ABSTRACT
Video-based methodologies are certainly not a new conception in the foreign language classroom. They are often considered an alternative or substitute to traditional media used in listening comprehension activities such as tapes and CDs (Wilkinson, 1984). Authors such as Medina (2002) and Weyers (1999) claim that the cognitive support provided by video may help second language learners acquire grammar and vocabulary, improve spelling and develop the linguistic skills of reading, writing, speaking and listening. With the worldwide dissemination of Web 2.0 tools such as the video sharing service YouTube, the accessibility of short video clips, advertisements or film excerpts has become very straightforward. Among the innumerable amounts of teaching materials found in this online resource, one particular type that was chosen to be the focus of this workshop is the standard television commercial. I intend to show that these short authentic examples of everyday English used by everyday people offer language teachers a tool to teach not only language, but also culture and critical thinking (Tuzi; Mori and Young, 2008). The participants will be asked not only to take part in the activities provided, but also to share ideas about other ways of using TV commercials in their classes.

Key words: foreign language classroom, video-based methodology, TV commercials, Web 2.0 tools

RESUMO
Metodologias baseadas em vídeo não são, sem dúvida, uma concepção inovadora na sala de aula de línguas estrangeiras. Elas são geralmente consideradas uma alternativa ou substitutas às mídias tradicionais utilizadas em atividades de compreensão oral, tais como fitas cassete e CDs (Wilkinson, 1984). Autores como Medina (2002) e Weyers (1999) afirmam que o suporte cognitivo fornecido pelo vídeo pode ajudar os aprendizes de segunda língua a adquirir gramática e vocabulário, melhorar a ortografia e desenvolver as habilidades linguísticas de ler, escrever, falar e ouvir. Com a proliferação mundial das ferramentas da Web 2.0, como o site de compartilhamento de vídeos YouTube, por exemplo, a acessibilidade dos videoclipes curtos, anúncios ou excertos de filmes tornou-se muito simples. Entre a grande quantidade de materiais de ensino encontrados neste recurso on-line, um tipo particular que foi escolhido para ser o foco desta oficina é o comercial de televisão. Tenho a intenção de mostrar que esses exemplos curtos, autênticos de inglês cotidiano usados por pessoas comuns oferecem aos professores de línguas uma ferramenta para ensinar não só o idioma, mas também a cultura e o pensamento crítico (Tuzi; Mori e Young, 2008). Os participantes serão convidados não só a participar nas atividades previstas, mas também a compartilhar idéias sobre outras formas de usar comerciais de TV em suas aulas.

Palavras-chave: sala de aula de língua estrangeira, metodologias baseadas em vídeo, comercias de TV, ferramentas da Web 2.0

Video-based methodologies are certainly not a new concept in the language classroom (York, 2011). Since the late 70’s, this technological tool became affordable and has been a new option for the language teacher when compared with textbooks, the blackboard and audio tapes (Hoodith, 2002). Videos are often considered an alternative or substitute to traditional media used in listening comprehension activities such as tapes and CDs (Wilkinson, 1984). Authors such as Medina (2002) and Weyers (1999) claim that the cognitive support provided by video may help second language learners acquire grammar and vocabulary, improve spelling and
develop the four linguistic skills as well as improve the students’ oral production and confidence in their speech.

Not long ago, teachers had to rely on video/DVD rental stores to integrate video in their classes. With the worldwide dissemination of Web 2.0 tools such as the video sharing service YouTube, the accessibility to vast repositories of short video clips, advertisements or film excerpts has become very straightforward. Among the innumerable amounts of teaching materials found in this online resource, one particular type that was chosen to be the focus of this workshop is the standard television commercial. The aim is to show that these short authentic examples of everyday English used by everyday people offer language teachers a tool to teach not only language, but also culture and critical thinking (Tuzi, Mori and Young, 2008).

**Why use TV commercials in the language class?**

In my experience in foreign language teaching, video materials, and especially TV commercials, have proved particularly useful for a number of reasons. Primarily, as asserted by Stempleski and Tomalin (1990), people’s interest is fostered when language is experienced in a lively way through television and video. For the authors, “this combination of moving picture and sound can present language more comprehensively than any other teaching medium. And more realistically too. […] a video sequence watched in class, makes students more ready to communicate in the target language” (p. 3). As for TV commercials, Tuzi, Mori and Young (2010) assert that teachers can use different commercials for different levels of groups in the same class, or they can use the same commercial, but then focus on different linguistic or cultural elements for the different levels. Finally, the authors also stress that commercials are especially helpful to students in situations where access to native speakers and authentic language is limited.

Technological advances have made it possible for TV commercials to be a valuable tool in the foreign language class. In addition, as stated by Oddone (2011), popular video-sharing websites are familiar to students and learning does not seem to be primarily associated with formal teaching.

TV commercials present a number of advantages according to Davis (1997), Katchen (2002) and Tuzi, Mori and Young (2008). They

- are short, typically lasting 30 to 50 seconds;
- are focused and thematic in content;
- can be easily tied to themes of any text to introduce, review, or wrap up lessons;
- are easier to select, manipulate and prepare because of their length;
- are catchy and designed to be entertaining;
- contain both visual, verbal, and written images;
- contain authentic content as well as culturally-loaded slices of modern society;
- allow learners to see the context of the discourse and the speaker’s body language as well as other visual aids to comprehension;
- outnumber typical listening materials in listening textbooks;
- make it possible for students to have exposure to a variety of Englishes;
- provide variety of voices, different accents, dialects, and indeed different Englishes, thus allowing students to expand the reach of their listening abilities.

Besides that, learners are likely to stay on task longer and see a clear start and finish to the activity because of the concise goal and brief length of commercials. Also, the visual clues of a TV advertisement provide scaffolding for students to assist them to understand the linguistic meanings in the commercial. Teachers can use the original intent of the commercial and the cultural elements contained in them to teach critical thinking and explore cultural aspects.
How to find and select TV commercials?

Based on Tuzi, Mori and Young (2008), I suggest three steps for teachers to browse YouTube and try to find and choose TV commercials for language learning purposes:

1. They can set the objectives first, and then, using those objectives, proceed searching for the appropriate TV commercial by using key words;
2. They can also create general objectives as a guide while browsing TV commercials, and later, expand the options as they find adverts that seem to fit those objectives;
3. They can collect TV commercials that are suitable for the lesson and finish the process by devising objectives and materials.

After this initial stage, teachers can start developing activities that generally involve the following sequence:
1. (pre-viewing activities - devised to foster learners’ curiosity/interest, set the stage, review, anticipate and pre-teach key words/themes used in the commercial, and focus attention;)
2. (viewing activities – devised to support comprehension, to engage learners in the task and help them interact actively with the commercial;)
3. (post-viewing activities – devised to assure adequate comprehension, create a foundation for extension activities such as the linguistic components and the cultural values in the commercial and practice critical thinking skills by examining the commercial critically.)

Practical activities

1) Slogans, catchy phrases and jingles from Brazilian TV commercials

Despite the fact that they do not provide input in the target language, Brazilian TV ads can be used in the foreign language class since they do offer great potential for facilitating discussions based on students’ understanding of their own society and culture.

Procedure

Participants are given cards with catchy phrases or excerpts of jingles from Brazilian TV commercials and their correspondent products. They are asked to match them (either in a pair work activity or as a mingling activity).

<table>
<thead>
<tr>
<th>Slogan</th>
<th>Product Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Cooompre Baton! Cooompre Baton! Seu filho merece Baton”</td>
<td>chocolate ‘tube’ bar</td>
</tr>
<tr>
<td>“Soy loca por Pipoca e Guaraná”</td>
<td>guaraná-flavoured soft drink</td>
</tr>
<tr>
<td>“O que faz você feliz?”</td>
<td>retail company (supermarket)</td>
</tr>
<tr>
<td>“Quer pagar quanto?”</td>
<td>retail chain (furniture and home appliance store)</td>
</tr>
<tr>
<td>“Pôneis malditos, pôneis malditos, venha com a gente atolaaaaar!”</td>
<td>multinational automaker</td>
</tr>
<tr>
<td>“O importante é ter Charm”</td>
<td>cigarette brand</td>
</tr>
<tr>
<td>“Não esqueça a minha Caloi”</td>
<td>bicycle manufacturer</td>
</tr>
<tr>
<td>“Tem 1001 utilidades”</td>
<td>steel wool</td>
</tr>
<tr>
<td>“Sempre cabe mais um quando se usa Rexona”</td>
<td>deodorant brand</td>
</tr>
</tbody>
</table>
As feedback, teachers can ask if learners have seen the commercials, whether they liked them, if they ever bought any of the products, if they remember any other catchy phrase, jingle etc and ask them to prepare similar cards with other Brazilian or foreign products for the next class. Some of the commercials these phrases and slogans refer to might be unknown to most learners since some of them are quite dated. If time allows, show them the TV commercials and discuss cultural issues and themes such as consumerism and advertisement influence on children and adults.

2) “Birdman” (Appendix A)

This TV commercial is part of a 2007 campaign entitled “The Coke side of music” from the multinational Coca-Cola Company and shows a young man who shares his bottle of coke with different partners, including people, objects and animals. As he interacts with the other characters, he absorbs characteristics from them until he becomes completely unrecognizable. The music also changes incorporating sound elements from the different styles. The message conveyed is that the act of drinking Coca-Cola can bring together different people, styles and rhythms.

Procedure

There are two different handouts (Sdt A and Std B) for the following activities:
1. a pre-viewing activity with distinct questions related to advertisements in general. Students pair up and ask each other the questions provided and later report answers to the whole group.
2. a before-viewing activity whose aim is to arouse students’ curiosity towards the commercial and the product being advertised. Fold the handout so that they cannot see the activity that follows.
3. first viewing activities which give each student a task to focus on while they watch the commercial. After watching it, students are asked to compare answers (all Std A in a group and all Std B in another one). Then A and B get together to share their tasks.
4. the post-viewing activity is the same for both Std A and Std B who discuss the questions in pairs and then report their thoughts to the whole group.
5. the follow up activity focuses on linguistic elements (vocabulary and grammar).
6. the Teacher Education Activities were devised to be used with pre-service teachers and raise their awareness about the different stages involved in a video lesson and also link the theme of the TV commercial to one’s teacher’s identity construction.

3) Coke vs. Pepsi

In this jigsaw activity, students watch two similar videos from two well-known cola soft drink brands. Pepsi and Coca Cola have been competing for many years and their rivalry has brought out intense battles which resulted in each one employing numerous advertising and marketing campaigns to beat the other.

One of the commercials in this activity dates back to mid 90s and shows two lorry drivers from the soft drinks companies sitting near one another at the counter of an isolated diner. The two men make friends over a jukebox song they both like and end up swapping their cans and trying each other’s drinks for the first time. When the Coke driver refuses to hand back the Pepsi, a fight breaks out and the last scene shows a chair being thrown though the diner window and the strapline ‘Nothing else is a Pepsi’ appears at the end. The second commercial is an updated version of the first one and also features two new Pepsi and Coca-Cola delivery truck drivers greeting each other in a diner over a jukebox song. To reflect a more modernized tone from the digital age, when the men exchange cans of Pepsi Max and Coke Zero, the Coke Zero driver is recorded via the Pepsi driver’s smartphone and the video is uploaded to YouTube. There is also a fight between the two men and the final scene is the strapline ‘Zero calories. Maximum Pepsi taste’.
Procedure

The students are told they will watch a TV commercial about a famous soft drink (DO NOT tell them which one and that there are two different commercials). They are divided into two groups: half the students go out of the room and talk about what soft drink commercials they remember. The other group stays in the class and watches the first commercial. Their task is to watch it carefully so that they can later retell their classmates about the characters, the place and the storyline itself. Play it twice for them to get the details.

The groups swap places: the students who watched the commercial go outside and plan what they will report to their peers. The others watch the second commercial with the same task: depict the context to their colleagues. Play it twice as well.

Students are asked to come back inside and pair up with a colleague. Let them talk for a while, then interrupt them and ask if they were able to identify any difference in the commercials. Whether they were able to spot any difference or not, tell them to continue until they can identify at least 5. Finally, show all the students both commercials and, as feedback, ask them if their partners recounted the main details well. As follow up, start a discussion about contemporary marketing and advertising “wars” and their consequences to consumers.

4) Analysing TV Commercials

One general way to work with TV commercials in the language class is to analyze them in small groups or as a whole class. Based on Tuzi, Mori and Young (2010), Appendix B brings several questions students can use to evaluate the ads.

Final thoughts

TV commercials have much to offer foreign language teaching and learning and internet tools such as YouTube provide teachers and learners access to a wide range of ads which can be valuable resources for the classroom. In the workshop I conducted, several activities were carried out, but only a few were described in this work. They can be used in pre-intermediate to advanced levels and should be applicable to a wide variety of classroom situations. To avoid problems with internet connection, the TV commercials should be downloaded using any available programmes such as Vdownloader or ATube Catcher and archived for later use in class.

References


KATCHEN, J. E. Using TV Commercials. ETA Newsletter, v. 5, n. 1, April, p. 15-17. 2001


TUZI, F.; MORI, K. YOUNG, A. Using TV Commercials in ESL/EFL Classes. The Internet


**List of sites for TV Commercials**

http://www.youtube.com
http://x-entertainment.com/downloads
http://www.teacheroz.com/retro.htm
http://www.esm.psu.edu/faculty/gray/movies.html
http://www.veryfunnyads.com
http://mckinney.com/work
http://www.visit4ads.com/
http://www.michellehenry.fr/publicite.htm
http://community.eflclassroom.com/resources/topics/using-commercials-in-the-efl
http://www.funnyplace.org/
APPENDIX A

Pre-Viewing

<table>
<thead>
<tr>
<th>Student A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) When you watch TV, how much attention do you pay to the advertisements?</td>
</tr>
<tr>
<td>2) Do you think ads influence the choices you make when you go shopping?</td>
</tr>
<tr>
<td>3) Describe an advertisement that you have seen or heard on the TV or radio. What was it about? How long did the commercial last? Did it make you want to buy the product?</td>
</tr>
</tbody>
</table>

Adapted from http://iteslj.org/questions/advertising.html

Before watching

This is a character in the short commercial ad you are going to watch. In your opinion…

What is the commercial about?
What product is being advertised?

First Viewing

1. Concentrate on the things people are WEARING and tick those you see:

<table>
<thead>
<tr>
<th>A leather jacket</th>
<th>A pair of shorts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boots</td>
<td>A cap</td>
</tr>
<tr>
<td>A panamá hat</td>
<td>A bandana</td>
</tr>
<tr>
<td>A bird costume</td>
<td>A bow tie</td>
</tr>
<tr>
<td>A kilt</td>
<td>A tuxedo</td>
</tr>
<tr>
<td>A rain coat</td>
<td>A pair of jeans</td>
</tr>
<tr>
<td>A scarf</td>
<td>Sunglasses</td>
</tr>
</tbody>
</table>

2. What different music styles can you identify in the video?
Pre-Viewing

<table>
<thead>
<tr>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) What kinds of ads do you like and why? What makes a good ad in your opinion?</td>
</tr>
<tr>
<td>2) Can you remember an advertising campaign that caught your attention?</td>
</tr>
<tr>
<td>3) What is the most popular way of advertising nowadays?</td>
</tr>
<tr>
<td>4) What makes an ad memorable?</td>
</tr>
</tbody>
</table>

Adapted from http://iteslj.org/questions/advertising.html

Before watching

This is a character in the short commercial ad you are going to watch. In your opinion…

What is the commercial about?
What product is being advertised?

First Viewing

1. Concentrate on the features the boy TAKES FROM the people he shares the coke with and tick those you see:

<table>
<thead>
<tr>
<th>Boots</th>
<th>Dark complexion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrinkles</td>
<td>A moustache</td>
</tr>
<tr>
<td>Feathers</td>
<td>A bird beak</td>
</tr>
<tr>
<td>A golden chain</td>
<td>Long hair</td>
</tr>
<tr>
<td>Scissors hands</td>
<td>Blond hair</td>
</tr>
<tr>
<td>Glasses</td>
<td>Mohawk hairstyle</td>
</tr>
<tr>
<td>A bagpipe</td>
<td>Fish gills</td>
</tr>
</tbody>
</table>

2. What different culture groups can you identify in the video?

Post-viewing

1. What issues are being raised by the commercial?
2. What message is being conveyed?
3. In your opinion, is there any element that can bring people/cultures together?

Follow up

1. In the paragraph below complete the gaps with the correct verb form of the verbs in the box.
“Birdman” __________ just one among dozens of other TV advertisements that the multinational Coca-Cola company __________ annually. Briefly, its story __________ a young man who, walking aimlessly, __________ on offering his coke to several people (Mexicans, Irish, Indian, gothic, punks, hip-hoppers) and even animals (a bird) and objects (a stuffed fish). As he __________ with these various characters, the protagonist __________ physical characteristics and features of the different musical trends and styles. The soundtrack also __________ along the time in which these encounters __________, incorporating sounds and beats that resulted from the mergers of different styles and rhythms. Finally, when the coke __________, he is totally transformed and unrecognizable. At the end, __________ the phrase that __________ the narrative: “The coke side of music.”

What tense is being used? Why?

Teacher Education

Skills Work

What skills were practiced in this activity?
Why were there different parts?

Teacher’s identity

What connection can you make between this video and one’s teacher’s identity construction?
How is this identity acquired? And how does it change over time?
What about your own identity as a teacher? Who/What has influenced you the most?
In what ways have they influenced you?

Answers

Birdman
Std A
Items people in the video are wearing: a leather jacket, a pair of boots, a cap, a panama hat, a bandana, a bird costume, a kilt, a pair of jeans, a scarf, and sunglasses.
Music styles: dark, heavy metal, jazz, hip hop, drums beat, guitar sound, bird whistle,

Std B
Features taken: boots, dark complexion, a moustache, feathers, a bird beak, a golden chain, long hair, glasses, and a mohawk hairstyle.
Culture groups: Mexican, Scottish, Indian, gothic, punk, rapper, hip-hopper, hippie

Follow up
Activity 1
“Birdman” is just one among dozens of other TV advertisements that the multinational Coca-Cola company releases annually. Briefly, its story presents a young man who, walking aimlessly, follows on offering his coke to several people (Mexicans, Irish, Indian, gothic, punks, hip-hoppers) and even animals (a bird) and objects (a stuffed fish). As he interacts with these various characters, the protagonist absorbs physical characteristics and features of the different musical trends and styles. The soundtrack also evolves along the time in which these encounters occur, incorporating sounds and beats that resulted from the mergers of different styles and rhythms. Finally, when the coke runs out, he is totally transformed and unrecognizable. At the end, there is the phrase that concludes the narrative: “The coke side of music.”
Appendix B

General
Brand or company name: _______________________________________________
Product or service: _____________________________________________________
Setting: ___________________________________________________________________

People who appear in the commercial
Age: _______ Sex: _______ Social class (if applicable): __________________________
Religion (if applicable): __________________________ Ethnicity (if applicable): __________________________

Context in which the people appear
When: __________________________
Where: __________________________
How: __________________________

Target audience
Age: □ children □ teenagers □ adults □ elderly □ any age
Gender: □ male □ female □ both
Marital status: □ single □ married □ both □ Other. Which one? __________________________
□ Large, general audience □ Small, regional audience
□ Business (industrial, trade, professional)
□ Noncommercial (government, civic groups, religious groups)
Check the items below that apply:
□ Humorous □ Serious □ Exciting □ Sad □ Other. Which one? __________________________
□ Monologue □ Dialogue

First impressions
What is the first thing that caught your attention? Why?

Vocabulary

<table>
<thead>
<tr>
<th>Positive words</th>
<th>Negative words</th>
<th>Verbs</th>
<th>Idioms or set phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Values
What does the commercial suggest that the product provides? Select the three most important items, and explain why.
□ Satisfaction of a physical need □ Faster/more efficient service □ Better self-image/life
□ Safety □ Status □ Enjoyment/happiness
□ Comfort □ Health □ Romance
□ Friendship □ Power □ Glamour
□ Time □ Money □ Sensuality
□ Social authority □ Better price □ Easy use
□ Better quality □ New identity □ Idea

Pros and cons for buying the product
According to this commercial, what will happen in the following situations?
If I buy this product or use this service, I __________________________
If I don’t buy this product or use this service, I __________________________

Critical analysis
Do you think this commercial would be successful in Brazil? Why (not)?
If not, how might you change it?