

DEVELOPING A TEACHING MODEL FOR READING COMPREHENSION SKILLS WITH ADVERTISING TEXT

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Abstract - A study based on the basic characteristics of language and culture expressed through each element constituting advertising materials, we have come up with a pedagogical model including how to choose, how to prepare lessons, how to build activities, design content and build a system of exercises on this teaching material. Through the teacher's assessment of the pedagogical scenario with a sequence corresponding to the specific language and cultural contents mentioned above, the survey results have shown positive results. Survey results from learners have also demonstrated a change in awareness and progress in the accumulation of communication capacity. The above two survey results affirm the effectiveness and rationality of the teaching model based on advertising text that the goal of this study is to contribute to improve the quality of teaching and learning of the foreign languages by action method.

Key words - Framework; ad-text; teaching; effectiveness; evaluation

1. Rationale

Advertising materials in language teaching provide valuable language input with formal characteristics that contribute to diversifying the ability to design activities aligned with teaching objectives and skills [1]. According to Mai Xuan Huy, advertising is a distinct type of text that encompasses not only language in a narrow sense but also establishes a close connection between language and other elements, such as images, sounds, and colors, to convey information related to a specific product [2]. In current practice, advertising texts are widely used as authentic materials in teaching resources, textbooks, and supplementary materials, and play a significant role. In fact, incorporating advertising texts into speaking and writing exercises helps foster learners' creativity. By leveraging specific language structures and socio-cultural factors, teachers can utilize advertising texts at different proficiency levels for listening, speaking, reading, and writing activities [3], [4]. Additionally, advertising covers a wide range of topics. Delabaere's monograph on advertising highlights the reasons for employing this particular type of material in teaching, emphasizing that it allows learners to acquire linguistic knowledge while gaining insight into the culture and lifestyle of another country [5].

The purpose of this article is to elucidate the linguistic and cultural factors, as well as the pedagogical value of advertising materials. We propose a pedagogical model for teaching this type of material, specifically the methods of utilization, from selection to lesson preparation, activity design, teaching content, and exercise system development. This research gathered opinions from two groups of participants to assess the effectiveness of the developed model, including teachers'

evaluations through a questionnaire based on the designed teaching model, which aims to enhance learners' communication abilities, particularly their reading comprehension skills, following the application of the new pedagogical model in advertising teaching.

Within the scope of this study, the survey was conducted within three faculties, namely English, French, and Foreign Language Teacher Education, at the University of Danang. This selection was made due to the prevalence of studies on authentic materials and the history of foreign language teaching methods, which are predominantly focused on widely spoken languages such as English and French. Moreover, these two languages have a long tradition of instructional units and share similar teaching methods.

2. Building a Model for Teaching Reading Comprehension Skills with Advertising Texts

2.1. Advertising Materials in Foreign Language Teaching

Advertising is a form of communication that aims to attract consumers' interest in a particular product. Concerning advertising, there are various definitions from different perspectives, such as economic, social, linguistic, and signaling. However, for the purpose of this topic, we will focus on the linguistic and cultural meanings of advertising. According to Lugin, from a discourse perspective, advertising materials are not merely textual structures but utterance activities related to specific discourses [6]. Gledel defines advertising as a combination of linguistic signs, visual signs, and visual symbols [7]. Another definition by Ruta states that advertising materials include slogans, images, and written text [8]. Based on these definitions, advertising materials differ from a standard text in that they are usually more concise, with minimal sentences, and employ persuasive and artistic language. Within the advertising language itself, we can identify the following unique linguistic and cultural signs:

In terms of text grammar, advertising materials often contain few sentences, with each sentence serving its grammatical role and that of the entire text. They rarely employ cohesive devices found in other texts that link sentences together [9]. Structurally, advertising can be divided into three parts, following the traditional structure of moving from the known to the unknown based on the overall semantic structure [9]. According to Nguyen Kien Truong, there are four types of structures: minimalist, deductive, inductive, and chained [9]. Regarding vocabulary, advertising materials utilize various lexical structures such as suffixes, loan words, and abbreviations.

Wordplay is a commonly used rhetorical device in advertising, employing puns on homonyms, synonyms, antonyms, and simulations to convey specific information [10]. *In terms of semantics*, advertising materials are typically concise, often consisting of just one sentence, with few ads containing multiple sentences or paragraphs, making the sentence responsible for conveying the message of the entire text.

As a result, each phrase in advertising bears the semantic burden of the whole sentence and the meaning of the entire text. Due to its compact nature, advertising materials often combine words into phrases and sentences exhibiting common and distinctive characteristics. The most notable distinctive feature of the advertisement is the compact presentation, but the information is relatively complete and concise [9], [10]. *In terms of pragmatics*, advertising can be envisioned as verbal communication between two participants: the advertiser, who aims to sell a product, and the receiver, the prospective customer, performing actions in words. Linguistic acts in advertising materials vary depending on the advertiser's communication intentions [9].

In terms of culture, Lendrevie argues that advertising is an economic activity influenced by a nation's cultural traditions and accepted customs [11]. This assertion suggests that using advertising materials in foreign language teaching can help teachers explore various cultural factors. *From an imagery perspective*, Gledel asserts that illustrations play a crucial role in advertising materials. In many cases, images significantly enhance the impact of advertising materials, sometimes even replacing them. The use of illustrations in advertising is increasing as they convey more information and stimulate the recipient's imagination [7], [12].

Studying the grammatical, semantic, pragmatic, and cultural characteristics of advertising materials provides the foundation for developing diverse and effective teaching activities for foreign language classes [4], [13].

2.2. Model for Teaching Reading Comprehension Skills of Advertising Materials

The author developed a model for utilizing advertising materials based on the following foundations: First, the theory of foreign language teaching methods, particularly the action method, prioritizes interactive and collaborative activities and language tasks [14], [15]. Secondly, the theory of teaching reading comprehension consists of four steps proposed by Pendaxn. M: activities to approach meaning, activities to rewrite sentences, activities to construct concepts, and activities to evaluate [16]. Additionally, we prioritize the principles of the interactive reading model by Francine Circurel to develop reading comprehension strategies [17]. Thirdly, we consider the characteristics of the text type, according to Nguyen Kien Truong, concerning the images and words used in advertising materials [9].

Material Selection

Several factors, such as text form, text origin, and selection criteria, should be considered when selecting advertising materials. Based on three criteria for selecting written documents, we categorized the selection process into three parts: Communication, linguistic, and socio-

cultural content. In terms of communication content, the teacher must ensure that the chosen advertising text (1) aligns with the learners' level of communication, corresponding to the communication objectives; (2) allows the application of previously acquired knowledge and skills; and (3) fulfills the set objectives. For language content, the teacher should ensure the selection of texts encompassing elements such as (1) comprehensive and accurate vocabulary and (2) grammar and rhetoric suitable for the learners' level in general. Concerning socio-cultural content, the teacher must assess whether the selected advertisement adequately reflects the society of the target language, thereby capitalizing on the intercultural aspect.

Lesson Preparations

Before conducting experimental teaching, we follow several steps, including formal analysis, situation analysis, and communication analysis. Formal analysis entails describing the content and structure of the promotional material, encompassing aspects such as lines, symbols, images, and other relevant components. It also involves determining the function of the text and its discourse type, as well as identifying the involved parties, such as the advertiser, target audience, and receiver. Situation analysis encompasses determining the subject of communication, the location and timing of the communication, how the communication takes place, and the overall purpose and intent behind the communication. Communication analysis involves the examination of linguistic and cultural factors/units that contribute to the value of advertising materials, including pragmatic factors (speech actions), cultural factors, linguistic structure (vocabulary, syntax, and rhetoric), and semiotic elements (images, colors, and writing).

Teaching Activity Design

Stages of the Learning Process

Drawing on Francine Circurel's interactive reading theory for teaching advertisement texts, we propose three essential activities corresponding to three steps: before, during, and after reading [17]. Pre-reading activities serve as a crucial step in teaching reading comprehension, where teachers need to design activities in advance to help learners access the content and topics of the text they are about to study. In this step, learners are encouraged to activate and mobilize their socio-cultural and linguistic knowledge of the text's subject matter. Techniques such as activating learners' existing knowledge, gathering ideas from keywords, observation, marking various advertisement elements (images, logos, slogans), and prediction based on available knowledge about the topic and type of text can be utilized. The activity during reading consists of two main components: working on general understanding and working on understanding details. Activities after reading usually aim to reinforce and expand the skills accumulated in the previous activities. Learners are encouraged to provide personal opinions, describe the effectiveness of the text, and summarize the content.

Contents of Activities

In line with a communicative and action-oriented approach, the objective is to teach communication and

action in a foreign language. Communicative competencies related to reading and understanding advertising materials include visual signal analysis, reasoning, discourse analysis, and socio-cultural skills.

Conditions for Carrying out Activities

According to the principle of action direction, as described by Rosen E., learners are considered social actors who adapt and act to fulfill their tasks within social contexts [14]. This implies that all learner activities are geared towards task completion, focusing on three key factors: general attitude (dynamism, motivation, self-control, and personal contribution), task performance (individual participation in teamwork, adherence to time constraints, and individual contributions), and final results (creativity, consensus, and evaluation by others).

Building Various Types of Activities

The types of activities are closely related to the function of each activity. According to Pendaxn, teachers can organize them into four types of functions: the function of exploration and investigation, which involves getting acquainted with a problem or an event; the structural function, which encompasses the function of conceptualization; the exercise function; and the function of evaluation and self-evaluation [16]. Drawing from the abovementioned learning process and classroom activities, we have developed a pedagogical script to teach reading comprehension of advertising materials to third-year language learners.

Evaluation Activities

All activities in the action-based approach aim to motivate learners and facilitate task performance. Regarding the students' attitude motivation in the classroom, we would like to list the factors shown in the scenario and the questionnaire: dynamism, motivation, autonomy, initiative, participation, and personal contribution. Regarding the performance of tasks, individual participation in group work, time compliance, and individual contribution are essential. We emphasize the role of teamwork in figuring out the central meaning of advertising (engagement, focus, listening to others), utilizing personal knowledge and experience, and taking responsibility for accomplishing tasks. We also want to focus on assigning and executing these tasks because this is the goal of this pedagogical model, the action model.

Our proposed model is represented in Figure 1.

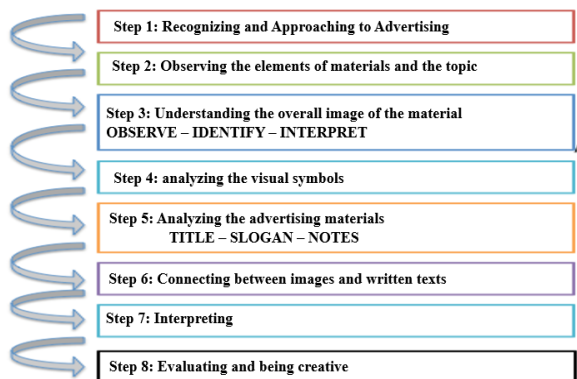


Figure 1. Pedagogical Model

3. Evaluation of the Model's Results from Teachers and Students

This section presents the assessment methods used, which include two assessment tools focusing on the main subjects involved in this model: A questionnaire for teachers and a questionnaire to evaluate changes in perception and knowledge before and after the test for learners. The methodology section is followed by analyzing the results obtained from these assessments.

3.1. Assessment Methods

3.1.1. The First Measuring Instrument:

This investigation aims to validate the effectiveness of the advertising method in teaching reading comprehension through the observation and analysis of the lesson plans and teaching scenarios we have developed.

Survey participants: Teachers who research and analyze pedagogical scenarios. Forty teachers will rate the questionnaire on a scale from 1 to 5, indicating the level of agreement with each corresponding question and the steps involved in building the model. These indicators are constructed based on a 5-point Likert scale, allowing for quantification of the participants' opinions.

The questionnaire comprises 25 closed and open-ended questions, organized according to the sequence of the pedagogical scenario. The questions cover topics such as the selection of advertising materials (Q1-Q2), lecture preparation (Q3-Q6), activity implementation (Q7-Q20), teaching activities (Q21-Q22), and the creation of an exercise system (Q23-Q25).

Table 1. Questionnaire Structure

Section	Question	Content
Section 1	2	- Evaluation of the selection of promotional materials
Section 2	4	- Evaluation of lecture preparation
Section 3	14	- Evaluation of the performance of activities
Section 4	2	- Evaluation of teaching activities
Section 5	3	- Evaluation of the system of exercises
Section 6	4	- Personal information of the teacher

Investigation Methods

To conduct the survey, we distributed questionnaires to 40 lecturers from three faculties at the University of Foreign Languages - Danang University. This included ten lecturers from the Faculty of French, 12 from the Faculty of Foreign Language Education, and 18 from the Faculty of English. After reviewing and analyzing the teaching script written in French and translated into Vietnamese, the 40 participating lecturers provided ratings on the questionnaire using a scale ranging from 1 to 5. The ratings were based on their level of agreement with each question corresponding to the activities and steps outlined in the model. We received a total of 40 completed answer sheets.

Data Analyzing Methods

We employed inferential descriptive statistical analysis methods and the SPSS software package to address the research questions.

3.1.2. The Second Measuring Instrument

The study aimed to evaluate the effectiveness of using advertising materials in teaching reading comprehension. This was carried out through a pre-and post-test measurement group method. The pre-test involved gathering learners' opinions on eight skill indicators before the teaching phase. At the same time, the post-test was conducted after teaching using ad-texts, with learners providing their opinions on the same eight indicators. The measurement results were used to analyze and evaluate the effectiveness of the experiment, assuming that external factors had no impact on changing learners' awareness during the lecture absorption process.

The subject of the research: the experiment was conducted on 31 students from the French Tourism bachelor's class of the 2020 enrollment course at the Faculty of French, University of Foreign Languages. The reading comprehension model was tested using both French and Vietnamese. The pre-test was conducted in August 2022, and the post-test was conducted in September 2022.

Research Methods: To compare learners' skills before and after the teaching method experiment (evaluating the effectiveness of the experiment), three variables were considered: pre-competence 1, 2, 3, representing language skills, discourse skills, and cultural skills before the experiment, and competence 1, 2, 3, representing the corresponding skills after the experiment.

Theoretically, the study proposed measuring three learner component skills (language, cultural, and discourse skills) through eight indicators.

3.2. Research Results

This section presents the research results, focusing on two surveys conducted with teachers and learners. For the first objective (testing the proposed teaching method), the results from the questionnaire developed after the teachers studied the pedagogical scenario are presented. The second objective involves presenting the results of the survey conducted before and after experimental teaching, contributing to verifying the effectiveness of the teaching method by comparing the results related to the teaching method with learners' acquisition of reading comprehension skills after experimental teaching.

3.2.1. Evaluating the Model from the Teacher's Perspective

This survey was conducted with teachers, and its aim is not to perform a comprehensive analysis of all the results but to select and aggregate relevant results related to teacher development, including pedagogical scenarios and classroom practices. The questions are divided into five categories: Brochure selection, lesson plan preparation, activity design, activity classification, and exercise system construction.

This result demonstrates that the pedagogical scenario, including teaching methods, teaching content, and implementation conditions, proved to be highly effective for teachers. Overall, the evaluations from the participants were very positive. The responses to the first proposal regarding the form and content of choosing advertising

materials for teaching received a relatively high score, with 36.8 out of 40 respondents (92%) agreeing at a level of 4 points, indicating a high level of consensus among the participants. The points related to the exploitation of advertising materials were summarized in the second proposal and received the highest rating from the teachers, with 36.7 out of 40 lecturers (91.7%) agreeing with a score of 5. Although the scores for the third and fourth proposals regarding the process of developing teaching and learning activities were somewhat lower, the majority still found the teaching methods and content appropriate. Despite receiving the lowest ranking on the chart, with a score of 35.44 out of 40 (88.6%) in response to the fifth proposal, the evaluations remained positive. This indicates that the teachers all found the objectives, sequence, and content of the teaching requirements to be satisfactory.

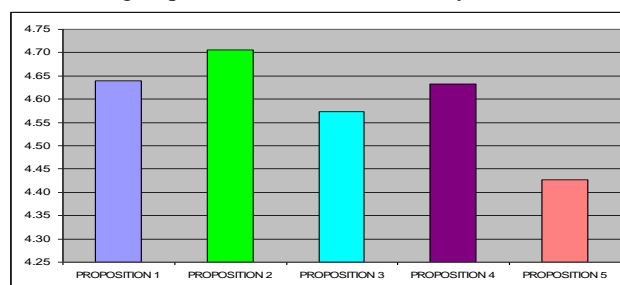


Figure 2. The Teacher's Assessment of the Pedagogical Model
3.2.2. Assess the Progress of Communication Ability from the Learners' Perspectives

The results of the analysis in Table 2 indicate that all three pairs of comparisons for component skills (language, discourse, culture) before and after testing the teaching method are statistically significant, as evidenced by the Sig values for pairs 1, 2, and 3 is less than 0.05. Additionally, there is a positive difference between the component skills before and after testing (compétence i and pre-compétence i) with values of 0.95, 1.32, and 0.73, respectively. Therefore, it can be affirmed that the use of the new teaching methods has enhanced learners' skills in three aspects: Language skills, discourse skills, and cultural skills.

Table 2. Pairwise Comparison test
(C: Competence, P: Precompetence)

Pair	Pairwise Comparison					T	Ddl	Sig.
	Average	Standard Deviation	Std. Error	95% Confidence Interval for Difference				
				Lower Bound	Upper Bound			
C1 - P1	0.958	0.736	0.063	0.832	1.083	15.106	134	0.000
C2 - P2	1.328	0.807	0.069	1.190	1.465	19.119	134	0.000
C3 - P3	0.737	1.332	0.114	0.510	0.963	6.427	134	0.000

Hence, based on the research findings, language skills are assessed through the following indicators: analyzing grammatical structures in slogans, enhancing language proficiency in everyday contexts, and expanding vocabulary related to advertising. Indicators measure discourse skills: recognizing and identifying advertising

elements, deciphering an advertiser's intention, and developing the skill of reading an advertisement. Indicators measure cultural skills: focus on develop cultural and intercultural skills, and analyze advertising images (including signals and rhetoric within images).

3.3. Conclusion

Based on the fundamental characteristics of language and culture expressed through each element constituting advertising materials, we have developed a pedagogical model that includes the methods of selection, lesson preparation, activity construction, content design, and exercise system development for this teaching material. Through the evaluation of teachers regarding the pedagogical scenario with a sequence of 8 exploitation steps corresponding to the specific language and cultural contents mentioned above, the survey results have indicated positive comments and high agreement from teachers towards the proposed methods and content of exploitation. The assessment results from learners have also demonstrated a change in perception and progress in the accumulation of communication skills. These two survey results from actual practice serve as a basis for affirming the effectiveness and rationality of the teaching model based on advertising materials, which is the aim of this study, in order to contribute to improving the quality of foreign language teaching through action-based methods.

Due to time constraints, we were unable to survey all teachers in various faculties (such as Russian, Chinese, Japanese, Korean, or Thai) at the University of Foreign Languages. Expanding the investigation would provide a more comprehensive perspective on the research problem and allow for the generalization of the research findings to a wider context. The problem statement highlights the value of foreign language teaching materials in promoting language proficiency. Therefore, the results of this study can be utilized for teaching reading comprehension with advertising texts to students learning English and French as their first and second

foreign languages in specialized language schools and tertiary education institutions.

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