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Running Head: ENGLISH LANGUAGE AND CULTURE CUES

The Rochester Institute of Technology

Department of Communication

College of Liberal Arts

English Language and Culture Cues Found in Advertisements in Selected Print Publications for
Deaf and Hard of Hearing People

by

Cindy Kay McAllister

A paper submitted

in partial fulfillment of the Master of Science degree

in Communication & Media Technologies

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Table of Contents

Abstract	4
Thesis	5
Rationale	7
Review of Related Literature	8
Research Questions	16
Method	17
Results	21
Discussion	29
Conclusion	33
References	36
Appendix A – Content Analysis Coding	39
Appendix B – Examples of Subject-Verb-Object	41
Appendix C – Examples of Phrasal Verbs	42
Appendix D – Phrasal Verbs from Analysis	43

Abstract

hard This research investigated advertisements in *Deaf Life* and *Deaf Rochester News* use of written English and culture cues to communicate to deaf and hard of hearing (DHH) audiences. DHH audiences have indicated that seeing more DHH actors and sign language in advertisements will increase their response to the advertisements. English and characteristics of culture were analyzed to determine the extent of understandable English and appropriate culture cues for DHH audiences. *Deaf Life* did not use understandable English and appropriate culture cues to a high extent. *Deaf Rochester News* did use understandable English, but did not use appropriate culture cues to a high extent. These results indicate a change is needed to increase effective advertising to DHH audiences.

Keywords: deaf and of hearing, advertis*, print publications, English, culture

English Language and Culture Cues Found in Advertisements in Selected Print Publications for Deaf and Hard of Hearing People

Half of all deaf and hard of hearing (DHH) students graduate from high school with a fourth grade reading level or less (Traxler, 2000). Some DHH people communicate primarily with sign language, making English their second language. Some DHH people are raised orally and communicate with spoken and written English, making English their first language. DHH people may or may not know sign language. For some, their hearing loss prevents them from understanding spoken and written English. Many DHH people have a low literacy level which prevents them from fully participating in activities involving reading. Exposure to advertising is unavoidable even to DHH audiences; therefore it is necessary for DHH audiences to understand the advertising message whether it be an informative or persuasive message.

With tobacco and other serious health issues, the DHH audiences may receive health-related information, but might not have the literacy ability to comprehend the information. Heutel and Rothstein (2001) found that DHH students have inadequate HIV/AIDS knowledge because they rely more on information from their family and friends than information from formal and accurate sources. When information comes from the media, DHH people do not have the benefit of feedback and interaction of face-to-face communication. In a study focusing on television captioning, Ward, Wang, Paul and Loeterman (2007) said the “low level of literacy affects [DHH] students’ ability to interact with other media, and thus their ability to meet the objectives of schooling and to understand popular culture” (p. 20). DHH people have lack of information or misinformation because of their inability to interact with media and lack of comprehension access to literature and media. DHH audiences cannot always participate in

mainstream media consumption because the media was not created with DHH audiences in mind. They can sometimes partially participate if the mainstream media has accommodations, such as captioning, but captioning involves reading written text. This low literacy forces DHH audiences to actively choose or discard their media among the vast selection of available media including advertisements.

Advertisers do not want their persuasive appeals to be ignored. Advertisers have become more aware of DHH people as a group of people with unique needs and as consumers (Williams, 1999). By using deaf actors and sign language in their advertisements, companies have seen an increase in DHH consumers as well as other people with disabilities consuming their advertised product. DHH people can be seen as a specific market and should also be viewed as a distinct culture. Members of DHH culture have a hearing impairment and communicate in sign language. DHH people are not commonly born into families or communities of other DHH people. It requires effort to find other DHH people to join that culture. Pires and Stanton (2002) support the “need for cultural differences to be taken into account when marketing across countries, as well as recognizing the need for marketing programs that are tailored to individual minority ethnic groups in culturally diverse societies” (p. 113). Using understandable English and appropriate culture cues in advertisements is part of recognizing the DHH audiences as a vital and contributing minority group to consumerism.

This study sought to know if advertisements in selected print publications targeting DHH audiences used understandable English and appropriate culture cues for this audience. This study also compared older advertisements with newer advertisements of selected print publications to determine if there has been change over time.

Rationale

Personal

Being hard of hearing and having a passion for marketing and advertising, this research provides me with new information to improve advertising toward DHH audiences. I was raised orally and did not learn sign language until my early adult years. I continue to struggle with understanding English. I wanted to challenge myself by learning more about my struggle and applying it to a passion.

Scholarly

There has been little research of English and culture in advertisements for the DHH audiences. There has been little research of advertising to DHH in general. The present research provides researchers and advertisers with a better understanding of the appropriateness and effectiveness of language and culture in published advertisements found in print magazines for the DHH audiences. The research adds to the research of deaf general studies and deaf linguistic studies. Researchers can use this study for comparison with other research of advertisements targeted toward other English as Second Language populations.

Social

Advertisements more easily understood by DHH audiences may increase DHH audiences consuming the advertised product or service. The product may enrich the lives of DHH people and improve economy. The more DHH audiences are seen as consumers the more necessary it is for the advertising messages to reach the DHH population and for DHH audiences to respond to the messages. The present study provides knowledge of English language and culture of DHH audiences by providing empirical data of content

of published advertisements found in print magazines for DHH audiences. The results provide further knowledge about the advertising needs of DHH audiences to improve advertising toward them. The results may also be used to motivate DHH audiences to participate more in media consumption.

Review of Related Literature

To further understand English language and culture cues found in print publications for DHH audiences, it is important to first review literature about international and intercultural advertising. Second is a review of literature about the culture of DHH people. Third is a review of literature about written English language and DHH people. Fourth, is a review of literature of advertising writing in comparison to everyday writing. Last is a review of literature of advertising to DHH audiences.

International and Intercultural Advertising

International advertising is practiced because globalization has made the world seem borderless. Intercultural advertising is practiced because of the social responsibility and economical benefits of reaching minorities. The variety of cultures and languages throughout the world and nation do not make it practical to use the same advertisements for every audience. Wei and Jiang (2005) investigated international strategy used in and differences of use between Nokia advertisements published in magazines in both the U.S. and China. The authors wanted to determine the degree of message customization to the specific international audiences. The authors discovered, by coding the standardization of creative strategy and execution and by coding culture cues, Nokia used a “glocal” strategy in their advertisements published in magazines in both the U. S. and China. The “glocal” strategy is the combination of “a highly

standardized creative strategy with adaptation in execution” (Wei & Jiang, 2005, p. 842).

“Glocalization,” further defined by Robertson (1995) is combining global and local communities by adapting global marketing to a local level. Harris and Attour (2003) also found Europe and Middle Eastern multinational advertising agencies use more of a “glocal” strategy. Hite and Fraser (1988) further found “glocal” strategy is used by the majority of U.S. multinational advertising agencies. Standardizing the creative strategy with adapting the execution is a common practice among international advertising. Different cultures are similar to different nations and therefore it would make sense to also apply the common practice of “glocal” strategy to intercultural advertising.

Different cultures, like the culture of DHH people, have different characteristics of their culture than other cultures. Each international or intercultural target is so unique and subjective that, according to Pire and Stanton (2002), “the elaboration of a globalisation [sic] code of ethics appears problematic” (p. 116). Culture cues are different for different cultures. Advertisers need to be aware of the culture differences of their audiences. The DHH people are indeed a unique culture and require a code of ethics that is different from other ethnicities and culture. Following are characteristics of the unique culture of DHH people.

The Culture of DHH People

DHH people have a different culture than mainstream U.S. Padden and Humphries (1988), using various examples of the cultural life of DHH people, described DHH people as indeed a group of people with a unique culture. There are different and distinct perspectives between DHH people and hearing people. DHH people do not live in a geographical location and rarely in families of DHH people. “This peculiar condition leads to a longing of their own,

a longing to live lives designed by themselves rather than those imposed by others” (p. 112).

The language of DHH people is unique. Language and communication is an innate need and without hearing capabilities, DHH people over generations, have invented and adapted a gesture-based language. Padden and Humphries said sign language is as important to DHH people as speech is to hearing people and sign language is not inferior to English. The authors said another uniqueness of the culture of DHH people is the understanding and appreciation of sound and music through movements instead of through sound.

Higgins (1980) reported on his observations about, interviews with and his personal experience of DHH people in the Chicago area beginning in the year 1975. He describes a gay community as similar to a deaf community because they use similar techniques, such as clubs, to find others like them. DHH and gay people need to find each other because they are not born into DHH and gay communities. In contrast, people of a different race are usually born into cultures of their race. Higgins (1980) said “unlike blacks, members of the deaf community must deal with families who are predominantly part of the larger world” (p. 102). Members of the DHH community have some degree of hearing loss and communicate via sign language. “Those who are opposed to signing or who do not sign are not members of the [deaf] community” (p. 41). Sharing a language is a characteristic of DHH culture. It provides a place for communication ease instead of the difficulty of interaction with hearing people. Hearing people, such as educators, interpreters, friends, and family members, may associate regularly with the deaf community but their membership is only “a courtesy, which recognizes the fundamental fact that no matter how empathetic they are, no matter that there is deafness in their families, they are not deaf and can never ‘really’ know what it means to be deaf” (p. 46).

DHH people enjoy being with other DHH people because they are in a community of communication commonality. In a world that relies heavily on aural communication and media, DHH people feel they do not fully belong. Even if accommodations are provided, it may not be fully adequate. Fortunately, with advances in technology, DHH people are able to better participate in media with communication ease. For example, Fels, Richard, Hardman, and Lee (2006) tested the possibility of sign language web pages using signlinking, which is “hyperlinking within moving images such as video or animation in order to accommodate time-based, gestural languages that cannot easily be expressed using static elements” (p. 425). Testing the sign language web pages on DHH users, “showed that users could still navigate signed Web sites with no specialized technical knowledge or skills”, but this was only “initial steps toward the development of Web pages for spatial languages” and there is more work to be done (p. 433).

Since sign language use is an important characteristic of DHH people and a qualifier for their cultural membership, it is necessary to be aware of their language preference and effectively apply them to advertisements. It is also necessary to understand their needs as second language learners of English. Following is an explanation of DHH people’s comprehension difficulty with the English language.

English

DHH readers and other learners of English typically expect English sentence word order to follow the word order of simple declarative sentences: subject-verb-object (S-V-O). Berent (2007) found “many deaf [readers] tend to ‘overgeneralize’ [subject-verb-object (S-V-O)] word order to other structures that actually deviate from S-V-O word order. This means that [the deaf

readers] expect structures to conform to S-V-O word order and therefore try to interpret structures as if they exhibited S-V-O word order” (para. 1-2). Albertini and Forman (1985) also found that DHH students rewrite sentences to fit the S-V-O word order when asked to rewrite a sentence the student recently read.

An example of deviation from S-V-O is the passive voice. Voice describes the relationship between the subject of the sentence and the verb. If the subject performs the action of the verb, the sentence is active voice, for example, *Sue helped Will*. If the subject receives the action of the verb, the sentence is passive voice, for example, *Will was helped by Sue*. Payne (2007) says the passive voice is not as direct and “[a DHH reader’s] failure to understand a passive voice sentence can result in a serious misinterpretation of information” (para. 8). In the above example of passive voice, DHH readers sometimes interpret *Will* to be the subject instead of the object of the sentence. Therefore, the passive voice should be used minimally.

However, writers need to be cautious when writing plainly for their readers. Sometimes what is considered to be plainly written is more difficult to understand. Thrush (2001) was concerned that using phrasal verbs (example: *speed up* instead of *accelerate*; *surrender* instead of *give up*; *calculate* instead of *work out*) to simplify English did not help non-native English speakers understand better because “[phrasal verbs] are acquired later than the one-word ... synonyms” (para. 29). For example, a non-native English speaker typically learns the word *accelerate* before the speaker learns its phrasal verb synonym *speed up*. Phrasal verbs “or two-word verbs are often very difficult for non-native speakers of English because they are so idiomatic; that is, their meaning cannot be derived by knowledge of the individual words” (para. 2). Thrush found that it is common for phrasal verbs to be suggested by plain English advocates

to simplify English text. Thrush conducted an experiment of phrasal verbs on French-speaking and German-speaking college students learning English. From the results of her study, “phrasal verbs, were, indeed a problem for even advanced learners of English” (para. 43). DHH people, especially those who use sign language as their first language are considered non-native speakers of English, also have difficulty understanding phrasal verbs. Payne and Quigley (1987), in a comprehension comparison study, found DHH readers had difficulty understanding phrasal verbs whereas hearing readers had little difficulty understanding phrasal verbs. For DHH readers, phrasal verbs and other English simplifications may be more difficult to comprehend. Plain English is in the right direction for some, but is not appropriate for DHH or for English as Second Language communicators.

Shuptrine and McVicker (1981) studied the readability level of magazine advertisements. They expected to find the readability level to be similar to the reader’s education levels. Shuptrine and McVicker instead found the readability levels of the advertisements only matched the reader’s education level in two of the nine magazines they tested. Most magazines had advertisements with readability levels for less educated readers. The authors said “perhaps if the ads were constructed and presented to reach the education level of the magazines’ audiences, the ads would be more effective” (p. 50). With advertisements found in print publications for DHH readers, the readability level should also match the education level of their DHH readers.

Advertising Writing

Advertising writing is different than standard English writing which may make understanding the advertisement more difficult for DHH readers. Advertising writing can be either informative or persuasive or both. Hunt (1976) said that there is a dichotomy in

advertising. He said informative advertising is acceptable, whereas persuasive advertising is not acceptable. However, informative advertising is also persuasive. For example, “political advertising hopes to persuade voters to vote for a particular candidate. Public service advertising hopes to change the general public’s behavior by persuading them to ‘buckle up,’ ‘turn their thermostats down to 68° F.’, ‘pick up litter’ and so forth” (p. 2). Even though informative advertising is persuasive advertising, there is a difference in definition. Hunt said “most writers propose that the informational content of an advertising message is the *knowledge* that the message conveys from sender to receiver about the product or service” (p. 2, italics in original). Persuasion “can be viewed as the manipulation of symbols by one party in an attempt to induce certain changes in another party” (p. 6). Persuasive advertising is often purposely grammatically incorrect which makes understanding it more difficult for DHH readers. Whether informative and persuasive advertising is the similar or different in definition, if a DHH reader cannot comprehend the message, then the reader was neither informed nor persuaded.

Headline language and body copy language are also different. They each have separate purposes. The success of the headlines determines the success of the entire advertisements. Leonidou, Spyropoulou, Leonidou and Reast (2006), in a study of newspaper advertising, distinguished the different roles of the headline and body copy. The headline is more persuasive and the body text is more informative. The headline attracts and hooks readers and the body copy completes and supports the headline. The body copy text continues from the headline and completes the information and reason of the advertisement.

Advertising to DHH Audiences

Having their own language and culture should qualify DHH people as an intercultural audience from the perspective of advertisers. As with any minority group, DHH people are likely to pay more attention to somebody from their own group than from a different group. Whittler (1989), in a study testing people's processing of actor's race and message claims, found "black participants responded greater likelihood of purchase when the advertisements contained black actors rather than white actors" (p. 301). Forehand and Deshpande (2001) wanted to test the visual and verbal cues that draw attention to ethnicity which they called "ethnic primes" on Caucasian and Asian audiences. They conducted two experiments. One experiment used advertisements with direct ethnic primes. For example, the text contained direct references such as "for Asian hair." The other experiment used indirect ethnic primes like photographs of cultural icons and travel destinations. They found that Asians responded more to advertisements with both direct and indirect ethnic primes targeting Asians than Caucasians responded to advertisements with both direct and indirect ethnic primes targeting Caucasians. DHH audiences also reported that having DHH actors in advertisements increased their response to the advertisements. For example, a deaf participant in a focus group for an anti-tobacco campaign said "show deaf people with patches. But you always see hearing people" (Deaf, 2006, para. 84). Berman, Bernaards, Eckhardt, Kleiger, Maucere, Streja, Wong, Barkin and Bastani (2006), found 67.6% of their DHH participants "indicate that a message on television would have a greater impact on deaf and hard of hearing people their age if the advertisements used either deaf actors or [American Sign Language]" (p. 445). The study also found that by using DHH actors and sign language, "the advertisements would be better understood ... would be more likely to be listened

to ... and ... would result in stronger identification with the actor” than advertisements without DHH actors and sign language (p. 445). It is beneficial to match cultural cues, such as DHH actors and sign language for targeting DHH audiences, with the culture of the target markets in advertisements.

In summary, this review of related literature indicates that techniques of international and intercultural advertising might be used to effectively reach DHH targets. The “glocal” strategy can be appropriate to target the DHH audiences if the mainstream advertisements are customized for the language and culture of the DHH audiences. The DHH audiences are a minority group with a unique gesture-based language and cultural differences. Many DHH readers have difficulty with English sentence word order and phrasal verbs. Advertising writing is different than standard English writing which may make understanding the advertisement message more difficult for English learners. To effectively target DHH audiences, advertising strategies should use understandable English and appropriate culture cues such as DHH actors and sign language.

Research Questions

This study investigated the understandable English and appropriate culture cues found in advertisements in print publications for DHH audiences. To determine if advertisements in selected print publications used understandable English and appropriate culture cues, we asked this question:

RQ1: To what extent do advertisements in *Deaf Life* and *Deaf Rochester News* use understandable English and appropriate culture cues?

This study compared older advertisements with newer advertisements of the selected print publications to determine if there has been change over time. To determine change over time, we ask this question:

RQ2: To what extent do older advertisements in *Deaf Life* and *Deaf Rochester News* differ from newer advertisements in their use of understandable English and appropriate culture cues?

Method

Deaf Life and *Deaf Rochester News* were selected because they were published in the U.S. and have been in print for several years. *Deaf Life* magazine published monthly issues for ten years from July 1988 to July 1998. Publication ended in 1998, but resumed for half a year in 2002. Publication ended in 2002 and resumed again in January 2007. *Deaf Rochester News* published bimonthly issues for ten years from April 1997 to September 2007. The back cover advertisements of each issue are the units of analysis. The back cover advertisements were chosen because the back cover advertisements receive more exposure than inside advertisements and are a premium placement for advertisers. If an issue did not have an advertisement on its back cover, the issue was not included in the analysis. Repeated advertisements were included in the analysis because the advertisements repeated over several years and sometimes with lapse between years. A total of 178 advertisements were analyzed.

The advertisements were analyzed in two areas – English language and culture cues. To determine English understood by DHH readers, the text in each advertisement were analyzed for sentences that deviate from the subject-verb-object (S-V-O) word order and phrasal verbs. As discussed earlier, sentences that deviate from the basic S-V-O word order are more likely to be

misunderstood by DHH readers. Similarly, phrasal verbs, because they are idiomatic, are likely to cause comprehension problems by DHH readers. Sentences for this analysis consisted of more than one word, were not titles (such as titles of store, books and events), and were not brief bullet point descriptions. The analyzed sentences did not have to be complete. Text for contact information, location information, ordering information and date information, such as *Open House on May 9, from noon to 5 p.m.*, were not included in this analysis. Imperative sentences are not deviants of S-V-O because the subject is implied as “you” (example: *Join the group; Forget about the past; and Buy this toothpaste*). The analysis of sentences was separated by sentences found in headlines and sub-headlines of the advertisements and sentences found in the body copy of the advertisements. Headline sentences that deviated from S-V-O were counted. Body copy sentences that deviated from S-V-O were counted. For examples of S-V-O and S-V-O deviant sentences, coder referred to appendix B and to Rochester Institute of Technology’s Support English Acquisition website (<http://www.rit.edu/~seawww>). Phrasal verbs found in headline sentences for each advertisement were counted. Phrasal verbs found in body copy sentences for each advertisement were counted. Coder calculated the average number of both S-V-O deviant sentences and phrasal verbs per advertisements and determined how many advertisements had above average number of S-V-O deviant sentences and above average number of phrasal verbs. If phrasal verbs were used, the phrasal verbs were listed to determine frequency of certain phrasal verbs. Coder referred to appendix C for examples of phrasal verbs and their one-word synonyms. Spears (2005) provided a dictionary of phrasal verbs which coder referred to for more examples of phrasal verbs.

For further assessment of understandable English, a sub-sample of advertisements was analyzed for readability level. The average readability level from the results was compared to the 4th grade reading level of half of DHH high school graduates. Specific advertisements of at least 75 words were chosen. Analyzer used the readability program in Microsoft Word, which uses the Flesch-Kincaid formula, to calculate the readability level of each advertisement in the sub-sample. Flesch (1974) explained the Flesch-Kincaid formula provides readability results by calculating the average number of syllables per word and average number of words per sentence.

The culture cues, defined by Wei and Jiang (2005), are “information that contains explicit images, values, customs, icons, symbols, idioms, and characteristics of a culture” (p. 843). For this analysis, culture cues were portrayal of model, product, and sign language. Models are the person or likeness of a person, such as a drawing. The models were coded as a DHH model, hearing model, other person or no model used. DHH models were coded as DHH models by visual of model wearing hearing aid(s), model using a product used solely by DHH people (see definition of product used solely by DHH people in following paragraph), model using sign language, and/or if the model was a well-known DHH celebrity. The models were coded as a hearing model if there was no visual of model wearing hearing aid(s) and/or if model was using a general product (see definition of general product in following paragraph). If the hearing status of the model was unclear, the model was coded as other. If analyzer did not know if model was a well-known DHH celebrity, the model was coded as other. If an advertisement did not use a model, it was coded as no model used.

Products were defined as any product, device, service, idea, or information advertised. Products were coded as used solely by DHH people, general product used by both DHH and

hearing people, and a product adapted to be used by the DHH people. If the product is used solely by DHH people, such as hearing aid or other communicative device, it was coded as used solely by DHH people. If the product can be used by both DHH and hearing people, such as doctor service or mouthwash, it was coded as general product. If the product is a general product, but there is obvious adaptation to include the deaf, such as providing sign language interpretation or communicative devices at office, it was coded as adapted to be used by DHH people. If product does not fit any descriptions above, it was coded as other.

The final culture cue is the portrayal of sign language. Any still image of sign language, representation of sign language, or gestures was coded as present. If no sign language is used in advertisements, it was coded as absent.

The type of advertisement was coded by its content. Advertisements were coded as DHH product, general product, DHH service, general service, DHH public service announcement (PSA), and general PSA. Product is defined as a material good. A DHH product is defined as a product used solely by DHH people. A general product is a product that can be used by both DHH and hearing people. Service is defined as an activity, such as a utility, physician visits or social work duty. A DHH service is defined as a service used solely by DHH people, such as interpreting services. A general service is a service that can be used by either DHH or hearing people. A PSA is defined as information given to the public as a service, such as an anti-smoking message, disease awareness, or safety issue. Products and services have more commercial qualities. They are usually more persuasive. A PSA has more social service qualities. They are usually more informative. If an advertisement does not fit any descriptions above, it was coded as other.

To determine change over time, the issues were separated into years prior to the millennial year and the year of and after the millennial year until the end of year 2007. Older advertisements in *Deaf Life* are issues of years 1988 to 1998. Newer advertisements in *Deaf Life* are issues of years 2002 and 2007. Older advertisements in *Deaf Rochester News* are issues of years 1997 to 1999. Newer advertisements in *Deaf Rochester News* are the years 2000 to 2007.

Results

Research Question 1 asked to what extent advertisements in *Deaf Life* and *Deaf Rochester News* used understandable English and appropriate culture cues. For understandable English of the back cover advertisements in *Deaf Life*, the results of the analysis found the average S-V-O deviant sentences in headline and sub-headline per advertisements was 1.1, and the average S-V-O deviant sentences in body copy per advertisement was 3.5. 26.55% of the advertisements had above average S-V-O deviant sentences in their headlines and sub-headlines, and 31.86% of the advertisements had above average S-V-O deviant sentences in their body copy. The average phrasal verb in headline and sub-headline per advertisement was 0.1, and the average phrasal verb in body copy per advertisement was 0.3. 5.31% of the advertisements had above average phrasal verbs in their headline and sub-headlines, and 13.27% of the advertisements had above average phrasal verbs in their body copy. Refer to appendix D for the list of phrasal verbs found in the analyzed advertisements. The readability result from the sub-sample (28 of the analyzed advertisements in *Deaf Life* had at least 75 words) found the average readability level of advertisements in *Deaf Life* is 8.05 grade level. Refer to Table 1 for a comparison of S-V-O deviant sentences and phrasal verbs of advertisements in *Deaf Life* and *Deaf Rochester News*.

Table 1

S-V-O Deviant Sentences and Phrasal Verbs

	<i>Deaf</i>	
	<i>Rochester</i>	
	<i>Deaf Life</i>	<i>News</i>
S-V-O deviant sentences		
Headlines		
Average	1.1	0.6
% above average	26.55%	53.85%
Body copy		
Average	3.5	0.4
% above average	31.86%	33.85%
Phrasal verbs		
Headlines		
Average	0.1	0
% above average	5.31%	0
Body copy		
Average	0.3	0
% above average	13.27%	0

For appropriate culture cues of the back cover advertisements in *Deaf Life*, the results of the analysis found, 42.47% portrayed a DHH model, 15.92% portrayed a hearing model, and 41.59% portrayed no model. 79.65% advertised a product used solely by DHH people, 17.70% advertised a general product that can be used by both DHH and hearing people, and 2.65% advertised a product adapted to be used by DHH people. 24.78% portrayed sign language, and 75.22% did not portray sign language. Of the types of advertisements, 71.68% advertised a product used solely by DHH people, 0.88% advertised a general product, 7.96% advertised a service used solely by DHH people, and 19.47% advertised a general public service announcement (PSA). Refer to Table 2 for a comparison of the percentages of extent of use of culture cues in advertisements in *Deaf Life* and *Deaf Rochester News*.

For understandable English of the back cover advertisements of *Deaf Rochester News*, the results of the analysis found the average S-V-O deviant sentences in their headline and sub-headline per advertisements was 0.6, and the average S-V-O deviant sentences in their body copy per advertisement was 0.4. 53.85% of the advertisements had above average S-V-O deviant sentences in their headlines and sub-headlines, and 33.85% of the advertisements had above average of S-V-O deviant sentences in their body copy. There were no phrasal verbs in headlines, sub-headlines or body copy of the analyzed advertisements. The readability was not calculated because no advertisements in *Deaf Rochester News* had at least 75 words. Refer to Table 1 for a comparison of S-V-O deviant sentences and phrasal verbs of advertisements in *Deaf Life* and *Deaf Rochester News*.

For appropriate culture cues of the back cover advertisements in *Deaf Rochester News*, the results of the analysis found 13.85% portrayed a DHH model, 4.62% portrayed a hearing

model, and 81.54% portrayed no model. 96.92% advertised a product used solely by DHH people, 1.54% advertised a product adapted to be used by DHH people, and 1.54% advertised other products. 3.08% portrayed sign language, and 96.92% did not portray sign language. Of the types of advertisements, 36.92% advertised a product used solely by DHH people, 18.46% advertised a service used solely by DHH people, and 44.62% were other type of advertisements. Refer to Table 2 for a comparison of extent of use of culture cues in advertisements in *Deaf Life* and *Deaf Rochester News*.

Table 2		
% of Extent of Use of Culture Cues		
	<i>Deaf Rochester</i>	
	<i>Deaf Life</i>	<i>News</i>
Model		
DHH	42.47%	13.85%
Hearing	15.92%	4.62%
Other	0%	0%
No	41.59%	81.54%
Product		
DHH	79.65%	96.92%
General	17.7%	0%
Adapted	2.65%	1.54%
Other	0%	1.54%

Table 2 (continued)		
	<i>Deaf Rochester</i>	
	<i>Deaf Life</i>	<i>News</i>
Sign Language		
Present	24.78%	3.08%
Absent	75.22%	96.92%
Type of ad		
DHH product	71.68%	36.92%
General product	0.88%	0%
DHH service	7.96%	18.46%
General service	0%	0%
DHH PSA	0%	0%
General PSA	19.47%	0%
Other	0%	44.62%

Research Question 2 asked to what extent older advertisements in *Deaf Life* and *Deaf Rochester News* differed from newer advertisements in their use of understandable English and appropriate culture cues to determine change over time. To determine a change over time of back cover advertisements in *Deaf Life* between issues of years 1988 to 1998 and issues of years 2002 and 2007, the results were calculated in a chi square test for the test of difference. The

results of the chi square test found there is a no difference between understandable English ($\chi^2 = 3.53$, $df = 3$, $p = 0.317$). There is a difference between the portrayal of models ($\chi^2 = 11.4$, $df = 2$, $p = 0.003$). The difference is 47.96% of the older advertisements portrayed a DHH model versus 6.67% of the newer advertisements, and 35.71% of the older advertisements had no model versus 80% of the newer advertisements. There is no difference between the advertised products ($\chi^2 = 4.42$, $df = 2$, $p = 0.1100$). There is a difference between the portrayal of sign language ($\chi^2 = 7.57$, $df = 1$, $p = 0.006$). The difference is 20.41% of the older advertisements portrayed sign language versus 53.33% of the newer advertisements, and 79.59% of the older advertisements did not portray sign language versus 46.67% of the newer advertisements. There is a difference between the types of advertisements ($\chi^2 = 11.1$, $df = 3$, $p = 0.011$). The difference is 22.44% of the older advertisements advertised a general PSA versus 0% of the newer advertisements. Refer to Table 3 for the comparison of extent of use of values with difference between older and newer advertisements in both *Deaf Life* and *Deaf Rochester News*.

Table 3

 % of Extent of Use of Values with Difference Between Older and Newer Advertisements

	<i>Deaf Life</i> , 1988 – 1998 (older)	<i>Deaf Life</i> , 2002 & 2007 (newer)	<i>Deaf Rochester News</i> , 1997 – 1999 (older)	<i>Deaf Rochester News</i> , 2000 – 2007 (newer)
S-V-O deviants				
Headline	No difference		No difference	
Body copy	No difference		80%	20%

Table 3 (continued)

	<i>Deaf Life,</i> 1988 – 1998 (older)	<i>Deaf Life,</i> 2002 & 2007 (newer)	<i>Deaf Rochester</i> <i>News,</i> 1997 – 1999 (older)	<i>Deaf Rochester</i> <i>News,</i> 2000 – 2007 (newer)
Phrasal verbs				
Headline	No difference		Not applicable	
Body copy	No difference		Not applicable	
Readability	No difference		Not applicable	
	$\chi^2 = 3.53, df = 3, p = 0.317$		$\chi^2 = 7.25, df = 1, p = 0.007$	
Model				
DHH	47.96%	6.67%	No difference	
Hearing	No difference		No difference	
Other	No difference		No difference	
No	35.71%	80%	53.33%	90%
	$\chi^2 = 11.4, df = 2, p = 0.003$		$\chi^2 = 18.0, df = 2, p = 0.000$	
Product				
DHH	No difference		No difference	
General	No difference		No difference	
Adapted	No difference		No difference	
Other	No difference		No difference	
	$\chi^2 = 4.42, df = 2, p = 0.1100$		$\chi^2 = 0.619, df = 2, p = 0.734$	

Table 3 (continued)

	<i>Deaf Life</i> , 1988 – 1998 (older)	<i>Deaf Life</i> , 2002 & 2007 (newer)	<i>Deaf Rochester</i> <i>News</i> , 1997 – 1999 (older)	<i>Deaf Rochester</i> <i>News</i> , 2000 – 2007 (newer)
Sign Language				
Present	20.4%	53.33%	No difference	
Absent	79.59%	46.67%	No difference	
	$\chi^2 = 7.57, df = 1, p = 0.006$		$\chi^2 = 0.619, df = 1, p = 0.431$	
Type of ad				
DHH product	No difference		73.33%	26%
General product	No difference		No difference	
DHH service	No difference		6.67%	26%
General service	No difference		No difference	
DHH PSA	No difference		No difference	
General PSA	22.44%	0%	No difference	
Other	No difference		20%	52%
	$\chi^2 = 11.1, df = 3, p = 0.011$		$\chi^2 = 11.1, df = 2, p = 0.004$	

To determine a change over time of back cover advertisements in *Deaf Rochester News* between issues of years 1997 to 1999 and issues of years 2000 to 2007, the results were calculated in a chi square test for the test of difference. The results of the chi square test found there is a difference between understandable English ($\chi^2 = 7.25, df = 1, p = 0.007$). The

difference is 80% of the older advertisements had S-V-O deviant sentences in the body copy versus 20% of the newer advertisements. There is a difference between portrayal of model ($\chi^2 = 18.0$, $df = 2$, $p = 0.000$). The difference is 53.33% of the older advertisements used no model versus 90% of the newer advertisements. There is no difference between the advertised product ($\chi^2 = 0.619$, $df = 2$, $p = 0.734$). There is no difference between the portrayal of sign language ($\chi^2 = 0.619$, $df = 1$, $p = 0.431$). There is a difference between the types of advertisements ($\chi^2 = 11.1$, $df = 2$, $p = 0.004$). The difference is 73.33% of the older advertisements advertised a product used solely by DHH people versus 26% of the newer advertisements, 6.67% of the older advertisements advertised a service used solely by DHH people versus 26% of the newer advertisements, and 20% of the older advertisements advertised other type of advertisements versus the 52% of the newer advertisements. Refer to Table 3 for the comparison of extent of use of values with difference between older and newer advertisements in both *Deaf Life* and *Deaf Rochester News*.

Coder analyzed the content of every analyzed back cover advertisement two separate times. The results of both times were calculated to measure the coder's consistency. The intra-coder reliability was 98.94%.

Discussion

Research Question 1

The results indicate that *Deaf Life* readers most likely encountered S-V-O deviant sentences in the headline and/or sub-headline and in the body copy the back cover advertisements. Phrasal verbs were not commonly used in the back cover advertisements. The readability level of 8.05 is twice that of the readability level of a 4th grade level. The results

indicate that it is likely a DHH reader did not fully understand the English language of the back cover advertisements in *Deaf Life*.

The results indicate the advertisements in *Deaf Life* used either a DHH model or no model more than a hearing model. The results also indicate the advertisements most likely advertised a product used solely by DHH people. The results also indicate the advertisements most likely did not portray sign language. The most common type of advertisement was a product used solely by DHH people. The next most common type of advertisement was a general PSA targeting both DHH and hearing readers. The results indicate that *Deaf Life* indeed was advertising to DHH audiences, but did not use as much culture cues as the magazine probably should use to effectively reach DHH audiences, especially when providing informative information such as a PSA. It is likely a DHH reader was not as attracted to a back cover advertisement in *Deaf Life* as a DHH reader would have been if the advertisements had used more portrayal of DHH models and sign language.

Readers of *Deaf Rochester News* were less likely to encounter S-V-O deviant sentences in the headline and/or sub-headline and in the body copy in a back cover advertisement. There was only about 50/50 chance for a reader to encounter at least one but no more than two S-V-O deviant sentences in the headlines. Phrasal verbs were not used in any analyzed advertisement in *Deaf Rochester News*. No readability level was calculated because no advertisement had at least 75 words. The results indicate that it is likely a DHH reader did understand the English language of a back cover advertisement in *Deaf Rochester News*.

The results indicate the majority of the advertisements in *Deaf Rochester News* used no model in their back cover advertisements. Almost all the advertisements advertised a product

used solely by DHH people. Almost all the advertisements did not portray sign language. The majority type of advertisements was other (advertising selling spots for the magazine). The next majority type of advertisement was a product to be used solely by DHH people. The results indicate that *Deaf Rochester News* did not use as much culture cues as the magazine probably should use to effectively reach DHH audiences. It is likely a DHH reader was not as attracted to a back cover advertisement in *Deaf Rochester News* as a DHH reader would have been if the advertisements had used more portrayal of DHH models and sign language.

Research Question 1 asked to what extent advertisements in *Deaf Life* and *Deaf Rochester News* used understandable English and appropriate culture cues. From the above results and discussion, the conclusion is *Deaf Life* did not use understandable English and appropriate culture cues as much as the magazine should have used to effectively communicate to DHH audiences. *Deaf Rochester News* did use understandable English, but did not use appropriate culture cues as much as the magazine should have used to effectively communicate to DHH audiences.

Research Question 2

The results indicate that *Deaf Life* did not change over time with using understandable English in their back cover advertisements. *Deaf Life* did not increase or decrease using understandable English. *Deaf Life* did change over time with their portrayal of models. The magazine used more DHH models in older advertisements. Advertisements portraying no models were used more in newer advertisements than older advertisements. The magazine did not change over time with their advertised product. The magazine did not increase or decrease advertising a product used solely by DHH people, a general product than can be used both by

DHH and hearing people, or a general product adapted to be used by DHH people. *Deaf Life* did change over time with portrayal of sign language. Sign language was portrayed more in newer advertisements than older advertisements. *Deaf Life* did change over time with the types of advertisements the magazine advertised. Older advertisements advertised more PSA type of advertisements than newer advertisements.

The results indicate that *Deaf Rochester News* did change over time with using understandable English in their back cover advertisements. Older advertisements used more phrasal verbs in their body copy than newer advertisements. *Deaf Rochester News* did change over time with its portrayal of models. The magazine used more advertisements without models in their newer advertisements than their older advertisements. The results indicate there was no change over time with the advertised product and portrayal of sign language. The magazine did not increase or decrease advertising a product used solely by DHH people, a general product than can be used either by DHH or hearing people, or a general product adapted to be used by DHH people. The magazine did not increase or decrease their portrayal of sign language. The results indicate there was a change over time with the types of advertisements the magazine advertised. Older advertisements advertised more products used solely by DHH than newer advertisements. Older advertisements advertised fewer services used solely by DHH than newer advertisements. Older advertisements advertised fewer other type advertisements (advertising selling spots for the magazine) than newer advertisements.

Research Question 2 asked to what extent older advertisements in *Deaf Life* and *Deaf Rochester News* differed from newer advertisements in their use of understandable English and appropriate culture cues. From the above results and discussion, the conclusion is *Deaf Life*

neither increased or decreased using understandable English, decreased in portraying DHH models, newer advertisements used more advertisements without models, neither increased or decreased in advertising a product used solely by DHH people, a general product that can be used by both DHH and hearing people, or a general product adapted to be used by DHH people, increased in portraying sign language, and decreased in advertising general PSA type advertisements. In brief, the only positive change over time is that *Deaf Life* increased in one culture cue, the portrayal of sign language.

Deaf Rochester News decreased in S-V-O deviant sentences in body copy, decreased in using models, neither increased or decreased in advertising a product used solely by DHH people, a general product that can be used by both DHH and hearing people, or a general product adapted to be used by DHH people, neither increased or decreased portrayal of sign language, decreased in the type of advertisements advertising products and services used solely by DHH people, and increased in other type of advertisements (advertising selling spots for the magazine). In brief, the only positive change over time is that *Deaf Rochester News* decreased in using S-V-O deviant sentences in body copy therefore making the body copy more understandable English for DHH readers.

Conclusion

The results indicated that *Deaf Life* did not use understandable English and appropriate culture cues as much as the magazine probably should use to effectively communicate to DHH audiences. *Deaf Rochester News* did use understandable English, but did not use appropriate culture cues as much as the magazine probably should use to effectively communicate to DHH audiences. The only positive change over time of *Deaf Life* increased in one culture cue, the

portrayal of sign language. The only positive change over time of *Deaf Rochester News* decreased in using S-V-O deviant sentences in body copy therefore making the body copy more understandable English for DHH readers. The results cannot be generalized to other advertisements, but if the trend of the two print publications for DHH audiences is similar to other advertisements for DHH audiences, there is much change needed to increase effective advertising to reach DHH audiences.

This study had some limitations. The present research analyzed the back cover advertisements found in *Deaf Life* and *Deaf Rochester News* until the end of year 2007. Advertisements inside the magazine, issues beyond year 2007 and other print publications for DHH readers can be analyzed. Other advertising messages targeting DHH audiences from other media such as television can be analyzed. This study answered questions about the content of the advertisements, but did not answer questions about the comprehension of the advertisements by the DHH readers. The study did not answer if DHH readers were able to comprehend the advertisements message whether or not the advertisements used understandable English or appropriate culture cues. The study did not answer why the advertisers and publishers placed certain advertisements in their magazines. The study did not answer the effect of the advertisements on the DHH population. *Deaf Life* and *Deaf Rochester News*, being publications for DHH readers, it is assumed the advertisements will be sensitive to DHH readers, but without further research, it is only an assumption. The study used intracoder reliability. Using multiple coders and calculating the intercoder reliability would provide more reliability.

Further research could investigate DHH reader's comprehension level of advertisements and desire. Focus groups, surveys and experiments can be used to identify the responses the

DHH people have on English language and culture cues in advertisements. Further research could be conducted on the effects of the advertisements on the DHH population. Different advertising messages can be tested on different DHH audiences, such as those who label themselves as deaf and those who label themselves as hard of hearing, as well as hearing audiences. For comparisons of English-speaking countries and international publications, additional print publications can be analyzed such as *Sign Matters*, a British publication or *WFD* (World Federation of the Deaf) *News*, an international publication published from Sweden.

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	<i>Deaf Life</i>	<i>Deaf Life, 1988 - 1998</i>	<i>Deaf Life, 2002 & 2007</i>	<i>Deaf Rochester News</i>	<i>Deaf Rochester News, 1997 - 1999</i>	<i>Deaf Rochester News, 2000 - 2007</i>
Ads with general product	20	20	0	0	0	0
Ads with adapted product	3	3	0	1	0	1
Ads with other product	0	0	0	1	0	1
Ads with sign language	28	20	8	2	0	2
Ads with no sign language	85	78	7	63	15	48
Ads advertising products solely used by DHH	81	70	11	24	11	13
Ads advertising general products	1	1	0	0	0	0
Ads advertising services used solely by DHH	9	5	4	12	1	11
Ads advertising general services	0	0	0	0	0	0
Ads advertising PSA solely for DHH	0	0	0	0	0	0
Ads advertising general PSA	22	22	0	0	0	0
Other type of advertisement	0	0	0	29	3	26

Appendix B

Appendix B is a list of examples of subject-verb-object word order and deviations from subject-verb-object order taken from Supporting English Acquisition website at www.rit.edu/~seawww.

Subject-verb-object (S-V-O)

The voters (S) have elected (V) a new president (O).

The crossing guard (S) stopped (V) me (O).

The author of the web site (S) will include (V) a variety of topics (O).

The students (S) found (V) the book (O). The teacher (S) read (V) the book (O).

Deviations from subject-verb-object (S-V-O)

<i>Passive Voice</i>	A new president (O) has been elected (V) by the voters (S). I (O) have been stopped (V) by the crossing guard (S).
<i>Questions</i>	Do (V) the students (S) study (V) physics (O)? What (O) did (V) the students (S) buy (V)?
<i>Relative Clauses</i>	The teacher (S) read (V) the book (O) which (O) the student (S) found (V). The book (S) which (O) the student (S) found (V) explains (V) English grammar (O).
<i>Infinitive Clauses</i>	The instructor (S) persuaded (V) Mary (O) to take (V) that course (O). The students (S) asked (V) the teacher (O) what (O) to read (V).
<i>Participial and Gerund Clauses</i>	Finishing (V) the book (O), the student (S) completed (V) the assignment (O). The students (S) enjoyed (V) taking (V) that course (O).

Appendix C

Appendix C is a list of examples of phrasal verbs taken from Figure 2 of Thrush's (2001) study.

<i>Phrasal Verb:</i>	<i>One-word Synonym:</i>	<i>Phrasal Verb:</i>	<i>One-word Synonym:</i>
speed up	accelerate	point out	designate
lined up	aligned	pay out	disburse
find out	ascertain	carry out	discharge
put together	assemble	cut off	disconnect
work out	calculate, determine	set up	establish
get round	circumvent	leave out	exclude
fill in	complete	run out	expire
keep to	comply with	make up	fabricate
is made up of	comprises	carry out	implement
makes up	constitutes	put in	insert
think about	contemplate	join in	participate
added up	cumulative	pay back	reimburse
take off	deduct	stands for	represents
put off	defer	look at	review, scrutinize
cross out	delete		

Appendix D

Appendix D is a list of phrasal verbs found in the analyzed advertisements of *Deaf Life*.

brush up (used 3 times)	sleep around
buckle up	take up to
call out	talk back
come up (used 4 times)	think about
depend on (used 2 times)	throw out
figure out	work toward
get back	
give 'it' off	
go on	
grow up	
knock off (used 3 times)	
make out	
mess up	
pass on	
put down (used 4 times)	
roll up (used 3 times)	
set apart (used 3 times)	
shoot up	
show up	
sit down (used 5 times)	