the exemplar. Hence, the over exaggeration about the particular educational institution should not be done. The language and images both should be meaningful and appreciable rather than flattery.

5.3 Recommendations

Based on the major findings and conclusion of the research some policy related and practice related recommendations have been made these are as follows:

5.3.1 Policy related

Language teaching is guided by the policy of the government as well as the educational institutions responsible to impart course related to a particular field of study. This study throws light on the type of language used in the academic advertisements. It is revealed that ads make use of both visual and linguistic features to attract customers.

The language of advertisement is generally taught in the faculty of management in the business management course; hence the syllabus designers need to incorporate the linguistic(textual) features(pronouns, acronyms, adjectives, capital letters, questions, code mixing, imperatives etc) images, colors, discourse practices, symbolic languages and so on.

The subjects like English for Business Communication which are being taught in different TU affiliated colleges, the findings of the study may be included in such a course to better update it. The linguistic and non- linguistic features pointed out in this study can be incorporated in the syllabus.

Similarly, the language of ads can also be incorporated in compulsory English courses at various levels depending upon the difficulty level of the textual, discoursal and social items and situations. Likewise, discursive strategies as (celebrity endorsement, position of pictures, slogans etc.) also need to be included in the text that could help students be aware against the manipulation made by advertisers in educational ads. It is necessary that CDA should be taken as a separate design and field of study in a research methodology course of bachelors and masters level course.

5.3.2 Practice related

Language is for communication and understanding. Unless it is practiced in a real context, it cannot be mastered. Keeping in view the findings of this study, teachers and students both can be benefited. Teachers can use different academic ads as teaching materials to teach different linguistic and non-linguistic features whereas students can conduct different project works being based on the language, images, colors of the ads.

As the study finds that the academic advertisements massively use adjectives, imperatives, capitalization, nouns, acronyms, these items should be practiced in the classroom.

Discussions and debates can be held on the use of celebrities for academic ads. Further discussions can also be held in the use of contextual and functional meaning of language through academic advertisements. Similarly, teachers can ask students to critically analyze the language and pictures used on academic ads. Teachers teaching business English and English in mass media may need to devise various exercises to make the students practice the linguistic features

unearthed by this study. Such exercises give the students a flavor of language in operation. Such practical activities make them play with the authentic language of advertisements.

5.3.3 Further research

This is not a complete research on the language of advertisements. It researched a very small segment of the language of advertisements; hence it cannot be a conclusive study.This study was limited to finding out and critical analysis of linguistic features used on academic advertisements, discursive strategies used by advertisers to attract audience and ideological practice in academic advertisements. So this study can help other researchers who want to conduct research related to the language and strategies of advertisements. Further research on the language of advertisements related to products such as food, beverages, costume, garments, electronic, and gadgets can be conducted. Similarly, by using CDA framework for the analysis of advertisements from online media such as internet, television can be undertaken.

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APPENDIX