U14: PSYCHOLOGY Psychology of Advertising

Advertising is making whole lies out of half truths.                              Edgar A. Shoaff

Advertising has been a form of glorifying or gaining publicity for goods and merchandise since very early times. In fact, advertising has been around as an informal concept since the beginning of civilizations and former methods were oral advertising or claiming the benefits of products verbally when merchants sold goods to people directly on the streets. However with the advent of paper and writing, advertising took a more formal shape.

Egyptians and Ancient Greeks used the papyrus for advertising and rock painting was also used. Advertising in English in magazines as we know today dates back to the end of the 17th century and newspaper advertising in America began during the first part of the 18th century with advertisements for estates. With the growth of mass media and different forms and avenues of communication like radio, TV, newspapers, magazines, and of course the internet in the 20th century, advertising started becoming an important aspect for commercialization of products. People started understanding the potential of advertisements and it became a business with the establishment of advertising agencies with the first advertising agency in US opened in 1841.

With advertising becoming a business in itself, the methods of using advertisements became even more formalized, controlled and systematic and the advertisements for products started appearing as newspaper ads, on billboards, hoardings, as handbills, leaflets, on magazines, newspapers, on TV and radio as commercials and more recently on the internet. Web advertising is now a very powerful means to take the message across to the customers. However to actually appeal to customers, advertising will have to work in accordance with the principles of psychology and sociology. Thus an advertiser or an advertising professional will also have to be a sociologist and a psychologist to really have an impact on the minds of consumers.

The principles of advertising are largely based on cognitive psychology and the psychological processes of attention, perception, association and memory to bring out the complete impact or uses of a product or 'brand'. Any advertisement will have to first focus on the attention that it is able to capture of the consumers. Strong messages, strong visuals and glaring colours are sometimes used on hoardings and billboards. For commercials, attention catching clothes and attractive models are sometimes used. Once the attention is drawn with the colours and the sounds or words, the focus is on retaining consumer interests by using ‘association’. Themes or products which a particular segment of customers could associate with are used. Thus for baby food, mothers and babies are featured so association would have more to do with relevance or context of the advertisement. Certain colours also have associative value and certain brands and companies use a specific colour to promote their products. The company logo or symbol is also a part of developing a brand and helps in giving identity to a brand and has a strong associative value.

The association should be such that it not only serves the purpose of quick understanding and perception of the consumers but is also retained in their memory for a long time. Thus memory or retention is an important aspect of the psychology of advertising as only an advertisement that consumers can easily remember for a long time for its novelty or use of words, colours and figures will be the most effective.

Source: Adapted from http://ezinearticles.com/The-Psychology-of-Advertising

New Vocabulary

- advent
- appeal
- billboard
- commercial
- estate
- handbill
- hoarding
- glaring
- leaflet
- merchandise
- novelty

Synonyms

- memory = retention

Word families

- ad
- advertisement
- advertiser
- advertising

Phrases

- bring out
- draw attention
- give identity
- serve a purpose
- take the message across
- work in accordance with
SECTION I  VOCABULARY ACTIVITY

**Synonyms** are different words with identical or very similar meaning. They can be any part of speech (nouns, verbs, adjectives, etc.) as long as both members of the pair are the same part of speech.

E.g. car and automobile; sick and ill

A. Read the article again and match the following words with their synonyms.

**Model:**

1. **to appeal** = to attract

   **to claim; novelty; hoarding; advent; glaring; to appeal**

   **to attract; beginning; innovation; to declare; poster; brilliant**

B. Use your dictionary to translate the following phrases.

   to bring out; to draw attention; to give identity; to serve a purpose; to take the message across

**Simple Definitions and Academic/ Extended Definitions**

We use definitions to describe things. In academic writing, definitions must be complex and may be extended in order to be more specific and offer more information. (G.XX.1)

C. **Memory and retention** are synonyms, but there are also other words that have a similar meaning. If you follow the link [http://thesaurus.reference.com/](http://thesaurus.reference.com/) and search for the word *memory*, you will obtain the following information.

   **Main Entry:** memory

   **Part of Speech:** noun

   **Definition:** ability to hold in the mind

   **Synonyms:** anamnesis, awareness, camera-eye, cognizance, consciousness, dead-eye, flashback, memorization, mind, mind’s eye, mindfulness, recall, recapture, recognition, recollection, reflection, remembrance, reminiscence, retention, retentiveness, retrospection, subconsciousness, thought

   (Source: Adapted from [http://thesaurus.reference.com/](http://thesaurus.reference.com/))

D. Study the following extended definition and notice the words marked in the text. Next there is a list of words that collocate with memory. Form new words (some precede and others follow the word *memory*) and look them up in the *Penguin Dictionary of Psychology* by Arthur S. Reber

Memory, the ability to retain information or to recover information about previous experiences, is a function of the brain. When we remember something, a process takes place in which our brains recover and reconstruct information about things we’ve done or learned. There are two types of memory: **short-term memory (STM)** and **long-term memory (LTM)**. Short term is memory of recent knowledge and happenings, while long-term memory helps us recall events and knowledge from our pasts.

(Source: Adapted from [http://www.aarp.org/health/brain/works/what_is_memory.html](http://www.aarp.org/health/brain/works/what_is_memory.html))
SECTION II LANGUAGE FOCUS

We may emphasise in English in several ways, such as using passives, inversion, fronting or cleft sentences. (G.XVI)

A. Rephrase the following sentences, beginning with the words given.
Model: I had never seen so many people queuing at the door of the supermarket.

1. You must never associate this colour with our product again.
   On no account

2. They did not realise much about the impact of their billboard.
   Little

3. You will not find a better advertising manager in the whole country.
   Nowhere

4. She used strong visuals and messages in the advertisement.
   Strong

5. People started calling soon after they had posted the advertisement.
   Hardly when

6. I did not say you can use my name on the hoarding.
   At no time

7. The merchant did not say anything about the sales action.
   Not

8. I understood the associative value of this colour only at the end of the presentation.
   Only then

9. Egyptians used the papyrus and rock painting for advertising.
   Papyrus

10. Advertisements for baby food feature mothers and babies.
    Mothers and babies

B. The information in the sentences below has been jumbled. Rearrange the words to make coherent sentences using the words given, according to the model.

Model this it does an make like ad you products the buy

1. eyes was impressive the with brought the to my babies tears commercial it
   So that eyes.

2. ad these quality have visuals the improved the of sent they also powerful a have
   Not only but message.

3. advertisement I most their the new was the and music liked about
   What colours.

4. who Annie leaflets came up was the with idea of brilliant the spreading at
   It entrance.

5. new was social the who psychologist powerful wrote this our logo for
   It brand.

6. agent the displayed his claimed had customers for goods
   No sooner than more.

7. the value gave of was associative our symbol the identity to that
   It products.

8. sounds is with drawn colours, and attention
   Customers words.
SECTION III  TEXT STRUCTURE

Quoting  
A quotation is the repetition of one expression as part of another one and it is generally punctuated by quotation marks. (G.XIX.4.3)

A. You are going to listen to an APA style set of rules used for quoting. Fill in the blanks with the missing information. You will listen to the recording twice.

**Quotations**
- Fewer than 40 words: Include in the text, ___________ (1) by double quotation marks.
- 40 words or more: Set off from the text in indented block form without quotation marks. If the quotation contains _______________ (2) paragraphs, indent the start of each one 0.5”.
- To indicate errors in the original source, use sic, __________ (3) and bracketed: “... biological [sic]”
- To indicate changes in the original source:
  a. Use an_________ (4) to indicate omission. Add a period if the omission comes between sentences.
  b. Use brackets to insert material.
  c. If someone other than the original author has italicized words for ___________ (5), add the words [italics added] in brackets after the words.
- Cite quotations in the following ways (depending on quote __________ (6) and use of author name):
  He found that “Children raised . . .” (Horner, 1967, p. 438).
  Horner (1967) found the following: Children raised . . . [assuming quotation is 40 or more words long] (p. 438)

You may need to obtain copyright permission for long _____________ (7).

Source: Adapted from http://sparkcharts.sparknotes.com/study/researchstyleapamla/section4.php

B. You will read an excerpt from an article. Five sentences have been removed from this text. Choose from sentences A-E the one which fits each gap. All contain examples of quoting.

**GALE AND THE NEW SCIENCE OF PSYCHOLOGY**
These rapid changes in advertising were noticed by Harlow Gale, who was uniquely qualified to recognize and study the effects of these newly emerging attention structures in the mass media. In 1883, while a sophomore at Yale, a chance reading of a copy of the Proceedings of the Society for Psychical Research called Gale's attention to empirical studies of mental life and reasoning (Gale 1900). (1)

Gale credits Professor Wilhelm Wundt for providing him with three and a half years of “inestimable profit” working in the Institute for Experimental Psychology at the University of Leipzig (Gale 1900). Letters in the archival files reveal that Gale and the progressive journalist Lincoln Steffens became friends in Germany, studied together taking courses from Wundt, and enjoyed a lifelong correspondence. (2) Steffens reported, “[T]he laboratory where we sought the facts and measured them by machinery was a graveyard where the old idealism walked as a dreadful ghost” (1931, p. 149).

In 1894, prepared as an experimental psychologist, a 32-year-old Harlow Gale returned to his boyhood home in Minneapolis. At that time there were no psychology departments in American universities. (3) He was hired as an instructor of “physiological psychology” and given responsibility for the university's laboratory for experimental psychology. (4) It was there, until 1903, that Gale taught a series of courses in psychology, including a seminar that involved students in conducting studies on “the psychology of advertising” (Gale 1904). (5) Up until that time, the subject of human attention had received scant experimental attention in the laboratories of the new psychologists (Scripture 1895, p. 94).

Source: Adapted from http://www.accessmylibrary.com/article-1G1-172907089/harlow-gale-and-origins.html

A. The laboratory consisted of “a few pieces of psychological apparatus” gathered by the university's previous instructor in experimental psychology.
B. Steffens quoted Professor Wundt as saying, “We want facts, nothing but facts,” and that theories were only aids to experimentation, which was the test of theory.
C. In 1895, in the midst of the increasing visibility of consumer advertising, Harlow Gale became interested in “people's commercial actions as influenced by street car and magazine advertising” as an application of his training in the emerging field of experimental psychology (Gale 1900).
D. After completing his B.A. in 1885, he undertook postgraduate studies in economics at the University of Minnesota, philosophy at Yale and Cambridge, and experimental psychology at Leipzig (Kuna 1976a).
E. In the spring of 1895, Gale joined the faculty of the University of Minnesota as a member of the Philosophy Department (Gale 1904, p. 9).