



THE ROLE OF ADVERTISEMENTS IN ENHANCING LANGUAGE LEARNING: A COMPREHENSIVE STUDY ON IMPROVING LISTENING AND SPEAKING SKILLS

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Abstract: *This research aims to find out whether and how advertisements can help in the development of language comprehension and production. The study measures the effects of advertisements with the use of pre and post-test on a selected sample of 80 students through quantitative research methods. The efficacy of advertisements as educational tools was gauged using the tools of descriptive statistics as well as inferential statistics such as the paired sample t-tests and independent t-tests. It was found that there were an increased number of students' gains, and post-test scores, thus underlining advertisements as plausible and contextual items for learning.*

The study also showed that advertisements increase the level of communication competence among students gaining 92.7% of the students in the overall study expressing the ability to expound their ideas. Also, in the survey, 95 % of the students said that advertisements are good for society in as much as they assist in enhancing language acquisition, there is also a better ethical sense being propagated.

Moreover, it was also observed that there is no gender bias in the case of learning as advertisement works as an equally effective mode of teaching for both boys and girls. This goes a long way in showing the versatility of advertisements in learning institutions. Therefore, when well placed in the context of education, advertisements can greatly improve the teaching of language together with styles that depict positive societal attributes. Based on the findings, the study suggests that future studies should examine the delayed effects of adverts, the concept of using content advertisement, and the ethical issues arising from this type of educational advertising. The findings provided above may be useful to educators, policymakers, and advertisers who seek to utilize advertisements as fun, purposeful instructional aids.

Key Words: *Language Learning, Advertisements as Educational Tools, Listening and Speaking Skills, Communication Confidence, and Gender Differences in Learning*

1. INTRODUCTION:

The part of advertisements in today's society is very important as it affects consumers in several ways as well as being a possibility of education. The current paper aims to describe the role of advertisement in language acquisition, with a focus on listening and speaking. With the use of interesting audio-visual content placed in advertisements, actual language materials can be obtained that expose students. In particular, the goal is set to assess the impact of the advertisements on the improvement of communication skills, confidence, and language acquisition. Also, it is established how ads support societal values and analyze gender differences in the learning outcomes. In incorporating advertisements as complementary to teaching and as usable material inside the classroom, this study shows that advertisements have a positive effect on students' learning and language proficiency, and can contribute useful language resources and knowledge that are useful for real-life situations.

2. LITERATURE REVIEW:

Advertisements as Educational Tools



Literature reviews of past research have established that, when attracting people's attention, advertisements can be used to improve learning experiences (Jones & Smith, 2018). This is important especially in the language acquisition area since real-life materials like advertisements give the learners an idea of how the language is used in society which helps them in enlarging their lexicon, mastering grammatical rules, and all-round fluency (Ahmed & Rafi, 2020).

Impact on Listening and Speaking Skills

Two of the most important skills that are associated with language learning are listening and speaking. Ramirez (2019) stated that various findings conducted by several researchers include increased control of audio-visual media, for example, adverts which have a positive impact on learners' manner of responding to spoken language. Because advertisements are rather short and concentrate on the, which is short, clear, and to the point advertisements should be used to promote listening comprehension and speaking skills practically.

Gender and Language Learning

This site also provides information about the gender differences in language learning which have been an area of interest in several studies. Similar Studies indicate that male and female learners in shared learning environments tend to respond to a similar teaching approach in a similar manner but there are slight differences in the way that students of a given gender will respond to Auditory Material and Speaking Activity (Wood et al., 2020). It also seeks to know whether such gender differences affect the educative role of advertisements.

3. OBJECTIVES / AIMS :

- To evaluate the effectiveness of advertisements in enhancing the listening and speaking skills of students in a language learning context.
- To examine the impact of gender differences on language acquisition when exposed to advertisements as educational tools.
- To analyze the role of advertisements in boosting student confidence in communication and promoting the development of practical language skills.

4. RESEARCH METHOD

Participants

The participants consisted of 80 learners from M.P. Pandya Science College with 35 male learners and 45 female learners. The gender distribution was favorable as it provided an opportunity to compare the effects of advertisements on outcomes in gender-specific aspects of language learning. The participants were chosen using random sampling to get a cross-sectional sample of the students.

Data Collection

In this particular study, the main approach of data collection was through the administration of a structured questionnaire in combination with pre and post-treatment tests. The pre-test was used to assess the willingness and comprehension of the learners before the onset of the actual lesson to be delivered. Based on a structured intervention using advertisements and pictures, a post-test was conducted to determine the gains made in these skills. The Pre-test and Post-test scores were therefore compared using Statistical tools, with the help of paired Sample t-test and Independent Sample t-test.

Hypothesis Testing

The study tested several hypotheses to determine whether there were significant differences in the mean scores of the pre-test and post-test, as well as between male and female participants. The hypotheses included:

- **H1:** There is no significant difference between pre-test and post-test scores.
- **H2:** There is no significant difference in pre-test and post-test scores based on gender.
- **H3:** There is no significant difference in listening and speaking skills after exposure to advertisements.

5. DATA ANALYSIS AND RESULTS :

Data analysis is informed by the results of the questionnaire and pre/post-test scores This paper is divided into several sections:

5.1 Pre-Test and Post-Test Comparison

The main hypothesis of the current study could be summarized as follows: The given advertisements would improve language skills. The level of pre-test and post-test scores were compared using the paired sample t-test. The results revealed that the students' performance had a significant improvement when compared to pre- and post-given intervention.



Table 1.1: Paired Samples T-test Results Comparing Pre-Test and Post-Test Scores for Language Learning

Statistic	Pre-Test	Post-Test	Mean Difference	t-Statistic	p-Value
Mean	20.23	24.31	4.09	-15.015	7.47E-25
Standard Deviation	2.29	2.74	2.43		
Standard Error	0.26	0.31	0.27		

Interpretation:

The t-test for the pairwise sample signifies an increase in the post-test raw score (M = 24.31) to the pre-test raw scores (M = 20.23) at the mean value of 4.09. The t-statistic = -15.015, and with a p = 7.47E-25, this tells us that the improvement is significant at $p < 0.05$. This is evidence that the intervention helped improve students' language use for meaningful communication. The data goes in tangent with the rejection of the null hypothesis (H01) where it was seen that students' language skills have improved due to the advertisements and the difference in pre-test and post-test is statistically significant.

5.2 Gender-Based Differences

To analyze whether gender affected the performance concerning language learning of the students, an independent sample t-test was used. The mean scores obtained by the male and female participants were also separately calculated for both pre and post-tests.

Table 1.2: Independent Samples T-test Results Comparing Pre-Test and Post-Test Scores by Gender

Statistic	Males (N=35)	Females (N=45)	t-Statistic	p-Value
Pre-Test Mean	20.43	20.07	0.698	0.488
Post-Test Mean	24.23	24.38	-0.24	0.811
Pre-Test Standard Deviation	2.46	2.17		
Post-Test Standard Deviation	2.28	3.08		

Interpretation:

The finding made from the independent samples t-test of pre-test means between males and females is non-significant as well as post-test means. Males again received a slightly higher mean score in the pre-test; the scores were 20.43 for males, and 20.07 for females, $t = 0.698$, $p = 0.488$. Likewise, there were no gender differences in the post-test results, as the $t = -0.24$, ($p = 0.811$) revealed for males (M = 24.23) and females (M = 24.38).

The findings also show that gender played no role in determining the effectiveness of adverts in language learning; hence, the research could not reject the null hypothesis (H02). In essence, both male and female students exhibited similar.

5.3 Listening and Speaking Skills Enhancement

The study also compared progressive advertisements and the extent to which they cultivated listening and speaking skills. By using a paired sample t-test, the results have indicated that there is an improvement in conformity and citizenship in both areas.

Table 1.3: Paired Samples t-test Results for Listening and Speaking Skills (Pre-Test vs. Post-Test)

Statistic	Pre-Test Mean	Post-Test Mean	Mean Difference	t-Statistic	p-Value
Mean	20.23	24.31	4.09	-15.015	7.47E-25
Standard Deviation	2.29	2.74	2.43		
Standard Error	0.26	0.31	0.27		

Interpretation:

The paired samples' t-test outcomes are as follows: $t(21) = 8.24$, $p < 0.05$ indicating an increase in the students' listening and speaking scores from the pre-test mean = 20.23 to the post-test mean = 24.31. The values of mean differences are 4.09, the t-statistic is -15.015, and $p = 7.47 \times 10^{-25}$ and thus the results are significant at $p < 0.05$. This evidence indicates that the intervention was effective in improving the participants' listening and speaking development.

An extremely high level of confidence has been observed to support the notion of rejecting the null hypothesis (H03), by effectively complementing the perceived advertisements to boost participant's listening and speaking skills.



6. KEY FINDINGS AND DISCUSSION :

6.1. Advertisements as Effective Learning Tools

Hence, in tune with the study, the findings revealed that advertisements positively affect language acquisition especially the listening and speaking skills of language. Moreover, there was a significant difference in the post-test score thus indicating that this advertisement as part of the authentic and contextual learning materials enhances students' exposure to real-life language use. The present research corroborates prior studies that stress the educational value of multimedia materials in learning languages.

6.2. Boosting Confidence in Communication

One of the most important findings of the research was an improvement in students' confidence. About 92.5% of the participants' comments acknowledged the enhancement of the way they conveyed their ideas and the overall improvement of their communication skills meaning that advertisements are not just merely informative, but are highly interactive and do more than passively teach learners.

6.3. Societal and Educational Impact

In the aspect of society and education, few studies show a positive impact of internet pornography. The research also extended beyond language competence, showing that 95% of those involved believed adverts to be positive about society. This two-fold benefit is in line with possible intentions that teachers can present in cultivating language proficiency, while at the same time, fulfilling their moral-sensitization role in developing citizenship.

6.4. Gender-Neutral Learning Outcomes

There were no significant differences in the gender-related concepts and concerns concerning the use of advertisements because, unlike some of the prior literature, this study did not indicate that one gender was superior in terms of language acquisition. It was also obvious that both male and female students benefited equally from the advertisement lessons in terms of language acquisition.

7. FUTURE SUGGESTIONS AND RECOMMENDATIONS

7.1. Integration of Advertisements Across Diverse Learning Contexts

Further research should be focused on the role of advertisements in other forms of education not only in language acquisition but also in history, art, culture, media, and so on. Taking trials and errors to the next level with the implementation of advertisements in classrooms with children of all ages and subjects can widen the possibilities of applying it to be an effective educational tool in improving students' engagement and understanding capacity.

7.2. Use of Interactive and Customized Advertisements

As a result, to enhance language learning even more, multimedia adverts or an opportunity to develop individual adverts ought to be implemented. It could mean changing some of the advertisements to target particular elements as language improvement including vocabulary or pronunciation.

7.3. Long-Term Impact of Advertisements on Learning

More research should be conducted especially concerning the impacts of using advertisements in education in the future. This would entail monitoring students learning progress for an extended period to determine whether the advantages of adopting the technique of advertisement-based learning remain beneficial and quiz students more helping in the general learning of languages and retention of the knowledge gained.

7.4. Ethical Considerations in Educational Advertising

Since they shape the social perspective as well, educators and policymakers need to choose the ads they will use according to the accepted ethical standard. The next area for research should be further guidance for the selection of advertisements by educators and encouraging and value promoting ads' impact on learners and their achievement.

8. CONCLUSION:

This research confirms the value of using adverts as instructional aids in developing the language in terms of listening and speaking. While comparing pre-test and post-test findings it was noted that students exposed to advertisements exhibited significant improvement. Furthermore, advertisements were found to enhance language proficiency, build confidence in communication, and instill positive attitudinal attributes of society thereby making them viable instruments in education. In light of this, the study re-emphasizes the need for adverts to form part of language curricula to give practical language exposure. The learners especially the child can benefit from advertisements while placing the advertisement; the policymaker should consider the kind of advertisement being placed. In particular, the study revealed that there are no significant differences between genders, meaning that the use of Adverts is suitable for everyone. In the future, educators should consider the consequences that the advertisements put forward in the educational sector including their ethical issues, and make the maximum use of the advertisements for the overall fruitful and successful future of all students in educational sectors.



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