

**ADVERTISING DISCOURSE IN THE CONTEXT
OF FOREIGN LANGUAGE TEACHING**

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Keywords: advertising discourse; authenticity; communicative skills; foreign language teaching; cross-cultural communication; motivation; sociocultural competence.

Abstract: The article discusses the need to involve authentic advertising texts in the process of foreign language teaching. The main characteristics of an advertising text are described. A model of step-by-step work with advertising texts in the process of foreign language teaching is proposed. The ways of developing students' language skills, as well as their communicative and sociocultural competences using advertising texts in the learning process are considered. It is shown how advertising texts create students' socio-cultural background and increase their motivation to learn foreign languages. Types of tasks which include advertising texts aimed at developing the communicative skills and socio-cultural competence of students are presented.

Introduction

Nowadays teaching foreign languages includes various methods and techniques: from classrooms equipped with the state-of-the-art technologies to modern teaching materials (e.g. Hot potatoes program, Word Cloud generators, different websites used for creating vocabulary or grammar exercises, etc.). The use of authentic advertising texts, which undoubtedly reflect the latest changes in the language and culture, seems to be an important and interesting source in foreign language teaching.

Advertising is a complex phenomenon aiming at deliberate informative impact on consumers to promote products in the market. The main goal of advertising is a series of sequential steps: informing the reader about something – convincing him of something – encouraging him to buy something. Despite the

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diversity of scientific research on the advertising business, it is very difficult to re-create a holistic understanding of the principles of creating an advertisement as well as the mechanisms of its impact on the recipient. This particularly applies to the linguistic aspect of advertising. From this point of view, advertising language is considered as the language of mass communication including some functional-stylistic, lexical and grammatical features.

It is a well-known fact that the language does not stand still, it must be constantly maintained at an adequate current level assimilating its new trends. Advertising language immediately mirrors all the linguistic and cultural changes and can serve as an invariable source for improving its level. Despite the fact that the foreign language methodology focuses on the correct use of the language rules, one cannot belittle the importance of peripheral language areas, such as advertising. Being full of contractions, abbreviations, slang, simplified linguistic forms, these language means reflect the latest communication trends, including grammar, vocabulary, punctuation, which is extremely important to master when learning a foreign language [1].

Analyzing the grammatical level of such sentences from the morphological point of view, it may be noted that advertising language contains a high proportion of nouns and verbs calling for action and making the language more dynamic. At the syntactic level colloquials are often used to create emotionally expressive statements. Thus, the specificity of advertising communication is to inform the addressee about an advertised product promoting a positive attitude to it, fixing it in the memory of the consumer and his motivation to purchase it [2, 3]. These means of expression aimed at informing the consumer of the product, focusing his attention on it, causing him positive attitude to the product, and thereby realizing the pragmatic function of the language.

One of the main characteristics of an advertising text applied for teaching aims is its authenticity. An authentic text is defined as a text which was made to fulfill a specific social task in the native language [4]. Having non-pedagogical nature authentic texts are used to help learners improve both their communicative and sociocultural competences. The use of authentic material for educational purposes becomes an effective tool for designing various lesson plans for EFL students as such kind of materials include ideas, vocabulary, grammar and cultural information heard and read in real-life contexts. Reading something created by the native speaker makes students motivated to foreign language learning and develops their strategies to deal with real-life texts. However, the teacher should consider the complexity of the material provided to students as beginners need simpler texts as compared to advanced learners who have sufficient previous knowledge. Therefore the teacher should be critical to selection of the material used in the classroom and take into consideration such issues as the complexity, the relevance of the topics and the interest.

Advertising texts as means of foreign language teaching

Being a part of any culture advertising discourse accumulates information about the country, history, people's lifestyle. This fact allows teachers to use advertising texts as one of the effective learning means which help to form

students' cross-cultural competence, as well as to solve a wide range of communicative and linguistic methodological problems.

Advertising texts contain a lot of information about the values and trends prevailing in the society, cultural innovations, and standards of aesthetic taste [1, 5]. Therefore, while studying advertising texts created by representatives of different cultures, students have the opportunity to compare native and foreign cultures, identify similarities and differences, general and specific cultural features, thereby forming their cross-cultural competence.

Being utilitarian and sometimes primitive, advertising messages at the same time are the most dynamic texts in intercultural communication, which reflect self-awareness and form an attitude to the foreign linguistic and cultural community in a simplified form. Moreover, advertising texts (advertisements, travel tickets, posters, billboards, etc.) perform a pragmatic function and always promote the growth of motivation for learning the language, immerse students in the modern reality of the studied country, and expand their regional geography, as well as their linguistic and professional outlook.

Advertising texts have a number of advantages: precision, accessibility, expressiveness, laconicism, a wide range of national and cultural linguistic units (phraseological units, neologisms, aphorisms, proverbs, stereotypes, set expressions, precedent phenomena), demonstration of a modern living language, references to historical facts and traditions, etc. Thus, the advertising text assumes the presence of a minimum number of words, which ideally should convey the maximum amount of information, the simplicity of the message (use of uncomplicated syntactic constructions, elements of expressive syntax), the expressiveness and brevity (use of tropes) [5].

Stages of working with advertising texts in the foreign language classroom

The question is how to work with these texts in a foreign language classroom. Due to the competent selection and submission of authentic material, the process of teaching a foreign language will be much more effective. Authentic print and visual advertising texts have enormous potential for creating problem-solving tasks and case studies.

The starting point for making communicative tasks is using real life events and situations that are clearly and fully represented in commercials, texts and messages. While working with videos and illustrations, the students can be asked to describe the content, characters and the main idea expressed in the message, identify the slogan and logo of the advertisement.

Thus, the following model for controlling the process of studying an advertising text can be suggested.

1. *Pre-advertising stage* which includes an introductory discussion of the topic presented in the advertisement and consists in practising pronunciation, vocabulary, developing anticipation, predicting the content of the text by its title, illustration, slogan, or logo, providing a communicative task, eliminating difficulties based on previous experience and knowledge:

- vocabulary semantization;
- grammatical commentary;
- full or partial understanding of the advertising message.

To illustrate how advertising discourse works in the foreign language classroom we can give some example tasks.

Task 1.1.

1) *Read the following slogans paying attention to pronunciation.*

[ð] Soft, strong and very long (AndreX toilet tissue)

[w] Welcome to World Wide Wow (AOL)

2) *Determine what products or services are advertised. Divide into different thematic groups (food, cars, clothes, etc.).* The students are shown different advertisements with visual support.

3) *Try to explain the slogan origin, its semantics.*

Heinz: BeanzMeanz Heinz.

Toyota: I Love What You Do For Me.

NewsWeek: THE WORLD'S NEWSMAGAZINE.

Jaguar: Grace, space, pace.

Greyhound: Greyhound going great.

Fila: Functional... Fashionable... Formidable...

Nestle Milo: Bring out the champion in you.

Fed ex: We live to deliver.

Mercedes Benz: The pursuit for perfection has no finish line.

M&Ms melt in your mouth, not in your hand.

Burton Menswear: Everywear.

Nike: Just do it.

Apple computer: think different.

United Airlines: Life is a journey, travel it well.

Quavers Snacks: Do me a Quaver.

Nokia: Connecting people.

Task 1.2.

1) *Match the companies with their slogans.*

Volkswagon	American by birth. Rebel by choice
HarleyDavidson	Impossible is Nothing
Calvin Klein	Think small
Adidas	Know How
Playstation	Between love and madness lies obsession

Panasonic Live in your own world. Play in Ours!

2) *Match the slogans to the advertising texts.*

a) The way to your heart is still through your stomach.	1) We're not suggesting you do anything illegal here, but the Dodge SXT series will make you feel as if you are getting away with something. That's because intrepid; Neon, and Status Sedan and Coupe give you such great performance, cool looks, and value.
b) Burn rubber, not money.	2) Post Spoon Size Shredded Wheat is reach in whole grain and can help reduce your risk of heart disease. And with its delicious taste, it's not just your heart that's going to love it.

3) Try to make a list of must-have slogan characteristics.

2. Advertising stage which aims at extracting the content and structure-semantic components from the advertising text and targeting students to the information presented in the advertisement. This stage includes formal and communicative text analysis as well as tasks for the development of the language conjecture:

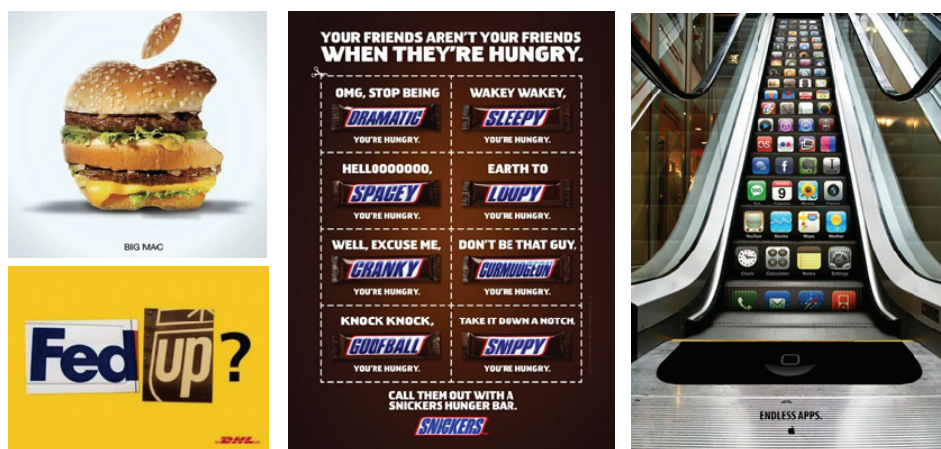
- repeated listening, re-reading, working with a dictionary trying to understand the meaning of unknown words and phrases;
- verification of previously made forecasts and their refinement;
- making appropriate slogans for the visual ads;
- discussing how the visual support (pictures, videos, logos) contributes the understanding of the ad's topic.

Task 2.1.

1) Look through a few advertisements and choose the most attractive. Explain your choice (describe the benefits of the product or service) (Fig. 1, a).



a)



b)

Fig. 1. Examples of advertisements for teaching purposes:

a – eliciting ideas; b – speech production

2) *Assume that you are a manager of a well-known company. You need to present your product in the most favorable light.* Each student gets his/her own advertising card.

3) *Describe an illustration of the ad products, invent a slogan and several sentences of the main text. Try to prove that the illustration and the product are closely interconnected* (Fig. 1, b).

3. *Integration stage* which involves perception, interaction, orientation to advertising:

- establishing the connections of the advertising texts with different areas of life;

- preparing for presentation, i.e. finding information;

- presentation which includes the provision of an advertising project or text;

4. *Reflection stage* which provides students' feedback:

- verification of adequate understanding of the content and meaning depending on the type of the advertising message;

- information processing which consists in a repeated return to the advertising message, the provision of information and language tools necessary for the generation of oral speech (selection or inventing a title or slogan, finding the main thoughts, keywords or phrases, division into semantic segments, answering questions allowing to highlight basic information about the construction, content and meaning of advertising messages);

- further "life" of the advertising project, explaining its application in real life;

5. *Generation stage* including reproduction of students' oral speech:

- expressing one's opinion;

- interpretation of the main idea;

- summary of the main content;

- discussion on the problem.

The last three stages aim at improving students' communicative and sociocultural competence and further understanding of the advertising text based on the lexical, grammatical, stylistic text analysis. These stages can be supplemented by such tasks as semantization of stylistically coloured words and phrases, idioms, figurative expressions as well as mastering grammar phenomena.

Developing students' communicative skills and socio-linguistic competence using advertising texts

Using elements of advertising discourse, the teacher can develop all four language skills working simultaneously. Tasks based on advertising texts or videos can be various, e.g. reading advertising messages and then identifying the type of company's activity, compiling advertising information about the company for a newspaper or website, composing an advertising text based on the given information, writing an advertising text based on a photo of the advertised product, creating an advertising headline and main advertising argument, etc.

Developing students' reading and listening skills using authentic advertising texts it is necessary to provide with reading/listening strategies and activities prior to reading/listening the selected material. In turn, these strategies and activities will help students comprehend the authentic material. Generally, these strategies, explanations and activities fall into three categories including pre-reading, during-reading and post-reading activities depending on what stage of the lesson they are used in which help students understand the text and the topic, review vocabulary or grammar structure. As for grammar and vocabulary used in this kind of texts, it is better to apply words and phrases within the studied topic as well as grammar structures which have already been learnt before and most of the complex grammar and vocabulary should be within one level and guessable from the context.

Besides, addressing the importance of application authentic materials, it should be noted that authentic foreign texts should be used for developing students' sociocultural competence. In this case, the task may look like this: Read the advertising texts created in different countries. Try to mark those elements that directly indicate the country where this advertisement has been created. The use of authentic English advertising texts in foreign language lessons is an effective means of teaching foreign language culture, as the cultural information contained in the advertising texts fully corresponds to the contents of foreign language instruction in the context of a sociocultural approach. In addition, the expressive language and grammar which is characteristic of English advertising texts, as well as an easy access of such texts for teachers and students make the learning process more efficient. The post-text stage involves a deep analysis of the linguistic and extra-linguistic means which helps to develop students' socio-cultural competence.

Tasks based on advertising texts are primarily focused on the development of communicative skills in a foreign language lesson. In modern linguodidactics, special attention is paid specifically to the application of problem-solving tasks, which are one of the leading principles of communicative learning [6]. This is clearly seen when referring to their structure. They contain all kinds of conditions for constructing the problem and its subsequent solution. Having played the situation with various actors (copywriter, manager, consumer, etc.), you can develop both dialogical and monologic skills while communicating in a foreign language. At the same time, the teacher acquaints students with a complex of foreign language phrases, set expressions that are characteristic for a particular area, which can vary from task to task, from lesson to lesson, depending on which product is described in the advertising text.

Advertising texts as a bright method of information transfer relate to implicit learning of new vocabulary, the so called "target words", becoming a subconscious and automatic process as students even do not know that the learning takes place [5]. If target words occur in advertising texts quite often, they will be definitely remembered by the students. Moreover, the affective images applied in advertisements operate in the students' subconscious and later evoke the recollection of target vocabulary used in the corresponding advertising texts.

Using advertising texts students can practise their grammar competence as well. McDonald's slogan "*I'm loving it!*" shows a good example as it is based on a grammatical error – a verb that reflects feeling cannot be used in the continuous tense. However, it is an effective way for the advertiser to attract consumer's attention to the advertised product. The students can be asked to analyse the text of the slogan (grammar tense, using the verb "love" in relation to inanimate objects instead of using the verb "like") and the effect on the consumer.

A variety of advertising topics (clothes, food, hotels, restaurants, books, education courses, travelling, etc.) allows enlarging students' vocabulary and developing a useful and interesting addition to the main course.

Advertising texts help activate student's intellectual activity and increase motivation for learning the language. We encounter advertising every day, lots of advertising slogans and images are familiar to us causing certain emotions and leaving a special psychological effect. All this helps to make students' speech lively, natural for various communication situations. It becomes possible to approach the real conditions of communication. If students work with materials, examples of which they are familiar with from their native language, it will be much easier to achieve a successful result.

Conclusion

Thus, the connection between English language teaching and advertising can serve as an effective way of enreaching educational materials in the foreign language classroom environment. The linguistic features of advertising texts make it possible to use them as one of the means of teaching various aspects and levels of the language (grammar, phonetics, vocabulary), as well as practice reading and translation skills. The advantages of working with advertising materials in a foreign language lesson are obvious: they are authentic, relevant, visible, and provide an opportunity for students' independent work. However, the selection of the appropriate advertising materials is of great importance, as the teacher should make students become interested in the topic and involve them in its active discussion. An important condition is also the correct division of the class into groups and pairs, as well as the choice of error correction method. For maximum effectiveness in the classroom, it is necessary to create an atmosphere of intellectual tension in combination with an atmosphere of psychological comfort.

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Рекламный дискурс в контексте обучения иностранному языку

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Ключевые слова: рекламный текст; аутентичность; коммуникативные навыки; преподавание иностранного языка; межкультурная коммуникация; мотивация; социокультурная компетенция.

Аннотация: Рассмотрена необходимость вовлечения аутентичных рекламных текстов в процесс обучения иностранному языку. Дано описание основных характеристик рекламного текста. Предложена модель поэтапной работы с текстами рекламного характера в процессе обучения иностранному языку. Рассмотрены пути развития языковых навыков обучающихся, а также их коммуникативной и социокультурной компетенций с применением рекламных текстов в процессе обучения. Показано, как рекламные тексты создают социокультурный фон студентов и повышают их мотивацию к изучению иностранных языков. Представлены типы заданий с использованием рекламных текстов, направленные на развитие коммуникативных и социокультурных навыков обучающихся.

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