



Employing Advertisements: A Tool to teach Speech Acts

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ABSTRACT

The overall aim of this study is to show the effectiveness of using advertisements in teaching speech acts also, why and how advertisements can be used in the classroom teaching. This strategy has the knack to develop the students' overall language skills; in terms of improving the cognitive abilities that help them in interpreting the communication also, motivates the students to learn to communicate. Employing advertisement strategy brings a great impact on students in more than one way.

The findings of the study revealed that the students were encouraged in learning speech acts by using advertisements also advertisements are an effective tool not only to teach the speech acts but also integrating linguistics skills and other linguistics core concepts.

KEY WORDS: Advertisements, Linguistics skills, Communication Skills, Speech acts

I. INTRODUCTION

It is important for the students to know the social use of language to enhance their communication; since speech acts are very crucial keys to effective communication; it helps us to express our inner feeling, ideas, and thoughts. Also, it will help an individual to understand others' communicative purpose and avoid misinterpretations both verbally and non-verbally. If the students understand and know how to use language appropriately and effectively in their social context; they can develop a good interpersonal relationship and maintain a good human relationship since, it is the basic requirement of day-to-day conversation.

There are many books by different authors Cook (1992), Goddard (1998), Myers (1994), and Tanaka (1994), Bruthiaux (1996), Forceville (1996), mainly on advertisements, classification on advertisements and the visual language of advertisements created a new array in language

teaching strategies also develop a thrive in the use of advertisement in language teaching class rooms.

Cook, 1992, Leech, 1996, and Myers, 1994, commented on the use of advertisements and said the advertisements are valuable resources for language awareness. In 1994 Cook suggested that not focusing only on the functional use of language also provide the chance for the students "to escape the demands of social interaction rather than conform them a protected environment where we the students can gain confidence and skill to the language code through the pleasures of language play".

McCarthy and Carter (1994:150) said that "advertisements are a valuable source of habits, customs and social behavior the knowledge of which takes place through learning about language; namely, through discourse analysis". It is the dynamic process of knowing about language use. Thus, the advertisements and the texts featured in the advertisements enhance not only language awareness; it develops students' social language skills.

Mollica, (1979) and Davis, (1997), had an argument about the use of advertisements in language teaching. Use of advertisements in language teaching is not in the widely used strategies in the language teaching if we compare with other materials. To know the speech act are obligatory for the students to give any presentation in an organized way. Though there are many strategies to improve the students' speech act performance, to enhance the conversational abilities in social situations using advertisements in teaching speech acts is an effective strategy to enhance their communication skills as well as their subject knowledge.

According to the reader-response theory inferences and insights by the reader are important. Not simply accept the text without any active involvement. Though this theory is used for large texts, if we compare this with an advertisement in print medium or visual medium, advertisements are smaller and it required minimum time. Regardless



of size of text and time constraint, the advertisements possess many interesting components of learning Speech acts in Pragmatics course. If we use advertisement in the classroom teaching students actively participate also get a chance to express their own ideas. The proposed strategy exhilarate the active participation in the classroom teaching, the students will interact as well as interpret the information in the advertisement.

Language awareness

According to McCarthy and Carter (1994: 22, 89, 134), learning the language is explicit attention to language. Thornbury (2002) said that knowing about language use enables students to promote their language awareness. Knowing about language use depends on individuals' sensitivity and awareness of the language and its role in their situation. Therefore the focus of language awareness encompasses not only the language skills but also the sociolinguistic domain.

According to Johnstone (2011:138), the speech style is the recurrent use of lexical items associated with the context. McCarthy and Carter (1994: vii-viii) said that the way to achieve language awareness is by doing language analysis. Through language analysis, students can understand the functions of words, and word patterns also get the knowledge to use the words according to the purpose and context. Thus it's important to know how the grammatical choices and lexical items are interrelated.

According to Cook (2001), the advertisement is known for its ubiquitous language to get consumers to buy products. All the advertisements target specific consumers, e.g. male or female consumers. Also, the language in the advertisement is used to establish trust, goodwill, or other relevant components to convince the consumer to buy the products.

Unlike previous studies that mostly investigated the effectiveness of advertisement in Language teaching and Literature, this study focuses its effectiveness on teaching speech acts. Additionally, most of the previous studies explored the effectiveness of teaching advertisements; this study focuses its effectiveness of the use of advertisement both print and visual medium in improving students results and communication by teaching speech acts in pragmatics to level-7 students of the Department of Languages and Translation, Women Division, Northern Border University, KSA.

The use of advertisements as teaching media in Pragmatics class among level-7 students of

the department of languages and translation have been rarely explored, thus this study intends to fill this gap, taking the case of the Department of Languages and Translation, Women Division, Northern Border University, KSA. The findings of this study are yearned to provide evidence on the effectiveness of using advertisement media in improving the course results and communication skills among the students. It is also expected to throw some light on the way of Language and Linguistics teachers to use advertisement as an effective medium to enhance the knowledge of students in their core courses.

Advertisement Media

Advertisement becomes an integral part of our everyday lives. The advertisement will be there everywhere on roads, streets, on the Internet, TV, Radio, Newspapers and magazines, public transport systems like buses, cabs, trains, and planes. However, advertisements are geared to motivate people to buy. There are several functions involved in the advertisement, the message what the producers want to convey to the people is transferred in a very convincing and more focused on the product and the consumers.

Use of Language in Advertisement

The major criticism against the visual and the print medium advertisement language is that it is very informal. This is the reason using advertisements in the core courses is not encouraged. But the language style in the advertisements both visual and print medium are very descriptive, catchy phrases, and very sensational, which seeks the people's attention and convinces the people to buy or use their products. In this sense, the language which is used in the advertisement is very effective. Bovee and Arens, (1986: 45) said that the language is short and precise. The sentences are short, simple, and straightforward and sometimes follow a particular structural pattern as in the example below.

Brown Marie Biscuit advertisement: Eat Wise & Drop a Size

The main aim of the advertisements is to attract the people and sell their products, so they are using unusual and deliberate curious statements and also manipulate words to give an emotional demand. From the advertisers' point of view, language is the ultimate power of any advertisement.

"Just do it", it Nike's product advertisement with very famous slogans. It directs the people boldly and without thinking. "Fresh up", its soft drink advertisement, "Catch the real taste",



“Feed your Good”, “Payless”, etc., in these kinds of advertisements the language is composed of crisp sentences which will help the people remember and repeat. It serves as a tool for memorizing and remembering words and catchy phrases.

There are many advertisements with clipped sentences, clusters of adjectives, and substitutes the information also uses unfamiliar nouns and adjectives. Also, use metaphorical language and parallelism puns. The effective uses of advertisements are the persuasive teaching strategy to enhance students learning.

II. RELATED LITERATURE

Speech Acts

A speech act is divided into three types according to Austin (1962). They are:

1. Locutionary Act – Act of saying or communicating information with others. There is no ambiguity since the utterance has one meaning without any reference to the listener or hearer.
2. Illocutionary Act –There will be an intended meaning behind the utterance. It is an act of requesting, asking, ordering, advising, appealing, etc.,
3. Perlocutionary Act: What is said by the speaker or writer makes the listener or reader act or do something.

The Illocutionary act is divided into five categories according to Searle(1979). They are

- a. Representatives
- b. Directives
- c. Commissives
- d. Declaratives and
- e. Expressives

Normally we communicate or express our ideas do not just say something, but then again we perform action via their words. According to Yule (1996), the theory that analyzes the action performed through utterance is called a speech act. Our Communication depends not only on realizing the meaning of words in an utterance, on the other hand realizing what speakers mean by their utterance.

It's very important to know the speech act to understand the speaker's intention during the interaction. The speech act theory explains how language functions in the context of speakers or writers and real situations. We use different kinds of syntactic structures and what they mean, in real context many of them don't say what they want to say. Normally we are 'used to' having questions being used to ask for information, declarative sentences to state something, and imperative

sentences to give orders. Knowing the speech act is important for the effective communication.

The Organization of Conversation is very important since it is involving a number of different elements. Conversations are a series of speech acts such as greetings, inquiries, congratulations, comments, invitations, requests, accusation, opinion, denying, etc., In teaching the Speech Act in the classroom the teacher or instructor should consider several things since English for Saudi students is a foreign language. There were many barriers in the classroom setting. Sometimes, some words or utterances can be misinterpreted and it will mislead to create an unpleasant situation. So it's very important to have the ability to understand the intended message of utterance.

In this study context, English is the foreign language and has cultural differences in the expressions. This is a great barrier for the students to understand the speech act. When teaching the language expression such as giving advice could be misinterpreted into something offensive. Some students could easily interpret advice-giving acts as an act of criticism.

Teaching speech acts are very important indicator of the effective communication of our students since they exemplify the prime moments of both linguistics and non-verbal expression when the speaker's or writer's intention must be communicated properly within the cultural context. In any communication, the pragmatic failure may result in unpleasant or outrage. In this study context culture, the students are very much afraid to speak in front of others. Teaching speech acts are now being presented explicitly using both visual and print medium advertisements in the classroom to enhance the students' communication skills, subject knowledge as well as critical thinking skills.

There is another important factor that we should consider in this context is collecting the advertisements, it should be suitable to their sociocultural features and to create suitable procedures to use the advertisements.

According to Fujimori (2004), the teacher must know the students and their understanding level. Also teaching speech act in the classroom depends on the availability of time and the understanding ability of the student. The following three goals were proposed by him.

1. Conscious Rising,
2. Knowledge Building, and
3. Productive Development.

According to the above-said goals, in this study context; conscious rising is very important task to make the students understand the importance



of learning speech acts and how to interact with their classmates and teachers also how to make a polite request and ask questions, etc., The second goal knowledge building, first to know, that the students know about the speech act or not and accordingly set the suitable tool to teach the speech act and enhance the knowledge. The final goal is productivity, the output of teaching speech acts to the students, whether they are able to perform well in their classroom discussion and presentation and applying the learned speech acts in their regular conversational act or not.

Building awareness of speech acts and other simple social skills should begin in the school days of language learning. At this juncture it can be observed that the speech acts are instilled with culture and the content, so it's important to know how to employ the suitable strategy or tool to teach speech acts. So far there were many kinds of research have been focused particularly on the effectiveness of different approaches to presenting a range of speech acts. However, despite the attention directed toward how best to teach them or how to develop the different tools. This study proposes an advertisement medium as a tool for teachers to teach speech acts effectively along with the subject knowledge.

III. RESEARCH METHOD

This study addressed the following research questions:

1. How is the effectiveness of using advertisement in teaching speech acts in pragmatics?
2. What are the students' perceptions of using advertisements in teaching speech acts in pragmatics in terms of effectiveness?

To answer these research questions, this study intended to find out by using the structured feedback form and informal interviews of using advertisements in teaching linguistics, particularly speech acts in terms of effectiveness. To find out the solution for the above-mentioned objectives and questions, this study adapted to the interpretivist paradigm since this paradigm gives the reality of multiple interpretations. It believes that human behavior is multifaceted and it cannot be controlled by pre-specified probabilistic models. In 2014, Potrac et al. argued that what exists in the social world is what an individual thinks exists.

As this study analyzed 120 students and their perceptions are very much determined by situations and environmental factors of the respondents other than their culture. Therefore, their

interactive responses are quite unlike a scientific variable which is not easy to determine and are affected by several factors that are depend on their social context. (Thanh and Thanh, 2015).

Thus, the study adopted an interpretivistic research paradigm also is believed to be the best qualitative research approach to describe the students' perception and performance. Also, this research method enables the researchers to seek the understandings and perceptions of students on the impact of using advertisements in developing communication skills among the level-7 undergraduate students in the department of languages and translation, Women, division, Northern Border University, KSA.

Participants

The participants of this research were 120 undergraduate students from 3 different semesters of the department of languages and translation, Women Division, Northern Border University, KSA. The study used informal feedback and structured feedback questionnaire as instruments. The collected data were analyzed by the following procedures: data reduction, data presentation, and conclusion drawing.

Firstly, the data were collected by informal feedback from 120 students (2019-2020- Term-I & Term-II & 2020-2021-I) and observing the learning activities in the classrooms.

Then, data reduction was done by transcribing their feedbacks about the use of advertisement in learning speech acts in the pragmatics course. Finally, based on the research objectives the data were interpreted in order to give a clear picture about the effectiveness of advertisements in teaching speech acts in the Pragmatics course and concluded.

Sample Strategies adopted to use of Advertisement in the Class

A wide variety of print advertisements related to the daily usage products were selected from Google image and video from YouTube to stimulated students' aspiration to share their ideas.

The advertisements were introduced in the classroom through the following conventional activities

1. Identifying
2. Classifying
3. Creating
4. Questionnaire and Discussion Practice

Identifying speech acts



The following advertisements were shown in the class to the students to identify the speech acts.

These advertisements can be considered as performing the following speech acts

- (i) Representative,
- (ii) Directive, and
- (iii) Expressive acts respectively.

- It's rich
- It's good
- It's strong
- It's black
- It's beautiful
- It's good for you

The following advertisements were shown in the class and ask the students to identify the speech acts in the advertisement slogan

Soft drink - Fresh Up!
Coco-cola - Open a coke
Cool drink – Taste the breeze
Soft drink – Share my thrill
Pepsi – Stop Staring
Thumbs up – Taste the Thunder
Mountain Dew – Charge your night
Santoor Soap – Experience the santoor magic
Hamam Soap – Make every child safe , Join the Hamam mother's safety force.
Dairy milk Chocolate – Discover the joy of Silk
Light meat tuna – Catch the Real Taste
Kitkat Chocolate – Have a break, have a kitkat
Subway – No pickles in subway
Spicy Crispy – Eat the Math
Peugeot Car – Assert your presence on the roads
Car Advertisement – Conquer the ice

The above said example advertisements and their persuasive language strategy are showing the representative acts also in the speaker of the advertisement invites, commands and requests the consumer to perform an action All these advertisements express the overt directive acts.

Samples of classify the speech act in the advertisements

The advertisements were shown in the class and asked the students to classify and interpret the speech act involved in the advertisement.

Go Fresh! Go Healthy!
Go Green. Go Prius
Dare to innovate
Conquer the ice
Keep eye on the new
Don't just ride just fly

Say hello to electric
Explore, compare, experience
You feel safe inside

The above said example advertisements were classified by the students under Directive act commanding, requesting, inviting, appealing, asserting, reporting and concluding.

Samples of creating advertisement slogans

The students' language proficiency is measured by means of their ability to use the words in different contexts. (Yaguello, 1998,p.3). The use of word and the students' language proficiency is another enthralling probability, which will help the students to learn the speech act.

The following advertisements were given without the words or slogans and asked the students to create the advertisement. The following slogans were created by the students.

Power Clean detergent advertisement

- a. Add power
- b. Clean dirt more power
- c. Add power get bright
- d. More power more clean

Tooth paste advertisement

- a. Win with the smile
- b. Morning smile
- c. Get clean teeth
- d. Say bye to toothache
- e. Set your day with smile

Organic Juice advertisement

- a. Be innocent brand
- b. Be true
- c. Say bye to sugar
- d. Fresh and refresh
- e. Feel fresh

By adopting these conventional strategies the integration of advertisements into teaching speech acts means that we can make our students exhibit their real communicative competence by developing both their linguistic and pragmatic skills. The evidence of the effectiveness is analyzed and interpreted in the students' informal feedback samples and structured feedback questionnaire.

Questionnaire and Discussion Practice

Students were asked to use the questionnaire to answer the question and exchange their answers among their groups also conduct the discussion. For example:

- Analyze the slogan in the advertisement.
- If you are the writer or speaker how can you express this in a better way



- What is your opinion about the advertisement?
 - Explain the non-verbal features
 - Explain the linguistics features in the caption
- Similar way the language teachers can generate multitude dimensional questions to enhance the students' critical and logical thinking skills too.

Structured Feedback

End of every semester provide the simple structured feedback form to the students to know whether the strategy adopted is effective or not. This is the

opportunity for the students to respond their level of confidence, interest and motivation. Feedback form expects the response from the students by asking "Of all the tools given below which of the following tool you feel comfortable and learned concepts effective"

Choices are:

- Advertisements both (Print & Visual Medium)
- Lecture Handouts
- Textbooks
- Worksheets

Table:1-Structured Feedback findings from three different semesters

S.No	Year/Semester	No. of Students	Responses			
			Advertisements both (Print & Visual Medium)	Lecture Handouts	Textbooks	Worksheets
1	2019-2020 –II	38	35	1	0	2
2	2020-2021-I	43	41	0	0	2
3	2020-2021-II	47	47	0	0	0

The data from the above table only 7.9% of the students interested on worksheets, these students said they were afraid in participating activities also they lack in basic language skills also their focus is on exams.

In 2020-2021 first semester 4.7% of the students were interested on only worksheets, they were also expressed the same reason.

The data collected from the students have been very positive and almost all students agree that using advertisements teaching strategy helped them to increase their confidence as well as their communication skills. Overall, students agreed that using advertisements in teaching speech acts had a great impact on their communication.

Student's informal feedback Sample

Informal feedback was carried out among 120 students in the group of level-7 students between the age between 18 and 25 during the pragmatics course lecture. Though the students in the research context are conventional, the uses of language, culture, and visual elements in advertisements are passionately accepted by the students, since the students are very creative.

Observation

It has increased students' ability in their communication as well as their performance in the

Pragmatics course. However, some students struggled in learning speech acts through the advertisement due to a lack of basic language skills that made them difficult to interact during the classroom interaction and activities sessions.

It was observed that the students were getting a chance to discuss the advertisements. It gives a lead to group work, team spirit, and socializing skills. The students were asked about their opinion of the use of advertisements in the class. The following is a selection of representative feedback quotes from students saying about the role of advertisements in enhancing their communication in overall and speech acts in particular in the pragmatics course.

Students Sample responses

It's really fun to learn language skills, particularly social language. In fact, I learned many new vocabularies and had an opportunity to discuss with my friends, Also I like and love to see the advertisements."

This response confirmed that the teacher used the advertisements in the classroom and it was interesting. Few students said that "Learning pragmatics skills using advertisements, "I enjoy a very fun and interesting class", finally, they confessed that they had difficulties in learning pragmatics skills due to their poor basic skills.



"I am so happy in learning social skills, very fun still I have issues in understanding many words since I have lacked with basic skills". Another student said that," It is one of my favorite classes, It helped me to improve my communication skills also I learned the language nuances and use the language.

All the students who participated in the semi-structured interview in three semesters experienced that advertisement was one of the effective medium that the teacher used in teaching speech acts in pragmatics course, as it has improved their language as well as their social skills. Most of the students were very enthusiastic during the teaching and learning process, since they had fun activities to understand the language use.

The above result of interviews from the students showed that using advertisement as a medium in teaching pragmatics skills was very effective. Students enjoyed benefits in their learning pragmatics skills by using the advertisement. The findings are in synchronizing with previous studies such as Al-Hammadi (2011), Cho (2011), Ismaili (2013).

IV. FINDINGS AND DISCUSSION

The findings from observations and interviews with students are reported and analyzed to find out how was the effectiveness of using advertisement in teaching and learning speech acts in the Pragmatics course.

According to the participants' (120 Students) feedback, using advertisement as a tool in learning speech acts in the pragmatics course was very effective. They stated that the advertisements had a good enthusiastic motivational element.

Overall, the findings from informal interview and structural feedback questionnaire showed that advertisements are very essential in the teaching and learning process. Therefore, using appropriate advertisements medium in accordance with students' needs and interests in teaching to assist the students in improving their ability in not only pragmatics skills also in other language and linguistics courses.

Always there are common problems that will be there among the learners, it is inevitable, but the teacher's role is crucial in enhancing students' knowledge. Thus it's very important for the teacher to plan and prepare suitable materials according to the need of the course and the students.

V. CONCLUSION

In pragmatics, the speech act theory plays an important role in teaching speech acts that cannot

be deserted not only in pragmatics but also in Language learning. This study analyzed and described the effectiveness of using advertisement as a medium of teaching pragmatics skills based on the structured feedback questionnaire and students' informal interviews, the study found that majority of the students in the courses are learned speech acts as well as the Pragmatics concepts related to their course with the help of advertisements. The uses of advertisements were found to be effective in teaching pragmatics. It has made the students happy and they were learning speech acts effectively and enthusiastically. The advertisement has helped the students to improve their speech acts as long as it is provided based on the students' needs and interests. The students were effectively engaged and enthusiastic in writing assignments using advertisement media.

Thus, this study and my strategy of using advertisement in teaching speech acts have convinced me that the advertisement must be included as material to teach not only the speech acts also other language and linguistics courses. In fact, the students need more time to do the activity and teachers need time to select appropriate culturally friendly advertisements so that it is easy to enhance both language competence and performance.

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