

The Impact Of Advertising Discourses As Language Games On Improving Communication Competence In English

Rozikova Zilola Tursunboy qizi

A teacher at Chirchik State Pedagogy University, Uzbekistan

Received: 25 June 2025; **Accepted:** 26 July 2025; **Published:** 31 August 2025

Abstract: This study explores the pedagogical potential of advertising discourses, particularly slogans, as language games for improving communicative competence in English language teaching (ELT). A classroom-based intervention involving 24 undergraduate students from an educational management program in Uzbekistan employed a task-based language teaching (TBLT) approach over four weeks. Students engaged in analyzing, interpreting, and creating advertising slogans, with a focus on metaphor, ambiguity, and persuasive strategies. The results indicate that learners developed greater fluency, creativity, and contextual awareness in English. These findings are discussed in relation to broader literature on gamification, lexical ambiguity, and motivational psychology. The study concludes that incorporating advertising discourse as a language game is a valuable strategy for enhancing both linguistic performance and learner engagement in ELT contexts.

Keywords: Communicative competence, language games, advertising discourse, lexical ambiguity, metaphor, ELT, task-based learning, motivation, slogan analysis.

Introduction: In the modern era of language education, communicative competence has become a central goal in English Language Teaching (ELT). As classrooms shift from teacher-centered to learner-centered environments, innovative strategies that promote real-world communication and student engagement have grown in importance. One such strategy is the incorporation of advertising discourses into language instruction through the use of language games.

Advertising language is inherently persuasive, creative, and often rich in ambiguity, metaphor, and cultural references. These characteristics make it a powerful resource for developing students' linguistic creativity and communicative abilities. As Cook and Crystal argue, the playful nature of language enhances motivation and cognitive engagement, both of which are essential for effective language acquisition.[1]

This article explores how advertising discourses, when implemented as language games, can improve students' communication competence. Drawing upon both theoretical perspectives and a classroom-based study with students of educational management, the study investigates the extent to which linguistic

creativity fosters active language use, interpretation, and expression in English. The central research question guiding this study is: To what extent does the integration of advertising discourse-based language games influence learners' communicative competence in ELT contexts?

METHODS

This study was conducted with a group of undergraduate students enrolled in an educational management program at a university in Uzbekistan. The intervention lasted for four weeks and consisted of weekly 80-minute sessions focused on the use of advertising discourses through language games. The participants (N=24) were all at intermediate or upper-intermediate levels of English proficiency. The instructional framework followed a task-based language teaching (TBLT) approach. Each session was structured around the following stages:

Exposure to real-world advertising slogans – Students analyzed well-known examples such as "Just Do It" (Nike), "Open Happiness" (Coca-Cola), and "Think Different" (Apple). The instructor guided them in identifying metaphorical language and lexical

ambiguity in each case.

Conceptual awareness and interpretation – Learners discussed the underlying messages, emotional appeal, and societal values embedded in the slogans. Particular focus was given to how seemingly simple phrases carried layered meanings and persuasive intent.

Creation stage (language play) – Students were given cards representing various fictional or real-life products (e.g., smartphones, eco-friendly food, automobiles). Working in pairs or small groups, they created original advertising slogans. For instance:

- a) For a phone: "Connect Your World"
- b) For healthy food: "Healthy Inside, Happy Outside"
- c) For a car: "Drive Into the Future"

Presentation and analysis – Students presented their slogans to the class, after which the instructor led a discussion analyzing the linguistic techniques used—such as metaphor, brevity, ambiguity, and emotional resonance.

Reflection and feedback – Learners reflected on how language can be shaped for specific communicative goals and what strategies help make language impactful, memorable, and persuasive. This method combined creative output with linguistic analysis, aiming to simultaneously enhance students' communicative competence and critical language awareness. Data collection included pre- and post-intervention speaking tasks, classroom observations, and learner reflections, which were analyzed qualitatively.

RESULTS

The qualitative analysis of learners' speaking performance before and after the intervention revealed noticeable improvements in multiple areas of communicative competence. Students demonstrated increased confidence in expressing ideas, greater fluency, and an enhanced ability to interpret and respond to nuanced or ambiguous language.

One key observation was the shift in learners' awareness of metaphorical and persuasive language. Initially, many participants approached advertising language literally. However, by the end of the intervention, most students were able to identify and explain the deeper meanings and emotional strategies behind commonly used advertising slogans.

Furthermore, students began producing their own slogans using metaphor, wordplay, and concise structure effectively. Their presentations reflected improved pronunciation, expressive intonation, and audience awareness—traits essential to

communicative competence. Reflection logs revealed that students found the tasks highly engaging and relevant to real-world communication. They reported feeling more confident in interpreting English outside the classroom, particularly in media and consumer contexts. Several students explicitly mentioned enjoying the creativity involved and valuing the opportunity to analyze language from a functional perspective.

These results indicate that using advertising discourses as language games provides not only linguistic enrichment but also supports broader communicative development by fostering strategic language use, interpretive skills, and personal expression.

DISCUSSION

The findings of this study align with broader research on gamification and linguistic creativity. For instance, Misara, Verma, and Dubey emphasize how gamified learning experiences can enhance learner engagement and shift instruction from surface-level points systems to meaningful, immersive strategies. In our context, advertising discourses as language games function similarly—creating experiential learning moments that stimulate both motivation and linguistic depth.[6]

Furthermore, lexical ambiguity, a core feature in many advertising slogans, is discussed in the work of Liu, Medlar, and Glowacka, who explored the challenges ambiguity poses in professional discourse. [5] While ambiguity is often seen as an obstacle in specialist communication, our findings suggest that in ELT contexts, it can be a powerful tool to develop students' interpretive flexibility and sensitivity to context. This repositions ambiguity as a pedagogical asset rather than a barrier.

Another important connection can be drawn from the study by Skračić, Glavinović, and Vukić, who analyzed advertising slogans in the maritime industry using Maslow's hierarchy of needs. Their work shows that slogans appeal to both fundamental and aspirational human desires. When such messages are brought into the language classroom, they allow learners to engage with cultural values, emotional connotations, and social persuasion—thereby enriching communicative competence.[7]

Taken together, these comparisons underscore the broader relevance of our findings. They show that advertising language, though commercially oriented, has significant educational value when repurposed in thoughtful ways. As such, this study contributes to the growing body of literature calling for more creative, psychologically-informed, and learner-centered approaches in ELT.

CONCLUSION

This study concludes that integrating advertising discourses into English language instruction through language games can significantly enhance students' communicative competence. By engaging with metaphor, ambiguity, and emotionally charged language in a playful and purposeful manner, learners become more adept at interpreting, producing, and responding to authentic language. The approach not only improved learners' fluency and confidence but also cultivated their critical language awareness—an essential skill in navigating both academic and real-world communication contexts. Moreover, learners reported increased motivation and enjoyment, suggesting that creative, meaning-focused tasks have a positive impact on language learning outcomes.

Future research could expand this study by incorporating quantitative measures of communicative competence, comparing outcomes across different proficiency levels, and exploring the long-term retention effects of language games. Nonetheless, the findings presented here demonstrate that advertising discourses, when used thoughtfully in ELT, are more than marketing tools—they are rich pedagogical resources that empower learners to communicate effectively and creatively.

REFERENCES

- Cook, G. (2000). *Language Play, Language Learning*. Oxford University Press.
- Crystal, D. (1998). *Language Play*. University of Chicago Press.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Springer.
- Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. Harper & Row.
- Liu, Y., Medlar, A., & Głowacka, D. (2022). Lexical ambiguity detection in professional discourse. *Information Processing & Management*, 59(5), 103047. <https://doi.org/10.1016/j.ipm.2022.103047>
- Misara, R., Verma, D., & Dubey, R. S. (2025). Beyond points and badges: Unveiling the impact of gamification in management studies. *Acta Psychologica*, 237, 103021. <https://doi.org/10.1016/j.actpsy.2025.103021>
- Skračić, T., Glavinović, R., & Vukić, L. (2025). Key messages of advertising slogans in the maritime industry. *Transportation Research Procedia*, 83, 457–464. <https://doi.org/10.1016/j.trpro.2025.04.062>