

THE IMPACT OF DIGITAL ADVERTISEMENTS IN FORMULATING SPEECH PATTERN AMIDST ESOL IN INDIAN CONTEXT FOR LAW STUDENTS

G. Arun¹ and I. Ajit²

When it comes to making teaching English interesting, the usage of ‘advertisements’ is an one easy and effective method to follow for both the student and the teacher. Television commercials are short, attractive, informative and very influential. Since the commercials are made in a way that the information gets recorded in the audiences’ subconscious mind, the researcher takes advantage of it and uses it as a teaching tool for ESOL learners. Videos tend to stimulate the three layers of the brain mentioned in the triune brain theory. This paper is a case study on 30 rural south Indian law students who were exposed to 2 hours of pop advert over a period of one week. The main purpose of this study is to enhance the oral fluency of the students and check whether the videos have helped increasing their brain function. The objectives of the study are to test whether the students can relate to the characters? Do they take learning outside the classroom? Can the learners reproduce their own sentences? Above all, will this be useful for their daily lives? This paper aims at making the students to improve their oral fluency in a short period of time with their active participation.

Keywords: Self-directed learning, subconscious filter, ESL motivation, Advertisement and cognitive implications.

Introduction

It is interesting to know that an average American is exposed to 3,000 advertisements every single day and will spend 3 years of his/her life watching TV commercials (**Kilbourne, 2006**). It does not make any big difference when it comes to Indian scenario. In a survey conducted by *the National Council of Applied Economic Research*, it is revealed that, in India there are 333 million people aged between 13 to 35; among those young people, 77% are interested in music and films, 72% In news and current affairs and taking reading into consideration, there are only 5.3% of them prefer English; adding to that, a literate youth spends on an average 98 minutes daily for watching TV (**Pokharel, 2010**). So it has become evident that the current generation of the nation is very much attracted towards the television medium and it also can be used as a very good language teaching tool based on its rich and authentic comprehensible input (**Al-Seghayer, 2005**).

In 1977, **Skirble** in his influential work, *Television Commercials in the Foreign Language Classroom*, has stated communicative value of TV commercials as follows:

As teachers of foreign languages we are more than ever pressed to look for content that combines the audio, visual, and cultural aspects of communication. For this material we

^{1,2} School of Social Sciences and Languages, VIT-University Chennai Campus

find that we only have to look as far as our television set. The television commercial, a small but significant part of commercial programming, can serve as a point of departure for a cultural or grammatical structural unit.

Supporting this, **Allan** claimed that “Video can bring in the air of reality into classroom by presenting authentic language in use” (qtd. In Wood, 1999:98). Correspondingly **Davis** (1997) says:

Commercials contain culturally-loaded slices of modern society. Watching commercials introduces students to many cross-cultural topics ranging from gestures and body language to more probing issues of values, behaviors and ways of thinking, social problems, stereotypes, and idiosyncrasies. Furthermore, CMs are laden with culture-specific imagery, symbolism, and subconscious messages that can serve as vehicles for social commentary.

Sherman (2003) calls video as “moving picture book” which gives access to things places, people, events and behavior of target audience people. Correspondingly there are many other researchers who supported the idea of teaching second language using video in classroom considering its instructional values.

Smith and Rawley (1997) have used TV commercials to enhance their ESL learners’ listening skills to make them good at critical thinking in North America. **Chauhan** (2008) has exploited ads to teach basic grammar to the learners creatively. **Ambrose** (2002) takes up a small group of learners to uplift their writing skills by asking them to submit paraphrasing original ads. **Iwaski, Smith and Tuseth** (1997) use commercials to strengthen listening skills of the learners by supplementing language skills and cultural explanations. **Farrall and Lindsley** (2008) concentrate on teaching professional English through activities.

Even though there are enough evidences stating that videos in second language class room is an impressive method of teaching, many teachers are unwilling to make use of them. Many of them do not know how to access to videos and how to exploit them. Teachers in general think video is a part of entertainment and it doesn’t have to be included for teaching purposes. The term ‘video’ is often confusing to teachers as it is used to mean different things in language teaching and learning settings. To avoid this disorientation, **Loneragan** (1984) has classified the term ‘video’ broadly as follows:

For some, it means no more than replaying television programmers on video recorder, for viewing in class or private study. For others, it implies the use of a video camera in class to record and playback to learners their activities and achievements in a foreign language.

TV commercials and Learners’ Cognitive style of perception

The way we learn things in our daily life and the methods that we choose when we are in trouble is set to depend on a link between our personality and cognition. The link is referred as cognitive style. When the cognitive styles are associated with educational background, they are called as “learning styles” Cognitive, affective,

and physiological attributes are relatively stable indicators of how learner perceive, interact with, and respond to the learning environment (Keefe: 1979). Few of the learning styles like 'field dependence and field independence', 'audio, visual and kinesthetic', 'multiple intelligences' and 'Observational Learning' are some ways of connecting language neurologically.

Field Dependence (FD) and Field Independence (FI): These are the two types of learners based on their major learning style. It refers to how learners preserve and memorize information (Chapelle: 1995). An FD learner relies on internal frame of reference for information processing while FI learner looks for extra frame of reference for information processing.

So the fascinating feature of TV commercials is that they can help both kinds of learners. John (2010), in his article *Reinforced Language Tasks Using Videos* mentions that after teaching through advertisement in his classroom, the learners turned more active, self-directed and the video classes even allowed them to "access the programme outside the class and in the absence of the teacher." thus becoming the 3rd educator.

Conclusion

Based on the researcher's experience, it has become very clear that carefully chosen TV commercials can facilitate enjoyable language learning opportunities for the ESL learners. The commercials and the classroom activities increase interest and motivation among the learners. In the process of learning, the students are exposed to authentic listening containing everyday vocabulary through the commercials which becomes a reason for the learners' increased self-esteem, attitudes, values, assumptions, critical thinking skills and most importantly, their oral fluency.

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