



International Journal of Languages' Education and Teaching
Volume 5, Issue 4, December 2017, p. 213-226

Received	Reviewed	Published	Doi Number
21.11.2017	06.12.2017	25.12.2017	10.18298/ijlet.2301

**Critical Discourse Analysis of Advertising:
Implications for Language Teacher Education**

Burcu TURHAN¹ & Zuhâl OKAN²

ABSTRACT

Advertising is a prominent discourse type which is inevitably linked to a range of disciplines. This study examines the language of a non-product advertisement, not isolating it from its interaction with other texts that surround it. It is based on Fairclough's Critical Discourse Analysis (CDA) framework in which there are three levels of analysing texts: description, interpretation and explanation. In addition to analysing the advertisement at hand in terms of these three levels, the study includes semi-structured interviews conducted with English language teacher candidates. The purpose is to explore the social function of advertising not only from sounds, sights and language of the text, but also assess the impact of these on teacher candidates' views. To this end, three teacher candidates were interviewed; they were asked to explain how they related the advertisement to their own context. Findings from the inductive content analysis of interviews point to the fact that there is a close connection between the advertisement discourse and the "teacher" image in the minds of participants. The core results imply that integrating discourse analysis activities in teacher education programs can be fruitful in regard to gaining insight into how to question ideologies critically and resist manipulations. Thus, teacher candidates will be able to teach their future students how the use of language influences our understanding of social or moral issues transmitted through media.

Key Words: Critical discourse analysis (CDA), advertising, teacher education

1. Introduction

The history of advertising goes back to 1950s and 60s and the aim of advertisements was hard-selling with the help of some wise strategies (Vahid & Esmâ'li, 2012), but nowadays, it changed towards a more commercial tool. According to Ruiz (2014), it is also an important genre, it is everywhere and it influences everyone. Again Ruiz (2014) defines advertising as a procedure within marketing and it involves the exchange of goods and services between people to satisfy their needs. This indicates that advertising should make people happy by providing them to meet their needs. In terms of purposes of advertisements, it can be said that they are multi-functional because they can describe, warn, sell, inform, entertain and so forth. Still, the primary aim of advertisements is to persuade people to buy something or to accept an idea. This study is mostly based on the latter one which can also be called as non-product advertisements. Non-product advertisements show the effects of adopting or not adopting the advocated behaviour (Vahid & Esmâ'li, 2012).

¹ Res. Asst., Çukurova University, burcu.oyp@gmail.com.

² Prof. Dr., Çukurova University, okanzu@cu.edu.tr.

From a discursive point of view, both written and spoken advertisements have the potential to employ social dominance, power abuse or inequality and they can change social practices (Tasmasbi&Kalkhajeh, 2013). While doing so, the persuasive language used in advertisements can sometimes mislead each one of us either consciously or unconsciously (Woods, 2006; Lunga, 2006; Bloor & Bloor, 2007). In this way, advertisements create structures of meaning and change perceptions and all these cause and reveal social divisions (Vahid & Esmae'li, 2012). Most probably, the study of advertisements is becoming more important as Ahmed (2000) argued. He points out that analysis of advertising and other media tools are growing and different analysis methods have been utilized such as quantitative, qualitative, interpretive perspective, the modern social scientific approach, critical theory perspective or postmodernist approach.

The focus of analysis in this study is a bank advertisement in Turkish national television network. We found it as a striking product of advertising to exemplify how bank advertisers find ways to impress and convince people to work with their banks. To do so, they use language wisely because as Foucault (1975) suggested, great promises are best manifested with language. In fact, one of the most efficient media tools is TV advertisements because almost each individual watches TV and is exposed to numerous advertisements. They are possibly impressed by the sounds, images, simple conversations, mottos, beautiful colours and, of course, by the discursive power of language used in advertisements. For this reason, to analyse the advertisements critically is a necessity to reveal biases, hidden messages or manifestations which are encompassed within fascinating words. We worked with English language teacher candidates, because the advertisement is centered around a teacher image and we wanted to reveal, with their perspectives, what kind of messages the advertiser attempts to convey to the viewers with this image created. In other words, the aim is to see how they react to ideologies and manipulations imposed in the advertisement. Needless to say those ideologies and manipulations are inevitably under the influence of the linguistic preferences made by the advertiser. For this reason, the intent is to highlight how English language teacher candidates interpret those linguistic preferences and how they construct their own understanding by critically analyze the language of the advertisement. That is, we hope this will help English language teacher candidates raise their awareness of the power of language in social practices and pass on this awareness to their future students.

The following research questions lead the present study:

- a) In what ways are realities and ideologies transmitted in a bank advertisement which is themed around a teacher?
- b) How do English language teacher candidates perceive a bank advertisement which is themed around a teacher?

2. Literature Review

2.1. Critical Discourse Analysis

It is a well-known fact that Critical Discourse Analysis (hereafter CDA) started to become popular in 1980s in an attempt to go deeper in language studies along with social theory (Fairclough, 1992). Since those times, different scholars have described and explained CDA in different ways. Maybe, the main

differentiation has resulted from the relation between discourse and concepts which discourse interacts with. For instance, van Dijk (1985) mentions the existence of a connection between discourse and power in CDA. However, Fairclough (1992) states that there is a bilateral relationship between discourse and social structures because discourse has an effect on social conventions and at the same time, social structures influence discourse. In a similar vein, Gee (1999) points out that we cannot separate language from political groupings, social issues or power relations. This inevitably means that language has a role to manifest ideologies and the aim is to gain power over people by making them to be convinced about what is manifested with the language. That is to say, the way how people interpret messages transmitted via language can be easily directed towards what is aimed to be transmitted.

Another supporter of the relation between discourse and society is Halliday (1994) who believes that language is a “social act”. Here, the term discourse represents all forms of language such as spoken, written or even visual texts. And in all these forms, vocabulary and grammar items are not selected randomly but rather, they are all chosen on an ideological basis because language is the tool which transmits socially-negotiated issues to people in a certain society. In relation to whose ideology will be dominant, van van Dijk (1998) was of the opinion that discourse involves ideologies and ideologies conceal the social contradictions which give legitimacy to groups of people who have the power. In other words, discourse consists of some meanings or realities that are not communicated explicitly.

In order to unravel those hidden messages, ideologies or power relations, CDA seems a logical way to analyse language in an attempt to identify for what purposes language is used in a certain way or tone (Wodak, 1996). Identically, according to Kress and van Dijk (1990), CDA is an effective tool to unmask unequal power relations because it shows us that the ideologies of powerful groups in a society come into prominence much more than the ideologies of less privileged groups in the same society. The powerful groups achieve this by only using language more effectively and they are able to have an influence upon ordinary people in this way. In regard to this, the bad news is that people may unconsciously or heedlessly accept the ideologies of those so-called powerful groups.

2.2. Advertising Discourse

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.

3. Theoretical Framework

In the present study, Fairclough's (1992) three dimensional framework was used for the analysis of a Turkish bank advertisement. In this framework, there are dimensions which are all closely interrelated to each other. These dimensions are 1) description of textual analysis, 2) interpretation of production and reception, 3) explanation of social conditions which affect production and reception as seen in Figure 1 below:

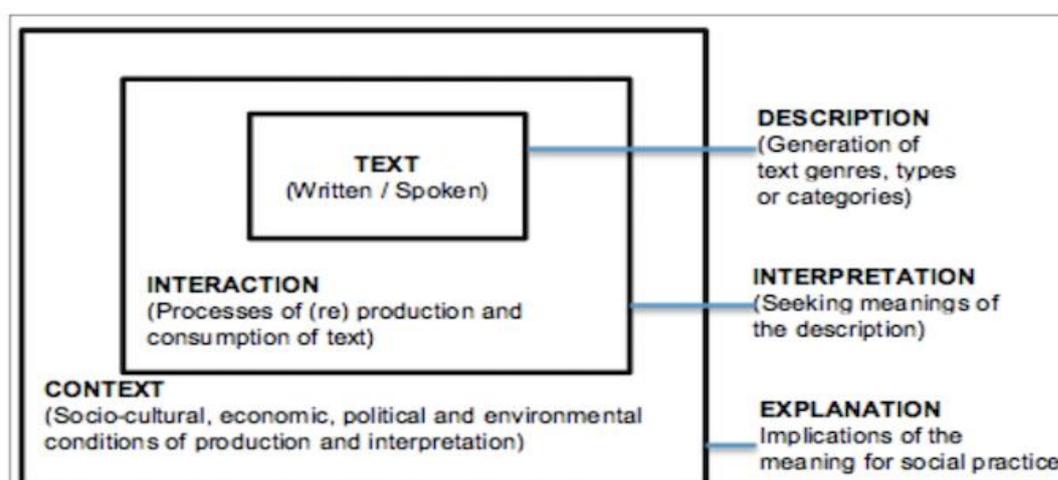


Figure 1. Fairclough's three dimensions of discourse analysis (1992, p.25)

The first dimension refers to the analysis of verbal or visual text or both. The term “text” is not only about linguistic features such as clauses and sentences but also the images, sounds, colour and sings and so on. The second dimension is related to the processes of how the object is produced and received by people. The relevant questions asked to find out this can be “Who produced the object?, For what purpose is it produced?”. The third dimension is linked to social practices, namely the historical and social processes that affect the production and reception. Regarding the first dimension, type of the text, the overall flow, sequence of materials, aural and visual aspects were all considered. Concerning the second dimension, relationship in different processes which are the level of production and reception were taken into account. Lastly, for the third dimension, Turkish culture, historical, economic and social background, gender-related issues and teacher-student relationship were analysed.

4. The Data Source

4.1. TV Advertisement on Teacher Academy Foundation of Garanti Bank

The advertisement selected for the study is available on Youtube and the relevant link is <https://www.youtube.com/watch?v=lbGnbt6uwE>. The purpose of the advertisement can be said to inform people about the existence of a Teacher Academy Foundation supported by Garanti Bank. It also aims to persuade people of the effectiveness of training provided in this foundation. The general theme of the advertisement is about a primary school teacher who has gained a new vision in relation to teaching profession after the training in the foundation. This foundation was established in 2008 and it is the first and the only foundation providing such training for teachers in Turkey. With regard to Garanti Bank founded in 1946, it can be mentioned that it is the second biggest private bank in Turkey. This bank introduces itself as having attitudes such as “transparency, clearness, accountability” toward its clients.

It is assumed that the advertisement is addressed to Turkish people from different walks of life but most probably, it is more attractive for ordinary people because everything ranging from the topic, images, music, utterances to the feelings transmitted are all related to everyday life of most of the people living in Turkey. Specifically, it can be said that the advertisement is primarily addressed to teachers and teacher candidates because the story in the advertisement is themed around a teacher and how caring and kind that teacher is toward his students. Still, the advertisement has the potential to influence and please a great number of people even though they are not teachers. The rationale for choosing this advertisement in fact depends on those reasons. In other words, it is assumed that the advertisement has probably been affecting people with the help of its beautifully-organized flow and linguistic elements and other complementary aspects wisely involved in it.

The flow of the advertisement starts with the first day of a male teacher after the training in the foundation. He had a new point of view in terms of teaching and tried lots of ways to attract his students’ attention with the help of different activities appealing to young students. Actually, he was portrayed as an effective teacher in interacting with his students. However, one of his students, Hasan, was not willing to participate in any of activities that the teacher designed even though other students were happy with the activities. This child was upset because he would like to know about the space and being an astronaut but he could not. The reason for that was because he had no such a chance in the school. The teacher realized this situation soon after careful observations of the child at

different times. The child always looked at the sky and created objects similar to spaceships. This made the teacher to feel that he had to prepare an activity in relation to space in order to draw the child's attention. This was the climax in the advertisement in fact and then, the child became happy and participated in the activity willingly. That is, the problem was solved by the teacher with the help of attractive activities for the children after observing and understanding the child. The crucial point was that the teacher achieved to gain all the students' attention while trying to gain the attention of only one student in the classroom.

Furthermore, this advertisement seems interesting and intriguing because it is in fact a bank advertisement; however, there is nothing visual or linguistic related to money, bank or investment until the end of the advertisement. And at the end, there are not so many bank-related concepts or visuals.

4.2. Semi-Structured Interviews with English Language Teacher Candidates

As mentioned earlier, semi-structured interviews were carried out with three male participants. All of them were the senior students at an English Language Teaching department. Two of them were at the age of 21 and the other one was 24 years old. They all stated that they really would like to be a teacher by heart. They really loved their subject area and loved to teach something to someone as well. The aim of the interviews was to demonstrate teacher candidates' perceptions toward the advertisement; for this reason, the interview questions (see Appendix 1) were prepared in the light of the content and language of the advertisement. Overall, it can be stated that the first four questions were all related to the content and the themes in the advertisement. That is, in addition to the question about a general impression from the advertisement, the other ones were concerned with the messages about teaching profession. Participants were requested to express their interpretations and agreement level on those messages. Apart from these, the rest of the questions were linked to discursive aspects such as aim, language, clothing and music that were available in the advertisement. The reason why these questions were asked because the researcher would like to find out whether there was a connection between her own discourse analysis of the advertisement and the perceptions of teacher candidates toward the same advertisement.

5. Results and Discussion

5.1. Results of Critical Discourse Analysis

5.1.1. Dimension I: Description

As Fairclough (1992) stated, the description dimension necessitates the analysis of both linguistic units and visual components of a text. Regarding this, it can be proposed that the event in the advertisement was expressed in a narrative style from the eye of a third person, which means the advertiser chose to transfer the feelings and ideas in a way that he/she could make the audience feel that it was a true story. This was most probably to give the impression that the relationship between the teacher and the child was really touching. We can also understand this from the use of past tense which leads the audience to think that there was a problem experienced in a real school and it was solved successfully. The opening statements from the advertisement below indicate the past tense use:

“It was his first day at school after the training in the foundation. He was so excited as if he had just started teaching. He knew what to teach; but the way of teaching would be a brand new experience...”

In addition to linguistic units; images, colours, sounds and so on have been analysed. Concerning images, it can be said that the teacher was wearing a classical suit at the beginning, but afterwards he wore an astronaut costume toward the end. A classical suit might be used to address to the ideal teacher image of ordinary Turkish people. The astronaut costume gave the message that teachers trained in the foundation had a new point of view and they could do amazing things to be able to attract their students' attention. This costume also represented the climax of the advertisement because the problem was solved thanks to it. Similarly, children in the advertisement were wearing classical uniforms. All of them seemed very neat just like their teacher. These uniforms might aim at showing that both children and teachers in the school were tidy, serious and formal. It also supported the image of a well-organized school environment. Regarding the school itself, it can be mentioned that it was a small school located in a village. It seemed not to have enough facilities and technological equipment that can keep up with the other modern schools in city centres. It had only a small garden and small classrooms. The message here is that teachers played essential roles to be an inspiration for their students, especially in such schools despite insufficient opportunities. Also, the underlying message can be that nothing was impossible even in such schools where students needed more support, encouragement and love.

Identically, with regard to school garden where there were no places or equipment for different activities, children were playing some games with their friends. The point that grabbed the attention was that female children were skipping a rope and male ones were playing with a ball. This can be interpreted as gender discrimination or a well-known stereotype at first. However, maybe the advertiser just would like to address the image of the classical or traditional games played by female and male children in the minds of the audience. That is, it might be to create an ordinary school environment in an attempt to create a sense of sincerity and naturality in the audience. Apart from that, the last point related to images can be the season when the event occurred. It was autumn and most probably, it was purposefully chosen to evoke the sense of sorrow because the event was going around an unhappy child. Accompanied with the background music, this sense of sorrow was transmitted as planned by the advertiser. The reason for this is because the music was really slow and in a harmony with the child's unhappiness. All these show that the images and the sound were strictly interrelated.

At the end of the advertisement, the logo of Garanti Bank appeared. It was shaped like a human head and its colour was white and green and it had a smiling face. The background was green as well. At the same time, the slogan of the bank which was “Garanti, do you have any other wishes? Happily and Proudly” was heard. Accordingly, we can interpret that the choice of green colour symbolized the calmness, hope, freshness in Turkish culture and it universally represented the nature. As for the slogans, it is possible to state that the advertiser was happy and proud of what he/she did. In addition, the advertiser gave the feeling that he/she was ready to make any other wishes real. In sum, it is emphasized that the advertiser dedicated himself/herself to solve the problems of Turkish people.

5.1.2. Dimension II: Interpretation

Fairclough (1992) believes that what is described in the first dimension of CDA is assigned certain meanings in the second dimension. To achieve this, in "Description" part above, the images, colours and the sound used in the advertisement have been referred in a way that they could represent an idea relevant to the context of the advertisement. To mention briefly again, the narrative style of language use, the ideal teacher and student costumes, the background music and the season, the choice of green colour can all be a clear reflection of Turkish culture. To exemplify, the female children skipping a rope and the male children playing with a ball are accepted as very normal activities for the two genders because what is expected from Turkish children is what is pictured in the advertisement. Another point related to culture is what the teachers and students wear at school. In the advertisement, they are all neat and suitable for an ordinary school in Turkey because in Turkish culture, the teachers and students are supposed to be very clean, tidy and to take their task seriously at school. Moreover, it can be argued that the autumn, an unhappy child and slow music are common representations in Turkish culture because Turkish people are very emotional and they love things sentimental. That is to say, it is easier to influence them with sorrow.

To better interpret the advertisement, the advertiser and his/her purpose in producing such an advertisement should be another concern of CDA. Regarding this, it is explicitly stated that the advertiser is Garanti Bank which is the second biggest private bank in Turkey. A foundation established by this bank is focused on. The purpose is to make the foundation known and to give information about its benefits for so many teachers and students. This being the case, one teacher's experience after trained in the foundation is told in a narrative style. This may be to show the success of the foundation in the real life.

All in all, it is clear that the advertisement discourse is really bound to culture in which it is produced. Besides, the producer; namely the advertiser, and the targeted audience are the other determinants for the success of the advertisement. This analysis highlighted that the advertiser really knows how to affect his/her audience well.

5.1.3. Dimension III: Explanation

According to Fairclough (1992), the explanation dimension refers to the social, historical and economic aspects and it requires the researcher to look at the discourse from a bigger picture. In other words, student teacher relationships, teachers' authority and the stereotype about the association of teaching profession with females in Turkish context have been taken into account. Social, historical and economic backgrounds of teaching profession in Turkey have always been a hot debate. To exemplify, teachers have greatly been respected by both students and parents in social life because teaching something to someone is regarded as a very important act. Regarding this, in the advertisement, it is pictured how vital and meritorious for a teacher to be able to be an inspiration for students. Actually, it is told that a teacher's task is not only teaching academic knowledge, but also he/she should know how to build an emotional relation and empathy with students. In historical terms, teachers have been accepted as the sole authority in the classroom and taught the necessary things to students until the recent past. Still, it seems that this perception has been altering at the moment because teachers are now more humanistic, open to learning new things from their students, giving importance to their students' emotions and individual differences and so on. That is, relationship between students and

teachers are now calmer and kinder when compared to the past and in the advertisement, the reflection of this alteration is illustrated with a sample event. Concerning economic issues, the general perception in Turkey is that there are never enough funds for education. A reflection of this is also seen in the advertisement because a village school where the facilities are considerably limited is portrayed.

Lastly, the teacher in the advertisement is a male teacher and he is like a person who we can encounter in real life. Most probably, this was purposefully done by the advertiser because the ordinary teacher image in Turkey is a caring female teacher who is teaching young students. Even so, the advertiser intentionally preferred to show a male teacher who is as caring as a female teacher. The reason was to break down the prejudices or stereotypes about the association of teacher image with females in the minds of Turkish people. All these may imply that there are so many stances in the advertisement which are really compatible with what we have experienced in real life and all of them are linked to the Turkish culture somehow.

5.2. Results of Interviews

English language teacher candidates' perceptions toward the advertisement were obtained through individual interviews and results were analysed via inductive content analysis in which the researcher immerse in the data and themes emerge from the data (Zhang & Wildemuth, 2016). The overall results were presented accompanied with themes and the relevant extracts. The researcher revealed the themes summarized in Table 1 below:

Table 1. Themes Obtained from Interviews with Teacher Candidates

	Themes	Explanation
1	General impression from the advertisement	Participants found out that there was a caring teacher figure in the advertisement.
2	Things that a teacher should know	Participants were consensus on the idea that it is not sufficient for a teacher to know what to teach.
3	Importance of observation and communication	Participants were of the opinion that both observing and communicating were important.
4	A new point of view in education	Participants believed that a humanistic point of view dominated the educational arena today.
5	Aim of the advertisement	Participants proposed that the aim was to make a teacher foundation known.
6	Language use in the advertisement	Participants indicated that the language of the advertisement was quite effective.
7	Clothing of the teacher in the advertisement	Participants thought that the clothing of the teacher in the advertisement symbolize a classical teacher figure in

8	Background music in the advertisement	Turkish context. Participants believed that the music in the advertisement was effective in terms of transmitting the emotion to the audience.
9	The context (place) in the advertisement	Participants stated that the village context of the school implied that there was no impossibility at all.

As illustrated in Table 1, there were nine themes generated as a result of inductive content analysis of interviews. The first theme is linked to general impression from the advertisement. In relation to that, participants pointed out the existence of an image about the teacher who was patient enough to show interest to each student and who loved and was proud of his job. That is to say, there was a positive image regarding the teacher in the advertisement. One of the interviewees explained the issue with a metaphor as seen in the following extract:

...That teacher was able to save 20 starfish while he was trying to save only one fish...In fact, he is the teacher model that I would like to be in the future. (Interviewee A)

Regarding the second theme, all the three interviewees agreed on that it was not sufficient for a teacher to know what to teach because they highlighted that a teacher should also know how to love students and how to be a source of inspiration and so forth. Moreover, they stated that a teacher should know how to teach; namely, a teacher should be familiar with child psychology, emotional intelligence and characteristics of different age groups. Additionally, the extracts below show what else a teacher should know according to the interviewees:

...A teacher should be able to design his/her own teaching method... (Interviewee B)

...A teacher should know how to remove the barrier between the child and the learning... (Interviewee C)

In the middle of the advertisement, it is mentioned that observation is more important than communication so as to understand students. Relatedly, interviewees stated that there should not be such a hierarchy between the two; however, one of them pointed out that observation should precede communication as indicated in the extract below:

Actually, I agree with this statement but I believe that the first step should be observation because we can better communicate with students only after observing them. (Interviewee C)

Toward the end of the advertisement, there is a proposition which is about the fact that teachers educated in teacher academy foundation are educating their students with a new point of view. Depending on this, interviewees responded to what this new view might be related to. Roughly, the ingredients of the new point of view can be listed as in below:

- Decrease in teacher authority
- Learner-centred
- Process-oriented
- Humanistic

- Making learning enjoyable
- Creating rapport with students
- Equality

As understood from the concepts above, interviewees believed that the change in educational arena is towards a more humanistic approach. That is, today's teachers are perceived as being more interested in their students, particularly while interacting with them, rather than being nothing more than an authority. This is about the fact that education is now becoming more learner-centred and more humanistic. Other points are related to giving equal chances in order for students to express themselves and giving importance to the process, not the product. Actually, all these imply that there is a perception of constructivist approach in the minds of interviewees.

Regarding the aim of the advertisement, the common assumption was about the fact that the advertisers would like to introduce the teacher academy foundation supported by Garanti Bank, especially to the teachers and teacher candidates. This means that interviewees believed that the audience of this advertisement was mostly teachers and teacher candidates. Apart from this, they also stated that it might aim at being a source of inspiration for teachers, creating awareness for teacher foundations or showing that teaching profession is a blessed occupation. The relevant extract makes the issue clearer:

I think its aim is to introduce the foundation and its educational point of view or maybe it shows us that teaching is something blessed. (Interviewee B)

Concerning the language use in the advertisement, interviewees thought that the language accompanied with the background music is used in a narrative style. They also mentioned about the tone of the voice which they described as reassuring, relaxing, calm and soft. And they believed that the message conveyed with linguistic patterns was the compassion of a teacher because Turkish culture really includes emotional aspects. The extract below is an indication of that:

I think a narrative language was used. I mean the story of a child was told from the eye of a third person.....and the message is the compassion of that teacher. This may be to impress Turkish people who are very emotional with a compassionate teacher image...(Interviewee C)

Similarly, interviewees also remarked that there was a male teacher in the advertisement and they thought it was to alter the perception of a female compassionate teacher in the minds of Turkish people. In other words, it might intend to prove that there can be a male teacher who can be compassionate as much as a female teacher. One of the signs for this is, according to interviewees, that the teacher wore an astronaut costume even if he wore a suit throughout the advertisement. Interviewees interpreted that this change of clothing showed the teacher could do something different from what he was expected to do. The reason why he wore a suit might be that advertisers intended to address the ideal teacher concept in the minds of ordinary people. Another reason for the choice of a suit might be because advertisers would like to demonstrate their seriousness and formality of what they did in the foundation.

In terms of background music used in the advertisement, it can be argued that the music was found to include sorrow at the beginning, but then it gave the sense of hope at the end. This is also related to the time when the event occurred in the advertisement. The time was autumn as understood from the leaves covering the ground and the clothing of teachers and students. The extract below explains this:

The music was very sad at first, but then it was more hopeful when the problem was solved. The music was also peaceful, emotional; I mean it was very sentimental. And the sorrow at the beginning represents the autumn. (Interviewee A)

Lastly, the interviewees described the place in the advertisement as a small village school whose facilities were not sufficient for an effective learning and teaching environment. This was interpreted as showing that there was a solution and hope even if the opportunities were considerably limited. All these themes reveal that interviewees hold positive attitudes toward the message transmitted in the advertisement.

4. Conclusions and Suggestions

In Ruiz's (2014) words, advertisements are everywhere and influence everyone. For this reason, it is essential to analyse them critically, especially the ones related to education which plays a vital role in our lives and shapes our future. Another reason for analysing such advertisements may be related to the fact that they can change social practices (Tasmasbi & Kalkhajeh, 2013) and perceptions (Vahid and Esmae'li, 2012). In the advertisement analysed in the present study, the advertiser's implicit objective is likely to change the traditional teacher image in Turkish context. This so-called traditional teacher image is associated with authority, detachment from students, using the same methods, being unaware of students' needs and emotions and so on. The expected change of the teacher image is towards a more caring, respectful to students' individual differences and their wishes and a teacher who is willing to create his/her own teaching style.

In terms of the explicit aim of the advertisement, the advertiser would like to introduce the teacher academy foundation and its benefits for teachers and students. From this perspective, this advertisement is an informative one even though it is hard to find difference between informative and persuasive advertisements because of confusing discursive patterns (Tasmasbi and Kalkhajeh, 2013). When the whole discursive patterns including the language, images, sounds and colours are examined, it is seen that the advertisement could be a persuasive one because the advertiser perhaps would like to persuade the viewers to agree with the idea that a teacher could do anything that can make a child's dreams come true in spite of any difficulty.

Fairclough (1992) believes that there is a bilateral relation between discourse and social structure and it can be argued that the discourse of the analysed advertisement is strictly bound to the social, historical and economic structures of Turkish culture. This is because of the fact that the advertisers really know the characteristics of their audience and they design the advertisements accordingly. This is acceptable for the advertisement analysed in this study as well. Besides, the close consistency between interview findings and CDA emphasizes that people living in the same culture tend to perceive hidden meanings in an advertisement in an identical manner. As a whole, advertisers use the common ideologies and power of language in order to change the thought, perception or behaviour of people. If what is tried to be changed is a good thing as in the analysed advertisement, then this

attempt will lead to positive outcomes that can help Turkish society and education system develop more and more.

As an implication, it can be suggested that such advertisements could be used in teacher education programs as teacher training activities. Teacher candidates might be encouraged to watch such advertisements or films from different societies and they may analyse discursive aspects with the guidance of their educator. They can even do this by considering the characteristics of different cultures. Thus, they will be able to discuss various points of views which belong to various cultures. Here, we should emphasize that such an approach would benefit not only language teacher candidates, but also teacher candidates from other disciplines. To go a step further, we could suggest similar activities designed for in-service teachers to help them with their professional development. In this way, they could help their students to question ideologies critically and resist manipulations, rather than educating students who are inclined to accept realities and ideologies of dominant authorities in the society.

References

- Abdelaal, N. M. & Sase, A. S. (2014). Advertisement analysis: A comparative critical study. *Advances in Language and Literary Studies*, 5(6), 254-259.
- Ahmed, N. (2000). *Cross-cultural analysis of advertising from the United States and Indian*. Retrieved from www.dissertstion.com/library/1120842a.htm
- Bloor, M. & Bloor, T. (2007). *The practice of critical discourse analysis. An Introduction*. London: Hodder Education.
- Fairclough, N. (1992). *Discourse and scial change*. Cambridge: Polity Press.
- Foucault, M. (1975). *Discipline and punishment: The birth of the prison*. New York: Vintage Books.
- Gee, J. P. (1999). *An introduction to discourse analysis: Theory and method*. Routledge, New York.
- González Ruiz, S. (2014). *The discourse analysis of cosmetic advertising: Max Factor's discursive development from 1940 to the present*. Retrieved from https://uvadoc.uva.es/bitstream/10324/8022/1/TFG_F_2014_40.pdf
- Halliday, M.A.K. (1994). *Introduction to functional grammar*. London Edward Arnold.
- Kress, G. & L. Van, T. (1990). *Reading images*. Geelong, Victoria: Deakin University Press.
- Lunga, V. B. (2006). *Unpacking stanbic bank's pan African brand campaign using critical discourse analysis*. Retrieved from www.ub.bw/cad/cssu/profiles/lunga.pdf.
- O'keeffe, A. (2011). *Media and discourse analysis*. Retrieved from <https://dspace.mic.ul.ie/bitstream/handle/10395/1681/O%20?sequence=2>
- Tahmasbi, S. & Kalkhajeh, S. G. (2013). Critical discourse analysis: Iranian banks advertisements. *Asian economic and financial review*, 3(1), 124.
- Vahid, H. & Esmae'li, S. (2012). The power behind images: Advertisement discourse in focus. *International Journal of Linguistics*, 4(4), 36.
- van Dijk, T. A. (1985). *The handbook of discourse analysis*. London: Academic Press.
- van Dijk, T. A. (1998). *Ideology: A multidisciplinary approach*. Sage.
- Williams, K. (2003). *Understanding media theory: Representation, audience, ideology, effects, production, text*. London: Hobber Arnold.

Wodak, R. (1996). *Disorders of discourse*. London: Longman.

Woods, N. (2006). *Describing discourse: A practical guide to discourse analysis*. Oxford: Oxford University Press.

Zhang, Y. & Wildemuth, B. M. (2016). Qualitative analysis of content. *Applications of Social Research Methods to Questions in Information and Library Science*, 318.

Appendix 1. Interview Questions

1. What is your general impression from the advertisement?
2. "He knows what to teach but the way of teaching will be a new experience." Is it sufficient to know what to teach? If no, what else is necessary for a teacher? Why?
3. "Observation is more important than communication in regard to understand children?" Do you agree with this statement? Why or why not?
4. "After the training, teachers educate their students with a new point of view?" What is this new view for you? Explain it briefly please.
5. What is the aim in this advertisement?
6. What is the role of language for the aim of the advertisement?
7. What do you think about the background music and its relation with the advertisement?
8. What do you think about the clothing of the teacher in the advertisement?