The Conceptual Frameworks of Advertising Literacy: A Systematic Literature Review

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Abstract
Advertising has become an integral part of people's daily lives, and advertising literacy is a vital life skill that everyone should acquire. Scholars have proposed several conceptual frameworks of advertising literacy for the study of consumers' advertising literacy. The purpose of this study is to sort out the major conceptual frameworks of advertising literacy, aalyze the links and differences between the conceptual frameworks, and explore the veins and roots, with viewpoints to provide a reference for related research. In this study, the researchers followed the Systematic Reviews and Meta-Analyses Guidelines (PRISMA Guideline) for conducting a systematic review. This study established inclusion and exclusion criteria to identify and screen literature. A total of 26 articles related to the conceptual frameworks of advertising literacy were included and analyzed. The study results indicate that the development and research of the conceptual frameworks of advertising literacy are based on the forms and features of advertising, the connotation and dimension of advertising literacy, with the media literacy theory and persuasion knowledge theory as the foundation and source for research. These conceptual frameworks have been widely used by scholars and continue to develop with the advancement of digital technology and the information age. It is concluded that the conceptual framework of advertising literacy has important theoretical and practical significance. Researchers need to adapt to the demands of the times as well as update and expand the conceptual framework of advertising literacy on the basis of previous studies.
Keywords: Advertising Literacy, Conceptual Frameworks, A Systematic Review

Introduction
In people's daily lives, paper media, movies, TV, cyberspace and social media are filled with dazzling advertisements, which have become an inseparable part of the public's life. Under today's flourishing economic activities with the intensive and complex bombardment of advertising information, consumer choices are increasing. Inevitably, some negative factors arise, and consumers are influenced by undesirable advertisements (Sun & Zhang, 2013; Liu,

2019). Some users do not have high advertising literacy, they perceive advertising more emotionally than rationally. They encounter various problems in the process of perceiving, judging, accepting and using or sharing advertisements (Yang, 2019). Thus, it is crucial to highlight the importance of public advertising literacy in modern society. Advertising literacy is gradually gaining attention from scholars, marketers and society (Li et al., 2014; Sweeney et al., 2022).

Advertising literacy is a key life skill that develops one's ability to read and understand advertisements critically and to apply that understanding to evaluate and respond to the messages delivered by the advertisements (Rozendaal et al., 2011; Rasekh et al., 2021). People need comprehensive and abundant knowledge of advertising, that is, advertising literacy, to act as references to filter and process advertisement contents and information (Salim et al., 2016). The improvement of public advertising literacy is not only a necessary way to regulate or guard the advertising market, but also has a positive and important role in the formation of a sound media ecosystem and even a good social, economic and cultural environment (Li et al., 2014).

Some scholars have proposed several conceptual frameworks of advertising literacy for the study of the contents related to consumers' advertising literacy. Although academics have not formed a unified conceptual framework of advertising literacy, there are some connections between these conceptual frameworks. This article uses a systematic literature review to sort out the major conceptual frameworks of advertising literacy, analyzing the links and differences between the conceptual frameworks and exploring the veins and roots, with viewpoints to provide references for related research.

Literature Review
Media literacy
In 1933, British cultural studies scholar F. R. Leavis and his student Denys Thompson first proposed the concept of media literacy in their book *Culture and Environment: The Training of Critical Awareness* (Leavis & Thompson, 1933). Later, media literacy spread to other nations and regions, official institutions in many countries increasingly focus on media literacy. Some Western nations, like the United States, Canada, and Australia, even include media literacy in their national education systems (Gu & Wei, 2019). One American study employed a grounded theory method to examine how freshmen who were not received media literacy education responded three various video message formats: news reports, public relations messages, and advertisements. The results suggested there is a need for a media literacy curriculum that addresses the differences between media formats, with a focus on analyzing message intent and perspective (Ashley et al., 2013). Behailu (2021) investigated media literacy situation based on social media among Bahadar University students, it was found that the majority of students had low levels of social media literacy.

Traditionally, media literacy has been defined as the capacity to utilize, comprehend, and produce media-related information in a range of circumstances (Ofcom, 2015, 2019). It entails acquiring the abilities and knowledge required to successfully negotiate the complex media environment and comprehend the many media content formats. Media literacy involves a variety of skills, such as comprehending media creation methods, identifying prejudice and propaganda, deciphering messages and connotations, and participating in ethical media behaviors (Rasi et al., 2021). Recently, media literacy scholars stressed the important value of media engagement as well as the creation of fun and innovative content (Livingstone et al., 2012; Cannon et al., 2018). Due to the widespread impact of media on shaping public

viewpoints and attitudes, media literacy is regarded as a vital competence for individuals of all age groups in today's society marked by pervasive media presence and digitalization (Livingstone et al., 2012; Alcalá, 2019).

Advertising Literacy

Some scholars have examined consumers' advertising literacy from a media literacy perspective. When researchers began to study how television advertising affected kids' purchasing decisions in the 1970s, advertising literacy became a hot topic of study (Christ & Potter, 1998). Austin & Johnson (1997) examined the influence of media literacy training on children's cognition ability towards alcohol advertising, including alcohol regulations, drinking expectations, and alcohol behaviors. Advertising literacy is regarded as part of media literacy in many textbooks (Potter, 1998). Advertising literacy is defined as "the ability to analyze, evaluate, and produce persuasive messages in various forms and media" (Livingstone & Helsper, 2006). It has the core connotation of media literacy, that is, people are able to sort through the complex information that is spread through a variety of media without getting lost in the informational sea. In many countries and regions of the world, advertising literacy has received academic attention and has been promoted by various social forces.

Representative definition of advertising literacy is "a better understanding of the persuasive intent behind advertising". This definition makes the implicit assumption that both adults and children need to be "forewarned" in order to strengthen their cognitive defenses against persuasive messages (Austin & Johnson, 1997). This concept is largely based on the principles of the persuasion knowledge model, which is a theoretical framework that explains how individuals develop and utilize knowledge about persuasion to cope with persuasion attempts (Friestad & Wright, 1994). Advertising literacy is only for advertising and excludes all other persuasive sources. Traditionally, most scholars have concentrated on the cognitive aspect of advertising literacy, viewing it as a cognitive skill that people acquire along with the development of their abilities of processing information and general cognition. Later, scholars expanded the connotation of advertising literacy to include advertising assessment and critical skills. Yan and Zhang (2007) proposed that the contents of advertising literacy include the following three aspects: advertising literacy is an approach to guide audiences to intervene advertising by themselves and to develop their ability to respond critically and dynamically to advertising messages; advertising literacy is a kind of quality, which constructs audiences' knowledge system about advertising and develops audiences ideas about advertising communication; advertising literacy is also a form of cultivation, which enhances audiences' advertising ethics (Yan & Zhang, 2007). Malmelin (2010) considered advertising literacy is the ability to identify, evaluate, and understand advertising. Advertising literacy was defined by Hudders et al (2016) as consumers' knowledge and expertise in the field of advertising, as well as the capacity to recognize and critically evaluate advertisements.

In conclusion, scholars have basically reached some consensus on the positioning and connotation of advertising literacy. They believed that advertising literacy is a vital component of media literacy, possessing the core essence of media literacy, and its primary focus is on improving the audience's awareness and critical skills related to advertising. However, despite some consensus, scholars' definitions of the concept of advertising literacy remain divergent and controversial in some respects. Scholars have developed different conceptual frameworks of advertising literacy based on the connotation of advertising literacy and the characteristics of advertisements themselves, which requires further thinking and research by scholars. The conceptual framework of advertising literacy plays a significant role as it is directly related to

advertising effectiveness, consumer behavior and advertising education. However, diverse conceptual frameworks for advertising literacy exist, with no unified framework to guide research and practice. There are many under-explored aspects of the research on this topic and further research is needed to fill these research gaps. Therefore, this study analyzes the conceptual frameworks of advertising literacy in the existing literature and reviews the reasons for the differences in these conceptual frameworks in order to gain a more comprehensive and in-depth understanding of the different aspects and dimensions of advertising literacy.

Methodology

This study adopts a systematic literature review approach to analyze the existing articles about the conceptual frameworks of advertising literacy. The aim is to better review and analyze the common conceptual frameworks. A systematic review intends to gather diverse types of evidence in order to address a pre-established research question. It involves choosing all primary research materials connected to the defined research question, reviewing and analyzing those materials critically in order to explore and interpret importance or produce new integrated findings (Liberati et al., 2009; Gough et al., 2017).

The Systematic Reviews and Meta-Analyses Guidelines (PRISMA Guidelines) proposed by Page et al (2021) were referenced in this study to ensure that the process of searching, screening, and analyzing the literature was transparent and rationalized. This study identified and screened the literature in accordance with the developed literature inclusion and exclusion criteria. Then the articles included in the systematic review were determined. Finally, the conceptual frameworks of advertising literacy discussed in these articles were compared, analyzed, summarized, and generalized. Figure 1 illustrates the process of literature identification, screening, and inclusion, along with the number of articles reported at each step.
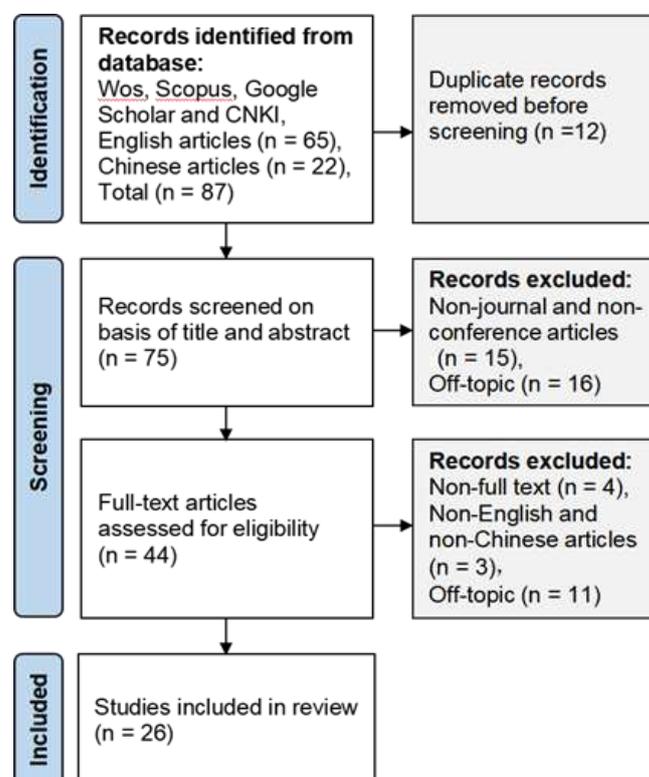

Figure 1 The process of literature identification, screening, and inclusion

Literature Searching and Identification

This study selected Web of Science (Wos), Scopus, Google Scholar and China National Knowledge Infrastructure (CNKI) as the search database platforms. The publication period of the searched literature is from January 2003 to August 2023. The text search terms are created around the term "the conceptual framework of advertising literacy" and related synonyms. The search terms are: "advertising literacy conceptual framework"; "advertising literacy" AND "conceptual framework"; "advertising literacy" AND "dimension"; "advertising literacy" AND "model". The search was carried out using the title, keywords, and abstract as the basis. Through the search process, a combined total of 87 articles were identified, with 65 in English and 22 in Chinese. Following the removal of duplicates, there were 75 articles left.

Literature Screening and Including

After finishing the literature search, two researchers separately evaluated the literature based on the criteria for inclusion and exclusion. The PRISMA Guidelines state that the involvement of two or more reviewers in the systematic review process is a critical strategy. Because individual reviewers may present biased or flawed interpretations leading to the risk of potential errors appearing (Page et al., 2021).

The inclusion criteria encompass the following aspects: 1. There are correlations between the literature and the research questions; 2. Both journal articles and conference papers are encompassed; 3. Literature published between January 2010 and August 2023; 4. Availability of the full text.; 5. The article is either in English or Chinese. Exclusion criteria include: 1. There is no correlation between the literature and the research questions; 2. Non-journal articles and non-conference papers; 3. Not published between January 2010 and August 2023; 4. Full text is not available; 5. The articles are not in English or Chinese.

Initially, the two researchers reviewed the type of publication and research topic by reading the title and abstract of the articles. 15 articles that were not journal papers or conference papers, such as dissertations, book chapters, and reports, were excluded from consideration. A total of 16 records were disregarded from the study because they did not effectively discuss the conceptual frameworks of advertising literacy. Subsequently, the remaining 44 articles underwent a comprehensive review in full text, resulting in the exclusion of 4 articles due to the unavailability of their full texts. The researchers excluded three records where the full texts were not in English, despite having English abstracts. Furthermore, 11 articles were omitted from the study since their body texts did not delve into the conceptual framework of advertising literacy. In the end, this study included a total of 26 articles to analysis, consisting of 16 articles in English and 10 articles in Chinese.

Results and Discussion

Several scholars have established different conceptual frameworks of advertising literacy that have been widely used (e.g., De Pauw et al., 2017; Hudders et al., 2017; Malmelin, 2010; Mohamed Salim et al., 2022; Rozendaal et al., 2011, 2014). This study summarized four major conceptual frameworks of advertising literacy based on a systematic literature review, analyzing their origins and development, explaining their links and differences.

Advertising Literacy Conceptual Framework 1

Malmelin (2010) proposed a conceptual framework of advertising literacy and considered informational literacy, visual/aesthetic literacy, rhetorical literacy, and promotional literacy as the four dimensions of advertising literacy (see Figure 2). Informational literacy describes the capacity to evaluate the reliability of information obtained through advertising. The understanding and interpretation of advertising as a resource for aesthetic enjoyment and entertainment is referred to as visual/aesthetic literacy. Rhetorical literacy is the capacity to comprehend various persuasion techniques, intention and tactics that marketers use in the communications process of marketing and advertising. Promotional literacy can help consumers to evaluate the commercial contents, forms, functions, and objectives of the media (Malmelin, 2010). Çelik (2016) used this conceptual framework developed by Malmelin for evaluating advertising literacy curriculum. Mohamed Salim & Abdullah (2017) used the factor analysis to test the reliability and validity of the four advertising literacy dimensions (informational, visual, rhetorical and promotional literacy) in their study to identify indicators for measuring advertising literacy. Based on the cognitive model of media literacy (Potter, 2004) and the conceptual framework of advertising literacy (Malmelin, 2010), Mohamed Salim et al. (2019) measured the level of advertising literacy among low-income community in the context of fly posting in Malaysia. By using media literacy theory and Malmelin's advertising literacy conceptual framework as guides, Mohamed Salim et al. (2022) added a new dimension (digital literacy) to develop a advertising literacy model towards a "Super Smart Society" to measure advertising literacy among low-income group in Malaysian.

Literacy	Informational literacy	Visual / Aesthetic literacy	Rhetorical literacy	Promotional literacy
Focus on	Sources of information and knowledge	Aesthetics, design and entertainment	The means and tactics of persuasion	Commercial functions and financial partnerships in the media
What is analysed?	Ability to use various sources of information and to evaluate the correctness of information	Understanding of the forms of auditory and visual expression as well as styles, stories and references	Understanding of the strategies, goals and target groups of marketing	Understanding of the logic of product placement, branded media contents, sponsorship and publicity

Figure 2 Advertising literacy conceptual framework 1 (Malmelin, 2010)

Advertising literacy conceptual framework 2

Rozendaal et al (2011) identified three dimensions of children's advertising literacy. First is conceptual advertising literacy, which refers to the ability to recognize and understand advertising messages. Secondly, attitudinal advertising literacy refers to the adoption of critical thinking and attitude towards advertising. Thirdly, advertising literacy performance is the capacity to respond to advertising using conceptual and attitudinal advertising literacy. Subsequently, Rozendaal et al (2014) developed a conceptual framework of advertising literacy (conceptual and attitudinal advertising literacy), as shown in Figure 3. They identified nine basic components in their study, forming an advertising literacy scale for children that included 39 items. The results of the study showed that the advertising literacy scale performed well in terms of reliability and validity.
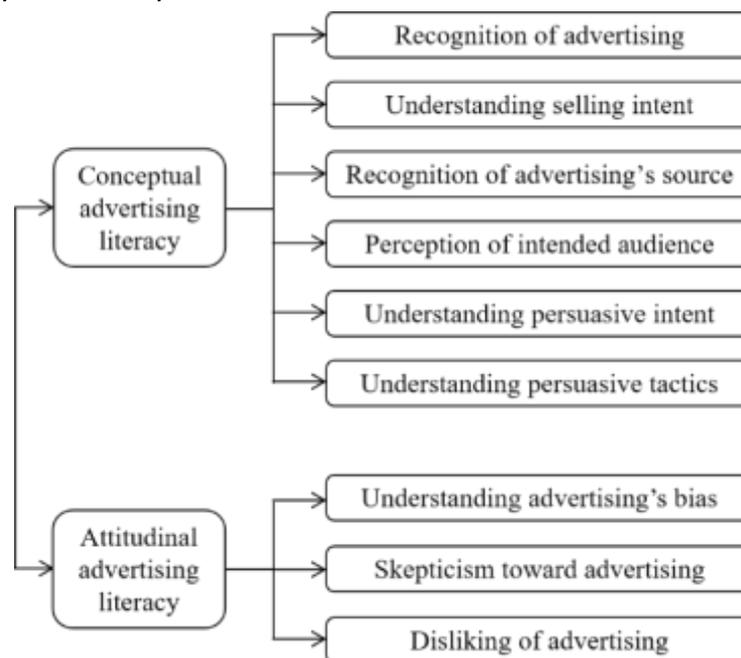

Figure 3 Advertising literacy conceptual framework 2 (Rozendaal et al., 2014)

Conceptual advertising literacy is comprised of the following components: recognition of advertising, understanding selling intent, recognition of advertising's source, perception of intended audience, understanding persuasive intent, and understanding persuasive tactics (Rozendaal et al., 2014). Scholars have focused on two skills for this dimension, advertising recognition and advertising comprehension. First, advertising recognition refers to people's ability to recognize advertising messages and distinguish advertising from other media content. Second, advertising comprehension is the ability to understand the intent of an advertisement (Rozendaal et al., 2010). There are two forms of advertising intent: understanding selling intent, i.e., recognizing that the advertising is designed to sell a product for financial gain; understanding persuasive intent refers to that the advertising is intended to persuade someone to change their view about a product, in other words, the purpose of advertising is for people to enjoy a product. For example, Vanwesenbeeck et al (2017) explored the relationship between individual traits (cognitive demands and perspective selection) and adolescents' conceptual advertising literacy (understanding sales intent and understanding persuasive intent) in social network games, as well as the relationship between understanding sales intent, understanding persuasive intent, and purchase intention. Other components of conceptual

advertising literacy have also been mentioned by scholars in their research, but these have been adopted less frequently, for instance, understanding persuasive strategies, recognition of advertising's source, perception of intended audience (Rozendaal et al., 2011; Hudders et al., 2017).

However, studies relating advertising literacy to advertising effectiveness have shown that knowledge of advertising does not always contribute to offsetting the effectiveness of advertising (Livingstone & Helsper, 2006; Rozendaal et al., 2011). Therefore, Rozendaal et al (2011) brought a new dimension to advertising literacy: attitudinal advertising literacy. Different from conceptual advertising literacy, attitudinal advertising literacy focuses on the audience's critical attitude toward advertising rather than basic knowledge. Understanding advertising's bias, skepticism toward advertising, and disliking of advertising are all aspects of attitudinal advertising literacy (Rozendaal et al., 2014). Empirical evidence does suggest that attitudinal advertising literacy can negatively affect brand desirability (Rozendaal et al., 2013), and research on attitudinal advertising literacy is quite necessary. Although most existing studies examining the effects of advertising susceptibility have given more attention to conceptual advertising literacy, attitudinal advertising literacy encompasses people's general critical attitudes toward advertising, so that attitudinal advertising literacy plays a more important role in how people respond to persuasive messages. Gao et al (2020) used the conceptual framework containing conceptual and attitudinal advertising literacy to examine the level of advertising literacy among college students in China and explored the potential factors that may affect their advertising literacy.

Advertising Literacy Conceptual Framework 3
Hudder et al (2017) believed that advertising literacy consists of three dimensions including cognitive, affective, and ethical advertising literacy. Cognitive advertising literacy has the same connotation as the conceptual advertising literacy proposed by Rozendaal et al (2014), emphasizing the ability to recognize and understand advertising, derived from the theory of persuasive knowledge. Emotional advertising literacy refers to the audience's ability to be aware of their initial emotional response to an advertisement and their skills to suppress or regulate those emotions that are aroused by the advertisement. The skills needed to ethically assess advertising, or people's opinions on whether certain advertising tactics are appropriate, are referred to as ethical advertising literacy (Hudders et al., 2017). In addition, Hudders et al (2017) proposed the concepts of dispositional and situational advertising literacy in their conceptual framework of advertising literacy, which are also important (see Figure 4). Dispositional advertising literacy refers to the skills, knowledge, and critical attitudes that people acquire throughout their lives in relation to advertising. Situational advertising literacy refers to the ability to actually activate dispositional advertising literacy when faced with an advertisement. The conceptual framework pointed that when consumers encounter persuasive messages, it is necessary to trigger their advertising literacy to counter the automatic emotional responses caused by the current enjoyable and engaging forms of advertising (automatic affect transfer mechanism). The ability of individuals to critically evaluate the advertisements they encounter depends on their coping skills, which enable them to interact with the pertinent information nodes within the associative network, encompassing cognitive, emotional, and ethical aspects. These coping skills are considered the crucial bridge connecting situational and dispositional advertising literacy. De Jans et al (2018) investigated adolescents' dispositional advertising literacy regarding advertising-related knowledge and skills, including cognition and

understanding of advertising (cognitive dimension), emotional reactions towards advertising (emotional dimension) and ethical evaluation of advertising (ethical dimension).
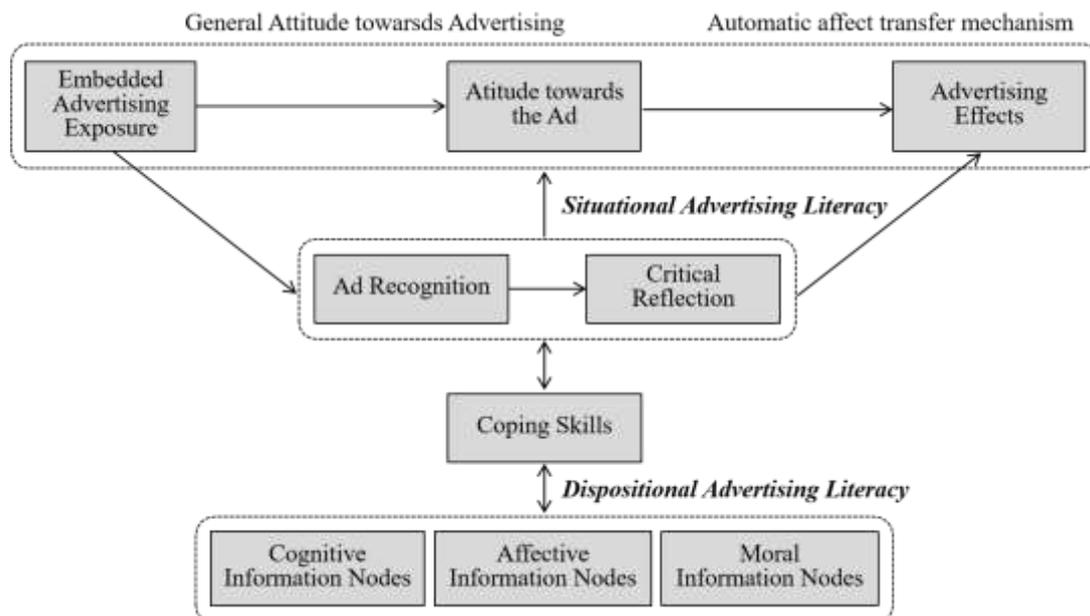

Figure 4 Advertising literacy conceptual framework 3 (Hudders et al., 2017)

Advertising literacy conceptual framework 4

Chinese scholars Xu & Du (2009) argued that advertising literacy is the comprehensive ability of audiences to view advertising rationally and use it reasonably, including cognition, exposure, analysis and understanding, criticism, evaluation and participation of advertising, and they set the evaluation index of advertising literacy in these six aspects (see Table 1). Advertising cognitive ability - the fundamental prerequisite for developing advertising literacy, which means having a basic understanding and cognition of advertising. Advertising exposure capability refers to the audience's exposure to advertising, including specific aspects such as the type of advertising media encountered, the duration of exposure to advertising, and the quantity of exposure to advertising. The ability to analyze and understand advertising - the audience is required to have the ability to analyze various aspects of advertising, to appreciate how advertising works and how it affects people's lives. The ability to critique advertising - critical thinking about advertising is one of the key elements of advertising literacy, including doubting the truthfulness and accuracy of advertising, criticizing the negative influence of advertising, and doubting the culture of advertising. Advertising evaluation ability - the capacity to evaluate advertising holistically from an objective and reasonable perspective, which is a high-level expression of advertising literacy. Advertising participation ability - the highest level of advertising literacy that refers to the audience's ability to integrate their own needs, actively select advertising messages that are relevant to them, and use them effectively.

Table 1
Advertising literacy conceptual framework 4 (Xu & Du, 2009)

Ad cognitive ability	Having basic knowledge of advertising
	Familiarity with ad communication activities
	Cognition of ad events
	Knowledge of ad production methods
Ad exposure ability	Types of ad media encountered
	Duration of exposure to ad
	The quantity of exposure to ad
The ability to analyze and understand ad	Understanding how ad operates
	Understanding the target audience
	Understanding the impact of ad
	Understanding ad content
The ability to critique ad	Doubting the truthfulness of ad
	Criticizing the negative influence of ad
	Doubting the ad culture
Ad evaluation ability	Evaluation of advertising characteristics
	Evaluation of advertising professionals
	Evaluation of advertising effectiveness
Ad participation ability	Selecting advertising information
	Using advertising effectively

Connections and differences between the conceptual frameworks

Several common conceptual frameworks for advertising literacy have been discussed above, and there are some connections and differences between these conceptual frameworks.

First, these conceptual frameworks of advertising literacy basically include the dimension of conceptual advertising literacy, which some scholars also call cognitive advertising literacy (Hudders et al., 2015; De Jans et al., 2017), indicating the importance of this dimension. This is because the cognitive dimension of advertising literacy is largely derived from the theory of persuasive knowledge, meaning "what people know about the persuader's goals and strategies" (Friestad & Wright, 1994). There is a strong correlation between advertising literacy and of persuasion knowledge theory.

Second, most conceptual frameworks of advertising literacy include a dimension of critical ability toward advertising, also called attitudinal advertising literacy. It combines an individual's attitudes and critical thinking about advertising, including questioning, evaluating, and judging advertising messages. Attitudinal advertising literacy plays an important role in how people respond to persuasive messages, and thus research is essential.

Then, there is a close relationship between the conceptual framework of advertising literacy and media literacy theory, that is because advertising literacy belongs to the scope of media literacy. The theoretical findings of media literacy can be used as the source and foundation of advertising literacy. For example, scholars combined media literacy theory and advertising literacy to develop a conceptual framework for advertising literacy (Malmelin, 2010; Salim et al., 2019).

Finally, there is no fully consistent framework for advertising literacy. This is because scholars are constantly updating and expanding the conceptual framework of advertising

literacy according to the changes of the advertising literacy connotation, digital technology and advertising form. Salim et al (2022) included digital literacy in the conceptual framework of advertising literacy. Wang (2021) expanded the content of participation advertising ability in the era of interactive advertising to add the ability to participate in interactions and produce advertisements. Whereas early participation advertising literacy more focused on the ability to select and utilize advertisements.

Conclusion

In conclusion, the current development and research of the advertising literacy conceptual frameworks are based on the correct understanding of the unique connotation and form of advertising, the connotation and dimension of advertising literacy, and the media literacy theory and persuasion knowledge theory as the foundation and its support for in-depth research. It can be seen that these conceptual frameworks of advertising literacy are widely used by scholars and have evolved and developed based on the original developers. And these conceptual frameworks are applied to the test of consumers' advertising literacy level, the study of factors influencing advertising literacy, and the study of the effects of advertising literacy.

However, scholars have not reached a complete agreement on the concept, dimension and conceptual framework of advertising literacy. This is due to the continuous development of digital technology and the information age, the different media and forms of advertising or different research perspectives may affect the expansion and change of the connotation of advertising literacy. It makes the dimensions, models, conceptual framework and measurements of advertising literacy become diverse.

The conceptual framework of advertising literacy has important theoretical and practical significance. It can help scholars measure the level of advertising literacy of consumers and study the influencing factors and important role of advertising literacy. Educational institutions can provide advertising literacy education based on the advertising literacy conceptual framework, which can improve the level of advertising literacy of consumers and protect them from the adverse effects of misleading advertisements. Using the conceptual framework of advertising literacy, advertising practitioners can better comprehend how consumers understand and react to advertisements. This helps to improve advertising creativity and strategy, and increase the positive impact of advertising. Therefore, it is necessary for researchers to sort out and analyze the developed conceptual frameworks of advertising literacy, and constantly to update and develop the conceptual frameworks based on the previous studies, and so as to adapt to the development and change of the times.

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