
E-Advertisement Acts as a Mediocre for Creative Efficacious Language Acquisition

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The objectives of this paper are to make the learners to use their familiar vocabulary to frame sentence structure on their own and to think creatively by using E-advertisement. This paper focuses on learners not to learn consciously but unconsciously to acquire second language English is widely accepted as a global language. It serves as a medium in bridging various nations and cultures. English language is a lingua franca because communication has become possible between people, who do not share a native language and dialect. In earlier days, English was considered as a second language because it has created a great impact in all the sectors and its position as a second language had shaped into first language. In the Modern era, the advertisements have become fascinating throughout the world. By E-advertisement the learners can create a new environment, and they start to acquire the language unconsciously. It is one of the easiest ways to communicate with society. E- Advertisement products are also a part and parcel of our day-to-day life. Almost all the advertisement uses their taglines to attract people in the world. These E-advertisement are formed with imagination, creativity and thinking, which can enhance the language skills of learners through language acquisition.

Keywords: Communication, Cognition, New Environment and Fascination.

Introduction

Globalization has made English as a global language that acts as a thread to connect the whole world with effective communication. English language can be acquired in an effective and motivating way through advertisements. Advertisements facilitate language acquisition in a casual setting. These advertisements can provide a vivid contrast to the traditional classrooms. Through advertisements, language learning experiences readily become a stimulating source of fascination, personal growth and breakthrough for the learners where the learners get a chance to practice many different skills and acquire language easily.

Language acquisition is different from language learning. Language ought to be acquired and not learned. Learning language is using the brain to analyze English grammar, memorize English vocabulary, and translate English messages. This is the process used in schools to make the students well versed in English. The learners consciously study these methods in English, word

by word and rule by rule. The result is that the learners know a lot about English grammar rules and translations, but they fail to speak well. Since, they are not aware of where to place the words that are learnt and the rules appropriately.

Language acquisition is the process of the learner's acquiring language through a subconscious process during which they are unaware of grammatical rules. During the process of acquisition learners do not try to memorize words. Effortless learning can be done when the language is acquired. The learners obtain a source of natural communication through advertisements. In such situations the importance is on the text of the communication and not on the form. In this case, the learners communicate in English spontaneously where they are not conscious like being in a classroom, no matter if they are right or wrong. This principle stays as the root for the learners to acquire English through advertisements. They readily acquire the language to communicate with their peers in such an atmosphere.

Advertisements create an environment where the learners acquire the language and they do not learn the language. The presence of a teacher is not necessary in such situations even if a teacher is there, his role will be minimal. The learners join together during the activities and they only communicate in English where they are not conscious of the rules and regulations while speaking in English.

Learners find it comfortable to acquire a language by way of this method since, it is unlike the traditional classroom method. In traditional classrooms, learning is hardly learner centered where the teacher's role is active and the learner's role is passive. The learner's part is very active during other activities. Here the learners communicate with their peers without any hesitation. Since they are not bothered about the rules and regulations, they are not conscious as well.

A review was made with the M.A students of Bharathiar University in order to bring out the shy and backward learners to acquire English quickly. In the classroom, learners were motivated and then they were asked to give a speech and hardly few raised themselves to come forward and the rest-maintained silence. Then the classroom atmosphere was altered into a casual setting and again the learners were motivated and were asked to communicate in English with their friends and they were asked not to bother about the rules and regulations. Names of four products were given to the learners and they were asked to tell the slogan just by viewing the advertisement once.

Most of the learners shouted the slogans without any hesitation. At the end of each advertisement all the learners were asked to share their views. Everyone communicated in English and it was noticed that they uttered few words and sentences which relates to the product. Here language acquisition has taken place since the students were asked to just enjoy and watch the advertisement and forget the rest. From the study, it is clear that the human brain acquires vocabulary sub- consciously than in a conscious way.

The learners who did not come forward at the beginning were asked to speak after the participation. After questioning them about their not coming forward, it was found that they were scared to speak because of their own suspicion of grammatical structures. The traditional method of learning stands as an obstacle for the learners. Interactive environment must be created where the learners acquire language and not learn it.

In such an atmosphere, the learners acquire language from what they do, through what they encounter and through natural environment that stimulates new interest. This indicates that, in order to acquire language, the learner needs a source of natural communication. Through these advertisements' learners acquire not only new words, but also learn its usage on their own and informal interaction among each other can also be developed.

These types of activities give a wide range of opportunities for language learning and also draw in energy and inspiration from all around. Learners feel the difference and pay keen attention towards the activities done, rather than sitting in stuffy classrooms.

They actively participate and interact with their peer groups, who come out with different opinions during the course of the activities and without any hesitation they present their opinions and asked questions and doubts since it's not a classroom where one must stick to the rules and regulations.

In these kinds of activities usually the students join together to learn English, where the process of acquisition takes place. This shows that the learners who have memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak correctly. Hence advertisements help the learners to acquire language in a long run.

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