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The Role Of Exploiting Advertisements In Teaching Languages

Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Art (M.A.)
in Teaching English as a Foreign Language

Department of English Language Teaching
Faculty of Humanities
Tarbiat Modares University

By:

Mehrrad Mohebali

Supervisor:

Dr. Reza Ghafar Samar

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We hereby recommend that this thesis

By

Mehrrad Mohebbali

Entitled

The Role Of Exploiting Advertisement In Teaching Languages


Be accepted in partial fulfillment of the requirements for the degree of Master of
Arts in Teaching English as a Foreign Language. (TEFL)


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آیین‌نامه حق مالکیت مادی و معنوی در مورد نتایج پژوهش‌های علمی دانشگاه تربیت مدرس

مقدمه: با عنایت به سیاست‌های پژوهشی و فناوری دانشگاه در راستای تحقق عدالت و کرامت انسانها که لازمه شکوفایی علمی و فنی است و رعایت حقوق مادی و معنوی دانشگاه و پژوهشگران، لازم است اعضای هیأت علمی، دانشجویان، دانش‌آموختگان و دیگر همکاران طرح، در مورد نتایج پژوهش‌های علمی که تحت عناوین پایان‌نامه، رساله و طرح‌های تحقیقاتی با هماهنگی دانشگاه انجام شده است، موارد زیر را رعایت نمایند:

ماده ۱- حق نشر و تکثیر پایان‌نامه/ رساله و درآمدهای حاصل از آنها متعلق به دانشگاه می‌باشد ولی حقوق معنوی پدید آورندگان محفوظ خواهد بود.

ماده ۲- انتشار مقاله یا مقالات مستخرج از پایان‌نامه/ رساله به صورت چاپ در نشریات علمی و یا ارائه در مجامع علمی باید به نام دانشگاه بوده و با تایید استاد راهنمای اصلی، یکی از اساتید راهنما، مشاور و یا دانشجو مسئول مکاتبات مقاله باشد. ولی مسئولیت علمی مقاله مستخرج از پایان‌نامه و رساله به عهده اساتید راهنما و دانشجو می‌باشد.

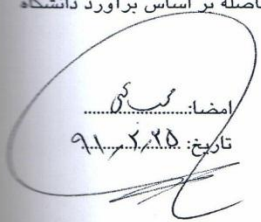
تبصره: در مقالاتی که پس از دانش‌آموختگی بصورت ترکیبی از اطلاعات جدید و نتایج حاصل از پایان‌نامه/ رساله نیز منتشر می‌شود نیز باید نام دانشگاه درج شود.

ماده ۳- انتشار کتاب، نرم افزار و یا آثار ویژه (اثری هنری مانند فیلم، عکس، نقاشی و نمایشنامه) حاصل از نتایج پایان‌نامه/ رساله و تمامی طرح‌های تحقیقاتی کلیه واحدهای دانشگاه اعم از دانشکده ها، مراکز تحقیقاتی، پژوهشکده ها، پارک علم و فناوری و دیگر واحدها باید با مجوز کتبی صادره از معاونت پژوهشی دانشگاه و براساس آئین‌نامه های مصوب انجام شود.

ماده ۴- ثبت اختراع و تدوین دانش فنی و یا ارائه یافته ها در جشنواره‌های ملی، منطقه‌ای و بین‌المللی که حاصل نتایج مستخرج از پایان‌نامه/ رساله و تمامی طرح‌های تحقیقاتی دانشگاه باید با هماهنگی استاد راهنما یا مجری طرح از طریق معاونت پژوهشی دانشگاه انجام گیرد.

ماده ۵- این آیین‌نامه در ۵ ماده و یک تبصره در تاریخ ۸۷/۴/۱۶ در شورای پژوهشی و در تاریخ ۸۷/۴/۲۳ در هیأت رئیسه دانشگاه به تایید رسید و در جلسه مورخ ۸۷/۷/۱۵ شورای دانشگاه به تصویب رسیده و از تاریخ تصویب در شورای دانشگاه لازم‌الاجرا است.

«اینجانب..... دانشجوی رشته..... متعهد می‌شوم کلیه نکات مندرج در آئین‌نامه حق مالکیت مادی و معنوی در مورد نتایج پژوهش‌های علمی دانشگاه تربیت مدرس را در انتشار یافته‌های علمی مستخرج از پایان‌نامه / رساله تحصیلی خود رعایت نمایم. در صورت تخلف از مفاد آئین‌نامه فوق‌الاشعار به دانشگاه وکالت و نمایندگی می‌دهم که از طرف اینجانب نسبت به لغو امتیاز اختراع بنام بنده و یا هر گونه امتیاز دیگر و تغییر آن به نام دانشگاه اقدام نماید. ضمناً نسبت به جبران فوری ضرر و زیان حاصله بر اساس برآورد دانشگاه اقدام خواهم نمود و بدینوسیله حق هر گونه اعتراض را از خود سلب نمودم»

امضا: 
تاریخ: ۹۱/۱۰/۱۵

آیین نامه چاپ پایان نامه (رساله) های دانشجویان دانشگاه تربیت مدرس

نظر به اینکه چاپ و انتشار پایان نامه (رساله) های تحصیلی دانشجویان دانشگاه تربیت مدرس، مبین بخشی از فعالیتهای علمی - پژوهشی دانشگاه است بنابراین به منظور آگاهی و رعایت حقوق دانشگاه، دانش آموختگان این دانشگاه نسبت به رعایت موارد ذیل متعهد می شوند:

ماده ۱: در صورت اقدام به چاپ پایان نامه (رساله) ی خود، مراتب را قبلاً به طور کتبی به «دفتر نشر آثار علمی» دانشگاه اطلاع دهد.

ماده ۲: در صفحه سوم کتاب (پس از برگ شناسنامه) عبارت ذیل را چاپ کند:

«کتاب حاضر، حاصل پایان نامه کارشناسی ارشد/ رساله دکتری نگارنده در رشته

است که در سال در دانشکده

دانشگاه تربیت مدرس به راهنمایی سرکار خانم/جناب آقای دکتر ، مشاوره
سرکار خانم/جناب آقای دکتر و مشاوره سرکار خانم/جناب آقای دکتر

از آن دفاع شده است.»

ماده ۳: به منظور جبران بخشی از هزینه های انتشارات دانشگاه، تعداد یک درصد شمارگان کتاب (در هر نوبت چاپ) را به «دفتر نشر آثار علمی» دانشگاه اهدا کند. دانشگاه می تواند مازاد نیاز خود را به نفع مرکز نشر در معرض فروش قرار دهد.

ماده ۴: در صورت عدم رعایت ماده ۳، ۵۰٪ بهای شمارگان چاپ شده را به عنوان خسارت به دانشگاه تربیت مدرس، تأدیه کند.

ماده ۵: دانشجو تعهد و قبول می کند در صورت خودداری از پرداخت بهای خسارت، دانشگاه می تواند خسارت مذکور را از طریق مراجع قضایی مطالبه و وصول کند؛ به علاوه به دانشگاه حق می دهد به منظور استیفای حقوق خود، از طریق دادگاه، معادل وجه مذکور در ماده ۴ از محل توقیف کتابهای عرضه شده نگارنده برای فروش، تامین نماید.

ماده ۶: اینجانب مهرداد کبی دانشجوی رشته مربیگری مقطع کارشناسی ارشد

تعهد فوق و ضمانت اجرایی آن را قبول کرده، به آن ملتزم می شوم.

نام و نام خانوادگی: مهرداد کبی

تاریخ و امضا:

Abstract

This study is an attempt to bring the worlds of commerce and language teaching close together, in a way that its positive effects could hopefully be used for enhancing the learning of languages. To that end, promotional videos are chosen as the influencing factor or independent variable, and the learning of vocabulary is the area focused upon in the world of language teaching. The aim is to explore the possibility of using the features of advertisements as a language teaching tool.

In the first phase of carrying out the research, different features of ads and promotional videos, especially their linguistic techniques were focused upon.

The participants of the research were sixty upper-intermediate female students who were studying in Kish Way institute in Karaj. They had to go through six sessions of treatment (excluding the sessions during which homogenizing test, pretest and posttest were administered) which was exposure to promotional videos rich in advertising linguistic techniques. The control group was taught using the de-contextualized texts extracted out of the promotional videos.

The scores obtained from the two groups were analyzed by SPSS13. Independent T-test results showed a significant difference between the two groups, although both groups showed a significant progress compared to their pretest results.

The experimental group outperformed the control group and this finding supported the fact that promotional videos could be used as a useful tool for teaching languages.

Key term: advertisement, promotional video, authentic material.

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CHAPTER 1 - INTRODUCTION

1.1. Introduction

“Advertisements are used in foreign language teaching, but the genre is by no means as all-pervasive in the EFL classroom as it is in everyday life” (Picken 1999, p 1). “ESL teachers need to recognize the current move away from linguistically controlled language activities as an opportunity to exploit the limitless supply of non-ESL-specific materials at hand which can be used to generate language and effect language learning” (Sandsberry 1979, P 1). Out of all such non-EFL-sources to be used in teaching contexts, advertisements and promotional materials (texts and videos) are of considerable interest due to the unique features of the materials (Lapsanska, 2006) existing in this genre.

As a routine of life every one of us is involved in every day decision makings about what to buy and what not to buy. These decisions can be as unimportant and small as grabbing a snack or a kind of choice for life such as buying a residence or making a huge business investment. The bigger the money we spend the more prominent the decision will be.

It is not always the case that products with better qualities will be selling at larger numbers. On the contrary “the market can be seized by something not due to its meeting of high standards but thanks to convincing people, mostly through promotion and advertisements of different kinds, that it is the best anyone can find” (Kehinde 2005, p 77) -although it might not be the case. The better a product is presented, the bigger are the chances of its being sold in larger numbers.

Generally, ads play different roles but the main aim of most advertising is to promote the sale of goods and services, which means that it must persuade (Bloor

and Bloor, 2007). Different strategies are employed to serve this primary purpose of advertisements. They promise difference, durability, comfort, luxury, etc. therefore making people think twice about making the old decision again and instead try something new. They even go too far to try giving people new identities “Advertising helps us to make sense of things. It validates consumer commodities and a consumer life-style by associating goods with persona and social meanings and those aspirations and needs which are not fulfilled in real life. We come to think that consuming commodities will give us our identities”. (Dyer, 1982)

Ads can come in a multitude of shapes and via different media: print, posters, film, radio, electronic (the internet, electronics billboards, etc.) (Bloor & Bloor, 2007, Picken 1999). Different elements are also at work to create ads such as linguistic techniques (which play a crucial role in convincing the audience and making ads as memorable and effective as possible), Images, sounds and cultural considerations which are all utilized with the purposes of attracting attention and leaving a positive influence (Bloor & Bloor 2007, Picken 1999, Gully 1997, Lapsanska 2006).

Taking into account the high potential of promotional materials of being attractive and influential, this research tries to figure out whether this positive influence can be utilized in enhancing the learning of vocabulary if used in EFL teaching contexts.

1.2. Statement of the problem

EFL teachers have always tried to make class and the teaching/learning process more interesting and come up with innovative ways that enhance the amount of intake and help anchor the newly learnt materials in mind. Vocabulary, as one of the most significant components of language and a key factor in the development of foreign language proficiency, has been one of the areas that has received a great deal of attention from the researchers (Harley 1996, Kolich 1985, O'Rourke, 1974).

While there are many traditional methods available for teaching vocabulary such as word-lists, dictionary use, workbooks, teacher-made materials and group discussion, etc. (Iheanacho, 1997), the shortcomings they have such as their inability to anchor the newly learnt vocabulary in the learners' minds (Rieber 2001; Ciccone, 1999), being time consuming as well as their inability to arouse the students' interests (Iheanacho, 1997), leave the gate open for further research on innovative and more efficient ways. Consequently, this research is an attempt to investigate the effectiveness of using promotional videos, as an innovative teaching material, on the learning of vocabulary in EFL teaching contexts.

1.3. Significance of the study

The findings of the current research can be helpful for foreign language teachers who are trying to find innovative ways of enhancing students' learning of vocabulary, as a core component of language proficiency. Taking into account the abundance and ease of access to promotional materials on the one hand and the

high positive effects they may bring about on the majority of people (Lapsanska, 2006), especially its power to stick the material in people's minds on the other, the positive results of the current research could make a contribution to those teachers seeking innovative and more interesting teaching materials. As an ingenious way of teaching vocabulary, teachers can find commercials related to the topics they are supposed to teach and easily utilize them in order to make the students interested in the subject and motivate them to learn the related vocabulary. Using the memorability feature of ads, teachers can fix materials in the learners' minds for a longer time. On the other hand, the fun aspect of watching promotional videos can help both teachers and learners by making the boring process of learning new vocabulary a pleasurable experience.

The findings of the research can be worthwhile in learning and learning procedures as well. Different advantages of using ads and promotions can be mentioned in EFL situations for learners. "Learners enjoy ads and are motivated by them" (Kelen 1991, p 9). "...Because ads are creative, they stimulate learners to be creative (Chee 1994, p 155, cited in Picken 1999). "The language of ads is authentic and up-to-date" (Picken 1999, p 2). But, In spite of the reasons just provided and many others that are not just mentioned, "it is hard to escape the impression that advertisements are underused by language teachers and materials writers, and they are certainly much less common in EFL texts than in the world around us." (ibid, p1). This very fact that promotional materials have not been frequently used in EFL situations has been reiterated by Cook and Myers as well (Cook 1992; Myers 1994). The issue is so untouched that "There are even no EFL resource books on

advertising that teachers can refer to for examples and activities” (ibid, p 4). This study is an attempt to explore this rather unexplored area and figure out if using advertisements (promotional videos in which creative linguistic techniques have been employed), with such high potentials of being influential, can be used as a tool in teaching languages in EFL situations and enhancing learning of vocabulary.

1.4. Research questions

There are two questions which are to be answered by the findings of this research. The first one focuses on the linguistic techniques which are used for making ads more attractive and convincing, and the second one explores the effect that ads (in which those linguistic techniques play a crucial role in bringing about a positive effect on the audience, convincing them and fixing the ad message in their minds) might have as a language teaching tool on enhancing the amount of learning. The two questions are:

Q1) What linguistic techniques are used in creating advertisements in order to make them more attractive and convincing?

Q2) Can advertisements be used as a tool to enhance learning languages?

1.5. Research Hypothesis

The following hypothesis has been formulated in order to answer the second research question:

HO1) Using advertisements (promotional videos) does not have any significant effect on enhancing the learning of vocabulary.

1.6. Definition of key terms

Advertisement: any paid form of non-personal presentation and promotion of ideas, goods or services by an identified sponsor (Kotler 1999, P27)

Promotional videos: promotional videos are sales and marketing tools designed with the purpose of introducing or educating consumers about a particular product, cause, or organization” (Hackly, 2005)

Authentic materials: materials which are not designed to serve any pedagogic purposes and have been produced by native speakers to communicate real messages (Morton 1999, Breen 1982, Cook 1981)

1.7. Limitations and delimitations of the study

The limitations of the study are as follows:

The use of only female students in the study.

The use of students of a single proficiency level (intermediate level).

The small size of the population.

Different ages of participants.

Having to choose the participants from intact groups due to practical limitations in randomization.

The delimitations of the study are as follows:

Among different language components, only vocabulary knowledge is of concern and other components are neglected.

In order to exclude the proficiency variable, only students at the upper-intermediate level of proficiency will take part in the research.

The researcher neither administers nor teaches in any classes.