

Use of Ad Texts in Teaching Listening and Writing Skills

Akife KURT¹



Ali GÖÇER²



¹ Ministry of Education, Kayseri, Türkiye

² Erciyes University, Faculty of Education,
Turkish Education Department, Kayseri,
Türkiye

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Corresponding author: Akife KURT

E-mail: akifekurt93@gmail.com

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ABSTRACT

Ad text is an important information and persuasion tool. Advertising texts can be found in traditional or digital media such as newspapers, magazines, radio, e-mail, and social media. Advertising texts are not only a means of promoting a product or service, but also a means of conveying cultural and social messages. Elements such as text, icons, images, and music in the ad text complement each other and create a meaning. Combining these elements to attract the target audience's attention and effectively convey the message plays a critical role in the advertisement's success. Thus, it takes its place in the universe of meaning of the listener/viewer. Especially considering the increasing advertising intensity in the recent period when technology has developed, it is a fact that children are exposed to advertising messages. This situation further increases the importance of creating a critical perspective and media literacy skills. Ad text is a type of text that is used in both listening/monitoring and writing skills in the Turkish Curriculum (2019). This study aims to show that advertising texts can provide a theoretical framework for the acquisition of critical listening/watching and creative writing skills, based on the achievements in Turkish language lessons. In the study, theoretical information about the advertisement text was presented and activities suitable for listening/watching and writing skills were designed in the light of this information. As a result of the study, some suggestions were made for the effective and active use of advertising text in Turkish lessons.

Keywords: Listening/watching, writing, language teaching, ad text.

Introduction

People are constantly exposed to the flow of information through digital and traditional media tools. In addition to information, the media aims to direct products, ideas, or people (Azizoğlu, 2020). To put it more clearly, the messages in the media are designed to gain power or gain depending on political and economic concerns (Kurudayıoğlu, 2013). One of the important powers of the media is advertising. Advertising is an example of media encountered in many areas of life. Although the number of advertisements that people are exposed to in daily life is exaggerated, studies show that a man living in a metropolitan area is between 117-285; shows that women are exposed to advertisements between 161-484 (Şahin, 2021). Advertisements have functions such as informing, persuading, reminding, and adding value (Babacan, 2005; Tek, 1999). In advertising, messages are created in a targeted manner. The message is to be given in advertisements; written, oral, and visual techniques are used (Bati, 2019). Messages; magazine advertisements, outdoor advertisements, radio advertisements, newspaper advertisements, TV advertisements, and internet advertisements (Yalçın, 2019).

The advertisement, which is created through different communication channels, has an old history. In Europe in the Middle Ages, the communication established by the sellers as a result of shouting to draw attention to their products is considered to be the first traces of advertising (Topsümer & Elden, 2020). With the invention of the printing press in 1450, advertising texts began to be printed in writing (Serttaş, 2017), and verbal communication between the seller and the customer in the Middle Ages turned into written communication over time. In the 19th century, advertisements reached a wide audience through mass media such as newspapers and magazines. In the 20th century, in direct proportion to the developments in the fields of economy and technology, there has been a development in the advertising sector. As a result of advertising, radio advertisements, television advertisements, the discovery of the internet, and the widespread use of computers, it has started to contain various types of advertising (Şevik, 2022). According to Nazlı (2022), "advertising text, defined as a linguistic creation, is a means of communication" (p. 3). When the ad text is examined as a communication tool, it is noticed that it has some important features. Some of the features of the ad may include:

The message in the ad text is one-way; that is, it is oriented from the producer to the consumer.

- It's aimed at groups rather than individuals, but not all ads are aimed at everyone.
- Both linguistic and visual symbols are used to convey the advertising message.
- Advertisements take place in a competitive environment where the listener or reader has the chance to read or listen to what they want.
- Each ad contains the information that is most necessary for the listener.
- It is prepared to persuade people.
- Advertising is also a commercial communication (Dunn, 1956, p. 55; İnce, 1993, p. 232).

According to Öz (2011), it is effective to use advertisements to transfer information and ensure its permanence. Turkish lessons, in which the development of basic language skills takes place through texts, are not independent of daily life (Melanlıoğlu, 2013). Accordingly, it may be effective to take advantage of the resources that may be encountered in daily life in the education of basic language skills. "Identifying various situations from daily life (instructions, advertisements, announcements, recipes, news, weather, etc.) and planning educational activities by using these examples" (Doğan, 2013, p. 166) can contribute to the effectiveness of language teaching. Studies show that text types such as ephemera, brochures, news texts, advertising texts, social media messages, and e-mails in the Turkish Curriculum (2019) are materials that can be used to gain and support language skills (Çetinkaya-Edizer et al., 2018; Göçer & Garip, 2022). Correctly selected advertisements contribute to the linguistic and cultural skills of students (Altundağ, 2018). Mutlu and Süğümlü (2018) found the use of commercials as auxiliary materials in language teaching useful and summarized their benefits with the following items:

- contains real-life scenes.
- are lively and interesting.
- are economical, and do not require much time.
- can be used at all levels.
- develop listening/watching skills (p. 1045).

Literature review shows that public relations and advertising (Batı, 2019; Elden, 2018), media literacy (Şahin, 2021) are used in various areas such as language education (Aydın &

Avcı, 2020; Maden, 2013; Mutlu & Süğümlü, 2018; Şenol, 2018). An analysis of literature review reveals that advertisement texts are used in critical listening/watching studies (Azizoğlu, 2020; Bayar, 2022; Boneless, 2015; Çarkıt, 2018; Erkek, 2020; Fidan, 2019; Güneş, 2019) and creative writing studies (Beydemir, 2010; Duru, 2014; Gökçe, 2007; Gökçe, 2020; Öztürk, 2007; Saluk, 2017; Türkyılmaz, 2021; Uluyüz, 2019; Yıldırım, 2018; Yüksel, 2016).

The aim of this study is to show that advertising texts can provide a theoretical framework for the acquisition of critical listening/watching and creative writing skills, based on the achievements in Turkish language lessons. In the study, first, the theoretical information obtained in the literature about the advertisement text was presented, and then activities suitable for listening/watching and writing skills were designed based on this information. It is hoped that this study, in which advertisement texts are associated with Turkish language instruction, will contribute to the literature.

Method

Research Design

This study is a design development and modeling study showing the usability of advertising texts in teaching the listening and writing skills in Turkish lessons. The advertisements used in this study were selected from content that has the potential to develop critical thinking and creative writing skills. Expert opinions were consulted in the selection of advertisements. Experts expressed their opinions regarding the pedagogical suitability and sustainability of the activities in the selection of advertisements. Advertisements can be used in different themes and learning areas. Not every ad can be included in the events. For this purpose, criteria such as linguistic suitability, serviceability to educational objectives, cultural and ethical suitability should be taken into consideration. In addition, the clarity of the message, the potential for interaction, and the visual and textual balance are also important in advertising selection. Although the advertisements included in this study are examples, it is recommended that instructors choose advertisements that are appropriate for different themes and learning areas.

Results

Examples of Activities Relating to the General Appearance and the Use of Advertising Texts

In this section, information about the advertising text is given under the headings of “Advertising Text and Its Place in Language Teaching”, “Use of Advertising Text in Teaching Critical Listening/Watching Skills”, “Use of Advertising Text in Teaching Creative Writing Skills” and sample activity designs prepared based on this information are presented.

Advertising Text and Its Place in Language Teaching

Advertising, which comes from the French root *reclame*, is one of the most effective and strategic forms of mass communication used to influence or change human behavior in a desired direction (Ünsal, 1984). Advertising text is the tool that provides the relationship between the advertiser and the target audience (Büyükbaykal, 2002). “Advertising texts include symbols, images, visual elements, sounds, and musical elements” (Doğanlı & Çelik, 2023, p. 1295). Through visual, auditory and audio-visual elements, advertisements “take the raw materials that everyone is familiar with in social life and create a meaning by reconstructing them for their own purposes” (Yavuz, 2006, p. 150). Advertising texts are used in areas such as health, sports, marketing, politics, and education. According to what Altundağ (2018) cited from Jeon (2008), the effect of advertising on education is in three dimensions: increasing interest and curiosity, language teaching and culture teaching. Drawing attention to the cultural dimension of advertising as well as its linguistic dimension, Akfırat (2010) states that language advertising contains language and culture by accepting it as a communicative activity.

According to what Aydın and Tunagür (2021) quoted from Williamson (2001), the cultural codes, history and life of the society are frequently seen in advertising texts. According to Altundağ (2018)'s quote from Hepner (1956), advertisements contain a lot of information about a country's culture in terms of the ways they influence people, presenting examples of the country's contemporary art and science, and reflecting the tastes of society members. Advertising texts that appeal to students' multiple senses and affect their affective processes “perpetuate language learning. The student continues to hear the content he has

learned through advertisements outside the classroom and thus has the opportunity to constantly reinforce it” (Altundağ, 2018, p. 148). For this reason, “it creates a suitable environment for the development and use of students' comprehension and expression skills. The short duration of the advertisements and the fact that the messages to be given are given with effective words ensure that the learning is permanent and the learning process is fun for the students” (Altundağ, 2018, p. 155). “Advertising texts are capable of meeting many topics in Turkish education programs. Turkish, which is a double-articulated language, is also the transmitter of the culture in Turkish themes, which meets the textual knowledge and grammatical operability” (Bal, et al., 2020, p. 169). Potur (2023) recommends using page-based texts such as books, advertising posters, and graffiti, as well as time-based texts such as radio and television programs, internet and social media texts, and movies in Turkish lessons. Aydın (2018), who discussed the reason for the necessity of using advertising texts in teaching Turkish as a foreign language, determined that advertising texts have a poetic language rather than ordinary prose, and that they can be used as a unique material in the classroom environment in terms of having superior aspects such as attracting attention, persuading and being memorable. In a similar study, Akpınar (2004) mentioned that in addition to television advertisements, written, audio, and visual advertisements are unique materials that can be used instead of classical course materials in language teaching. Advertising texts are rich in audio and visuals; they offer a creative space. Therefore, it can be used in the teaching of basic language skills.

Under the following headings, information will be given about the usability of advertising texts in teaching critical listening/viewing and creative writing skills, and sample activities will be shared.

The Use of Advertising Text in Teaching Critical Listening/Watching

Advertisements appear in front of the consumer every day in various formats in order to persuade and make propaganda about a situation, by putting forward creative methods and techniques in a strong way. According to Ünlü (2018), advertisements containing ideology expand their

sphere of influence by suggesting the necessity of consumers to consume products. "A person who has been exposed to advertisements and propaganda in a similar format many times, without questioning the essence of the message, may believe that using the advertised product will immediately solve their problems and be happy" (Şahin, 2021, p. 25). Beyreli and Konuk (2018) state that they are not aware of the persuasion used implicitly in advertisements, advertisements, communication/mass media, and that they are vulnerable to the use of implicit persuasion. In particular, children, who are seen as "consumers of the future", are also chosen as the target of advertisements (Ensar & Gündüz, 2023, p. 262). It is argued that advertisements are effective on children (Özçam & Bilgin, 2012), whereas children cannot criticize the message in the advertisement (Dural & Dural, 2015). Being able to read the advertisement is not limited to understanding the message, but also includes the ability to examine the meaning within the social structure in which the relevant advertisement exists (Ritson & Elliot, 1995). Children need to gain critical skills in the face of the effects of advertising. The development of critical skills, understanding, and analyzing the messages in the advertisement is parallel to being a conscious consumer. Many consumers may have negative experiences as a result of not analyzing ads from a critical point of view. According to Boneless (2015), the way to minimize such grievances is through critical listening. Advertisements are considered ideal for many different reasons, especially in terms of teaching listening (Smith & Rawley, 1997). The number and complexity of stimuli from media tools are increasing day by day. There is a need for critical listening/monitoring to analyze, evaluate, etc. these stimuli (Güneş, 2019). According to Aslan (2021), critical listening is a type of listening to evaluates the validity, reliability, scientific, and logical nature of verbal input aimed at influencing or persuasion, forming feelings and thoughts on the subject, and making conscious decisions by the evaluation. Since students are frequently exposed to advertising texts, the critical listening process should be used actively (Şahin, 2014). By creating classroom environments where multiple media tools are used, critical listening/viewing environments should be enriched with materials and content that can appeal to the eye, ear, and sense of touch. As a matter of fact, Tüzel (2014) recommends that advertisements will be an example of listening texts that can be used to gain critical listening skills

in one of his studies, and that in the selection of such texts, the features that the texts to be included in the textbooks should be based on the characteristics and states that these texts are tools for developing critical listening skills. Similarly, Akyol (2006) stated that critical listening studies can be done easily on advertising films and shared a sample application. It is recommended to ask the following questions to analyze the meanings of advertising messages and to conduct advertising analytics (Şahin, 2021). Some questions to consider are:

- Who is the target audience of the advertisement? In what ways does the advertisement aim to influence the audience and how does it do so?
- How is the design of the advertisement? Is there a balance in the design or are there other formal elements? How are the key elements placed?
- How are visual and verbal elements related? What message does this relationship give to the reader or viewer?
- What kind of signs and symbols do we encounter? What role do they play in the effectiveness of the advertisement?
- What is the background of the advertisement and what message does this background convey to the audience? Where is the product located and what is the importance of the background?
- What kinds of actions are included in the advertisement? What is the significance of these actions?
- What kind of theme can we extract from the ad?
- What can be said about the language used in the advertisement? Is the language used informative, intended to elicit emotional responses, or both?
- What kind of facial expressions have been created and what is the meaning of these facial expressions?
- What is the advertised product and what is its importance in society and culture?
- What are the aesthetic features?
- Which sociological, political, economic, and cultural attitudes are indirectly reflected in the advertisement?

Advertisements have been cited as an example in some studies on critical listening/watching in the national literature (Akyol, 2006; Azizoğlu, 2020; Bayar, 2022; Boneless, 2015; Çarkıt, 2018; Fidan, 2019; Güneş, 2019;

Male, 2020; Tüzel, 2014). In the international literature, few studies show that advertisements used in language lessons contribute to listening comprehension (Oliveira, 2001; Saputro & Sulistiyani, 2016). However, in these studies, there was no study showing the use of advertising texts

independently in teaching critical listening skills. Based on the information in the literature, an activity was designed to demonstrate the usability of advertising text in teaching critical listening/watching skills and shared through Table 1.

Table 1.

Activity Design Demonstrating the Usability of Advertising Texts in Teaching Critical Listening/Watching Skills

Lesson: Turkish

Grade Level: 6th Grade

Theme: Science and Technology

Learning Area: Listening/Watching

Gain: T.6.1.10. Evaluates the content of what they listen/watch.

Students listen/watch commercials and work to determine the messages and implicit meanings in them.

Students question the consistency in the content.

Listening/Watching Material: Video recordings of Kent Şeker brand.

Event Process

- Students prepare their notebooks to take notes while listening/watching.
- Advertising film is presented to students.
- While the students are listening/watching the commercial, they note the elements that interest them in the advertisement.
- At the end of the listening/watching process, students are asked the following questions and they are asked to answer these questions.
 - How are the audio, written and visual elements in the advertisement presented?
 - What emotions does the advertisement make you feel?
 - What is the slogan used in the advertisement?
 - What is the purpose of the advertisement?
 - What is the message in the ad?
 - What are the reasons for purchasing the product in the advertisement?
 - Are the reasons given for purchasing the product in the advertisement convincing?
- Students are shown the second commercial film.
- After the first commercial, the same questions are asked again and the students are expected to provide answers.
- Students are asked to explain the similarities or differences between the first and second commercials.

The Use of Advertising Text in Teaching Creative Writing Skills

Advertisements are aimed at selling a product. To achieve this goal, consumers' attention is attracted and various persuasion methods are preferred. Related methods "As Leech (1966, p. 175-193) points out, poetic language, which

Creative writing is to present the impressions obtained from the outside world in a different way (Aşılıoğlu, 1993). Temizkan (2010, p. 285) states that the most important purpose of creative writing activities is to enable students to express their feelings and thoughts in a fluent, interesting, and original way instead of writing repetitive, ordinary, boring articles. Kaplan (2017) states that activities such as creating media texts, writing news texts, and writing sample advertising texts can be done in Turkish lessons. According to Denizler (2007, p. 9), "production in

we can call creative writing techniques, is carried out through linguistic deviations, repetitions at the level of sound, word or sentence, choruses in which music and language are used together, the use of theatrical elements together with language, or verbal arts such as metaphor, simile, personification" (İnce, 1993, p. 233).

copywriting; It starts with creativity." Although the advertising texts are not long, it is a type where students can show their investigative side and creativity (Ari, 2013, p. 503). In addition, "it is extremely suitable for producing writing activities by taking into account the age, language level, learning goals, culture, interests, and readiness of the students" (Yılmaz, 2021, p. 68). In a study, Yılmaz (2021) aimed to determine the contribution of the use of commercials in Turkish as a foreign language teaching lessons to students' writing skills. In this research, which is

shaped according to the action research model, Turkish Airlines' "85th Year" was preferred. Based on this commercial, writing activities were created. The relevant activities were applied to five participants consisting of Yüzüncü Yıl University TÖMER students in the Zoom application during three planned lesson hours. As a result of the research, it was determined that the use of advertising films in the lessons teaching Turkish as a foreign language enabled students to show a positive attitude toward writing, increased participation in activities, and reduced their anxiety and motivation. Sarar Kuzu and Altaş Kaya (2012) took their creative writing studies to a different dimension in a study in which they aimed to design public advertisements for primary school 6th, 7th, and 8th grade students in Turkish lessons. As a result of this observational study, positive feedback was received. Özdemir and Çevik (2018) examined the effect of creative writing studies on attitudes toward writing and creative writing success, and they enabled the experimental group to experience creative writing studies of different qualities. Ad copywriting activities included in creative writing activities were appreciated by the students. Although it is not considered within the scope of studies on creative writing activities, it can be mentioned that there are studies in

which advertising texts are used in some writing studies and the positive effects of these texts are determined. Mutlu and Süğümlü (2018) state that the activities of evaluating commercials, creating their advertisements, and writing based on advertisements will improve both speaking and writing skills. Ökten and Sauner (2015), on the other hand, in their study on pictorial text readings in teaching Turkish as a foreign language, it was concluded that both beginner and intermediate-level learners were effective in learning reading and writing skills with short, illustrated materials such as anecdotes and advertising texts.

Various studies on creative writing skills in the national literature (Beydemir, 2010; Duru, 2014; Gökçe, 2007; Gökçe, 2020; Öztürk, 2007; Saluk, 2017; Türkyılmaz, 2021; Uluyüz, 2019; Yıldırım, 2018; Yüksel, 2016). However, the number of studies exemplifying the use of advertising text in creative writing skills is limited (Erdoğan, 2012; Göçer & Garip, 2020; Oral, 2014; Sarar-Kuzu & Altas-Kaya, 2012; Uluyüz, 2019; Proper, 2019; Yılmaz, 2021; Yüksel, 2016).

Based on the information in the literature, an activity was designed to show the usability of advertising text in teaching creative writing skills and was presented in Table 2.

Table 2.

Activity Design Demonstrating the Usability of Advertising Texts in Teaching Creative Writing Skills

Lesson: Turkish

Grade Level: 6th Grade

Theme: Science and Technology

Learning Area: Writing

Gain: T.6.4.14. Writes short texts.

Announcement, advertisement, and advertisement texts are printed.

Event Process

- Students are asked to imagine themselves as someone working in the advertising industry.
- Students are asked to think about a product that consumers need.
- It is said that an advertisement will be prepared about the selected product.
- It is ensured that the images related to the product to be advertised are created by the students. Students create images of the product(s) by taking into account the expectations, needs, desires and dreams of consumers.
 - I'm a customer, don't sell me chocolate, buy happiness.
 - I'm a customer, don't sell me a car, buy
 - I'm a customer don't sell me phones, buy
- Students are expected to answer the following questions in the prepared advertisement text.
 - What is the purpose of my ad?
 - What message will be given in the advertisement?
 - Which persuasion strategy will be used in the advertisement? (Again, product peer popularity, celebrity support, etc.)
 - How will audio, written or visual elements be used in the advertisement?
 - Why should consumers buy this product?
 - What is the slogan of the advertisement?
- After the ad text is created, it is checked and shared.

Discussion

The main purpose of language education in schools is to provide students with reading, listening, speaking, and writing skills by the achievements of their grade level and to enable them to use them effectively (Göçer, 2015). The richness of text genres can be used for the acquisition and development of basic language skills. One of the types of rich text is ads, which represents an example of communicative text. Advertisements that people frequently encounter in various media such as magazines, newspapers, television, radio, internet, and social media in daily life; It is supported by elements such as color, music, shape, slogan. These texts, which form a whole with their elements and contain them dynamically, "have features such as remarkable, impressive, and catchy with their short text" (Şenol, 2018, p. 57). Denizer (2007) points out the close relationship between advertising and language skills by stating that as a result of the abstraction of creativity in advertising, functions aimed at understanding and explaining come to the fore. Nilsen (1976) recommends the use of advertising to realize the characteristics of language. In addition, he finds the language of advertising to have creative and effective word games and sees it as a material worth using in the classroom. Yılmaz's (2021) view of advertisements as a source for applicable activities in the course is in line with Nilsen's (1976) view. These results suggest that advertising text can be used in teaching basic language skills. When we look at the advertising texts that are the subject of language teaching in the literature, it is not found that while the studies are focused on foreign language teaching, the advertising text is used independently in mother tongue teaching.

This study aims to show that advertising texts can provide a theoretical framework for the acquisition of critical listening/watching and creative writing skills, based on the achievements in Turkish language lessons. For this purpose, firstly, studies on advertising text in the literature were examined. Secondly, the literature review has been deepened and studies have been found in which critical listening/watching and creative writing are related to advertising texts. The content of the study was organized in line with these findings and information about critical listening/watching and creative writing was given. Then, a

limited number of studies were mentioned in which these language skills were associated with the advertising text. Based on the information obtained, a critical listening/watching activity and a creative writing activity were designed in which advertising text was used.

When the studies in which the advertising text was used in foreign language teaching were examined, some results were encountered. One of these results is that advertisements are a resource to teach the target language and culture. The second is the use of TV commercials, which are often used. Şenol (2018) has shown in his study that advertisements on television can be used to introduce the linguistic characteristics of Turkish and the elements specific to Turkish culture in teaching Turkish as a foreign language. Kara and Altunsoy (2017) researched the use of television advertisements in teaching stereotyped expressions in Turkish by revealing that advertising is a source feature. Similarly, Akpınar (2004) evaluated television advertisements as an authentic language source and conducted a study on their usability in foreign language teaching. Aydın and Avcı (2020) examined the language features in advertising texts and shared sample activities on their use in teaching Turkish as a foreign language. Saputro and Sulistyani (2016) investigated how television commercials can be used in teaching the skill of listening to English as a foreign language. As a result of the research, it was found that advertisements improve listening skills and help to speak naturally. Mutlu and Süğümlü (2018), on the other hand, separated the commercials in terms of their level and subject in their study and included their use in different language skills and levels. On the other hand, Oliveira (2001) stated that short expressions and word games in advertisements support the active use of language, from simple descriptive sentences to the use of persuasive language. In a study, Altundağ (2018) aimed to examine how TV commercials can be used in teaching Korean as a foreign language. In order to observe the effects of advertisements on Korean language teaching, the opinions of 44 students in the Department of Korean Language and Literature at Ankara University were taken. According to the results obtained from this research, advertisements are a useful resource that shows the creative use of language in the classroom environment. Strauss (1999), on the other hand, supported these studies by stating that TV commercials can

help develop basic language skills when used correctly.

In a recent qualitative study conducted by Ensar and Gündüz (2023), the achievements and explanations in the Secondary School Turkish Curriculum (2019) and the activities in a Turkish textbook taught at the 5th, 6th, 7th, and 8th grade levels were examined according to advertising literacy. At the end of the review, it was determined that there were gains related to advertising literacy in the Secondary School Turkish Curriculum (2019), but the gains did not show a balanced distribution. In Turkish textbooks, on the other hand, there were no listening/watching and reading texts that would be associated with advertising literacy. In addition, it has been determined that the limited number of activities related to advertising literacy do not reflect the main purpose of the advertisements. In the study, suggestions were made for the use of advertising texts. As a matter of fact, according to the research conducted by Wang (2000), many activities such as vocabulary teaching, reading, speaking, and discussion can be produced by using advertisements, although they are short-term. Through these activities, effective and permanent language teaching can be possible. Today, the increasing presence of multi-layered texts (Tüzel, 2013) makes it necessary to include advertisements with multi-layered text features (Atasoy, 2020) in Turkish textbooks (Ensar & Gündüz, 2023).

Conclusion and Recommendations

Research shows that advertisements are an effective tool in language teaching and contribute to the development of different skills. Multi-layered texts such as television commercials provide an important resource for the development of creative and critical thinking skills both in teaching Turkish as a foreign language and in mother tongue education processes. Studies by researchers such as Şenol (2018), Kara and Altunsoy (2017), and Akpınar (2004) emphasize the potential of advertisements to introduce unique uses of language and teach cultural elements. In addition, Aydın and Avcı (2020) and Mutlu and Süğümlü (2018) demonstrated the use of advertising texts at different levels in terms of language skills. Turkish textbooks should include multi-layered texts that can be associated with advertising literacy and these texts should be supported by activities that reflect the main purpose of the advertisements. In fact, the study of Ensar and Gündüz (2023) has shown that the current curriculum and materials are deficient in this regard. As research such as Wang (2000)

and Oliveira (2001) has shown, effective language teaching is possible through advertisements. In this context, the use of advertising texts as a versatile teaching material in language education processes should be encouraged. Developing various activities by utilizing the linguistic, visual and cultural elements contained in advertising texts for the development of students' critical and creative language skills will add an innovative dimension to language teaching.

According to the findings obtained as a result of the examination of national and international studies, it is thought that basic language skills, especially listening/watching and writing skills, can be gained effectively and practically in Turkish lessons through advertising texts. As a result of this study, the following suggestions were included.

- Advertising texts can be used in the training of critical listening/watching skills and creative writing skills in Turkish lessons.
- A guide can be prepared that includes critical listening and creative writing activities related to advertising texts. This guide can be structured according to different grade levels.
- Workshops can be planned for teachers on how to use advertisements in education.
- Advertisement texts in different formats (magazine advertisements, outdoor advertisements, radio advertisements, newspaper advertisements, television advertisements, and internet advertisements) can be brought to the classroom environment in Turkish lessons.
- While analyzing advertisements, students can be taught concepts such as misleading advertising techniques, rhetorical devices, and media manipulation.
- Students may be asked to analyze local advertisements in the area they live in. This provides students with the opportunity to critically examine their own cultural context.
- Digital tools (e.g. Padlet, Canva, or Kahoot) can be used during ad analysis. Additionally, students can use apps (e.g. Powtoon or Animaker) to create their own short ads.
- Students may be asked to note and categorize the advertisements they are exposed to during the day.

- It can be ensured that students animate the advertisement text they have created in the classroom environment or present it in the classroom by shooting a video.
- Activities can be designed for students to change the slogans used in the advertisements they listen to, watch, or read.
- Sharing the developed activities on online education platforms can help reach a wider audience of teachers.
- Studies can be carried out to determine the persuasion strategies used in advertisements.

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