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INVESTIGATING REITERATION IN ENGLISH AND ARABIC ADVERTISEMENTS (A CONTRASTIVE ANALYSIS)

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Abstract

Language is used by people in everyday life situations. They use it to convey their thoughts to each other about different aspects of life. Advertising is one of the methods used by humans to convey messages through language. It uses language in a way that can be effective and sensible to the readers and the audience. In doing so, it must be lexically cohesive. To achieve this cohesion, the researcher will explore a number of cohesive ties known as reiteration that can be used to link the ideas of the advertisement together in order to get the meaning intended. The term 'lexical cohesion' may be referred to as "lexicalization" highlighting the functions and roles of using the lexical devices in designing and producing advertisements such as the use of "repetition, synonymy, general words, super- ordinate, etc..."

This study is an attempt to touch upon the lexical cohesion of the English and Arabic advertisements conducted by the use of reiteration. Besides, it aims at finding out the similarities and differences between the two languages concerning their use of the lexical cohesive ties in advertisements. The researcher sites samples of English and Arabic advertisements for the analysis. The samples are taken from magazines, journals and net concerned with cosmetics, food, tourism, etc. for the variety of samples. The model adopted for the analysis is Halliday and Hassan's. The principal objectives of the study were as follows:

1) *What are the differences and similarities existing between the use of reiteration as lexical cohesive ties in English and Arabic advertisements?*

2) *Which type of reiteration is more used than other types?*

Keywords

Reiteration, Lexical Cohesion, Advertisements

1. On Defining Cohesion

Yule (2006:125) defines cohesion as the ties and connections that exist within texts. It can be considered as one of the standards of textuality that uses syntax and lexis to interact with underlying semantic relations or underlying semantic coherence to create textual unity. Coherence is achieved by sets of markers of cohesive relations (Bell, 1997:65). On his part, Crystal (1992:60) states that any group of words that might be considered constituents of a larger unit can be said to be internally cohesive.

Quirk et.al, (1985: 1423) define it as the kind of semantic and pragmatic relations holding between clauses and sentences in a text in a form of formal linguistic realization. It is also defined by Richards et.al, (1985:45) as the kind of relationship that exists within parts of text which is most likely grammatical and /or lexical relationships.

According to Halliday and Hasan (1976:45), cohesion as a concept, is a semantic one. It takes into account the relation between the meaning and 'the constituents' of the text. When the larger units than the morpheme bind together in constructions, there is cohesion. Cohesion can be found where the interpretation of some elements depends on the existence of other elements. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it.

Rutten (1986:17) argues that it would be easier for the reader to follow a paragraph easily if it has a smooth follow, i.e. if one sentence leads to the next one. In this case, it can be assumed that the sentences are well-connected. This is what makes a paragraph 'cohesive'. It is the overt marking of relations within a discourse or text (which is often called the context of the discourse or text fragment under consideration) (Verschueren, 2003:104).

Remarkably, speakers and writers need to connect clauses within sentences. Moreover, they have to connect sentences across whole texts. The relation between sentences should also be controlled by a system. The grammatical system of a language covers the interrelationships between the items at the level of the sentence. But the sentence is not the largest unit in the linguistic system (Gee, 1999:159). Significantly, each language has its own systematic patterns to cover the interrelationships of persons and events. These patterns cannot be ignored in any

language (Callow, 1974:30). These additional relations, according to Halliday (1985:288) "cannot be achieved by grammatical structure, they depend on a resource of another different kind . These non-structural resources for discourse are referred to as "Cohesion".

From the definitions above, it can be concluded that without cohesion, a text would be only a random collection of sentences. James (1980:104) points out that the significance of cohesion arises when the reader is confronted with a text in which it is coherent with no cohesive ties, i.e., randomly structured. To illustrate this idea, let's consider the following example cited by Salkie (1995: 5):

1- Which is why the computer equipment used in schools has to be designed and built to a standard above and beyond the normal call of duty? It is practically impossible to restrain children when they get to grips with technology. A standard that is set by research machines.

In this text, the sentences do not fit together in a suitable way. There is nothing wrong with the individual sentences or words. It is the way the sentences are combined which is wrong. The cohesive version of this text is:

It is practically impossible to restrain children when they get to grips with technology. This why the computer equipment used in schools has to be designed and built to a standard above and beyond the normal call of duty. A standard that is set by research machines.

2. Types of Cohesion

Halliday and Hasan (1976:15) and Baker (1992:180) classify cohesion, as a linguistic term, into two types: Halliday and Hasan classify cohesion in terms of "the strata organization of language" as grammatical and lexical cohesion. To Baker, "cohesion is the network of grammatical, lexical, and other relations which provide links between the various parts of a text". So, it is concluded that cohesion falls into two types:

2.1 Grammatical Cohesion:

This type includes the choice of the closed system of ties that achieve cohesion.

It consists of four main kinds:

1-Reference

2-Substitution

3-Ellipsis

4-Conjunction (This type of cohesion is beyond the researcher's scope of the study).

2.2 Lexical Cohesion

It involves the choice of an open system of vocabulary to achieve cohesion. This type of cohesion is concerned with two distinct but related aspects: Reiteration and Collocation depending on the model adopted by Halliday and Hasan (1976:15). Renkema (2004:56) indicates that interpreting a discourse element is most likely depends on another element in the discourse. To achieve this lexical cohesion, the researcher has made use of a number of ties called 'lexical cohesive ties'.

3. The Ties of Lexical Cohesion

The mechanism of cohesion depends on two elements: the 'Presupposing' and the 'Presupposed'. The relation between them is called a 'cohesive tie'. Halliday and Hasan (1976:3) define it as "a term for one occurrence of a pair of cohesively related items". The cohesive tie is a unit of cohesion. It can be used to measure any instance of text in terms of the number and kind of ties. The tie enables the reader to analyze a text and give a systemic account of this phenomenon. Cohesion occurs when the interpretation of some element (the presupposed) is dependent on that of another (the presupposing), in the sense that it cannot be effectively decoded except by recourse to it (Halliday & Hasan 1976:4). To clarify the idea, let's present this example:

2- Wash and core six cooking apples. Put them into a fireproof dish.

In this example, the meaning of **six cooking apples** in the first sentence is vague unless it is resolved by **them** in the second sentence.

The cohesive tie may go in either direction: when the presupposed element precedes the presupposing, it is an 'anaphoric' tie, and when the presupposing precedes the presupposed, it is a 'cataphoric' tie (ibid: 329), as in the example below

3- John travelled to Paris. He arrived yesterday. (anaphoric)

4- After his travel to Paris. John arrived yesterday (cataphoric)

Sometimes, the distance between these two elements is more than one sentence, i.e., the presupposition may not take place in the immediately following sentence. Halliday and Hasan (ibid: 330) classify cohesive ties according to the distance of presupposition into:

1- Immediate Tie: This is the simplest form of presupposition. It relates each sentence to that which immediately precedes it.

2- Mediated Tie: in which the presupposing element refers back to another presupposing element in the preceding sentence that refers back to the presupposed element.

2- Remote Tie: in which there is no direct or indirect relation between the two elements when there is a distance of a sentence or more between them.

The example below cited by Halliday and Hasan (1976:330) shows the three types of cohesive ties:

5-The last word ended in a long bleat; so like a sheep that Alice quite started [1]. She looked at the queen, who seemed to have suddenly wrapped herself up in wool [2]. Alice rubbed her eyes, and looked again [3]. She couldn't make out what had happened at all [4]. Was she in sleep [6]? And was that really ...[7]? Rub as she would make nothing more of it [8].

In this example, the pronoun *she* in sentence [2] refers back to *Alice* in sentence [1] which is an immediate tie. *She* in [4] refers back to *Alice* in [3], but *she* in [6] refers back to that *she* in [4] which is a mediated tie. In [8], *rub as she would* refers back to *Alice rubbed her eyes* which is a remote tie.

There is another complication in the mechanism of cohesive ties: there may be more than one tie between two sentences.

6- She would try the plan, this time, of working on the opposite side. It succeeded beautifully.

It in the second sentence of the example refers back to *plan* in the first, and there is collocation as a lexical cohesive tie that relates between *try* and *succeed*.

Lexical Cohesive Devices are classified into the following types:

3.1 Reiteration

It is defined by Halliday and Hasan (1976: 278) as a form of lexical item at one end of the scale and the use of a general word at the other end of the scale; and the use of synonym, near synonym or superordinate. Reiteration can be found in form of repetition, synonym, hyponym and general word. There is always a need for the referent. All these ties have the function of reiterating the previous item, either in an identical or somewhat modified form, and this is the basis for the creation of a cohesive tie between the items. The tie is strengthened by the fact that the items are Co-Referential (Tanskanen, cited in www.academia.edu). Let's consider the following examples:

Repetition: The *snake* is going to suffocate if it stays there.

Synonym: The *serpent* is going to suffocate if he does not let it go.

Hyponym: The *animal* is going to suffocate if he does not let it go.

General Word: The *poor thing* is going to suffocate if he does not let it go (www.academia.edu).

Halliday and Hasan (1976:278) indicate a special case of reiteration which is the class of General Nouns. This class is a small set of nouns having a generalized reference such as human nouns, fact nouns, place nouns, and the like. They believe that the class of general nouns is the borderline between grammatical and lexical cohesion. For instance, creature is non-human animate, things and objects are inanimate concrete count.

3.1.1 Repetition

This type is the most important lexical device of lexical cohesion ties. It is categorized differently by linguists. For instance, Leech and Short (1981: 246) classify it into:

1- Formal repetition which is simple repetition of words and phrases.

2- Expressive repetition which gives emphasis or motive value to the repeated meaning of a word. For example:

7-He walked with a *girl*, the *girl* was carrying an umbrella.

However, repetition is classified by Hoey (1991:53-55) into simple and complex. Simple repetition is the naming of a lexical marker that occurs in the text in order to add new information. The complex repetition is indicated by two lexical markers which share a single morpheme and these are formally identical, or when the two lexical markers are formally identical but both have different grammatical functions. For example:

8- Tom is playing football. His play is good.

John plays football. His play is improved.

Hatim and Mason (1990:99) use the term 'recurrence' to refer to the repetition that makes the process of comprehension easier for the reader. Using a word repeatedly can make the text more coherent. The writer uses a less number of vocabulary. Van Dijk (1985: 78) claims that lexical recurrence, which is represented as the repetition of lexical items, contributes to cohesion. Moreover, it minimizes the effort of production and facilitates repetition because it is easier to identify the co-referent if identical concepts refer to one by identical lexical items.

De Beaugrande and Dressler (1981:49) use the term 'partial recurrence' to refer to the shifting of already used elements to different classes (e.g., from noun to verb). Leech and Short (1981:246) present the term 'cross-reference'. They state that it is a device used either for the repetition of meaning or for repetition of reference. They classify repetition into two types:

'formal' repetition which is the simple repetition of words and phrases, and 'expressive' repetition which is a device that gives emphasis or motive value to the repeated meaning (ibid).

3.1.2 Synonymy

Salkie (1995:9) defines synonymy as the cohesive device that refers to the use of a word that is to be interchanged with another word without changing the meaning of the utterance. Using synonyms is another way of making texts bind together. A synonym is a word that almost has the same meaning as another word. According to Hudson (2000:5), synonyms are words with the same or similar meaning within a language, for example *sick* and *ill*, *twelve* and *dozen*, etc.

Rutten (1986: 42) adds that there are syntactic synonyms comparable with synonyms of vocabulary in that no two equivalents make an exact match of meaning, for example, the sentence:

9- *I wrote the book easily* can be reformulated in a variety of syntactic shapes:

a- *To write the book was easy.*

b- *The book was easy to write.*

c- *It was easy to write the book.*

d- *Writing the book was easy.*

Bloomfield (1966:145) also stresses that there are actual synonyms because the forms are "potentially" different. On the other hand, Quirk (2000:131) states that it is rare, however, to find perfect and complete synonyms. Synonyms are used as alternatives to avoid repeating words, phrases, and sentences in the text. The term 'synonymy' is used in semantics to refer to a major type of sense relations between lexical items that have almost the same meaning.

To Halliday (1985: 310), lexical cohesion results from the choice of a lexical item that is, in some sense, synonymous with a preceding one, e.g., *small* and *little*. Crystal (1991: 345) points out that there might be a synonymic use of two items if both meanings are close enough to be used interchangeably in some contexts without change in meaning of the whole sentence.

So, synonymy is the device which allows the replacement of a lexical item by another when the latter does not cause a change in meaning. However, this is not always the case. Finding two words that have exactly the same meaning is impossible according to Bloomfield (1973: 145) who stresses that there are no actual synonyms because the forms are "potentially" different. In natural languages, there is no sameness of meaning because there is no reason to produce more than one word for the same meaning. For example *big* and *large* in the example below:

10- a-They have a ----- house.

b-You are making a----- mistake.

The two words are synonymous in (a), but in (b) only **big** can be used. This has a relation with the importance of context in deciding whether or not a set of items is synonymous.

3.1.3 Superordinate

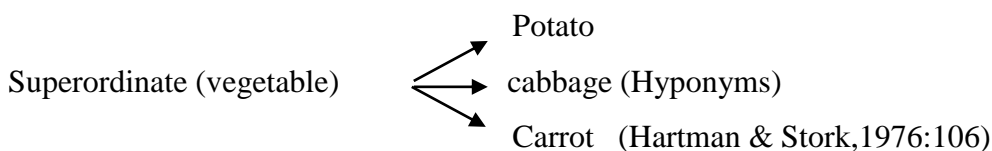
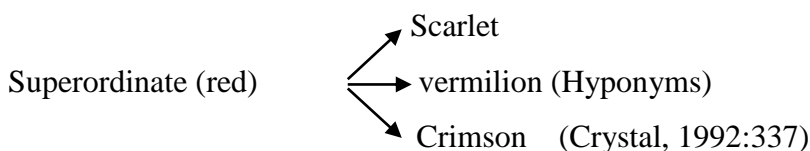
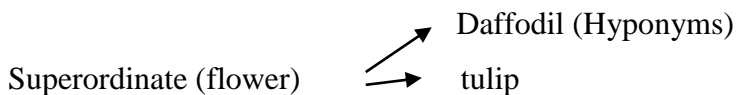
Words with a very general meaning are another cohesive device. Words in text are also linked by using a superordinate term. The superordinate is a general word which is used to refer back to a more specific one, as in the following instance: There was a fine old *rocking - chair* that his father used to sit in, a *desk* where he wrote letters, a set of small *tables* and a dark imposing *bookcase*. Now all this furniture was to be sold, and with it his own past.

'Rocking chair', 'desk', 'tables', 'bookcase' are specific instances of the more general word 'furniture'. They are the hyponyms of the general word 'furniture' which is the superordinate (McCarthy, 1991:66).

The meaning of a word may be said to be included in that of another word, this is called 'hyponymy'. The more specific words are co- hyponyms of the more general ones which are called 'superordinate' to their hyponyms.

In linguistics, 'superordinate' is called 'hyponym'. It is a word or phrase whose referents form a set including as a subset of the referents as a subordinate term. Let's have a look at the following example: 'Musical instrument' is a hyponym of 'guitar' because musical instruments include guitars.(English- English dictionary.com). It is the semantic relation in which one word is the hyponym of another and words stand with their extensions in the relation of class to subclass ([www.wikipedia.org/ wiki-superordinate](http://www.wikipedia.org/wiki-superordinate)).

Examples:



This type of relation refers to the hierarchical patterning of the lexical items in the language. It is the relation between one lexical item and another which is higher or lower than it in the lexical hierarchical patterning. Halliday and Hasan (1976: 280) define it as the item whose meaning involves the meaning of an earlier item. Technically, it is the kind of item that governs the earlier in lexical taxonomy.

As a cohesive device, "superordination" refers to the sense relation holding between more general or superordinate lexical item and more specific or (subordinate) one. Superordination can be classified into three types: hyponymy, metonymy, and general words.

3.1.4 Hyponymy

This type of relations has the meaning of inclusion, i.e., the meaning of a lexical item is included in the meaning of another, e.g., *cat* is a hyponym of *animal*, and *Brazil* of *country*. The relation of hyponymy can be exemplified in the following diagram: The hyponymic relation of the word "sport" includes 'football', 'basketball', 'boxing', etc.

The word *sport* is the superordinate and the words *football*, *basketball* and *boxing* are subordinates. The relation between the subordinate items is called 'co-hyponymy' since they belong to the same hierarchical level.

Another method to account for this type of relation is proposed by Leech (1974). This method is called 'componential analysis'.

It is the process whereby the meaning of a word is broken down into minimal distinctive features (ibid: 96). Any word meaning that can be broken down into more specific features is regarded as more subordinate. Notice the following example:

human: + *animate*, +*human*

female: + *animate*, +*human*, - *male*

woman: + *animate*, +*human*, -*male*, +*adult*

The word '**human**' has the most general meaning since its meaning can be broken down into two distinctive features +**animate** , +**human** whereas the word '**woman**' has more specific meaning since it can be broken down into four distinctive features .

3.1.5 General Word

It refers to the word that describes a class of objects, things or matters, as in:

11- Could you tell me where Paris is? I've never been in that place.

'Place', here, is a general word that describes location and it is more general than *Iraq*. James (1980:105) suggests that this lexical item has two functions in the text. First, summarizing the antecedent sentence, and second, evaluating the content of that sentence, therefore, he calls them as 'summative – evaluative' words.

It is an important category of superordination similar to hyponymy and metonymy, yet functioning at more general level. Here the general word describes a general class of objects, things, matter, etc. For example:

11- Can you tell me where to stay in Turkey? I've never been in the place.

"Place" here is a general word that describes location and it is more general than "*Turkey*". The cohesive function of such lexical items is explained by James (1980: 105) who suggests that such lexical items have two functions in the text. First, summarizing the antecedent sentence, and second, evaluating the content of that sentence, therefore, he calls them 'summative evaluative words'. Halliday and Hasan (1976 : 247) remark that these general words are crucial source of cohesion in spoken language, a second speaker can use them to signal, lexically, that he sees in the implication of the first speaker's remark or to express a relation which has not been expected by the first speaker. The example below illustrates the relation:

12- Mary is often washing the dishes with me. I appreciate this help.

Here, the noun *help* refers back to the whole previous sentence, and evaluates its content positively. Halliday and Hasan (ibid) also state that the use of general words sometimes reflects the attitude towards what one is talking about. This is achieved by the use of such words as *poor, lucky, dear, idiot*, as in:

13- The boy is climbing that tree.

14- The idiot is going to fall if he doesn't care.

3.2 Collocation

It is the second major type of lexical cohesion ties besides reiteration. (This type of cohesive device is beyond the researcher's scope of the study).

4. The Importance of Advertisements

Advertising is defined as a form of marketing communication used to persuade an audience to take or continue some action, usually with respect to an advertisement offering, or political or ideological support.

The purpose of advertising may also be to reassure employees or shareholders that a company is viable or successful. Advertising messages are usually paid for by sponsors and viewed through various media including the mass media such as newspapers, magazines, television advertisements, radio advertisement, outdoor advertising or direct mail; or new media such as blogs, websites or text messages. Advertisers often seek to generate increased consumption of their products or services through "branding", which involves associating a product, name or image with certain qualities in the minds of consumers. <http://en.wikipedia.org/wiki/Advertising>

5. The Adopted Model

The work of Halliday and Hasan, **Cohesion in English** is regarded as the first elaborated approach to the analysis of cohesion in English. The authors classify the cohesive ties into five main types: **Reference, Substitution, Ellipsis, conjunction and Lexical Cohesion.**

The present study is concerned with lexical cohesion type. It is devoted to a contrastive analysis of reiteration found in English and Arabic advertisements based on Halliday and Hasan's (1976) model of lexical cohesion, therefore it is necessary to shed light on the items of the model.

Halliday and Hasan define lexical cohesion as: "selecting the same lexical item twice, or selecting two that are closely related. The two instances may or may not have the same referent; but the interpretation of the second will be referable in some way to the first. It is the cohesive effect achieved by the selection of vocabulary" (ibid:12). They sub-categorize the lexical cohesive ties into 'reiteration' and 'collocation'.

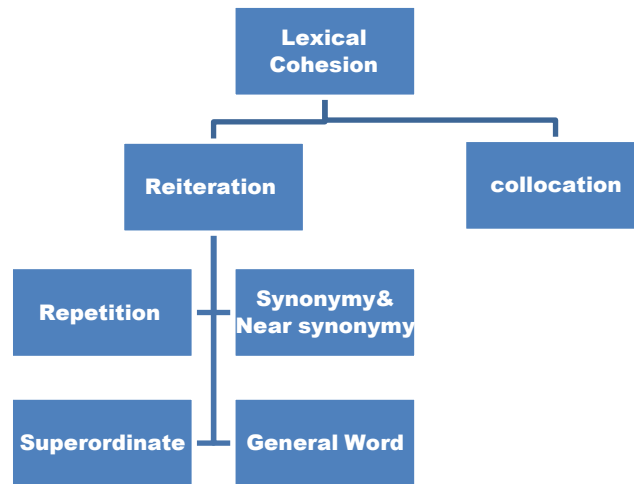


Figure 3: Halliday and Hasan's (1976) Model of Lexical Cohesion

In the example below, the lexical item refers back to another, i.e. , to which it is related by having a common referent. A reiterated item may be a repetition, a synonym or a near synonym, a superordinate, or a general word; and it is always accompanied by the reference item *the* (ibid) in the INS as shown in the instances below:

15- **There is a boy climbing that tree.**

a- **The boy is going to fall if he doesn't care.** [Repetition]

b- **The lad is going to fall if he doesn't care.** [Synonym]

c- **The child is going to fall if he doesn't care.** [Superordinate]

d- **The idiot is going to fall if he doesn't care.** [General word]

Typically, the class of general words, especially those referring to people, involves a connotation of attitude on the part of the speaker, e.g., *dear*, *poor*, *stupid*, etc.

The authors believe that a lexical item, whether or not it has the same referent, coheres with the preceding occurrence of the same item (ibid: 283). There is a referential relation between the first occurrence and the second occurrence according to the type of lexical item. According to Halliday & Hasan (1976), lexical cohesive ties have referential relations, i.e., repetition refers to the same Item synonym & near-synonym refers to Inclusive relation, superordinate refers to exclusive relation, finally general word refers to the unrelated relation.

6. Data

The target materials for this research constitute advertisements belonging to English and Arabic (languages). Twenty advertisement s are extracted from journals, websites and magazines written in English and Arabic, 10 advertisement s were selected from each language

according to the analytical framework introduced by Halliday and Hasan (1976).The lexical cohesion ties under analysis were Repetition, Synonymy, Hyponymy, General Word and Collocation. The Appendix contains the pictures of the advertisements as well.

7. Analysis

The first step in analyzing the texts the researcher followed is the identification of the lexical cohesive ties for each advertisement s well as stating to which type each belongs. In addition, the frequency of occurrences of each lexical device is kept count of.

Hence, the lexical ties will be abbreviated as follows:

Repetition (RP), Synonym (SN), Super ordinate (SO), Hyponym (HY), General Word (GW)

Table 1: *Frequency of Reiteration in Arabic Advertisements*

Arabic Advertisements	Type of Lexical Cohesive Devices	Number of Occurrence	Percentage
	RP	146	76%
	SN	30	16%
	SO	4	2%
	HY	10	5%
	GW	2	1%
Total		192	

Table 2: *Frequency of Reiteration in English Advertisements*

English Advertisement s	Type of Lexical Cohesive Devices	Number of Occurrence	Percentage
	RP	166	80%
	SN	32	16%
	SO	2	1%
	HY	4	2%
	GW	2	1%
Total		206	

Table 3: *The Analysis of the Arabic Advertisements*

Number of Ads	RP	Number of occurrences	SN	SO	HY	GW
1	قمة	2	عائق السحاب			
	برج	5	تفوق الخيال			
	سكاي	2				
2	مواد	2	مواد			
	كيمياوية	2	مكونات			
	طبيعي	2	صبغة			
Number of Ads	RP	Number of occurrences	SN	SO	HY	GW
	شعرك	3	لون			
3	تركيا	8	اكتشف	تركيا	اسطنبول	
	عطلة	2	اختبر			
	اكتشف	3	المجمعات التجارية	عائلتك	لك	
	مجددا	2	الاسواق			
	عائلتك	2	اثارة			
	العديد	3	يذهل			
	الحديث	2				
4	ماكياج	2	نواحي الخلل			
4	نقطة	2				
	نواحي	2				
	اللمعان	3				
	خاليا	2				
5	قدم	6	التشقق	جسمي	عقب القدم	الصحة
	بشرة	2	الجفاف			الحيوية
	مرطب	2	الرمال			
	عقب القدم	3	الغبار			

6	الماء	2				
	تأف	2				
	شعر	2				
	صحة	2				
7	لذيق	4	المزيج			
	الياف	2	المخلوط			
	المزيج	2				
	المثالي	2				
	صحي	2				
8	الوزن	3	ازالة الوزن			
	الدهون	2	تخفيف الوزن			
	وجبات	2				
	صحية	2				
	تخفيف	2				
9	علاج	2	طبيعية	الجسم	الجلد	
	جراحة	4	غير جراحية		البطن	
	الحلول	3	السلوليت		الثدي	
	إزالة	3	الدهون		الشعر	
	التجاعيد	2			الشفاه	
					الخدود	
10	خيم	12	معسكرات			
Number of Ads	RP	Number of occurrences	SN	SO	HY	GW
	الألمنيوم	5	تخيم			
	متنقلة	10	بيوت			
	مساكن	2	مساكن			
	مستشفيات	2				

Table 4: The Analysis of the English Advertisements

Number of Ads	RP	Number of occurrences	SN	SO	Hy	GW
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1	Orthodontic	3	Unique			Facial
	Dental	7	Unlike			Joint
	Dentistry	3	Outstanding			
	Cosmetic	2	Quality			
	Whitening	2	Relaxed			
	Facial	2	Serenity			
	Treatment	3	Pamper			
	Every	2	Spoil			
	Relax	2	Your senses			
	Cleaning	2	Yourself			
	Surgery	2				
	Plasma	2				
	Orthodontic	3				
2	Nutella	4	Sweet			
	Hazelnut		Sugar			
	Health	4				
	Snack	2				
3	Moisture	2	Defines			
	Curl	2	Tames			
4	Milk	2	Strong			
	Bones	2	Steel			
	You	3				
5	Dry	3	Wetness away			
	Pampers	5	Dry			
	Unique	2	Great			

Number of Ads	RP	Number of occurrences	SN	SO	Hy
6	Nestle	2	Swiss	World	Swiss
	Chocolate	2	Switzerland		Switzerland
					America
7	Good	2	Slippery		
			Lubricate		
8	Curl	2		Tool	Curler
	Legendary	2			
9	Whiter	4	Bleach		
	Get	3	White		
	Stains	2	Abrasion		
	Dental	2	Cavities		
	Teeth	2	Less		
			Reduce		
10	Baby	2	Only		
			Unique		

After reviewing and analyzing the Arabic and English advertisements, it is clear that reiteration is used intentionally to attract the readers' attention towards the products. In the Arabic advertisements, the word that carries the basic idea or the name of the product is repeated more than once. In advertisement number 1, 'برج خليفة' and in advertisement number 3, the name of the country 'تركيا' has been repeated 8 times. The importance of repetition is to make the name stick in the mind of the receiver who could be a tourist. 'تركيا' here is the superordinate and 'اسطنبول' is the hyponym. The researcher believes that the word 'سكاي' describing Khalifa's tower is derived from the compound word 'skyscraper'; and through the process of clipping, the second word is clipped and the first word is kept to stand for the whole. Also, the words in advertisement number 2 'طبيعي' and 'شعرك' occurred repeatedly to attract the attention of the consumers of the natural product they are going to have that could make their hair look healthy. The same thing with the words 'البشرة' and 'فاتح' in advertisement number 8, the concentration is on those words. The advertiser wants to emphasize the result of using this product; it is fairness.

In advertisement number 7, the repeated word لذيذ is to show that even if food is healthy it could be delicious just like this product. In Arabic advertisements, most synonyms are one to one word, i.e., equal synonyms. For instance, the words المصنوعات التجارية, الاسواق. Also, المزيج and المخلوط. They give the same meaning.

The English advertisements are most likely stuffed with too many details. For example, the first advertisement has too many detailed information about the way teeth are treated. Words like 'treatment', 'cleaning', 'surgery' are repeated more than once to emphasize the basic idea of the advertisement that teeth will be treated in a good way in this particular clinical center.

As far as we know, there are no two words that are identical. Rather they could be used in different contexts. Moreover, it is the context within which the word is used that clarifies the meaning intended, i.e. words are not interchangeable in some contexts. We can illustrate this non- interchangeability through the examples taken from the ads. Words like 'unique', 'unlike', 'outstanding', 'high quality', 'your sense' and 'yourself' are found. Most of the synonyms are not 'total synonyms', i.e. one to one word synonym but are implied. In advertisement number 3 'define', as a verb, means to delineate the borders of something. In this ad 'define curls', 'define' means giving clear shape to the curls. It indicates that this cosmetic is of high- quality and so effective. This, however, beautifies the hair which, in turn, beautifies the face. This above all, is the ultimate goal required.

In advertisement number 5, 'dry' and 'wetness' denotatively are antonymous, but specifically speaking; those words almost give the same sense in different contexts, i.e., different ads. 'Dry night' is indicative of high quality pampers and the baby, therefore, can have a comfortable sleep at night with no wetness disturbing his sleep. While in 'to speed wetness away', 'wetness', though an opposite meaning, yet within this context, it expresses the same idea, antonymous i.e., 'dry' and 'speed wetness' are ant that is these diapers are the best and one has to buy them.

The use of the synonymous words 'only' and 'unique', in advertisement number 10, pictures the shampoo advertised as something remarkable in that it is safe and does not harm the eyes in case it gets into them. So the baby who is given a bath will no more cry due to the harmful effect of other shampoos. This Johnson's baby shampoo is unique as it is made up of substances that are safe and secure. The picture of a baby rubbing his eyes out of pain due to the harmful substance used in other shampoos adds a great deal to the persuasive endeavor sought after.

Grammatically unrelated words but semantically related words are used in advertisement number 7. The word 'butter' is a noun, 'slippery' is an adjective and 'lubricate' is a verb. Those words belong to different parts of speech, yet they are semantically related. We can infer the fact that the lexical cohesive device is decisive in conveying the meaning intended. The words 'slippery' and 'lubricate' show the same connotation that is related to the features of 'butter'.

In advertisement number 8 this eyelash-curler ad is advertised through the use of words like 'pump up', a verb, that means 'to enlarge', and 'volume', a noun, that refers to the eyelashes. The word 'powerful' highlights the effectiveness of the eyelash curler. The adjective "legendary" designate the noun tool, i.e. the eyelash curler. Tool is the superordinate and curler is the hyponym. What is 'legendary' must be exceptional and peerless. Being as such, this eyelash curler must produce exceptional results as well. Such words, though belonging to different parts of speech, yet they are semantically related. This relatedness of meaning contribute, beyond any doubt, to the persuasive efforts made by ad-men, which, above all, aim at drawing the attention of potential consumers.

Advertisement number 6, this chocolate highlighting ad, reviews the history of chocolate-making so as to grab the attention of the would be consumer. Originally, this chocolate is Swiss, so the Swiss have the tricks of the trade. All the 21 chocolate products branded Nestle's owe a lot to the Swiss for the originality of making. Besides, it is in America that this exceptional product is prepared and produced in 1907. This is really a history. Being original and tasty, Nestle's is still up to now enjoy in around 108 countries all over the world. It is obvious that persuasion is attempted through a rapid review of this product history, i.e. originality is attained through old-history experience.

The above-mentioned ads advertise milk. As usual, this ad aims at persuading consumers to buy this milk. In order to make people buy it, the ad-designer presents a few advantages and the consumer is reminded of the fact that milk, esp. - this type is filled with calcium. This substance, however, contributes a great deal to the building of bones and will make them strong. Moreover, a comparison between the strong bones one is supposed to have when he/she drinks this milk and steel, a metal which is really hard and strong is drawn. The words 'strong' and 'steel' here are antonymous in a way that bones will be very strong like steel you; consumers will definitely have bones as hard and strong as steel.

8. Conclusions

The recent study is a contrastive study of reiteration as a lexical cohesive tie employed in English and Arabic advertisement advertisements are taken from different resources

including magazines, net and newspapers for the variety of samples. After analyzing the advertisements for each language, general findings are drawn as follows:

- 1- Repetition is the most frequently used type of reiteration. Both Arabic and English texts exhibit a general tendency towards the use of repetition more than the other ties, as shown in the average percentage in the tables. There is repetition and reoccurrence of the word that carries the name of the product or has the basic idea of the advertisement. The basic idea is repeated a lot in the English ads compared to the Arabic. Arabic texts are denser in this respect.
- 2- Arabic advertisements are more abbreviated than English ones.
- 3- There is a tendency to use English words, in the Arabic advertisements, written in Arabic letters such as the word (sky) is written سكاى and (cellulite) is written سلوليت.
- 4- The frequency of other reiteration types are almost with lower frequencies for both text groups. Interestingly, the frequency of superordinate and general word types, are almost the same in both languages.
- 5- Synonyms are found in the English advertisements more than in the Arabic ones.

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