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The use of advertisement as didactic resource in the foreign language classroom according to sociocultural, linguistic, sociolinguistic and pragmatic aspects

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ABSTRACT

Nowadays we are surrounded by advertising; we all are consumers in a society which persuades us to be ones. We are receiving advertising information constantly, consciously and subconsciously, which is why it is a good resource to take advantage of and use it as a resource in order to teach a foreign language.

Due to individuals are exposed to advertisement, this paper emphasizes the important of its content from a linguistic, sociolinguistic, sociocultural and pragmatic point of view according to the Common European Framework of Reference for Languages (CEFR), to achieve an accurate communicative competence.

From a theoretical perspective, we have made a distinction between plurilingual and pluricultural competence to speak, then, about the main competences to teach in a foreign language classroom, using advertising resources, according to CEFR.

From a practical perspective, we have selected some advertising examples focusing on the objectives of this paper. Because of the amount of advertisements we can find in a society, we have selected just a few examples from newspapers, informative posters and TV spots to accomplish different objectives and proposal in a B1.1 level classroom of English according to CEFR.

KEY WORDS:

Advertising. foreign language classroom. Common European Framework of Reference. Plurilingual and pluricultural competence. Communicative competence.

RESUMEN

Hoy en día vivimos rodeados de publicidad, somos consumidores de una sociedad que nos persuade a serlo. Recibimos información publicitaria de forma constante, tanto consciente como inconscientemente, y es por ello que la publicidad es una gran recurso para aprovecharlo y usarlo en el aula para la enseñanza de una lengua extranjera.

Debido a que el individuo está expuesto a la publicidad, este trabajo resalta la importancia de su contenido desde un punto de vista lingüístico, sociolingüístico, sociocultural y pragmático, de acuerdo con el Marco Común Europeo de Referencia para las Lenguas (MCER), para alcanzar una adecuada competencia comunicativa.

Desde el punto de vista teórico, hemos hecho una distinción entre la competencia plurilingüe y la competencia pluricultural, para luego centrarnos en las principales competencias a

desarrollar en el aula de lengua extranjera mediante la utilización de material publicitario de acuerdo con el MCER.

Desde un punto de vista práctico, hemos seleccionado algunos ejemplos de recursos publicitarios centrándonos en los objetivos de este trabajo. Debido a la gran cantidad de publicidad que podemos encontrar en una sociedad, hemos seleccionado solo algunos ejemplos de periódicos, posters informativos y spots publicitarios para llevar a cabo diferentes propuestas y objetivos en el aula de inglés con alumnos de un nivel B1.1 según el MCER.

PALABRAS CLAVE:

Publicidad, clase de lengua extranjera. Marco Común Europeo de Referencia para las Lenguas. Competencia plurilingüe y pluriultural. Competencia comunicativa.

INDEX

1. INTRODUCTION

1.1 JUSTIFICATION

Advertising is part of our lives; we can see advertising on TV, in a magazine, on the street, on the radio. The main function of advertising is both communication and persuasion using complex literary resources to make the individual to decode the message, but sometimes it is simple showing us real and daily activities. However, advertising is bounded to cultural and pragmatic aspects from a certain social group, and that is why individuals do not identify with advertisings from a different culture or country.

According to CEFR (chapter 4.3) advertising is susceptible and useful to teach a language, including different type of advertising depending on the levels, for instance the use of pamphlets, tourist information papers, radio and television advertising, written press. CEFR indicates the comprehension of information from advertisements in programs for special events, in leaflets, brochures and headline news for A1 level in its "reading for orientation" section, and its "watching TV, film and video" section; for A2 level it includes the identification of predictable information in advertisements and prospectuses in its "reading for orientation" section; for B1 level it includes the reply in advertisement in its "correspondence" section, and the comprehension of job, safety and equipment requirements in its "text and discourse environment" section; for B2 level it includes the informal discussion in advertisements and the comprehension of public notes and announcements in "text and discourse" section, as well as restrictions related to the use of language such as cultural misunderstandings, humor and irony. And finally, for advanced levels it includes advertising on TV and radio in oral transmission and sociocultural content in advertising in writing transmission.

From a teaching-learning perspective, the use of advertisement in a classroom has a great benefit, since advertising information is addressed to native speakers of a language and it uses real and original language. In addition, advertisements contain a huge cultural charge such as metaphors, puns, greetings, body language…and if they are misunderstood, individuals will not comprehend the message. So, the pragmatic content in the learning of a language is as important as the linguistic content. Moreover, individuals will be exposed to that information when they travel or live in that foreign society they are studying, which will improve their learning and it will motivate them to keep learning.

Due to the information previously mentioned, advertising is a useful and beneficial resource in a second leaning language classroom. An individual will learn previous knowledge about

the new culture related to the advertising in that country, besides he or she will acquire the capacity to represent and transmit daily activities and incidents which contain sociocultural aspects. And moreover, all these aspects will develop an accurate communicative competence in an individual considering that he or she will increase linguistic, sociolinguistic, sociocultural and pragmatic competences.

So, with this paper we want to emphasize the usefulness of advertising to teach a second language, since teachers can design a variety of activities using advertising as resource as well as they can be adapted to different levels of learning. In addition, as advertising is bounded to culture, style and time, teachers will have to update the advertising resources which will increase individual´s motivation and interest.

1.2 OBJECTIVES

The main objective is to show the potential possibilities of advertising as a resource in the sphere of education to learn a foreign language. We will focus our study in the development of activities through advertising examples to achieve an accurate communicative competence. This main objective is divided into some specific objectives:

- Defining the plurilingual competence against pluricultural competence.
- Determining the different competences in the teaching-learning of a language according to the Common European Framework of Reference (CEFR).
- Explaining the functions of language in advertising.
- Presenting the elements of an advertisement focusing on the format we have selected to accomplish our paper: paper and TV spot.
- Determining the adequate contents to work in a classroom, taking into account the communicative competence: linguistic contents, sociolinguistic contents, sociocultural contents and pragmatic contents.
- Collecting a corpus of advertisements for working in a classroom.
- Motivating the individual to see advertising as a useful resource to learn culture and sociocultural rules in a society.

2. THEORETICAL FRAMEWORK

2.1 PLURILINGUAL COMPETENCE ACCORDING TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)

The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), is part of the Council of Europe´s goal to ensure quality inclusive education as a right of all citizens. Therefore, one of the main principles of the CEFR is the promotion of the positive formulation of educational aims and outcomes at all levels. This

principle is based on CEFR view of language as a vehicle for opportunity and success in social, educational and a professional domain.

Plurilingualism is presented in CEFR as an uneven and changing competence, in which the individual´s resources in one language or variety may be very different in nature to those in another. However, the fundamental point is that plurulingual individuals have a *single*, inter-related, repertoire that they combine with their general competences and various strategies in order to accomplish tasks. (CERF Section 6. 1.3.2).

During the last decades the concept of plurilingualism has reached a great importance for learning languages. However, it is essential to distinguish between multilingualism and plurilingualism; the first one makes reference to the coexistence of different languages at the social or individual level. Further to plurilingualism, as an individual gains linguistic experience through cultural environments he develops a communicative competence in which the complete knowledge and linguistic experiences are related. It means an individual could turn to his knowledge about a specific language to comprehend a text written in an "unknown" language, so he could recognize words with a common structure. Accordingly the main objective of plurilingualism is to develop a linguistic repertoire in which each linguistic ability is given, and to achieve this aim it is essential that educational institutions to diversify giving students the opportunity to develop a plurilingual competence.

In accordance with CEFR it is necessary to intensify the learning and teaching of languages in the member states, an international communication combine with a respectful identity and cultural diversity, an intensive personal interaction, an improvement in employment relationships and a mutual understanding. But to achieve all these goals it is also necessary to make easier and encourage the learning of languages throughout the whole life of students, from preschool to adults.

So, regarding plurilingualism it is also important the concept of culture because language and culture usually go hand-in-hand and they are a means of access to cultural appearance.

CEFR makes a distinction between these two aspects as plurilingual competence and pluricultural competence. The two of them present a certain degree of imbalance and variability, since students, usually, achieve a greater domain of one language over the others, showing an excellent oral competence in two languages but just a good written competence in one of them. Thus, the different attitudes and values may create limitations in the course of interaction with a native speaker in those cases of a language in which the individual has limited linguistic competence, whereas the same individual may adopt a more reserved attitude in a language he knows better.

2.2 PLURILINGUAL AND PLURICULTURAL COMPETENCE

Plurilingual and pluricultural competence do not result of a simple addition of two (or more) monolingual competences in several languages. It allows combinations and alternations of different kinds for the purpose of communication and to take part in an intercultural interaction. In addition, the experience of plurilingualism and pluriculturalism accomplish different goals:

- It makes sociolinguistic and pragmatic components in communicative competence more complex in return.

- The individual will gain a better perception of what is general and what is more specific in the linguistic organization of different languages.

- The individual will improve his or her capacity to form relations with others and to deal with new situations.

So, the development of plurilingual and pluricultural competence encourages the appearance of linguistic knowledge and metacognitive strategies, which are beneficial for the individual enabling him to become aware of and to control his own impulses to handle different tasks.

Recent studies about plurilingualism reject the native speaker as the ideal referent during the process of a second language or third language acquisition, in fact they defend a development of plurilingual competences in which an individual be able to develop large linguistic competences concerning the different language of learning. These languages will be trained in a plurilingual and pluricultural context and they will be handled as a whole. Doubtlessly, the role and the motivation of the learner are indispensable to achieve positive objectives.

In the current context, the Common European Framework of Reference for Languages (CEFR) emerges as a guide to establish clear judgments for the different member states. To accomplish this aim, the learning of languages is proposed as a process that must be developed over the whole life, establishing common criterion in order to facilitate the communication among institutions, and requiring also the adaptation of students and teachers to this new situation. Thus, CEFR states the education of the individual in a plurilingual context, stating:

> "…the plurilingual approach emphasizes the fact that as an individual person´s experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact". (CEFR Section 1.3)

The development of a plurilingual competence is determined, without the slightest doubt, by contextual aspects, that is why the process of teaching-learning languages in an isolated way is somehow useless. On the other hand, a sociolinguistic context in the process of teaching-learning is essential to achieve positive objectives. Therefore, plurilingualism must not be presented as a quantitative change in the number of languages that an individual can speak.

In fact, plurilingualism can be also considered as a sociological aspect, as a person characteristic, as an educational approach to preserve linguistic diversity, and all these perspectives are increasing across Europe. It means, the CEFR includes series of sociological and sociocultural knowledge about day life, personal relations, religion and values, body language, social convections and behavior. All these knowledge are related to language and its learning, so they are useful to learn and know the language of a society.

2.3 COMPETENCES IN THE TEACHING-LEARNING OF A LANGUAGE: INTERCULTURAL COMPETENCE, COMMUNICATIVE COMPETENCE AND SOCIOCULTURAL COMPETENCE.

2.3.1 INTERCULTURAL COMPETENCE

We are living in times of great change and as educators we must prepare our students for the 21st century. Teaching a foreign language in a classroom means not only connects students to different linguistic aspects but also connect them to a world which is culturally different to theirs. Therefore, teachers must promote the acquisition of intercultural competence in their students. Unlike grammar culture is not expressed and studied in the language classroom through written texts or functions of language; in fact culture requires some effort from language and human interactions and relationships. It is necessary to understand how language and culture connect in one language, and intercultural experience involves the revision of believes, attitudes, traditions, identities and values as well as the different ways of thinking and points of view. The cultural aspects of language and communication must be investigated and treated as part of the second language learning process. According to Bennet, Bennet and Allen (2003) intercultural competence makes reference to the general ability to transcend ethnocentrism, welcome other cultures, and provide appropriate behavior in one or more different cultures. So, it is important that a teacher knows the diversity of culture and languages that converge in a classroom, as well as the different cultures of English.

According to Lo Bianco intercultural language teaching has three fundamental aspects:

- The teaching of a linguaculture.

This term recognizes the intimate links between language and culture (Attinasi 1988). In the words of Byram (1995) an intercultural speaker is able to perform their linguistic competence

and their sociolinguistic knowledge of the relationship between language and the context in which it is used, for the purpose of achieving interaction across cultural boundaries, to anticipate misunderstandings, and, to overcome cognitive requests of engagement with being different.

- The comparison between learners' first language/culture and target language/culture.

It implies that teaching a foreign language/culture in contrast to learners' first language will achieve the learning of both one´s own linguaculture and the target linguaculture.

- Intercultural exploration.

It is important to understand how different worldviews operate and explore to create interculturality, so the essence of intercultural competence concerns the ability to recognize where and when culture is manifest in cross-cultural encounters and to manage those situations.

Thus, the relation between language and intercultural competence are inseparable because all parts of language are related to cultural aspects and, in the context of a foreign language, we must take into account that intercultural competence is linked to communicative competence.

2.3.2 COMMUNICATIVE COMPETENCE

As stated in CEFR (chapter 5.2) the development of the communicative competence must be taken into account comprising not only linguistic aspects but also aspects such as affective relations, socio-cultural awareness, learn to learn,… among others. Through a communicative competence an individual is able to act using particularly linguistic mediums. Besides, this competence includes different components: linguistic, sociolinguistic and pragmatic.

- Linguistic competences

Linguistic competences contain knowledge, lexical skills, phonological skills and syntactic skills; this component is related not only to a quality of knowledge but also to a cognitive organization. Throughout the years different models to facilitate language learning have been investigated, till finally the approach adopted attempts to identify and classify the main components of linguistic competence. CEFR establishes the following parameters and categories which may be useful to achieve the linguistic competence, which we will discuss and select later in different suggested advertisements:

- Lexical competence makes reference to the knowledge of, and ability to use the different vocabulary, lexical elements and grammatical elements of a language.

- Grammatical competence involves the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences. CEFR classify its

elements in closed words classes, in this case in English, for instance articles, demonstratives, question words, structures, morphology, word-formation, syntax, etc.

- Semantic competence makes reference to meaning of the different grammatical elements, categories, structures and processes, as well as to the organization of meaning.

- Phonological competence involves the skill in the perception and production of the variety of sound-units.

- Orthographic competence involves the perception and production of symbols in a written text, such as spelling, punctuation marks, typographical convections, logographic signs in common use, etc.

- Orthoepic competence requires the production of a correct pronunciation from a written form, which includes spelling, the ability to consult a dictionary, intonation or the ability to resolve ambiguity.

- Sociolinguistic Competence

Sociolinguistic competence makes reference to sociocultural conditions and social conventions. In fact, this competence has a great influence in a linguistic communication among participants of different cultures. Lastly, pragmatic competences have to do with the functional usage of the different linguistic resources, as well as with cohesion, coherence and the identification of contrasting type of texts as irony or parody.

So, the capacity of speaking in a foreign language means to activate its communicative competence, and it depends on several factors being necessary to activate some strategies to accomplish a task. Thus, competences and strategies are mobilized in the performance and development of an individual´s experience. CEFR summarizes this approach in chapter 2:

> "Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences".
> (CEFR Section 2.1)

Following chapter 5.2.2 CEFR includes some matters relating to language use:

Linguistic markers of social relations which differ in the distinct languages and cultures, such as use and choice of greetings, address forms, convections for turn-taking, and expletives.

Politeness conventions are, without a doubt, the most important since they vary from one culture to another and are frequently the reason of misunderstanding. CEFR divides them into "positive" and "negative" politeness, appropriate use of "please" and "thank you" and impoliteness.

Expressions of folk wisdom are a significant component of the linguistic aspect of sociocultural competence, including proverbs, idioms, and expressions of attitudes, values and beliefs.

Register differences includes varieties of language used in different contexts, formal, neutral, informal, familiar, intimate, etc.

Dialect and accent is a good resource to recognize a social class, regional provenance, national origin, ethnicity or occupational group.

European language region are not completely homogeneous, that is why there are different regions with its peculiarities in language and culture. So, recognizing the different features gives significant clues to maintain a sociolinguistic and communicative competence in a certain context.

- Pragmatic Competence

The term pragmatic competence makes reference to the capacity of using language according to a social context or event, in which a communicative action is happening, so the individual must know to use a specific vocabulary, grammatical structure and register depending on the seriousness. According to Kasper (1997), teaching pragmatic aspects in a classroom does not mean teaching new concepts, but helping individuals to be conscious about what they already know and encourage them to use that universal pragmatic knowledge in different contexts when using a foreign language.

This competence concerns the learner´s knowledge according to discourse competence, functional competence and design competence. Going in depth these competences, discourse competence makes reference to the organization, structure and arrangement of the discourse, it means the ability the learner has to arrange sentences and produce coherent messages. At this point it is important to mention Grice´s principle, "co-operative principle" (Grice 1975), who defines it as follow:

> "make your contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged, by observing the following maxims: quality (try to make your contribution one that is true); quantity (make your contribution as informative as necessary, but not more); relevance (do not say what is not relevant); manner (be brief and orderly, avoid obscurity and ambiguity)".

Functional competence makes reference to the performance of communicative functions for a particular purpose, so it is relevant in those turn-taking situations in which the individual is seeking factual information, expressing attitudes, socializing as well as a sequence of sentence is produced such as in descriptions, narrations, explanations, instructions, etc. Lastly, design competence involves knowledge of and ability to use the schemata to achieve communication, such as verbal exchange, moving to place of transaction, selecting goods/services, discussing pros and cons, etc.

As it has been showed, communicative competence includes the general capacities an individual must achieve to establish a correct and coherence communication, which encompass linguistic and cultural aspects.

2.3.3   SOCIOCULTURAL COMPETENCE

Following Pastor Cesteros (2004) definition, sociocultural competence may be defined as the sociolinguistic rules and cultural standards which afford adequate linguistic interventions in a certain context. Thus, an individual not only must be fluent in a second language linguistically, but also he or she must be able to participate maintaining an adequate communication. Nowadays we are living in a society which favors intercultural contact because of globalization, migratory movement, commercial exchanges, tourism, so it is necessary to achieve the correct linguistic and grammatical productions depending on the current situation. Sometimes a non native individual tends to interpret an action from his or her cultural point of view, which will imply a misunderstanding and a possible cultural shock, which is why it is essential to know the different sociocultural conventions in a different society.

Currently, CEFR contains in its chapter 5 the importance of having a sociocultural knowledge of a certain society. CEFR makes reference to some contents which, even though they might not be related to the object language directly, they may be useful to learn a language through the society, being important enough to gain the individual´s attention.

Sociocultural knowledge included in CEFR is:

- Daily life: Food, drink, leisure activities, work hour, etc.
- Living conditions: living standards, housing conditions, social assistance.
- Personal relations, familiar relations, gender relations, work duties, etc.
- Values, believes, faith and respect of wealth, tradition, politic, arts, religion, national identity and institutions.
- Body language
- Social convections: punctuality, presents, clothes, etc.

- Correct behavior in the different events: ceremony, religion events, celebrations, parties, etc.

Thus, sociocultural knowledge contributes to individual´s learning since he or she is able to acquire and learn social conditions through different elements and situations, contributing so to his or her learning. Therefore, the use of advertisement as educational resource in a classroom may give the individual certain knowledge and traditions, which will be beneficial in his or her future learning and improvement of a second language, going a little further linguistic borders.

2.4 ETIMOLOGY AND BRIEF HISTORY OF ADVERTISEMENT

According to Oxford Dictionaries the term *advertisement* is defined as "a notice or announcement in a public medium promoting a product, service, or event or publicizing a job vacancy". (Oxford dictionaries online)

Seeking the equivalent term in Spanish in the Real Academia Española (RAE) dictionary, it is defined in its third acceptation as "Divulgación de noticias o anuncios de carácter comercial para atraer a posibles compradores, expectadores, usuarios, etc".

So, we can see that both definitions make reference to its informative and commercial subject, as the fact of attracting the attention of an audience. However, advertising has experienced an increase of its contents, possibilities and intentions through history so that advertisement is not only available for a commercial purpose but also for a learning purpose. In its historical evolution advertisement has attempted some changes from a simple to a greatest complexity. Advertising communication has always used the different media to communicate. Thus, oral communication was the main advertisement in the old days and during the Middle Ages, and it was in 1477 when the first printed advertisement was established. Related with the English journalism, advertising spread starts its expansion through Europe during the XVII and XVIII centuries when advertisement starts as a combination of art and publicity. Then, due to the Industrial Revolution the concept of competition appears as the necessity of persuading people to buy the different products. The appearance of the cinema, the radio and the television, at the end of the XIX century, changes the notion of advertisement and a combination of text, image and sound is established to persuade buyers. Accordingly the evolution of advertisement is bounded to different factors through history: economy, communication media, freedom of expression, advertising agency, etc. Currently, because of technological progress publicity has been adapted to different media such as Internet, mailing, merchandising, pamphlet, text messages, etc. Despite this, the main objective of advertisement has been kept, which is to persuade an individual to acquire a

product, and according to Mattelart (1990, Marciá Mercadé, 2002:41), it has became an essential act; advertisement has undergone to become a communicative system different from others. It has an influence in the individuals' life and it affects our way of thinking, culture, education, politics… as Robert Guerin (Furones, 1980:4) affirmed "the air we breathe is a compound of nitrogen, oxygen and advertising," which expresses the relevance that advertising has in our lives. Advertising uses a combination of resources to catch the individual´s attention to achieve a communicative perspective and develop a function through its language.

2.4.1 LANGUAGE FUNCTIONS IN ADVERTISEMENT

Advertising language is a communicative act in which several factors intervene, so there is an emitting, an advertising agency, a recipient, an audience, a channel, a code, the language, a message, a speech and a context. Taking into consideration all these factors, Jakobson (1960) makes a distinction among different functions which may be applied communicative language.

- Conative function: in this case, the language is used to have an influence in the recipient, so the appearance of imperatives and interrogatives sentences is usual.

- Phatic function: the language tries to keep a connection between the audience and the recipient recreating daily incidents.

- Referential function: advertisement informs about a product, a name, a brand, a style of life which follows some specific characteristics and it is addressed to a specific type of individual.

- Emotive function: in this case, the main point is to persuade an individual from an emotive point of view.

- Poetic function: it is usual the appearance of linguistic and aesthetic resources such as metaphors, irony, hyperbole, among others, to cause a reaction.

- Metalinguistic function: as we can deduce, this function makes reference to the use of linguistic codes.

2.4.2 ELEMENTS OF ADVERTISEMENT

An individual can learn a social behavior through four methods. On the one hand, association and imitation; on the other hand, persuasion and communication, these last belong to human race and through which logic and social rules are learnt, they are significant since as Jaques Rigaud said (Ferrer, 1994:35), "there is neither true culture without communication, nor true communication without culture". So, communication causes new social behaviors in individuals, and to achieve this communication it is essential that emitting and recipient share

some internal experiences determined by culture, social group or the context in which the action is being performed.

Throughout history, advertisement has suffered a development to adapt itself to new societies and technology. Nowadays, advertisement can be presented in different forms such as video, image, sound or text, and along the practical framework of this work we will mention examples using some of those formats.

Concerning graphic advertisements we can find three elements: headline, text and slogan. The first one is usually found in the centre of the section to catch the audience attention using metaphors and symbols, it is usually brief and easy to memorize. In the text usually appears some selected information about the product, the description is done using the third person singular to guarantee its quality, and sometimes it is done in the first or second person plural adding emotive characteristics. Finally, the slogan commonly appears at the bottom. Linguistic resources such as rhythms, embodiment, puns, etc., are used to persuade. In addition, the slogan of a product may appear in a different language associating that product with a different culture.

Another type of advertisement we will use as didactic resource are TV advertisements. They employ different codes like music, image, narration and text to gain a brief, simple and effective message, as well as we can distinguish three elements which characterize TV advertisements: opening, development and closing. The opening is compounded of image, sound and music predicting the context in which the advertisement will be developed. Then, the body is the most important element since it describes the product giving reasons to acquire it, so a script is necessary. Lastly, the TV advertisement ends with a closing in which the trademark and the slogan are shown.

2.5 ADVERTISEMENT: CONTENTS TO WORK IN A CLASSROOM

To achieve an effective process of communication in a culture, it is essential to have an adequate environment. Each individual has his or her own likes but there are a lot of preferences which are shared by the whole cultural community and, these preferences are learnt through a process of socialization. (Escandell Vidal, 2004:185).

Learning and teaching a different language not only means to provide or acquire grammatical rules, syntax, etc., but also to show and embrace the different representations of that new culture, since as Janney and Arndt (in Escandell Vidal, 2004:185) affirmed: "becoming an usual member of a culture means to sense, think and behave in the same way the rest of the members of that culture". It is known that in a society native speakers of a language have a better acceptance of grammatical errors or vocabulary from a foreigner than of pragmatic or

cultural interference. Advertising messages are a way of communication since they include as much pragmatic aspects and cultural and linguistic aspects, so it is a useful resource for individuals to learn not only a language from a different country but also its habits and culture. In addition, advertising messages will contribute to the development of intercultural competence among individuals. Another reason to use advertisement as didactic resource in a classroom is that there is a constant presence of advertisement in our society, and it has a great influence over native people, so it seems essential to add this type of communication during the learning of a second language.

According to Boletín Oficial de Castilla y León (BOCYL), published in May 2015 making reference to foreign language section, it notes: "plurilingualism is a distinguishing mark in a multicultural and multilingual Europe, where diversity must not be an obstacle concerning mobility, relations and cooperation but it must constitute source of personal, social and cultural acquisition and a progress factor".

Then, examining BOCYL in first foreign language section, paragraph four establishes:

> "In a globalizing world where distances have been reduced considerably, the acquisition of foreign languages means to have knowledge and acceptance of concepts such as habits, culture, traditions and beliefs, involving a positive and open-minded respect of different realities and contributing a personal and mutual enrichment, a symbiosis among cultures which will facilitate conflict resolution and a progress on knowledge, culture, science and technology".

So, both sections emphasize social and cultural aspects which an individual must acquire to progress on the learning of a language and a culture. Going deeper concerning the contents of a foreign language we can see it is mentioned the importance of developing sociocultural and sociolinguistic aspects in a classroom: "Sociocultural and sociolinguistic aspects: social convections, courtesy rules and basic codes; costumes, values, beliefs and attitudes; body language".

During the next section we will show some selected advertisement containing linguistic, sociolinguistic, sociocultural and pragmatic aspects, which will be helpful for individuals to acquire knowledge and necessary skills to achieve an effective communication inside and outside the classroom. As we will mention a high quantity of examples of advertisements to work in a classroom, we will only explain some of them during the practical framework of this work, where we will focus on the main objectives and the reasons why we chose them.

2.5.1 LINGUISTIC ASPECTS

Linguistic contents in advertisement inform about a product but they also provide linguistic resources and expressions which are useful for the individual, since they will help them to retain different grammatical aspects and vocabulary or to reinforce those aspects.

- Idioms: Ben and Jerry´s "Eat away your feelings"
- Phrasal verbs: Pepperidge Farm "The snack that smiles back"
- Metaphore: Red Bull "Red Bull gives you wings"
- Hyperbole: Altoids Peppermints "Mints so strong they come in a metal box"
- Alliteration: McDonalds "big.beefy.bliss"
- Questions: Simple Pleasures Cookies "Why does the milk have to be more nutritious than the cookie?"
- Prepositions: Niko "Through the dream"

2.5.2 SOCIOLINGUISTIC ASPECTS

According to CEFR sociolinguistic aspects make reference to social dimension and its use of language, so the following paragraphs show the distinct aspects that are included in this point.

- Social relations: British Airways TV Commercial "Fuelled by love"
- Courtesy: RATP Group "Stampeding people in the train doesn´t represent a time gain"
- Beliefs, attitudes or values: Pghenvironmental "Water. It´s part of your world, keep it clean"
- Dialect and accent: "The Parlour - Kelly´s of Cornwall TV advert #speakCornish"

2.5.3 SOCIOCULTURAL ASPECTS

Advertisement encompasses a variety of aspects defining costumes, style of life and tradition in a society. Thus, it is important to show these characteristics in a classroom since they provide a different knowledge instead of only grammatical aspects. According to CEFR we can find sociocultural aspects in the following examples.

- Diet: Dr Pepper "Introducing cherry chocolatediet Dr.Pepper"
- Travel: MSN Cruise "Not just any cruise – 60 seconds commercial"
- Holiday: "Heathrow Bears Christmas TV advert - #HeathrowBears"
- Traditions: McDonalds "UK Carrot stick (2017)"
- Sports: Nike "Make every yard count"

2.5.4 PRAGMATIC ASPECTS

As we said before, pragmatic aspects have to do with the structure and organization of a speech, as well as its communicative functions. Remembering Grice (1975), communication must follow the co-operative principle applying some maximums according to quantity,

quality, relation and mode. Therefore, showing different advertising examples which follow pragmatic aspects will accomplish an effective speech in individuals.

- Berlitz Corporation Berlitz Commercial "We are sinking"
- Tesco "Tesco to launch a supermarket price war"
- CSQL" Volunteer recruitment CSA 3 – 2012"

3. PRACTICAL FRAMEWORK

3.1 PRESENTATION

One of the main objectives we have proposed during this paper is the closeness of advertisement in a second language classroom as didactic resource. We have selected various formats of advertising: written advertising in magazines or newspaper, informative posters and TV spots. Even this resource can be adapted to any level, as we showed before, we have decided to focus on an intermediate level of English, it means B1 or B1.1 level according to CEFR and the Compound Volume (CV). Our classroom would be composed of students with different professional and personal motivations to learn English.

According to Bohórquez (2013), the use of advertisement in a classroom is considered as diverting element and it is greatly motivated among students. So, the use of advertisement is a considerable opportunity to encourage the teaching-learning of a language in a classroom, and teachers must not waste this lucky occasion to support didactic units based on different linguistic and cultural aspects, which will develop and achieve communicative competences in that language. We expect students to improve their productive and comprehension skills in English focusing on linguistic and cultural contents through communication based on real and quotidian situations and using real material. Advertisement uses true and original language proposing real situations which will contribute to the cultural learning of a society for a student, since it contents linguistic and pragmatic aspects that will improve his or her communication and comprehension competence.

Given that the purpose of this paper is to achieve an accurate knowledge of sociocultural and linguistic aspects through advertising, we propose to accomplish a communicative approach. Therefore, every proposed activity will follow a communicative approach and students will communicate about different topics expressing their opinions, comments and points of view, as well as they practice the advisable grammatical aspects.

3.2 OBJECTIVES

The main objectives we propose during the practical framework are the following:

- Getting used to advertisements from Great Britain in magazines, newspaper and TV.
- Activating previous cultural knowledge about advertisement in that country.

- Establishing some differences between advertising in Great Britain and Spain according to linguistic and cultural aspects.

- Recognizing the influence of advertisement over individuals.

- Distinguishing the different parts of an advertisement: written advertisements and TV spots.

- Relating the different functions of language in advertising.

- Recognizing and comprehending the cultural and sociocultural charge in advertisements.

- Understanding principal ideas and underlying ideas and details in advertising.

- Employing target language to communicate.

- Improving speaking and listening skills

- Improving and reviewing grammatical aspects (linking words, prepositions, verbal tenses…) and vocabulary

- Collaborative working.

- Using TICs in a classroom for learning.

- Evaluating their partners from a critic point of view

- Motivating students about the useful use of advertisement to know a society and a language.

3.3 METHODOLOGY

As we said before, we will focus on a communicative approach during this part. Communicative approach comes from communicative competence, which is known as the knowledge of using language in real situations. In particular this competence would be related to what Hymes (1971) proposed as "ethnography of communication" to describe a new approach to understanding language in use. He stated:

> …"that the study of language must concern itself with describing and analyzing the ability of the native speakers to use language for communication in real situations (communicative competence) rather than limiting itself to describing the potential ability of the ideal speaker/listener to produce grammatically correct sentences (linguistic competence). Speakers of a language in particular communities are able to communicate which each other in a manner which is not only correct but also appropriate to the sociocultural context. This ability involves a shared knowledge of the linguistic code as well as of the socio-cultural rules, norms and values which guide the conduct and interpretation of speech and other channels of communication in a community" (Hymes 1971)

That is communication using not only correct sentences grammatically but also in accordance with social situations. Indeed, communication favors four skills: reading, speaking, writing

and listening, according to different levels of competence. Conforming to Bérard (1995) the communicative approach is developed from audio-oral and audiovisual methodologies to teach languages using real documents from daily life. Its main purpose is to establish a communication in which the necessities of an individual are taken into consideration, and it will improve his or her oral comprehension and production as well as his or her written comprehension and production. The individual will be able to use that knowledge in real situations, respecting sociocultural rules and codes in a society. So, individuals will be capable of learn to learn through communicative strategies creating a respectful environment and a pleasant communication among students and teacher and students.

Therefore, the basis of communicative approach is to move real communicative situations to the classroom, so our activities and works will be design according to it. However, to achieve an acquisition and real use of language we have considered it is necessary to apply an inductive learning by which the teacher will work as instructor during the learning of students, and the students will work together by projects and tasks. Motivation is very important in a classroom that is why we will select dynamic and entertaining activities from real advertising resources for students to achieve their objectives and their will to learn increase. We have to take into account that these didactic resources will be introduced in a classroom occasionally, since they are designed as a contribution to learning according to linguistic and cultural aspects of a language in a society, and they will be also useful to practice and remind previous grammatical aspects and vocabulary.

In consonance with the distribution of the classroom it must promote stimulation and possibilities of action since students will have to work by different type of grouping depending on the objectives of each activity: individual work, in pairs or in groups of three or four. The teacher will divide students in the different groups to guarantee a heterogeneous distribution so that each group will be composed of one high level capacities student, one low level capacities student, and one or two usual capacities students, to the extent possible.

Finally, to accomplish the didactic resources the classroom must be supplied with a blackboard, a digital board and a computer with access to Internet.

3.4 CONTEXT

This practical work is lead to a group of students who have different motivations to learn English, such as professional or personal causes, because they want to improve their language or they want to accomplish a higher level. So, they decided to register in an academy of languages and after passing a level exam a group of 15 students is composed. The age of the students varies from 18 to 30 year old adults. In accordance with the duration of a lesson it is

75 minutes, which will be divided into the different activities to accomplish, it will depend on the type of activity but the main activity will always take longer than the first or the last activity. We have to consider that even all of them have passed the exam there are some students whose abilities to learn languages are a little lower than others.

The academy conducted a level exam to know the future students and their major and lower abilities in order to develop appropriated activities related to advertising. According to CEFR students who have a common reference level B1:

> "Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans2. (CEFR 3.3)

Indeed, to promote the learning of its student, this academy develops different activities outside the classroom to live English culture closer. Some of those activities are the following:

- Tea time.
- Culinary social-gathering, in which typical British food is brought or made.
- Literary social-gathering, where students read and enjoy some of the most famous British authors. They can express their opinions and learn about their live while they do different activities. In this section, the academy adapts certain readings according to the level of each group.
- Telecollaboration programs, where students can talk with real native students through Internet.
- Chit-chat conversations, where students meet and talk in English holding a casual conversation.

3.5 PROPOSALS TO WORK IN THE CLASSROOM

During this section we will design and explain the different activities using written advertising and TV spots as didactic resources. We have followed the previous classification, described in point 2.5 from the practical framework of our work, to do an order according to the different contents to work in a classroom, however, even if we follow that classification we will be able to work different aspects in each activity. We will commence presenting the advertisement and its characteristics, then we will select the objectives to accomplish, and we will also show some activities accompanied by a little description, and the reasons why we have chosen this advertisement or why we think they are good for the classroom.

The different activities are designed to be accomplished by a group about 15 students from a language centre with an intermediate level of English, and each session is about 75 minutes. We have to consider that every grammatical aspect will be revised in each section, which is why some activities could take longer time, and, we could not be able to work with each advertisement in just one session.

Mainly, the objectives will be related to the relevant content of each section, although students will improve their oral and written skills from a communicative point of view, so all the activities will be directed to communication related to its grammatical and cultural aspects. Indeed, our activities will be ludic since we want our students to learn and enjoy, thus they will be presented in different formats related to different topics, and, even grammatical aspects will be shown we have considered cultural aspects as main important because teachers are usually too much focused on grammatical aspects, and as we said during this work it is important to know the culture of a society to do not reach misunderstandings.

CEFR states descriptors and degree of precision according to B1 level students of languages related to various aspects of learning (see appendix).

3.5.1 SOCIOCULTURAL ASPECTS

Advertisement: TV commercial (audio-visual) – McDonalds UK Carrot Stick (2017)

Topic: Christmas traditions in UK.

Description: the current advertisement from McDonalds Company represents a little girl who becomes attached to a carrot stick. It shows that in the U.K it is tradition to think about not only Santa but Santa´s reindeers.

Objectives to work:

- Speaking and communicative skills
- Discussion about British and Spanish traditions at Christmas (including food, presents, social gathering, etc.)
- Specific Grammar (*will, going to, may, might, be likely to*)
- Points of view and opinions (*in my view, to my mind, reckon, feel, if you ask me, to be honest, as far as I´m concerned, I think that, I do not think that, it seem to me that, I´d argue that, I do not believe that*)
- Linking words (*but, while, although, even though*)
- Expression of feelings
- Phonology
- Searching for information

Session for this resource:

<u>Before watching activity</u>: 15 minutes

o Look at the image of the advertisement, Can you tell me what is it about? Now, look at the title. What do you think it is going to happen?

The main object of this activity is to active previous knowledge on students about vocabulary and expressions, as well as they will communicate expressing probably and possibly (*will, going to, may, might, be likely to*) and their ideas, views and opinions about the image and the title, (*in my view, to my mind, reckon, feel, if you ask me, to be honest, as far as I´m concerned, I think that, I do not think that, it seem to me that, I´d argue that, I do not believe that*). Also making concessions and linking words (*admittedly*).

<u>While watching activity</u>: 10 minutes + 15 minutes + 10 minutes

o If you look at the following face expressions, can you tell me their feelings?

During this activity we will provide students the image of the main characters ´face expressions, so they will have to identify how they feel and why. We want to emphasize with this activity that emotions or mood, as cultural costumes in a society, are subjective and people have a different opinion about the same mood or the same cultural aspect.

o Look at the following British phrases to express emotions. Can you guess their meaning by the example?

- She´s **flying high** after the successful product launch.
- He´s **pumped up** for his first half-marathon race this weekend.
- I always **feel down in the dumps** when I go back to work after a long weekend.
- Helen **is at the end of her tether** after looking for a job for months without any luck.
- I just asked one question to confirm his request, and my boss **bit my head off**.
- After reading "IT," she became **afraid of her own shadow**.
- I **puzzled over** the assignment for a few days before I decided to ask my professor for clarification.

During this activity students have to identify the emotion behind these expressions. Then the teacher will provide some different situations for students to communicate using the phrases above.

o What Christmas tradition from the U.K can you identify in the spot? Is it the same in your country?

Post-Activity: 15 minutes + 10 minutes

o In groups of three make a list of U.K Christmas traditions in contrast to Spain Christmas traditions, (food, gifts, social gathering, events…). You can search on Internet.

Then students will comment their ideas and we will discuss which ones are the most unusual or funny traditions in both countries, as well as which ones are their favorites or they would like to be present in their countries. They will use linking words for contrasting ideas (*but, while, although, even though*), and conjunctions to express reasons and results (*because, as*).

Advertisement: TV commercial (audio-visual) – HSBC Funny Culture Ads "Eels"

Topic: Table manners

Description: A British man is having dinner in a restaurant accompanied by some Chinese partners. There is a cultural misunderstanding when the British man finishes his food.

Objectives to work:

- Communicative speech
- Listening comprehension
- Respectful and fair values
- Discussion about table manners in UK and other countries (culture)
- Specific grammar (*will, going to, may, might, be likely to*)
- Expression of views and opinions (*in my view, to my mind, reckon, feel, if you ask me, to be honest, as far as I´m concerned, I think that, I do not think that, it seem to me that, I´d argue that, I do not believe that*)
- Food and cutlery vocabulary
- Searching for information.

Session for this resource:

Before watching activity: 15 minutes

o Look at the image of the advertisement, Can you tell me what is it about? Now, look at the title. What do you think it is going to happen?

The main object of this activity is to active previous knowledge on students about vocabulary and expressions, as well as they will communicate expressing probably and possibly (*will, going to, may, might, be likely to*) and their ideas, views and opinions about the image and the title, (*in my view, to my mind, reckon, feel, if you ask me, to be honest, as far as I´m*

concerned, I think that, I do not think that, it seem to me that, I´d argue that, I do not believe that). Also making concessions and linking words (*admittedly*).

<u>While watching activity</u>: 10 minutes + 15 minutes + 10 minutes

- o What are the men from the video eating? Would you eat it? Reason your answer.
- o According to the video tell me two table manners for Chinese people.
- o According to the video tell me one table manner for British people.

During this activity, students will have to understand what it is said in the video and they will show their answers discussing their opinions about those different cultural traditions.

- o Table manners are different throughout the world. Look at the following traditions from different countries and try to guess which country they are related to. Then, give your answers to your partner and correct his or her answers according to the information your teacher will read.

France	Japan	Germany	Spain	Mexico
Great Britain	Korea	Hungry	Georgia	Thailand

- Spoons are the main utensil to eat; they only use a fork to push the food.
- A "supra" is a toast where you have to drink up in a shot.
- Asparagus are eaten using hands
- It is tradition to enjoy an after-dinner conversation.
- People never drink up with beer.
- In this country you will never accept a dish or a glass held in one hand.
- You must keep your hands on the table after eating, never under the table.
- It is considered as presumptuous to use any piece of cutlery when eating tacos.
- If you crush potatoes using a knife and a fork, the chef will consider you think potatoes are not soft enough.
- Chopsticks must be horizontal on the table while you are not eating from a bowl.
  - o What table manners can you named from your country?

The main object of the first question is students to get used to different cultural table manners and to be respectful and fair correcting their partners´ answers. Students will also improve their listening skills trying to understand some short texts, read by the teacher, which contain the correct answers.

With this activity students will speak contrasting their answers and giving reasons according to these dissimilar cultural habits. After that, they will communicate their table manners in their country.

During the second part, students will share table manners from their country and their thoughts about them. They will learn how important culture is in a society and they will learn to respect other people ´culture.

Post-activity: 10 minutes + 15 minutes

- o We have seen table manners differ from one culture to another, but what about food? Do you think diet is very different among countries? Why?
- o Breakfast is said to be the main meal of the day since it is very important to wake up strongly, but what do people have for breakfast in the UK? What about other countries such as Spain, Colombia, Marrakech, Chile, America, Slovenia, Italy, Germany or Finland?

Students will active previous knowledge about food and cutlery vocabulary to answer the questions and explain their reasons. Then, the teacher will divide them in pairs to search for information about breakfast in the different countries; they can use their laptops and mobile phones. Finally students will have to show their datum in front of the class. Finally, all together will express their opinions about food and the reasons why they think people from a particular country eat a particular food.

Possible results:

The reason why we have chosen TV spots is because they are related to cultural knowledge and students can think about other cultural aspects in that society and their own one according to the current topic. Indeed, we can work several aspects in a classroom using these commercial since students can practice and revise grammatical and phonological aspects and vocabulary according to CEFR. Students will improve speaking skills because these activities follow a communicative approach and they will be communicating different information one another during the whole session; students will improve their listening comprehension since our resources are TV spots so they need to understand what people from the spots are talking about to answer the questions, and to comprehend the different cultural aspects, as well as to understand what their teacher is reading during the task of the second TV spot; pronunciation is also emphasize in these activities because they are listening real material form real native people; students will practice grammatical aspects to express points of view, to speak about probability and possible facts about the commercials and to contrast ideas; vocabulary is also worked because students will be forced to remind what they have studied during the academic

course to be able to accomplish the different tasks; <u>searching for information</u> is also important since students will learn how to select correct information and search for reliable sources. Finally, these activities promote <u>respect and impartiality</u> in a classroom since students must comprehend that every culture has its characteristics and we need to respect them, as well as we must respect other people´s opinions and values. Thus, as we can see, we have worked different academic aspects through advertising resources in a classroom.

As we said before, our main aim is that students communicate in English and it is something we can achieve conducting these activities. Besides, in the opinion of Guerra Robles (2013) the use of audiovisual resources improve language learning since they are related to attitudes, interests, motivation and opinion, as well as thought, reasoning, problem solution and perceptual skills.

Audiovisual resources, such as TV commercials, develop the learning of gifted students and low ability students since the use of video and listening students are able to work similarly so it is useful to diversity outreach.

3.5.2 LINGUISTIC ASPECTS

<u>Advertisement</u>: written advertisements – The Beatles in concert informative poster and Rugby match informative poster.

<u>Topic</u>: the use of prepositions and connectors of contrast.

<u>Description</u>: The first poster gives some information about a concert that the famous British band The Beatles is going to perform. The second one is promoting a rugby match.

<u>Objectives to work</u>:

- Speaking skills
- The use of prepositions (*in, on, at, with, within, about, for)*
- Connectors of contrast (*although, however, but, on the contrary, while, despite)*
- Collaborative work – description of an event
- Writing skills
- Use of TICs (*Kahoot* and *Canva*)
- Peer-assessment

<u>Session for these resources</u>:

<u>Opening activity</u>: 15 minutes

- o First advertisement: What is this poster promoting? Who were The Beatles? What information can you guess from the poster?
- o Second advertisement: What is this poster promoting? What information can you guess from the poster? Is rugby popular in your country?

o What differences can you find between the two advertisements? Use connectors of contrast.

During this activity students will be presented the resources they are going to work with and we will know their knowledge about two main essential in the British culture. So, with this activity students will improve their speaking skills trying to speak fluently using the appropriated prepositions of time (*in, on, at, with, within, about, for*), and connectors of contrast (*although, however, but, on the contrary, while, despite*). We will do a brief explanation for students to remember the required grammatical aspects for this activity.

Main activity: 15 minutes + 30 minutes + 15 minutes

o *Kahoot*. We have selected some sentences from real advertisement, fill in the gaps with the correct prepositions (about, for. with, in at, on, within).

- All suits   sale

- Arts   nature. Festival 2018

- Book online today   gabatravel.com

- A school that prepares your child   life

- Imagine: hands   learning

- It´s action is registered   the framework of service office.

- Nothing fake   them

- This is no shape   a girl

- Snapchap: now   added ads

- Study   the UK

o In groups of three, create a poster using a computer program, *Canva*, about an event indicating information about hour, day, place, address, and all the necessary information that you feel it is appropriate. Then write a paragraph giving information about the event to send it to your friends.

During these activities students will reinforce the use of prepositions, and they will also get used to computer programs: *Kahoot* is a game-based learning platform in which through a creation of questions students can complete a test or activity while they learn and enjoy themselves. *Canva* is a free program to create graphic designs for free. So, the previous day the teacher will remind students to bring their mobile phones for playing *Kahoot* and one laptop for each two students for using *Canva*. In case some of them do not have one, the teacher will let them hers or his laptop. Indeed, students will improve their writing skills composing a text about their project. To create the event the teacher will show some

advertising sample posters *(Bikes4life, Cancer warriors fashion show, Running 5k with the dog*s) for students to catch the idea.

Post-activity:

Students will present their posters and their descriptions in front of the class. Then all together will express their opinions about the different events and works contrasting one with another, evaluating their partners' works.

Advertisement: Ben and Jerry´s, AmnestyUSA.org, Chevy Chase Bank

Topic: Idioms.

Description: the first advertisement is from a known food processing industry. The second advertisement is from an international organization dedicated to protect human rights worldwide. And, the third one is from a large banking company.

Objectives to work:

- Speaking skill
- Use of idioms
- Writing skills (grammatical aspects, vocabulary, concordance, linking words)
- Quotation and punctuation marks
- Research project

Session for these resources:

Opening activity: 10 minutes + 15 minutes

The teacher will present the topic of the lesson speaking about an idiom "it´s raining cats and dogs."

  o Have you ever heard this expression? What does it mean? Anyone know where this idiom came from?

The teacher will explain how it was arisen: it used to rain in buckets during the Middle Ages in England since there were not conditioned sewage systems and cats and dogs used to be dragged by the current and drowned.

  o Look at the different advertisements. What is it advertising? Do you know that organization? What does it mean? In what situations would you use that expression?

  o Do you know any similar expression in your language?

The students will answer the questions related to the different advertisements and they will discuss their opinions and comments. The main objective of this activity is students to speak and share their comments.

Main activity: 20 minutes + 15 minutes

       o   Students have to write a story using as many idioms as they can, they will have to use dialogue using the correct quotation and punctuation marks.

During this activity students will improve their writing skills by means of writing a story and using the correct punctuation marks. This activity is also useful for students to develop their creativity and revise idioms. Finally, students will share their stories with the rest of their mates explaining the different idioms that they have used.

<u>Post-activity</u>: 15 minutes

       o   Research project home - What does "to cry wolf" come from? What does it mean? Is it inspired in any story/song/film? Search for information and write a text about what you found. You must include the sources in your paper.

Nowadays it is usual to find a computer or more in every house. To do this activity is very important to know that students have a computer with access to Internet at home. In any case they can also use their mobile phones. The aim of this research project is students to get used to search for different type of information about several topics and they to be able to summarize and select the main points, as well as they practice writing skills including grammatical aspects, vocabulary, and concordance and linking words. They can start this activity in class and ask questions to the teacher.

<u>Possible results</u>

We have chosen these advertising resources because we can find idioms in them and it is a good opportunity for students to see the use of these expressions in real material. Indeed, through them the teacher can create a huge variety of activities, such as the ones that we have proposed, to contribute to students´learning and motivation. Students will practice <u>speaking</u> to discuss and comment about the different advertisements and answer the questions proposed by the teacher; students will improve their <u>writing</u> skills through the creation of a story and the description of an event, they will have to consider the <u>grammatical</u> tenses they have been studying during the academic course as well as the use of prepositions, idioms and quotation and punctuation marks to achieve a sufficient work. On account of modern and technological time the use of <u>TICs</u> in a classroom is important from a learning point of view, which is why students will work and learn using computer programs such as *Kahoot* and *Canva* to accomplish different activities. We have considered that students must learn to work in groups taking into account their mates opinions and considerations according to a certain topic, so we have proposed a <u>collaborative work</u> during the first session.

Thus, we have focused on linguistic aspects during these sessions but the use of advertisement in a classroom generates a great variety of activities, and it allow us as teachers to work the

different aspects, sociocultural, linguistic, sociolinguistic and pragmatic according to CEFR, using the same resource. For instance, in this case we have selected two informative posters (The Beatles and Rugby) to create activities based on linguistic aspects, but we are also working cultural aspects because they are symbols in UK, and we have select them on purpose.

3.5.3 SOCIOLINGUISTIC ASPECTS

Advertisement: newspaper special articles: "Cómo ser británico" from ABC Newspaper and "How to be Spanish" from The Sunday Times Newspaper.

Topic: Reading cultural and linguistic aspects about how British and Spanish people are seen each other.

Description: the newspaper The Sunday published an article describing Spanish people, and in answer to it the Spanish newspaper ABC published an article describing British people. We can see the original articles in the appendix of this paper, but the teacher will give students an adapted text from these articles since its level is lower.

Objectives to work:

- Reading comprehension
- Pronunciation
- Translation
- Cultural aspects about British and Spanish people
- Conditionals type II
- Adjectives and questions for describing people

Session for these resources: as we are going to work with long articles, this activity will be divided into two sessions, so during one session we will work with the first article and during the second session we will work with the second article.

First article "How to be Spanish"

Opening activity: 10 minutes + 10 minutes

- o If you had to describe a Spanish person what would you say about him/her? What do they look like? How do they look?
- o If you look at *ad languages corporation´s ad*, could you tell me where do people from the image come from?
- o And people from a different country, such as Norwegian, Italian, Japanese or American?

During this activity students will express their thoughts about people from different cultures and nationalities, so they will realize how important it is to know how other people see us and

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what they think about us because of our believes, behaviors and social relations. Therefore students will be aware of acting according to a certain culture since it is very consequential. Throughout the questions students will improve their speaking skills sharing comments and thoughts, and they will know the importance of respecting different cultures. Indeed they will practice some grammatical aspects and vocabulary related to describing people.

Main activity: 20 minutes + 5 minutes + 15 minutes

- o First article "How to be Spanish." If you look at the image what can you see? What would you say about Spanish through that image? If you look at the title, what do you think this article is going to talk about?
- o Read the article aloud and answer the following questions, give reasons to your answers and indicate the part of the text where you found the answer:

- What does the text say about social relations in Spain?
- Are Spanish considered well-mannered?
- What does the text say about Spanish punctuality?
- Are you agree or disagree with the article? Add some personal example if you can.

Student will read the articles aloud and then they will ask some questions about the texts. The following paragraph is an adaptation example:

How to be Spanish (Paragraphs 2 and 5)

First, forget about Anglo-Saxon concepts of politeness, discretion and decorum. A Spanish walks into a bar, he/she kisses and **hugs** complete strangers, shouting "oiga" at the waiter and dropping anything you can´t eat or drink on the floor. Except glasses. That´s too much. But you can drop the please and thank yous. They´re so unnecessary. […] Start with a breakfast of *tostada*, *sobrasada* and a *cortado*, and don´t ask for butter. This is olive-oil country. Stop whatever you´re doing at 11am and escape for a beer and a sandwich till 2pm when you´re going for a three course *menú del día*, and it will take between two and three hours. Then, have a **nap**.

- o There are some work in bold in the text, relate the following words to a word from the text:

- Embraces
- Supernatural ability
- Amazing
- timekeeping
- crude or vulgar
- kip

34

o Translate the following sentences from the text into Spanish

- Stop whatever you´re doing at 11am.

- Except glasses.

- Arriving anywhere 30 minutes late is considered early and quite rude.

- Remember that.

- Drink your red wine cold

- Can´t believe there is a table free.

- Always take your phone to the toilet.

Post-activity: 15 minutes

o Students will be divided into two groups to play an oral game. One group has to make questions using conditional sentences type II to guess a famous character, while the other group will answer those questions. For example:

- Group 1: If he was a nationality what nationality would he be?

- Group 2: If he was a nationality, he would be English.

- Group 1: If he was an artist what type of artist would he be?

- Group 2: If he was an artist he would be writer.

- Group 1: If he wrote a tragedy would he write Romeo and Juliet?

Second article "How to be British"

Opening activity: 10 minutes + 10 minutes

o What was the last article "How to be a Spanish" about?

o How were Spanish seen by British people?

o Second article "How to be British." If you look at the image what can you see? What would you say about British through that image? If you look at the title, what do you think this article is going to talk about?

As we said before, this second article will be completed in a second session, so firstly we will ask students to make them to remind what we did during the last session. Then, we will start with the second article and we will explain students that this is what the ABC Newspaper responded to The Sunday Times Newspaper.

Main activity: 20 minutes + 15 minutes

o Read the article aloud and answer the following questions, give reasons to your answers and indicate the part of the text where you found the answer:

- What does the text say about hygiene in Great Britain?

- Are Spanish considered good chefs?

- What does the text say about British fashion style?
- Are British people considered learned people?
- If you have visited Great Britain, are you agree or disagree with the article? Add some personal example if you can.

The following paragraph is an adaptation example because this original article is in Spanish:

How to be British (paragraphs 2 and 4)

> First of all, carpet any property roof since Great Britain could also be the promised land of mites; it makes no difference if it is the living-room, the stairs or the bathroom, public bathroom or house bathroom, you can save a lot of money and you will walk on soft. […] If you travel abroad do not forget to package white socks (one sock is enough, don´t exaggerate!) it will be something essential for those sandals.

> o Weed-read (Rinvolucri, 1995). Take out the words or phrases that are extra to the text below.

The April 1st is the day when people try to trick **and warm** their friends **themselves**, to make them behave like fools. In Britain, fooling at this time of the year has gone on **practicing everyday** for centuries, however **by** the origin of the custom still remains obscure. There are several theories about it. **The only** one theory is that in **the** Europe, until the sixteenth century, March **in** 25th, the first day of the Vernal Equinox Festival, was New Year´s Day **Eve**, and on April 1st the last day of the festival people used to give presents to one **each** another. In **the** 1564, Charles IX, the French King, adopted the Gregorian **summer** calendar and fixed **on** January 1st as New Year´s Day.

During this part of the task students will have to comprehend both texts, the first one about "How to be British" and the second one about "April Fool´s Day". They will improve their reading comprehension since it is necessary to comprehend the whole text to answer the questions and to complete the proposed aims. It is important to mention that the original text about British is in Spanish, so the teacher will have to adapt the text into an adequate English level.

Post-activity: 20 minutes

> o Chinese whispers. Students will place in lines and each line will be a group, then the teacher will give a written sentence to the first one of each line, and he or she has to draw what it is written in the paper. Then, he or she will pass that drawing to the next one and he or she will write a sentence telling what is happening in the drawing. And so till the end of each line. After that, the last members of each line will write the sentence on the blackboard and they will

show the drawing. All together will decide which sentence is the correct according to grammar, spelling and vocabulary, and the winner group will receive a point. The sentences will be collected from the articles that students have previously read about Spanish and British. The sentences are the following:

- Drink your red wine cold
- If you are a lady, carry a fan
- Escape for a beer and a sandwich
- Carpet the whole house
- Wear white socks
- You can practice *balconing* at the hotel

Possible results:

There are some articles in newspapers and magazines which can be considered a type of advertisement, like in this case since those texts are publicizing a society and the way they are seen by people from a different culture. We have considered these articles very interesting for our paper because we can practice linguistic and cultural aspects, which are the main points of this section (sociolinguistic). Students will improve their reading comprehension and pronunciation because they have to read aloud and comprehend specific information from the texts to answer some proposed questions. Indeed we have added a short text about April Fool´s Day to include other cultural aspect and to practice reading comprehension in a different way (see Rinvolucri "weed-read" activity in the bibliography). According to grammatical aspects students will practice conditional sentences through an oral game, which motivate them and make them to participate, and they will also work with adjectives and questions to describe people, which is one the main aims of this session. Finally, we have considered translation as an important part of learning languages because it is sometimes forgotten and we think it is interesting to see the different options that exist when translating.

3.5.4 PRAGMATIC ASPECTS

Advertisement: TV spot and informative poster – CSQL Volunteer recruitment

Topic: organization of the speech

Description: the advertisement about the poster and the TV spot show a pragmatic way of recruiting volunteers for a specific cause.

Objectives to work:

- Speaking skills
- Listening comprehension

- Writing skills

- Pronunciation

- Grammar: making questions and answering in a polite way. Requests and apologies.

Session for this resource:

Opening activity: 15 minutes

- o If you saw this advertisement on a wall while you are walking, what would you think it is promoting?

- o Now, let´s play the video related to this image. What is it promoting? What is a volunteer? What does this organization do? What is the aim of this TV spot? Could it be you? What similar organizations do you know?

- o Do you think it is a pragmatic advertisement? Why? Why not?

Firstly, the teacher will present the printed advertisement and then the TV spot for students to answers the different questions, so they will talk about what they have listened and their opinions and comments about organizations and this type of advertising. The aim of this activity is students to realize the importance of being pragmatic in real situations for our speakers to gain the message. The teacher will also explain the importance of being pragmatic when we want to "sell" something or to gain someone´s attention.

Main activity: 20 minutes + 15 minutes

- o Imagine you are searching for a job and you find this informative poster on the street: "Internship Social Media Marketing Internship for 3 months." You want that job! Prepare an interview speaking about yourself, your most marketable skills, a summary of your background, strengths and accomplishments, personal traits and reasons why you would be a great candidate.

- o Then, prepare a list of possible questions that could be done in this job interview.

- o Two students will perform a job interview, one will act as interviewer and the other one as interviewee. Do not forget pronunciation, speech structure, politeness and be pragmatic.

During this activity students will practice writing since they have to elaborate a text talking about themselves in order to get a job, they will also practice grammatical aspects because they need to know how to make questions and answer in a formal and polite way. Finally, some students will perform in front of the class a real job interview trying their best.

Post-activity: 10 minutes + 15 minutes

- o Requests (González Cruz, 2012). What would you say in each of the following situations:

- You want to ask a good friend of yours to let you borrow his notes from a class you missed.

- You want to ask your father for permission to use his car.

- You want to ask your English lecturer to write a letter of recommendation for you application for a course in a British university.

- You are trying to study in your room and you hear music coming from your neighbors' house. You don´t know them really well, but you decide to ask them to turn the music down.

- o Apologies (González Cruz, 2014). What would you say in each of the following situations:

- Your friend has just left his glasses on the sofa. You don´t notice and sit on them, so you break them.

- Backing out of a car park, you crash into another car which was passing by. The driver is a young man you don´t know.

- One of your teachers, a rather old professor, has lent you a book which you have spoiled. You dropped a little coffee in it and also some pages have come out.

- You have arranged to play a basketball (or football, etc.) match with your groups of friends, but you arrive 20 minutes late.

- o Imagine two situations in which you need to make a request and in which you need to apology.

During this activity students will practice requests and how to apology in different situations, so they will remind the grammatical aspects and they will speak performing real conversations. This will be an oral activity so the teacher will select one student to do the request or the apology in each case.

Advertisement: written advertisement - Starbucks informative poster

Topic: giving information and details pragmatically

Description: a poster in which there is some information about one of the largest companies in the world.

Objectives to work:

- Speaking skills

- Writing skills

- Comprehension of specific information and messages

- Collaborative work

- Reviewing grammatical tenses

- Searching for specific information on Internet

- Using TICs

- Peer assessment

Session for these resources:

Opening activity: 10 minutes

        o   Do you know which the biggest companies in the world are?

        o   Look at the image "brands in social media." Did you name any of these? Why do you think they became one of the most important brands/companies? Do you have any of their products at home? Do you consider them quality products? Would you like to work for any of them?

        o   What other big companies do you know?

        o   Why do you know those companies? Do you think they use pragmatic advertisements? What type of information can you see in their products?

During this first activity the teacher will present the main work students are going to deal with. The main objective of this activity is students to speak about their knowledge concerning big companies in the world and they will talk about their experiences and opinions about them.

Main activity: 10 minutes + 25 minutes

        o   Look at the informative poster from Starbucks. What type of information can you see on it? Do you miss anything? Is it important the use of images and real facts? Why?

        o   Why do you think they talk about their goals and success?

        o   Can you guess the purpose of this informative poster?

        o   Do you see similar advertisements of this product in your country?

        o   In groups of three choose one company or corporation from your country (you can find it only in your country) and create an infography through *Venngage* program. Your work must have specific information about the company, it must be attractive using images and real facts and it must be pragmatic since you are trying to keep people attention to get a purpose (selling your product, job offering, getting to know…)

Through this activity students will recognize the influence of advertisement over individuals, since, as we explained during this paper, advertisements adapts to culture and that is why we

cannot find the same type of advertisement or product in every country. Besides, students will realize how advertisement influences people and they will understand principal ideas and underlying ideas and details in advertising. So, we will accomplish the different goals through communication. Students will also use a computer program named *Venngage* to create an infography for which they will search for specific information ignoring the useless one, thus they will have to consider grammatical aspects such as correct verbal tenses and attractive messages and images.

Post-activity: 25 minutes + 5 minutes

- o Students will present their creations in front of the class and they will make opinions and comments and they will ask questions. Then, students will decide which one was the best work.

During this part students will present their works presenting the selected company and giving information about it and their reasons why the decided to include that information, facts, images and messages. This is an important activity because students must get used to work together, present their ideas openly and respect their partners' ideas. In fact, they will get in touch with new technologies which can be useful in their future professional and educational aspects.

Possible results:

Informative posters are another type of advertisement so our students must know its importance and how they influence us, as well as they adapt to a society, for instance, when you travel to a different country you will find advertisement of different products from that country, which you cannot find in your own country, such as *Sainsbury* chocolate in UK, *Francesinha* in Oporto (Portugal), *Shin Chan* biscuits in China or *Musketeers* chocolate bar in America, you might find those products in specialized markets or Internet but they are not advertised in Spain, for example, because they do not belong to that country, and they are part of that culture. Thus, through these activities students will not only learn cultural and grammatical aspects, but also how advertisements influence society. Students will improve their speaking skills because every pre-activitiy starts by questions which make students think and comment; listening skills and pronunciation are also worked in this part since there is a video publicizing an organization which needs volunteers and students must understand that video to answer different questions and to keep a conversation in the class. Students will improve their writing skills preparing a text about themselves and some questions from a job interview in order to get a job, so they will have to consider all grammatical tenses and features they have been learning during the course to do that. So, grammatical aspects are

included in this part because there is also an exercise about making requests and apologies in different situations where students must try to be pragmatic, since this is something that will be useful in their future conversations in English. Students will achieve their goals by reading comprehension of details and specific ideas in a text, and they also will learn to ignore useless information when creating a pragmatic advertisement of a product. Using TICs is a main point in nowadays education, so in this part students will use a computer program *Venngage* to create an infography in a collaborative work. Lastly, peer-assessment is important for students to think and considerer their partners' work, so at the end of this infography students will have to decide who did the best one.

4. ASSESSMENT

The assessment must be continuous. Thus, the teacher must observe and analyze the work of the students daily and, then, he or she will take notes about the development of the different progress of the students and if they do achieve the diverse competences analyzed in the classroom. Indeed, a pair assessment will be done during different activities since it is a way students realize their mistakes and capacities, learn together and communicate together expressing their thoughts and decisions helping one another.

The progress of learning as much as the situation of each student will be considered in the assessment, it means, each student has a different learning speed and diverse capacities, so the teacher will analyze each case to verify if the student has improved and he or she has acquired the require competences.

5. CONCLUSIONS

Our paper started as a proposal of objectives and reasons to use advertisement as didactic resource in a classroom to make use of it from a linguistic, cultural and pragmatic point of view, improving the teaching of foreign languages through a communicative approach. After a large revision of several works we have seen that, because of its importance, effectiveness and its great range of possibilities, advertisement is a great resource for learning languages. During this paper we have followed the different objectives proposed in the introduction starting by the definition of plurilingual and pluricultural competences, since these two concepts are gaining importance during the last years in the educational sphere. Throughout our paper we have explained and followed the different competences in the teaching-learning of a language, according to CEFR, to create our activities and accomplish the different goals related to, linguistic, sociocultural, sociolinguistic an pragmatic competences. We have tried to demonstrate that these competences, previously described above, are improved through the use of advertisements in a classroom, since the use of advertising messages contribute to the

comprehension process of an individual, because advertisements are designed to persuade and gain the receiver attention presenting attractive images and messages which motivate the individual to reading or watching.

During this paper we have studied the advantages of including advertising material in a foreign language classroom: it is real material, it has a great cultural charge, it includes a great variety of grammatical aspects, it is brief, so we can choose the fragment or the main aspect we are interested in, it considers pragmatic aspects, it can be adapted to different levels of learning to achieve different competences, and the most important is that these type of resources are very useful to teach languages from a communicative approach.

Therefore, our paper encourages teachers to use advertisements in a classroom since, as it is stated in our theoretical framework advertising messages are so relevant in our lives that they are present in our daily life, consciously as well as subconsciously. In addition, during our paper we have worked using advertisements from different formats: TV spots, written advertisement and informative poster, and they have given us great possibilities of teaching-learning when designing activities with determined objects and proposals. We have only selected some possibilities but there are large amount of opportunities to create different activities using different advertisements to achieve a huge number of objectives in our students.

Despite there are some papers concerning the use of advertisement for teaching, the characteristics of advertisements change vary fast because of the development of society, which is why it is necessary to update constantly, to analyze new possibilities and particularities that advertising messages offer us.

6. BIBLIOGRAPHY

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6.1 INTERNET RESOURCES FROM PRACTICAL FRAMEWORK

6.1.1 TV SPOTS

McDonald´s UK Carrot Stick:

Creative Agency Life LLLLITL [LLLLITL]. (2017, 11, 20). McDonald´s UK – Carrot Stick
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ak0.pinimg.com/originals/ee/68/87/ee68873bcd039b23009ced7a4899a59c.jpg

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7. APPENDIX

LISTENING	Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech. Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. Can understand technical information, such as operating instructions for everyday equipments. For audio-visual reception Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.
READING	Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. Can understand instructions and procedures in the form of a continuous text. Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazines articles that are written in high frequency, everyday language. Can understand simple poems and song lyrics written in straightforward language and style. Can find specific, predictable information in everyday material such as advertisements, prospectuses, menus and timetables.
SPEAKING	Can explain the main points in an idea or problem with reasonable precision. Can describe how to do something, giving detailed instructions. Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible. Can give a prepared presentation on a familiar topic within his/her field, outlining similarities and differences (e.g. between products, countries/regions, plans). Can correct mix-ups with tenses or expressions which lead to misunderstandings. Can express thoughts on more abstract, cultural topics such as films, books, music, etc.
WRITING	Can write personal letters giving news and expressing thoughts about abstract or cultural topics. Can reply to an advertisement in writing and ask for further information on items which interest him/her.

GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
VOCABULARY	Shows good control of vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.
PHONOLOGICAL CONTROL	Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from other language he/she speaks.
SOCIOLINGUISTIC	Can perform and respond to a wide range of language functions, using their most common exponents. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own community.
FLEXIBILITY	Can adapt his/her expression to deal with less routine, even difficult, situations. Can exploit a wide range of simple language flexibly to express much of what he/she wants.

Figure 1: B1 level descriptors and degree of precision according to CEFR.