Online Advertisements to Enhance Students’ Vocabulary

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ABSTRACT
Ministry of Education encourages online learning among students in order to increase their language proficiency. Although there are varieties of online language learning videos but students do not have to allocate time to watch it as they are occupied with their revisions. There are better opportunity for them to enhance their vocabularies through online advertisements in Facebook and YouTube. Unfortunately, this learning method is not prevalent among students because most students ignore the advertisements in Facebook and YouTube. This study aims to identify the phrases used in Facebook and YouTube advertisements which can be used by Malaysian students to enhance their vocabularies. 10 advertisements from two sources which are Facebook and YouTube were collected and observed. The analysis of observation of advertisements showed that variety of phrases used in Facebook and YouTube advertisements can help students to learn English better especially in developing vocabularies. The implications of the findings are assist students to understand about the products advertised and learn new vocabularies from the phrases used, support the policy in Malaysian Education Blueprint 2013 – 2025 and reduce teachers’ workload at school.

KEY WORDS: YouTube, Facebook, Vocabulary, Advertisements, Education

INTRODUCTION
Malaysian Ministry of Education proposed to integrate information and communication technology (ICT) in English instruction through the Malaysian Education Blueprint 2013-2025. The blueprint clearly states that Ministry of Education has started exploring the use of ICT models to bring more effective English instruction to students (Malaysian Education Blueprint, 2013-2025). Based on the ICT model developed for English instruction in the blueprint, self-directed online learning is being introduced in which videos are one of the proposed delivery channels. This relates to the existing online language learning programs in video forms where learners can gain knowledge on language. It includes grammar, vocabulary, pronunciations, writing skill, reading skill, and listening skill.

BACKGROUND OF STUDY
Shift no. 7 in Malaysian Education Blueprint 2013 – 2025 focuses to utilize ICT (Information and Communications Technology) in order to increase the quality of learning in Malaysia. As for this study, students can use the availability of ICT to enhance their vocabulary by viewing advertisements through Facebook and YouTube. According to Shift no.7, students will be able to learn through ICT as it is engaging and interactive. Students will be able to learn at their own pace which closely relates to this study because students have the chance to view advertisements in Facebook and YouTube at any time and they will have sufficient time to perceive and understand the vocabulary in the phrases of advertisements.

As stated in Malaysian Education Blueprint, 2013-2025 self-directed online learning is time saving and number of programs are available for Malaysian students to learn English. However, students do not necessarily have to search for language programs online but there are opportunity for them to build their vocabularies through advertisement advertised in Facebook and YouTube. Although the skepticism over
Facebook and YouTube are generally high, but this Web 2.0 tools are capable of developing students’ language proficiency (Yunus, Omar & Embi, 2012).

PROBLEM STATEMENT

Unfortunately, awareness among students to utilize the existing platform to learn English vocabulary through Facebook and YouTube advertisements does not seem to be famous yet. Study conducted on learning writing using internet based on ESL students’ perception showed that there are still who disagreed that internet which is Facebook and YouTube particularly help them to learn new vocabularies (Yunus, Kwan, Said, Azrie & Jazila & Redza, 2012). Students who spend most of their time in Facebook and YouTube tend to ignore the advertisements in Facebook and skip advertisements integrated within YouTube videos. Majority of students are familiar with Facebook and YouTube (Yunus, Kwan, Said, Azrie & Jazila & Redza, 2012). There are number of phrases used in Facebook and YouTube advertisements but not all can be used to gain English vocabularies. Hence, it is necessary to be selective in terms of learning English vocabularies through Facebook and YouTube advertisements. This paper aimed to identify the phrases used in Facebook and YouTube advertisements to advertise products which enhance students’ vocabularies.

LITERATURE REVIEW

Advertisements are public notices which offer goods, services, products. It becomes a medium to publish company’s offer to society (Permatasari, 2014). Companies inform society about their products by trying to gain society’s attention through advertisements. Hence, advertisements act as bridge connecting companies to consumers (Permatasari, 2014). Advertisements in internet, Facebook and YouTube also form of promotion that uses online facility and World Wide Web (WWW) to express purposes of products and attract them (Zuliana, Tanjung & Ardi, 2013).

Benefits of Facebook and YouTube

Facebook and YouTube are well-known Web 2.0 which provides platform for students to learn language. Facebook and YouTube are not just to create, publish and share content but also to learn language (Yunus & Kwan, 2012). “Digital Natives” refers to students of today, can explore unlimitedly these facilities for language learning. Moreover, students’ language learning through Facebook and YouTube advertisements specifically through English phrases will experience to be control of their own learning. The learning process is facing transformation from teachers-focused to students-focused due to the advancement of technology. This is when students are no longer passive learners but are active participants who control the learning process (Yunus, Kwan & Izhak, 2012). This refers to they will be able to work on and enhance English vocabularies by viewing advertisements in Facebook and YouTube on their own. In addition to this, students can develop the capability to apply and transmit knowledge (Yunus & Suliman, 2014) and at the same time enhance their vocabularies.

The Language of Advertising Claims

Advertisers manipulate language in advertisements to create claims that provides information about the products. These claims are verbal or print part of advertisement that makes some claim about the products advertised. According to Schrank (1974), the simplest and most direct way to study advertisement is through an analysis of the language of the advertising claims. The attempt of analyzing language style used in advertisements is aided by Jeffery Schrank’s The Language of Advertising Claims (1974). He outlined ten basic techniques to further analyze the language style in advertisements. The techniques are commonly adopted by most researchers to identify the language style used in advertisements. Consumers will be able to understand the underlying meaning behind each style used in advertisements.
Schrank outlined basic techniques in his claims i) Manipulative (The Weasal Claim), (The Endorsement/Testimonial), (The Rhetorical Question) ii) Expressive (We’re Different and Unique Claim), (The Compliment the Consumer Claim) iii) Non-manipulative (The Vague Claim), iv) Persuasive (So What Claim) and (The Unfinished Claim), v) Informative (Water is Wet Claim) and iv) Communicative (The Statistical/Scientific Claim). The language advertising claims provides information about the products advertised which will enable students to understand not only the products (usage, benefits, and taste) but also meaning of new vocabularies and how it is used. For example, expressive language style for Burger King use phrase such as “Have it your own way”. Students who watch this advertisement will learn about the product and understand the meaning of each vocabulary in the phrase. Three language styles which are non-manipulative, communicative and persuasive for Sunsilk will help students to understand about features of healthy and beautiful hair in phrases like “Beautiful hair now”. “With natural energizers to transform the beauty of your hair” and “Making it visibly softer and smoother”. Various language styles under claims by Jeffery Schrank’s The Language of Advertising Claims (1974) contribute towards enhancing students’ vocabulary because students get the chance to learn vocabulary visually and verbally. Based on The Language of Advertising Claims, this study will focus on the language styles and phrases used in online advertisements obtained from Facebook and YouTube.

Previous studies on Integrating Facebook and YouTube for Learning English Language

Previous studies show that introduction of Web 2.0 technology to education field is beneficial to all especially students. Studies related had provided findings that highlight Facebook and YouTube usage in language learning process can lead to better understanding of overall knowledge, saving time, cultivating use of direct and indirect language learning strategies, developing critical thinking among students.

Study was conducted on learners’ use of communication strategies through an online discussion via Facebook by Halizah, Mohamed Amin, Melor Md Yunus on 2012. Group of 28 students participated in this study revealed that students use communicative strategies when completing tasks which include direct, digital media and interactional strategies. 10 voluntary learners among the respondents were sample for in-depth investigation for the purpose this study. Data was obtained from online discussions, interviews, retrospective sessions and reflective journals.

June, Yaacob and Yeoh (2014) conducted an action research to investigate the use of YouTube videos and interactive activities in stimulating critical thinking among students from a public university in Malaysia. 50 students participated in this research which showed that YouTube videos were fun, interesting, increased students’ participation and engagement and enhanced their critical thinking skills. Data was obtained from a few approaches but this study focused on students’ opinion on their experience while using YouTube videos. This action research was conducted by using Lewis’s Action Research model supported by Constructivism Theory. It included planning, acting, observing and reflecting. This study further proved that students were able to participate actively and showed great interest in learning process because they were able to comprehend their lecturers better by visualizing the content of the lessons and relating it to real situation.

Yunus, Kwan and Izhak carried another study to investigate the benefits of using Web 2.0 technology in English language learning based on the perception and experience of gifted students. 80 Form 5 students from PERMATA Pintar National Gifted Center, UKM were the respondents for this study. Among them 4 was interviewed individually. This study used close- and open-ended questionnaire and semi-structured interviews. This study revealed that Web2.0 tools made English Language Learning interesting and created an online English Language learning environment which had enhanced their overall learning. Use of technology helped to develop the respondents’ confidence and allowed them to exchange feedback about their language. They were able to self-evaluate their own learning.
Study on learning writing using internet based on ESL students’ perception by Yunus, Kwan, Said, Azrie, Jazila and Redza on 2012 showed that students were comfortable to learn writing skill aided by internet. Large number of them mentioned that internet has affected their formal writing in terms of punctuation and use of short forms. Mixed method was employed in this study. Data was collected through close- and open-ended survey questions which were answered by a group of ESL students.

Findings of previous studies above states that Web 2.0 technologies greatly contribute towards developing learners’ language level. This correlate with the current study that is Facebook and YouTube advertisements are capable of developing students’ vocabularies without students being dependent on books or teachers.

**METHODOLOGY**

The research design for this study is qualitative. Samples for this study are 10 advertisements collected from two online sources which are Facebook and YouTube. Advertisements were chosen randomly from all categories like cosmetics, food, education, body care, watches, accessories and many more. This study is qualitative study where the researcher observed 10 advertisements from Facebook and YouTube. Observation was carried out for this study. The researcher gathered results and identified particular phrases used in Facebook and YouTube advertisements. The researcher used observation to analyze the advertisements and collected the data. Next, researcher goes through 10 advertisements from Facebook and YouTube where researcher viewed online advertisements. The advertisements were viewed carefully to understand and listened to the phrases used. The researcher analyzed each advertisement thoroughly based on Jeffery Schrank’s The Language of Advertising Claims (1974) and repeated observation to identify phrases used in online advertisements.

**FINDINGS & DISCUSSIONS**

The table below shows the language styles used in 10 different advertisements from Facebook and YouTube to advertise its respective products. Different phrases were identified and listed according to the products. Students will be able to learn variety of vocabularies from the phrases used in online advertisements.

<table>
<thead>
<tr>
<th>Product</th>
<th>Language Style</th>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burger King</td>
<td>Expressive</td>
<td>Have it your way</td>
</tr>
<tr>
<td>Dynamo</td>
<td>Persuasive</td>
<td>For better stain removal</td>
</tr>
<tr>
<td>Oreo</td>
<td>Expressive</td>
<td>Only Oreo</td>
</tr>
<tr>
<td>Sunsilk</td>
<td>Non-manipulative</td>
<td>Beautiful hair now</td>
</tr>
<tr>
<td></td>
<td>Communicative</td>
<td>With natural energizers to transform</td>
</tr>
<tr>
<td></td>
<td>Persuasive</td>
<td>the beauty of your hair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Making it visibly softer and smoother</td>
</tr>
<tr>
<td>SNICKERS</td>
<td>Manipulative</td>
<td>Hungry? Grab a snickers</td>
</tr>
<tr>
<td>HUGGIES</td>
<td>Non-manipulative</td>
<td>The best way to know is to try</td>
</tr>
<tr>
<td>LAZADA</td>
<td>Expressive</td>
<td>Affordable Best sellers</td>
</tr>
<tr>
<td>Darlie</td>
<td>Expressive</td>
<td>Double Action Enamel protects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enamel loss leads to a mouthful of problems</td>
</tr>
<tr>
<td>CANON</td>
<td>Non-manipulative</td>
<td>Delighting you always</td>
</tr>
<tr>
<td>Nestle</td>
<td>Non-manipulative</td>
<td>Good food, Good life</td>
</tr>
</tbody>
</table>
The advertisements collected from Facebook and YouTube showed that each type of ads contains various phrases in order to promote its product type. Based on the data collected, advertisement for Burger King and Oreo are more expressive when phrases like “Have it your way” and “Only Oreo” respectively are used. Students can learn how to construct meaningful sentences by using varied vocabularies. Advertisements like Huggies, Canon and Nestle attract consumers by phrases like “The best way to known is to try”, “Delighting you always” and “Good food, Good life” which is under non-manipulative language style. Phrases identified from these advertisements will help students to understand each word as it is simple and straightforward. Students will tend to use the words from the phrases in their daily communication because they have understood the meaning of the vocabulary through colorful, musical and trendy Facebook and YouTube advertisements. Table below shows the advertisements of Burger King, Oreo, Huggies, Canon and Nestle.

Table 2. Display of Burger King, Oreo, Huggies, Canon and Nestle advertisements collected from Facebook and YouTube

<table>
<thead>
<tr>
<th>Burger King Advertisement</th>
<th>Oreo Advertisement</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="http://www.youtube.com/watch?V=r6HpnBmBPtQ" alt="Burger King Advertisement" /></td>
<td><img src="http://www.youtube.com/watch?v=k5jNH2nzG3Q" alt="Oreo Advertisement" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Huggies Advertisement</th>
<th>Canon Advertisement</th>
</tr>
</thead>
</table>
LAZADA, an online shopping service provides single vocabularies to students who are not familiar with such service. The expressive language style in the advertisement helps consumer to understand about the service and students will learn on how the service works through “Affordable” and “Best Sellers”. Finally, Darlie toothpaste is promoted by expressive language style through phrases like “Double Action Enamel protects” and “Enamel loss leads to a mouthful of problems”. Phrases in Darlie advertisement help students to understand scientific usage of toothpaste. Table below shows advertisements of LAZADA and Darlie.

Table 4. Display of LAZADA and Darlie advertisements collected from Facebook and YouTube

<table>
<thead>
<tr>
<th>LAZADA Advertisement</th>
<th>Darlie Advertisement</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://www.lazada.com.my" alt="Lazada Advertisment" /></td>
<td><img src="https://www.facebook.com/DarlieMalaysia" alt="Darlie Advertisement" /></td>
</tr>
<tr>
<td>Note : Phrases of the advertisements were listened not displayed on the screen</td>
<td>Retrieved from <a href="https://www.facebook.com/DarlieMalaysia">https://www.facebook.com/DarlieMalaysia</a></td>
</tr>
</tbody>
</table>

Overall, the findings from this study supports the Literature Review where advertisements are used to convey the message about a product to its consumers, Facebook and YouTube can be used as learning platform besides leisure or spare time usage and this study continue to prove that Web 2.0 technology never fail to assist our young generation to gain knowledge in easier and effective way.

IMPLICATIONS & CONCLUSIONS

The findings of this study show that various phrases are used in online advertisements through Facebook and YouTube which help students to understand about the products advertised and learn new vocabularies from the phrases used. As in the Malaysian Education Blueprint 2013 – 2025, it is part of Ministry of Education plan to maximize the use of ICT for distance and self-paced learning where students are expected
to enjoy greater personalization of the educational experience students. Students will be able to learn at their own pace. The proposed learning method in Malaysian Education Blueprint is related to this study where students will be able to enhance their vocabularies and learn new words by watching online advertisements in Facebook and YouTube regardless of place of learning. Furthermore, this study helps to reduce teachers’ workload to teach new vocabularies to students. Teachers do not have to prepare additional vocabulary lessons for students as students are exposed to new vocabularies from online advertisements. As step to achieve this study aim, the researcher observed and collected data from various advertisements found in Facebook and YouTube shows that variety of phrases are used by advertisers in order to promote their products. These varieties of phrases used in advertisements are capable of developing students’ vocabulary usage and understanding vocabulary meaning if they practice watching advertisements in Facebook and YouTube without ignoring. Students of today better known as “Digital Natives” will gain advantage of the attractive technique used in online advertisements which help them to memorize the phrases better and understand the meaning of each word. Learning vocabularies through Facebook and YouTube advertisements should be encouraged because it is related to 21st century learning approach.

REFERENCES


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SNICKERS You’re Not You When You’re Hungry TVC. (2012). Retrieved from http://www.youtube.com/watch?v=ZiTmA8z6xZs


