

Insights into Teaching Reading Skill Using Advertisement Media (A Case Study)

Roseline Jesudas^{1*}, Zakiuddin Mohammed¹¹Department of Languages and Translation, College of Humanities and Social Sciences Northern Border University, Kingdom of Saudi ArabiaDOI: [10.36348/sijll.2024.v07i02.004](https://doi.org/10.36348/sijll.2024.v07i02.004)

| Received: 16.01.2024 | Accepted: 22.02.2024 | Published: 24.02.2024

*Corresponding author: Roseline Jesudas

Department of Languages and Translation, College of Humanities and Social Sciences Northern Border University, Kingdom of Saudi Arabia

Abstract

In the current professional and educational environment, students must enhance their language abilities to capitalize on career and academic opportunities. Although reading is a crucial skill for youngsters, many struggle to comprehend, understand, and assimilate the content. This study investigates an interactive supplementary tool that enhances reading proficiency and facilitates students' comprehension of the text. During the academic year 2022–2023, a cohort of 120 female students was surveyed over the course of two semesters. The data collection methods used in this study consisted of a questionnaire that examined students' perspectives on advertising materials utilized in reading skills classrooms, along with a semi-structured questionnaire administered at the end of each unit. The results of this study suggest that the usage of commercial advertising improved students' reading ability, making it a great resource for teaching language skills.

Keywords: Reading Comprehension, Advertisement media, Supplementary material.**Copyright © 2024 The Author(s):** This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

INTRODUCTION

Reading comprehension is an essential and obligatory linguistic ability for every student ought to cultivate. The evaluation of a student's reading proficiency is based on his or her ability to comprehend, analyze, and interpret the text. Consequently, mastery and comprehension are as essential as respiration is. Grabe and Stoller (2002) define reading as the process of extracting information from a given text. Therefore, it is not sufficient to accurately articulate words and sentences in the text; one must also have the capacity to understand the ideas that the author intends to communicate.

The comprehension skills essential for reading and understanding the text are as follows:

Students cannot learn unless they understand.

- Recognizing the Alphabet
- Strong vocabulary
- Understanding the sentence structure
- Background knowledge of the text/information/topic
- Reading Fluency

According to Grabe (2009), reading is a rapid mental activity that requires the use of language, interaction, comprehension, adaptability, strategic

thinking, and the acquisition of information. In 1987, Chamot defined learning strategies as deliberate acts, processes, activities, and behaviors that students use to improve their recall and understanding of written content. O'Malley and Chamot provided a definition of learning strategies in 1990, describing them as "particular concepts or actions used by individuals to aid in the process of understanding, retaining, or recalling new information." Reading, as defined by Cline, Johnston, and King (2006), involves the activities of decoding, comprehending, and extracting meaning from written material.

The research conducted by Anderson, Hiebert, Scott, and Wilkinson (1985) provides evidence that reading is a fundamental and indispensable ability for life. It is crucial, not only for students' academic performance, but also for their entire success in life. Adequate reading proficiency is an essential prerequisite to attaining professional accomplishment and personal satisfaction. Students must cultivate analytical or critical reading skills to optimize the value of the information supplied. The paragraph implies that our goal while reading a text is to ascertain its meaning. While engaging in reading, we come across two separate realms: one that is observable via our senses and another that is beyond our ability to perceive. Hence, the objective of reading is

to clarify and distinguish an underlying message that is not immediately apparent.

In Flower's (2010) work, reading comprehension was defined as the cognitive process of extracting meaning from written texts via a proficient understanding of language, sentence structure, and grammar. Comprehension, as defined by Bloom and Krathwohl (1956), is a cognitive process that involves the integrating knowledge and information.

Teele's (2004) research indicates that proficient readers actively interact with the text and exhibit a deliberate knowledge of the strategies they use to absorb information. Teaching young people proper reading techniques might help instructors enhance their students' overall understanding. Block and Israel (2005) suggest that the use of strategies such as prediction, finding connections, visualizing, forming inferences, questioning, and summarizing may improve readers' understanding of the material. Teachers often use diverse instructional methodologies and materials to proficiently impart reading comprehension skills by focusing on certain reading methods. Using efficient reading strategies and appropriate teaching resources, students are often able to acquire new vocabulary and understand their meaning.

The strategies indicated by Duke & Pearson (2005) should be used, which include think-aloud modeling, partner practice, group practice, and individual application of the approach. There are several strategies available to enhance reading skills. One way to improve students' reading skills and critical thinking abilities is to use advertising channels and their associated slogans. This proposed strategy is suitable for both primary and tertiary students, and the methodology may be tailored to match students' understanding levels and areas of interest. In addition, instructors may use several strategies, such as anticipation, visualization, making connections, summarization, questioning, and inference, using advertisements.

Effectiveness of Advertisements

Students use their cognitive abilities to comprehend and analyze the media through which advertisements are distributed. Advertisements often use persuasive writing tactics, including emotive appeals, rhetorical questions, and inflated claims that students may encounter. In addition, users may encounter instructive writing styles that include factual information, statistical data, and detailed explanations of a particular product or service. Moreover, students may encounter creative writing styles that use comedy, narrative, or captivating slogans to seize their interest. A considerable proportion of students have difficulty understanding materials written in the English language. The children confront difficulties in reading as a result of discovering novel vocabulary and their inability to comprehend the context that would aid in understanding.

Employing visually attractive advertising formats has the capacity to excite and motivate students.

Studies have shown that visual components in advertising, such as vibrant graphics, captivating films, and attention-grabbing designs, can attract and maintain the focus of students. The continuous preoccupation of students with televised visual advertisements acts as a consistent stimulus and poses a significant challenge to their cognitive abilities and discernment skills. Television commercials often use rapid images, abrupt edits, and captivating effects to seize viewers' attention. The continuous influx of visually captivating material might result in a decline in students' capacity to maintain attention and concentrate on alternative activities, such as reading and understanding. Moreover, televised visual advertising often uses persuasive strategies and emotional appeals, which have the potential to sway students' decision-making processes and divert their attention from the intended objective of their reading or studying. When assessing the choice of an advertising medium, it is crucial to consider factors such as the demographic characteristics of the target audience, the extent and frequency of the medium's coverage, its cost-effectiveness, the capability to monitor and evaluate campaign effectiveness, and the compatibility of the medium with advertising goals. For instance, if the intended recipients are mostly young people, using social media platforms may be a more efficient channel of communication owing to its extensive use among this age group. Alternatively, if the goal is to target a large and diverse audience, television advertisements may be a more suitable option because of their extensive coverage and capacity for widespread visibility.

1. Choose advertisements with clear visuals or graphics that include sound if they are in a visual medium.
2. A diverse range of relevant and accurate content
3. Culturally and contextually appropriate

This study aimed to teach various reading strategies by utilizing advertisement media, in accordance with the aforementioned criteria. The following examples can serve as a helpful guide for teachers who wish to use advertisements as tools for teaching reading skills.

Predicting

The capacity of readers to derive meaning from a text by cultivating knowledgeable expectations is a fundamental reading skill. The readers use their prior knowledge to understand newly introduced information. To make relevant, logical predictions, the student must understand how to

- use the clues provided in the advertisement medium and
- use what he or she knows from personal experience or knowledge.

Teachers frequently require students to explain the rationales for their forecasts. Furthermore, it is important to note how students generate predictions by considering both written material and their conceptual framework. Students are responsible for engaging in critical thinking when pushed to offer explanations for their predictions, thereby fostering a more profound level of cognitive processing.

For example, Coca-Cola advertising aims to increase awareness and emphasize the need for environmental protection. Supplying students with mental prompts may be advantageous for directing their anticipations. Before we begin the activity, make a list of all the words we expect to encounter and explain why. Place a tally mark each time a word from the list appears while reading. Discuss why some words did not appear in the text after reading.

“A bottle of Hope”

1. I think hope refers to.....
2. I guess hope refers to
3. Since it is “a bottle of hope”. I guess.....
4. I relate this word ‘hope’ to....
5. Even though the advertisement emphasizes environmental protection... Why isn't the word used directly?
6. What do the images have to do with my/your guessing
7. What is the message you want to convey with this advertisement?
8. What is the message the advertisement attempting to convey to viewers?

Visualizing

To understand this, it is essential to use the language of the advertisements to elicit vivid mental representations. Reading comprehension depends on the reader's capacity to visualize the material they are reading, a skill that may be improved by exposure to advertising.

Visualizing a Model

Many modeling exercises based on this idea are beneficial to students.

- Choose advertising that is merely text.
- After reading the content, clarify any concepts that refers to it or contains it.

The next task was for the students to create a mental image.

- Find out what the students are envisioning and why.
- Show how similar they are in key areas despite some key differences.

The ability to visualize the content helps readers analyze it more effectively.

- What are your thoughts on this advertisement?

- If you chose to come up with a tagline for an identical advertisement, what would happen?
- What appropriate images can you use to support the text?
- What more situations may you utilize this catchphrase in?
- What adage do you think fits this situation the best?

Making Connections

One reading comprehension strategy involves establishing connections between the content being read and the existing framework or background information. The technique instructs students on how to create and establish three specific types of connections to establish a relationship between a books they have read. Furthermore, it fosters active participation in reading and hence promotes comprehensive comprehension of the content.

1. Text-to-text
2. Text-to-self, and
3. Text-to-world.

Prior to using this method in the classroom, it is important to take notice of the personal associations you have with the particular advertising that you will be using. To facilitate students' understanding and engagement with the language and visuals of the advertisement, you will use the comprehension technique of establishing connections. Allocate a sufficient amount of time for the students to contemplate the subsequent inquiries.

Focusing on text-to-text

- Have you seen any other advertisements that you feel are comparable to this one?
- What distinguishes this text and image from others that you have seen?
- What distinguishes this image and text from others you have seen?

Emphasizing text-to-self links

- What concepts does this image evoke in your mind?
- Can you connect the image to another concept?
- What about this image causes you to reflect on your own life?

Establishing text-to-world integration first

- What real-world instance does this advertising remind you of?
- What connections can you make between the text, images, and real-world events in this advertisement?
- How accurate are the illustrations in this advertisement in comparison to reality?

Summarizing

When using advertising media consisting of either text or images, it is necessary for students to

provide an explanation of the advertisement's content. While teaching the summarizing approach may provide challenges, it may be accomplished by using advertising methods and instructing students to succinctly capture the essence of the text or the intended message conveyed by the picture. One of the most perplexing strategies for students to comprehend is, unclear. Although it presents the most difficulty in terms of instruction, this technique is also the most captivating because it allows students to produce a diverse range of main ideas.

As students begin to use this strategy, they should be asked to answer the following questions.

- What is the main idea conveyed by the image in the advertisement?
- What are the most important details that can be written based on the image in the advertisement?
- What keywords are you employing in your writing?
- Can you think of a suitable caption for this advertisement?
- How will you convey the message associated with the advertisement's image?

Questioning

Students asked questions while reading to better understand what they were reading. This key strategy aims to assist readers in making reading an active rather than passive experience by attempting to clarify and better understand the text. Another important step in guiding students to monitor their comprehension is to question them while they are reading.

For example, showing the advertisement like this and practicing the questioning strategies



(<https://www.digital-discovery.tn/10-top-ads-campaigns-2018/>)

Practicing questioning strategies provides students with a reason to read. Students may choose to ask the following questions while watching the advertisements:

Clarify Meaning

For example, show the picture above, and ask the students to answer the question students “why the ants are avoiding the candy.”

Make predictions about an advertisement

For example, the teacher can allow students to ask questions to determine the content of the advertisement.

Recognize the goal of a creator

For example, the teacher may ask the student to answer the question, "Why did the creator choose specific images to convey the concept?"

A better understanding of characters and events

For example, students may choose to inquire as to why an image is not accompanied by text.

The procedure for asking questions is indeed being changed. As old queries are resolved, new queries emerge. Students' comprehension improves when they are taught to keep track of questions they should ask.

Inferring

Teachers must use the analytical technique of inference when instructing students in reading proficiency. This approach will assist students in exploring the underlying significance of their work. This approach increases the students' ability to draw conclusions by prompting them to identify textual evidence. Students may deduce information from literature by using their own knowledge or personal experiences to comprehend the subject matter of the text.

Assisting students in differentiating between making inferences and expressing the obvious is of utmost importance. It is essential to help students comprehend the distinction between predictions and inferences. This empowers students to form logical inferences about future events based on their existing comprehension of the text and past knowledge. Prior to engaging in inference, students must get instructions on the process.

We have a variety of additional resources available to assist students in drawing conclusions. Initially, it is essential to create an awareness among the students that they are already engaging in the process of forming inferences in their everyday experiences. An effective method is to use advertising platforms to promote the concept of inference. By exposing students to a range of commercials, we can stimulate the development of their inferential abilities. This can be achieved by presenting them with opportunities to draw conclusions and provide supporting evidence for the advertising materials.

Desuggestopedia Strategy

Dr. Georgi Lozanov, a Bulgarian scientist, introduced an educational approach designed to harness the exceptional untapped abilities that we all possess but never use. This approach integrates methodologies derived from diverse studies of optimal learning strategies. Using this approach, educators can aid students in identifying and surmounting obstacles to learning, thereby enhancing their reading proficiency. This method allows for the customization of advertisement channels to align better with the characteristics of 'desuggestopedia'. Through this approach, all work may be accomplished in a relaxed setting where students can freely express themselves and overcome obstacles to enhance their communication skills and engage in collaborative activities. This research used advertising channels to enhance reading abilities, since it provides students with a feeling of comfort and facilitates their learning process.

The advertising media enables students to transcend their limitations. Despite their potential as an appealing supplementary educational resources, language instructors seem to overlook advertising. Cook (1992) and Myers (1994) states that advertising has unexplored possibilities for innovative linguistic and visual elements. The advertisement employs visual rhetoric together with stylistic and literary elements to allure students into participating in reading comprehension tasks.

Advertising media often use distinctive linguistic and visual symbols, making them advantageous for language educators. Through classroom observations, it was concluded that students' reading comprehension difficulties originated from their inability to accurately decipher the text. This study used advertising channels as an auxiliary tool to enhance students' focus and competence in reading, including a range of reading skills. The researcher says that those who lack a strong basis in reading abilities would encounter difficulties throughout their lifetimes. The researchers aimed to enhance reading awareness among students and instructors by instructing them on reading comprehension via advertising channels. By engaging in this activity, students will enhance their reading aptitude while also deriving more pleasure from the act of reading.

The main objective of this study is to provide insights into the use of advertising channels as supplementary resources for teaching reading skills, especially when they are employed. This study focuses on Level 2 students enrolled in the women's division of the department of languages and translation at Northern Border University. There is sometimes doubt over whether the current approaches are suitable for the needs and preferences of both educators and learners.

Should the students exhibit disorderly behavior, it is incumbent upon us to first assess the instructors' instructional approach. Evaluating and comprehending students' motivation and dedication necessitates focusing on the kind of additional materials chosen for the specific student cohort and determining the appropriateness of the teacher's intended instructional approaches for the students. The present study sought to comprehensively examine the supplementary materials used in reading skills classrooms and provide valuable insights into students' perspectives on reading skills.

As a result, this case study will investigate the following key issues.

1. What are the students' most critical weaknesses now that they are taking a reading skills class?
2. Are any communication-based teaching techniques or learner-centered exercises or activities being used with these students?

The inability of students to pronounce words correctly and understand their meanings in the text is one of their most prevalent deficiencies.

The second question is a yes or no response. To help students improve their reading skills, course instructors employed advertisements as additional reading material in the classes.

Research Questions

The responses to the earlier queries provide suggestions on how to target the following research explorations.

1. How useful are advertisements as a teaching tool for language skills, especially reading skills, in the classroom?
2. How effective do the students think using commercials to teach reading skills is?

The researcher used small-structured input from students on their thoughts about using advertisements as a supplemental tool in their classes as part of the study to address these research concerns. As a part the qualitative analysis, a test was administered over the two semesters.

Hypothesis

The answers to these questions may appear difficult to conceive, but the latter questions yield the following hypothesis:

1. The Reading Skills classroom is becoming more student-centered, because the implicit instruction of such a genre, which may appear to be unsystematic and unconstrained by traditional methods, allows for time for discussion and motivates students.
2. The teacher's strategies emphasize language and communication activities; additionally, the use of advertisement mediums in the Reading Skills class encourages students to learn

enthusiastically and with a positive attitude toward reading proficiency.

3. The student-centered skills classroom requires time for doing activities and discussion.

Limitation

This study specifically examines the understanding of reading skills through the use of advertising as a supplementary tool that simply stresses competency in reading skills.

Study Context

This case study aimed to provide insights into the teaching of Reading Skills, the efficacy of using advertisements as supplemental material for instruction, and the attitudes of students towards Reading Skills teaching methodologies. The participants of this study consisted of Level 2, second-year students from the Department of Languages and Translation, Women's Division, Arar, Northern Border University.

Participants

The study sample consisted of 120 students enrolled in the Department of Languages and Translation at the Northern Border University's College of Education and Arts in Arar, Saudi Arabia. Among the total of 120 students, 60 students belonged to two specific groups: 2023-2023-Term I and 2022-2023-Term II, with each group consisting of 60 students. Over the last two semesters, students acquired knowledge and skills through their education in the department.

Study Instruments

This study used a semi-structured feedback form, a Google form questionnaire, and observations

from the students during their performance and interactions to collect the data.

Structured Feedback

The impact of incorporating advertising platforms into reading instruction is examined through the using semi-structured feedback. To ascertain the extent to which students concur that advertising media is advantageous. Students were granted the opportunity to articulate their degree of self-assurance, curiosity, and drive.

1. 'Which of the tools listed below best helped to make you feel comfortable enough to participate and acquire the reading activity effectively?' was the question.

Advertisements (both image and visual), lecture handouts, a collection of poems, and worksheets were among these options.

Quiz Questions

Furthermore, this study employed a post-lecture quiz that encompassed various types of reading skills questions, including multiple choice, information identification, information matching, head matching, sentence completion, and feature matching, and matching sentence endings. Most of students responded accurately to these questions, demonstrating a high level of proficiency. The students' consistent performance over both semesters clearly demonstrates the high level of accomplishment achieved via the usage of advertising media to teach reading skills.

Structured Feedback Results

Table 1: Structured Feedback from the First Two Terms of the Academic Year -2022–2023

Sl No.	Year/Term	No. of Students	Responses			
			Advertisements (Visual & Print Media)	Pictures	Passages from the textbook	Worksheets
1	2022–2023 I	60	58	0	0	2
2	2022–2022 I	60	59	0	0	1

The evaluation periods were the First and Second Terms of 2022-2023. Only 3% of students responded that they preferred worksheet exercises for learning purposes; they said they were extremely fearful

to participate in the reading activities. Furthermore, rather than learning, their sole focus was on passing the year-end exams. (Table 1, Figure 1).

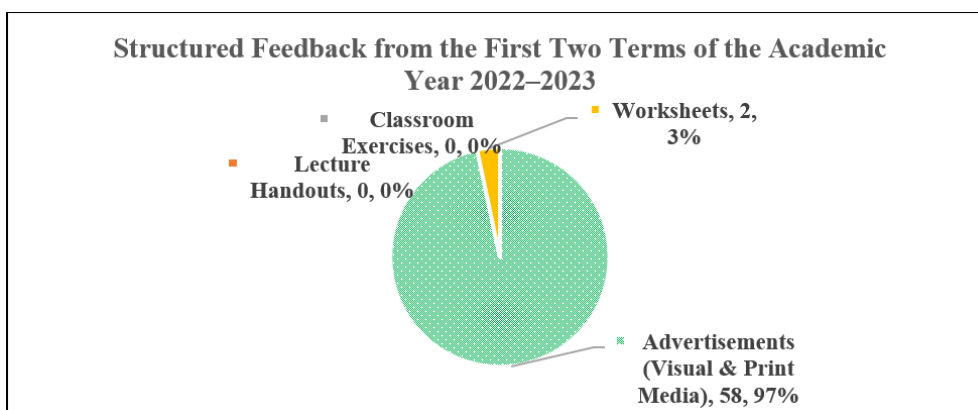


Chart-1. A graphical representation of the structured feedback obtained for Terms I & II of the Academic Year 2022–2023

The structured feedback of the students was analyzed and it was deduced that advertisements were beneficial not only for instigating the interest and willingness of the students to participate but also for reflecting progress in their results. They stated that advertisements helped them gain confidence in participating in the reading activities.

DISCUSSION

As shown in the figure above, only 3% of students agreed with the worksheet strategy. However, 97% of the 120 students stated that using advertisements helped them understand reading methods and gain

confidence to participate in reading activities. Their participation in classroom activities and observations of students' interactions during lectures influenced their responses.

Questionnaire

The questionnaire comprised items that explored the usage of advertisements and the contended language used to enhance reading skills and implications in the study of reading skills, and the development of reading proficiency at the undergraduate level. The questionnaire consisted of ten statements. The responses for each item and the results are as follows:

Table 2: Questionnaire from the First Two Terms of the Academic Year 2022–2023

Sl. No	Statements	Yes	I Don't Know	No
1	Were you able to benefit from the advertisements shown during the Reading Skills classes?	119	1	0
2	Is it true that the use of advertisements made the class more interesting?	119	1	0
3	Have advertisements made it easier for you to follow the passages taught in class?	119	1	0
4	Have advertisements facilitated you in better predicting and deriving the meaning of the text while reading?	118	2	0
5	Were you able to visualize and create mental images while watching the advertisements?	119	0	1
6	Have you ever made a text-to-text connection while watching advertisements?	116	1	3
7	Did the advertisement enable you in connecting the text to reality?	120	0	0
8	Were advertisements helpful in identifying the main idea and key concepts?	120	0	0
9	Did advertisements help you logically and coherently express your thoughts while speaking and asking questions?	119	1	0
10	Did advertisements help you understand the deeper meaning of a text while you were reading it?	120	0	0

Questionnaire Results

The researchers evaluated the students' responses to the Google Form questionnaire which focused on getting more data about the effectiveness of

using advertisement media in reading skills classes as a helpful tool. The results are summarized below.

QUESTION No: 1: Were you able to benefit from the advertisements shown during the Reading Skills classes?

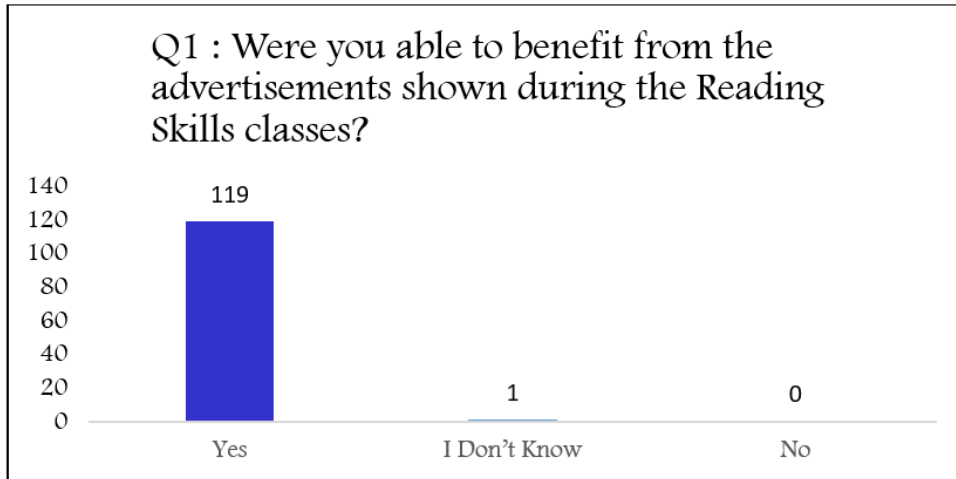


Chart 1 An illustration of the responses to the questionnaire were you able to benefit from the advertisements shown during the reading skills classes?

99.16% appreciated and gave a positive response. This is because these students were least likely to routinely attend class, read, and participate in activities.

Among the students, 0.83% of had a neutral response, suggesting that they didn't know, whereas

QUESTION No: 2: Is it true that the use of advertisements made the class more interesting?

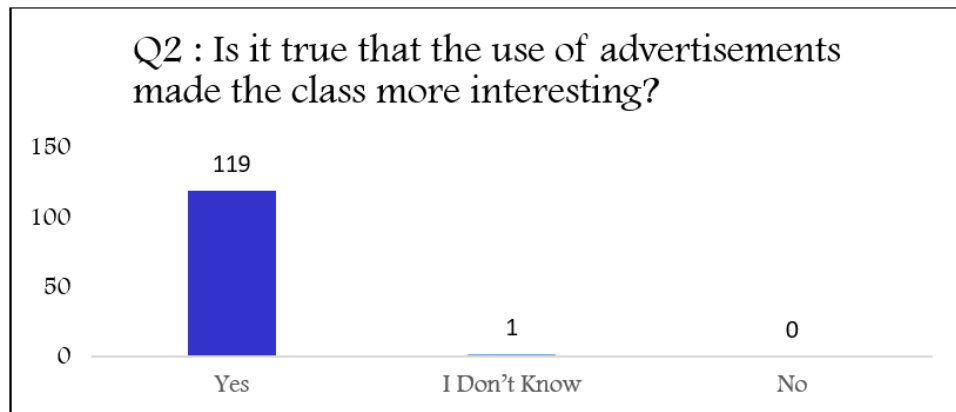


Chart 2 An illustration of the answers to the question shows that the use of advertisements made the class more interesting>

response, indicating that they did not know compared to 99.16% positive replies.

This question received an answer from 119 out of 120 students; only 0.83%of students had a neutral

QUESTION No: 3: Have advertisements made it easier for you to follow the passages taught in class?

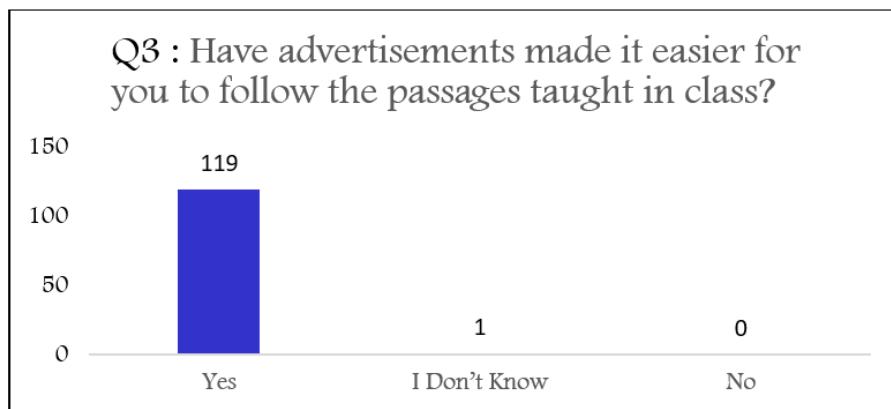


Chart 3. An illustration of the answers to the questionnaire: Have advertisements made it easier for you to follow the passages taught in class?

Of the 120 students, 119 responded to this question. Only 0.83 percent of the students offered a

neutral response, indicating that they did not know, compared to 99.16 percent who gave a positive response.

QUESTION No: 4: Have advertisements facilitated you in better predicting and deriving the meaning of the text while reading?

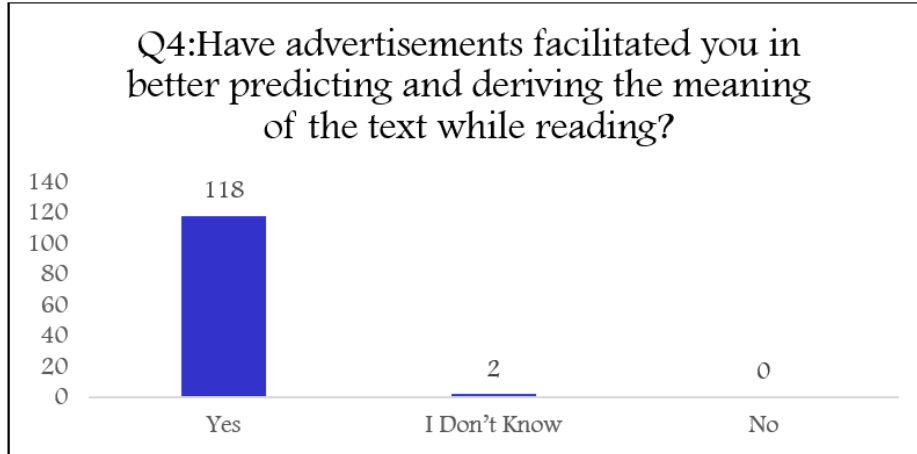


Chart 4 An illustration of the answers to the questionnaire: Have advertisements facilitated you in better predicting and deriving the meaning of the text while reading?

This method was rated positively by 98.33% of students, while it was rated neutrally by 1.66% of those who said they didn't know.

QUESTION No: 5: Were you able to visualize and create mental images while watching the advertisements?

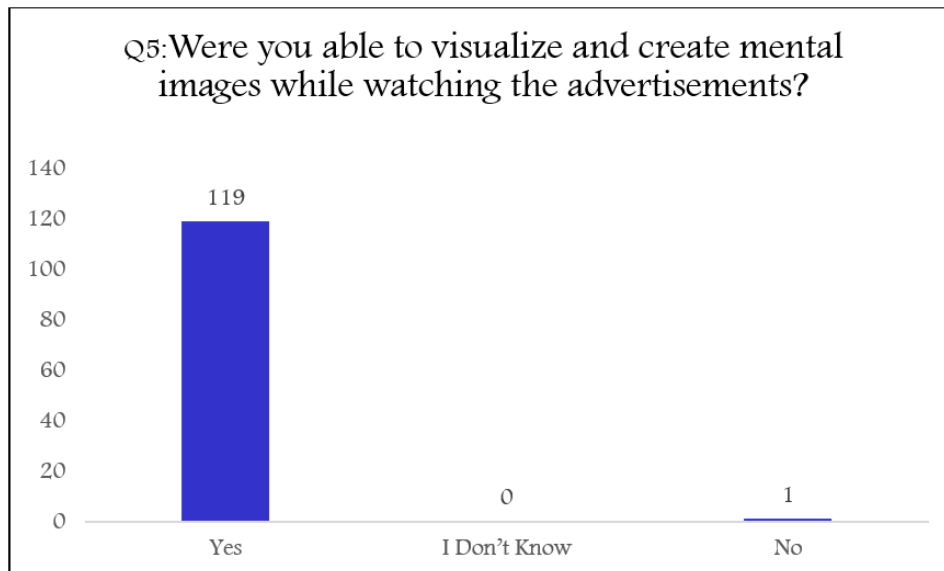


Chart 5. An illustration of the answers to the questionnaire: Were you able to visualize and create mental images while watching the advertisements?

A total of 99.6% of the students accepted this method is very effective and motivates positively while 0.83% of them answered “No”.

QUESTION No: 6: Have you ever made a text-to-text connection while watching advertisements?

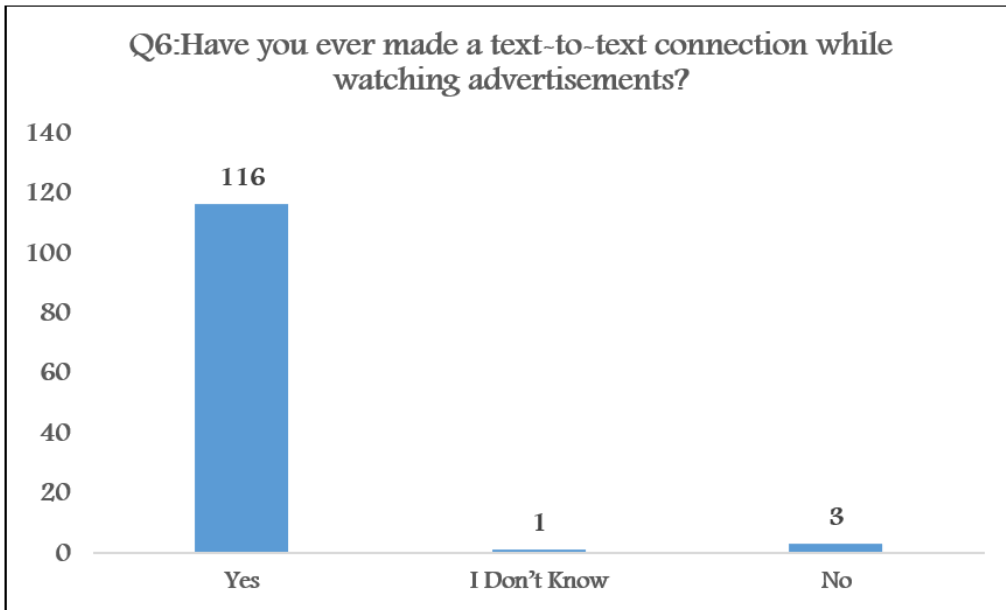


Chart 6. An illustration of the answers to the questionnaire: Have you ever made a text-to-text connection while watching advertisements?

said they “don't know” and 1.66% said “No” because these students never showed interest in classroom participation.

A total of 96.66% of students agreed that using advertisement medium is a very positive method, 0.83%

QUESTION No: 7: Did the advertisement enable you in connecting the text to reality?

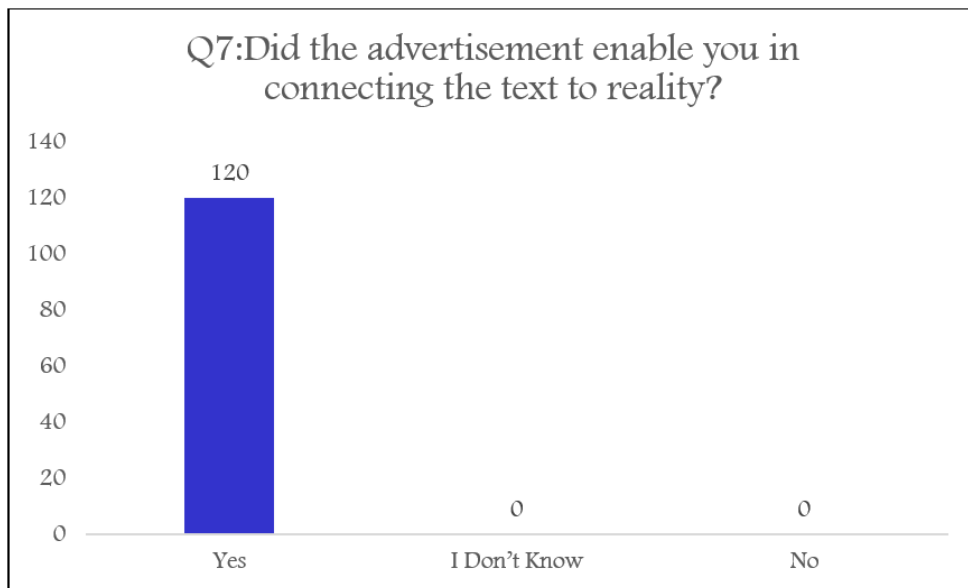


Chart 7 An illustration of the answers to the questionnaire: Did the advertisement enable you in connecting the text to reality?

keen on participating in the activities acknowledged the value of this approach.

All students (100%) agreed that they could connect the text with reality. Even students who were not

QUESTION No: 8: Were advertisements helpful in identifying the main idea and key concepts?

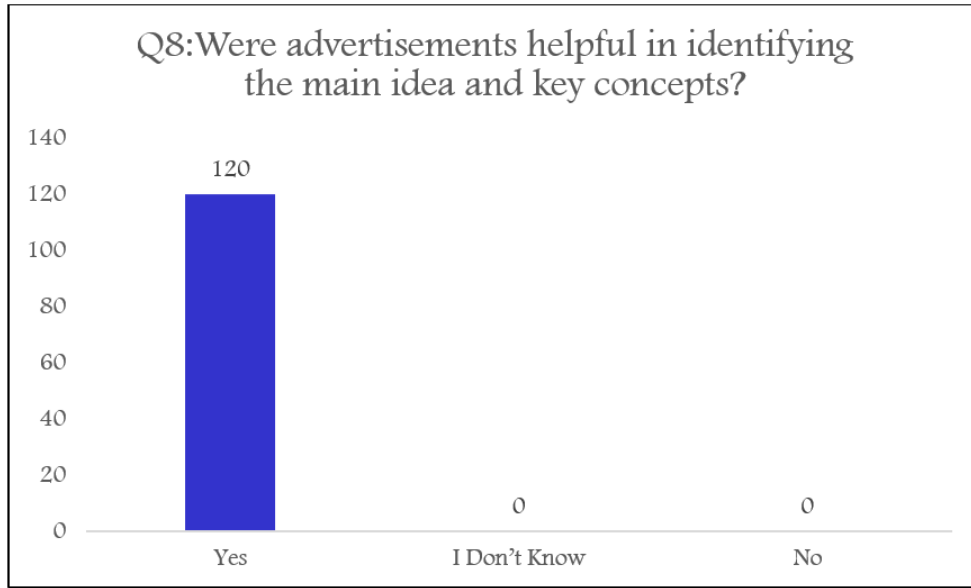


Chart 8. An illustration of the answers to the questionnaire: Were advertisements helpful in identifying the main idea and key concepts?

All students, as in the preceding question, concurred that this approach is useful for comprehending and recognizing primary ideas and concepts.

QUESTION No: 9: Did advertisements help you logically and coherently express your thoughts while speaking and asking questions?

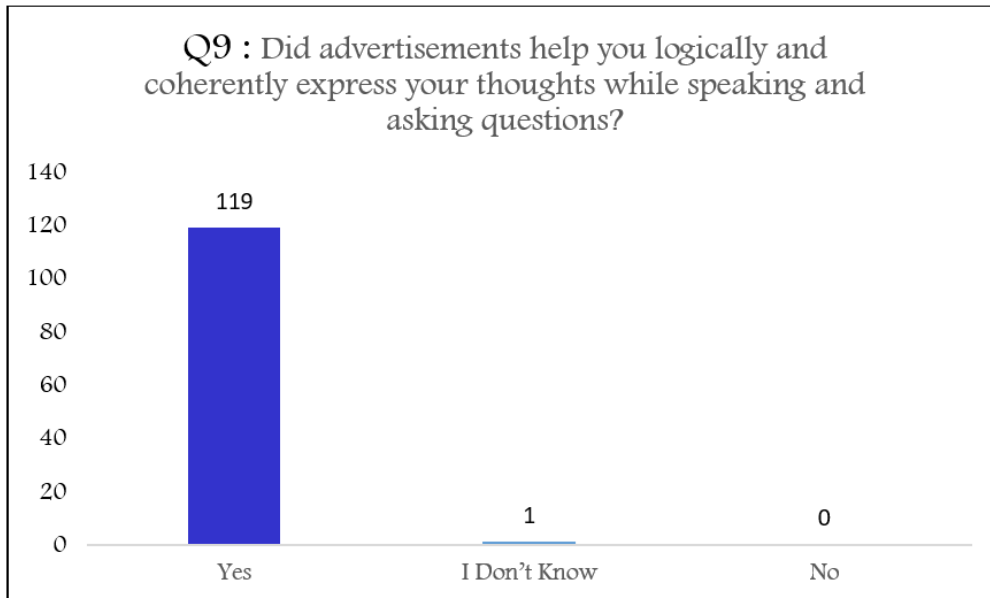


Chart 9. An illustration of the answers to the questionnaire: Did advertisements help you logically and coherently express your thoughts while speaking and asking questions?

Among the 120 students, 119 responded to this question. Only 0.83 percent of the students gave a neutral

response, suggesting that they were unsure, as opposed to 99.16 percent who gave a favorable response.

QUESTION No: 10: Did advertisements help you understand the deeper meaning of a text while you were reading it?

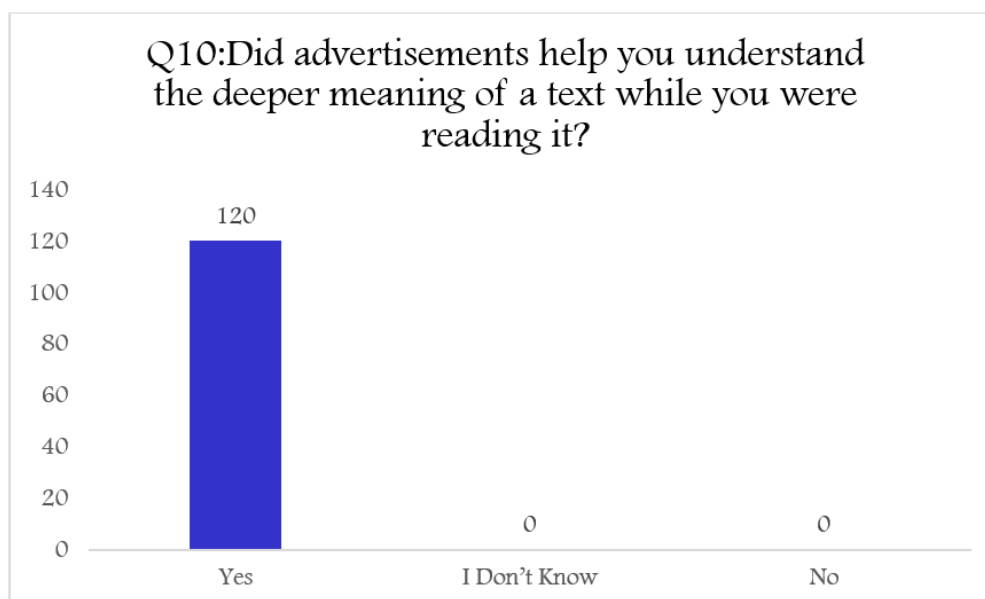


Chart 10. An illustration of the answers to the questionnaire: Did advertisements help you understand the deeper meaning of a text while you were reading it?

All students agreed that this strategy was incredibly beneficial in helping them understand the text's underlying meaning.

CONCLUSION

Ultimately, this study aimed to elucidate the importance of using advertising channels in the context of teaching reading skills at the College of Education and Arts at Northern Border University in Saudi Arabia. The findings indicate that advertising is an effective instrument for improving language competence. To enhance students' engagement and academic achievement, advertising platforms can be integrated into both conventional classroom environments and online educational platforms. The integration of advertising platforms into conventional classroom environments and online educational platforms offers several benefits.

First, it provides students with a diverse range of practical, real-world materials, such as advertisements from different industries and cultures. These materials can help students to develop a better understanding of language usage in real-life contexts and enhance their overall language competence. Second, integrating advertising platforms can make the learning experience more instructive, captivating, and enjoyable for students. Advertisements are often designed to be attention-grabbing and engaging, which can help maintain students' interests and stimulate classroom discussions. Finally, integrating advertising platforms into online educational platforms allows greater accessibility and flexibility in language learning. Students can access advertising materials and engage with them at their own pace, which can enhance their ability to communicate

effectively in the language. In addition, it provides a diverse range of practical real-world materials that may assist students and enhance the instructive, captivating, and enjoyable aspects of the class. It has the capacity to maintain students' interest, stimulate dialogue, and enhance their ability to communicate effectively.

Advertisement media is considered more efficient than other forms of text reading because they can be readily read and comprehended, making the lesson more engaging. Nevertheless, this study does not aim to reduce the significance of reading the content in the recommended textbook. This study also identified a statistically significant disparity in reading and practice performance when using worksheets, advertising, and classroom activities. This study aimed to assist teachers in optimizing the use of advertising channels while teaching language skills to students. However, it is important to address the potential counterarguments and limitations of using advertising channels in language instruction. One potential counterargument is that advertisements may contain misleading or inaccurate information, which could confuse students or lead to reinforcement of incorrect language usage.

To address the concern that advertisements may contain misleading or inaccurate information, teachers can develop a set of criteria for selecting appropriate and accurate advertising materials for language instruction. This can involve reviewing the content of advertisements, fact-checking information, and ensuring that the language used aligns with the intended language learning objectives. Furthermore, teachers can utilize advertisements as opportunities to teach critical thinking and media literacy skills, encouraging students to analyze and evaluate the messages conveyed in the advertisements. As for the concern regarding the alignment with language learning objectives, teachers can adapt or modify advertising materials to better suit

the specific language skills or topics being taught. They can also supplement advertising materials with additional resources or activities that address any gaps in the curriculum.

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