

**Using Advertisements to Improve English Language Learning
among Rural Students: An Activity-Based Approach**

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Abstract

This paper focuses on improving vocabulary knowledge and LSRW (Listening, Speaking, Reading, and Writing) skills among rural students. It highlights the challenges faced by learners due to limited exposure to English and a reliance on traditional teaching methods. To address these issues, the study proposes the use of advertisement-based materials, particularly brand and product names from the FMCG and automobile industries. The paper presents activity-based materials designed to make language learning more engaging, practical, and relatable. These activities aim to enhance students' interest, confidence, and overall language proficiency in a cost-effective manner.

Key words: - Rural Education, Vocabulary Development, LSRW Skills, Advertisement-Based Learning

Introduction: -

To survive in today's world, a good command of the English language is extremely essential. However, exposure to the language depends on various factors such as background, availability of resources, quality of teachers, and the standard of schools. Unfortunately, not everyone has access to these advantages. In reality, schools in rural areas are still not upgraded to the required standards, and the overall educational situation there remains quite poor. Due to the lack of proper resources, learners are often limited to traditional methods of learning rather than innovative approaches.

Moreover, teachers in rural areas are often not adequately trained in terms of language proficiency and tend to rely heavily on the regional language instead of the target language, English, to facilitate understanding. In many cases, English begins to gain importance only at the secondary level. As a result, students have weak foundations in vocabulary and sentence structure, which leads to a lack of interest in learning the language. As noted by Binod (2015, p. 39), “Poor grounding of students as regards vocabulary and structure disinterest them in paying attention to their English course”.

To address these challenges, there is a need for innovative materials and teaching methods. This can be achieved by using resources that are easily available, relatable, and based on real-life experiences. Since rural schools often have limited resources, cost-effective materials should be utilized. With proper planning and effective implementation, even minimal resources can produce maximum learning outcomes.

This paper focuses on improving vocabulary knowledge along with LSRW (Listening, Speaking, Reading, Writing) skills among rural students through the use of brand and product names. It presents a set of activity-based materials designed using examples from the FMCG and automobile industries to make language learning more practical and relatable.

Literature review: -

Vocabulary is a major component of language fluency and serves as a foundational skill for developing proficiency in reading, speaking, listening, and writing (Richards & Renandya, 2002). However, in the case of students from rural backgrounds, the focus is often placed more on the rules of the language rather than on its practical use in communication. As a result, many students face difficulties in forming grammatically correct sentences. Furthermore, teachers tend to rely more on the vernacular language instead of English, which limits students’ exposure to the target language and hinders their understanding. Therefore, appropriate materials and proper guidance are essential for improving their language skills (S & Hameed, 2016).

It has also been observed that both teachers and students agree that greater emphasis should be placed on exposure to a variety of learning materials rather than solely focusing on examination-oriented exercises, as this can help in developing learners’ interest (Basu & Tomar, 2024). Advertisements, whose primary objective is communication, can thus serve as effective tools for teaching. The field of advertising encompasses a wide range of vocabulary, providing learners with variety and making the learning process less monotonous. As noted by Leech (1966, p. 57), “Advertising different kinds of product obviously means making different choices of language, and in particular different choices of

vocabulary.” Moreover, advertisements often include catchy slogans, which are easily remembered by students, particularly in rural areas (Aparna & Koolwal, 2025, p. 18). Supporting this view, Fathiyousefabad and Farnoudkia (2020, p. 120) state that “in order to achieve successful learning in EFL classes, advertisements can be recommended as a useful material.”

Advertisement-Based Activities for Language Learning: -

❖ Task 1

a. On Fast-moving consumer goods (FMCG) Products

Level- Grade 8

Time: 120 minutes

Aims:

- To improve overall language skills using a commercial text focused on descriptive language and emotions.

Objectives:

- To enhance vocabulary comprehension and usage.
- To practice reading comprehension and inferential skills.
- To develop listening and speaking skills through discussion and presentation.
- To improve writing skills by creating descriptive paragraphs and reflections.

Techniques used to prepare the tasks:

- Brian Tomlinson's principles for preparing language teaching tasks.
- Task-based language teaching (TBLT) by N.S Prabhu

Teacher's Role:

- Facilitate the activities and provide clear instructions.
- Monitor learners' progress and offer assistance as needed.
- Provide feedback and encouragement.

Learner's Role:

- Actively participate in all activities.
- Practice speaking with peers and engage in discussions.
- Complete all written tasks and reflect on feedback.

Expected Outcomes:

- Improved comprehension and usage of descriptive vocabulary.
- Enhanced reading and listening comprehension skills.
- Greater confidence in speaking about personal experiences.
- Better writing skills, particularly in descriptive and reflective writing.

Text 1



Source: - Google Images



1.1 Important Words to be taught:

- Munch
- Bingo
- Gobbles
- Revive
- Pampers
- Pears
- Tide
- Vim

1.2 Reading Skills (30 min)

1.2.1 Initial Questions to be asked by the instructor to students after displaying the brand images: -

- Ask the students to name popular brands with English names that have a meaningful significance.
- Which of these brands have they personally used or seen in advertisements?

1.2.2 Read the following dialogues and understand the use of highlighted words in context.

Dad: I was thinking we could go to the beach tomorrow. It's been a long time. We should reach there by 11, just in time for high **tide**. It'll be fun for you.

Paras: **Bingo!** I was thinking the same. I'll ask Mom to pack some snacks for us to **munch** on while driving; otherwise, we might feel sleepy. I can't wait to **revive** those old memories.

Dad: Tell your sister Adhya too. She is full of **vim** today because she won the spelling bee competition, and this news will only boost her spirits.

Paras: Dad, I'll ask Mom to take some **pears** with us too, as we'll need to stay hydrated at the beach to cope with the heat.

Dad: Good idea. Now go **pamper** yourself with your skincare routine along with Adhya.

1.3 Listening Skills (30 min)

1.3.1 Listen to your instructor narrate the short story, then answer the questions given below:

Once upon a time, there was a boy named Samarth who was exceptionally obedient, curious, and resolute. He adored his mother immensely and followed her every instruction without question. His mother meticulously prepared all their meals at home, staunchly forbidding Samarth from consuming any outside food, as she believed it would jeopardize his health. Consequently, Samarth abstained from processed foods such as chocolate, chips, or ice cream, subsisting solely on homemade fare.

This regime functioned seamlessly until Samarth began attending school. There, he observed his peers indulging in such forbidden treats, and his curiosity got the better of him. He tasted these delicacies and found them irresistible. Noticing that his classmates remained

healthy despite their consumption of junk food, he questioned why his health would be compromised.

Having been deprived of these foods for so long, Samarth's new found freedom led to overindulgence. He began to consume these foods voraciously, **gobbling** everything in sight. Inevitably, this excess took its toll, and he fell severely ill. His behaviour epitomized gluttony, one of the seven deadly sins in Christianity.

Upon reflection, it becomes evident that the fault does not lie solely with Samarth. His parents, particularly his mother, share responsibility. Had they allowed him to consume junk food in moderation and educated him about the importance of limits and the potential health consequences of overindulgence, the situation might have been mitigated. The rigid restriction created a backlash, culminating in Samarth's health crisis.

1. Describe the bond between Samarth and his mother?
2. Samarth was not allowed to eat what type of foods?
3. What changed after Samarth joined school?
4. Which sin of Christianity is talked about in this story?
5. Who is responsible for the situation that led to Samarth's health crisis

1.3.2 Listen to your instructor narrate the short story as you listen, fill in the blanks with the correct words or phrases. You will hear the passage twice.

Once upon a time, there was a boy named Samarth who was exceptionally obedient, 1) ----
-----and resolute. He adored his mother immensely and followed her every instruction
without question. His mother meticulously prepared all their meals at home, staunchly
forbidding Samarth from consuming any 2) -----, as she believed it would
jeopardize his health. Consequently, Samarth abstained from 3) -----foods such as
chocolate, chips, or ice cream, subsisting solely on homemade fare. This regime functioned
seamlessly until Samarth began attending school. There, he observed his peers 4) -----
-- in such forbidden treats, and his curiosity got the better of him. He tasted these delicacies
and found them irresistible. Noticing that his 5) -----remained healthy despite their
consumption of junk food, he questioned why his health would be compromised. Having
been deprived of these foods for so long, Samarth's new found freedom led to
overindulgence. He began to consume these foods voraciously, 6) -----everything in
sight. Inevitably, this excess took its toll, and he fell severely ill. His behaviour epitomized
7) -----, one of the seven deadly sins in Christianity. Upon reflection, it becomes
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share responsibility. Had they allowed him to consume junk food in moderation and educated
him about the importance of limits and the potential health consequences of overindulgence,
the situation might have been 8) ----- . The rigid restriction created a backlash,
culminating in Samarth's health 9) -----.

1.4 Speaking Skills (30 min)

1.4.1 Students are divided into pairs and asked to select a product of their choice, such as a soap, a bike, or any other commonly used item. Each pair is then required to design a short and catchy tagline for the product in English. The students subsequently present their taglines to the class, thereby enhancing their speaking skills and creativity.

1.4.2 Describe this picture in your own words.



Source: - Google Images

1.5 Writing Skills (30 min)

1.5.1 Write about your favourite food in 300 words. Include a description of the food, why you like it, what is the best part about it, and how you started liking it.

❖ Task 2

b. On Automobile Brands

Level- Grade 8

Time: 120 minutes

Aims:

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Text 2

2.1 Important Words to be taught: -

- Swift
- Aura
- Alto

Source: - Google Images

- Safari
- Punch
- Jazz
- Civic

2.2 Reading Skills (30 min)

2.2.1 Initial Questions to be asked by the instructor to students after displaying the brand images: -

- Ask the students to name popular brands with English names that have a meaningful significance.
- Which of these brands have they personally used or seen in advertisements

2.2.2 Read the following dialogues and understand the use of highlighted words in context.

Riya: Hello, Nitya. How have you been? Also, why haven't you been showing up to the Art of Living classes? I've heard that people who are happy inside and out have a different **aura** and smile differently when they shine. These classes are really making things better for me. I understand that working in the corporate industry is very difficult, but this space gives you time to channel your inner energy.

Nitya: Yes, Riya, thank you for understanding. We're having our appraisal week soon, and my colleagues will be **punching above their weight** to succeed. I'm feeling very nervous because of the intense competition. But when I come here, it's so relaxing; it really helps manage my stress levels. How's your work life?

Riya: It's the usual—meetings, conferences, **and all that jazz**. This time, there are more students, so the workload is higher. I have to handle a lot of lectures. The syllabus is moving **swiftly**, so I have to cover everything at a very fast pace. My life basically starts with lectures and ends with music classes.

Nitya: I didn't know you were interested in music. I play the piano in my free time. It's so much fun and very soothing.

Riya: I used to sing as an **alto** in my school choir, which sparked my interest in learning vocals and instruments.

Nitya: This is a very interesting conversation, but I'm afraid I have to leave. I've got some work to take care of. Let's catch up soon.

2.3 Listening Skills (30 min)

2.3.1 Listen to your instructor narrate the short story as you listen, fill in the blanks with the correct words or phrases. You will hear the passage twice.

Ananya was the most obedient daughter her parents could have asked for, but she had a very troubled childhood. She lacked confidence and, until the age of 10, struggled with speaking

properly. She consulted a speech therapist and gradually began to overcome her speech difficulties. However, due to her low confidence, she became very reserved, and this was evident in her personality.

One day, at the suggestion of a friend, Ananya attended a seminar where a life coach delivered a lecture on confidence. The coach emphasized that to build confidence, one must first eliminate fear and truly believe in themselves. Inspired by these words, Ananya decided to take a stand for herself. She resolved to express herself confidently, whether in front of her parents or colleagues. Gradually, her walk became more assured, she stopped stammering, she began to feel good about herself, and she started to transform her life.

Ananya was the most 1) -----daughter her parents could have asked for, but she had a very troubled childhood. She lacked confidence and, until the age of 10, struggled with speaking properly. She consulted a speech therapist and gradually began to overcome her speech difficulties. However, due to her low confidence, she became very 2) -----, and this was 3) ----- in her personality.

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2.3.2 Listen to your instructor narrate the short story, then verify the accuracy of the following statements. If any statement is incorrect, provide the correct version based on what you heard. Note: There are no grammatical errors in the statements.

1. Ananya was very confident and outspoken during her childhood.
2. Ananya's speech difficulties were never resolved, and she continued to stammer.
3. The life coach at the seminar emphasized the importance of eliminating stress to build confidence.
4. Ananya's personality became more confident due to her low self-esteem.
5. Ananya never sought professional help for her speech impediment.

2.4 Speaking Skills (30 min)

2.4.1 Students are invited individually to come forward and speak about their dream car, thereby encouraging the development of their speaking skills.

2.4.2 Ask Students to prepare a short lesson on any topic from their syllabus and teach that topic to their classmates.

2.5 Writing Skills (30 min)

2.5.1 Write about your first day of school, ensuring you use words like venue, pleasure, shine, aura, passion.

2.5.2 Fill in the blanks using the appropriate vocabulary words from the list below and then create sentences using each of those words. Vocabulary Words: **Swift, Safari, Jazz, Civic, Aura, Punch.**

1. Antriksh was so angry that he wanted to _____ someone.
2. Some people have that _____ that lights up the whole room.
3. Keeping your classroom clean comes under the basic _____ sense of students.
4. On their _____, they were thrilled to see lions crossing the road with their cubs.
5. _____ is a style of music related to Africans.
6. The mid-term exams are approaching, and the syllabus is progressing at a _____ pace.

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