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| **RESEARCH ARTICLE**

Insights into Teaching Figurative Languages in Poetry using Advertisement Medium: A Case study

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| **ABSTRACT**

Advertisements are used in foreign language teaching, but this genre is appealing rarely in literature teaching, particularly in poetry. Poetry is one of the interesting genres to teach in the classroom. The intention of teaching poetry is, at times, imbalanced. Teachers forget the significant role of poetry since the main focus is on the exam compared to understanding and interpreting the information. This paper examines the main arguments for using advertisements in poetry teaching to teach figurative language. This research article focuses on some of the appealing uses of figurative language in advertisements and how literature faculty could exploit them in the poetry classroom. This paper aims to examine the effectiveness of using advertisements and slogans as supplementary materials for teaching poetry and how the advertisements connect the content culturally and could help the students understand figurative devices' implied and literal meanings. For this purpose, the data was collected from 120 students from 3 different semesters (2020-2021-Term-I, 2020-2021-Term-II & 2021-2022-Term-I). This study was carried out to analyze the effectiveness of teaching literary devices using advertisements. This study adopted a quantitative and qualitative research method. Based on the analysis of the study, it was concluded that the general impact of using advertisements as supplementary material in poetry teaching is highly positive, and it also has a great impact on student performance.

1. Introduction

In general, figurative language proposes a comparison of different objects. Although it looks similar to other terms, figurative language is not literal. For example, the phrase 'time flies' (the personification of time) is figurative since time cannot fly as birds can. This is condensed, and it implies many meanings. Students need a lot of practice to recognize and understand its similar meanings. This will enhance the vocabulary knowledge as well as incites the students to explore many similar meanings and critically think beyond the literal meanings of words. Figurative language is very important to learn since it plays a vital role in expanding meanings and condensing language. Also, it is sophisticated and conveys the meaning and mood of writers creatively.

Teaching and learning a figurative language not only helps to learn new words and phrases but also it's a very important tool in the writing process. Learning and using figurative language help the students to enhance their writing skills; they visualize the intended meaning and create a mood, tone, rhyme, and other effects. On the whole, teaching and learning figurative devices beautifully craft the art of speaking as well as writing and elegantly expressing emotions. In addition, it artistically articulates even abstract and complex concepts perfectly and persuasively.

Usually, in literary and language teaching, the most considered part is phonics, parts of speech, spelling, grammar, and subject concepts. Right from school, the most ignored and forgettable concept is figurative language. In fact, in the teaching-learning process, figurative language adds color and spice; this motivates the learner to think critically. This critical thinking enhances their language competency and brings intrigue to their language skills.

Brooks and Warren (1960), Durgee (1986), and Rimer (1997) discussed the similarities and the importance of advertisement, poetry, and figurative language. According to them, advertisement and poetry are both created with literary structures to provoke the reader and perceiver through condensed artistic persuasive language. The use of figurative expressions carries abstract, heavier notions and complex information in an easy way and gives a sense of appeal that also reaches the reader.

1.1 Teaching poetry

Teaching poetry stimulates students' subjective and creative knowledge and develops literary competence among the students; poetry is one of the important genres to introduce and teach appropriately in the classroom. In 2011, Panavelil discussed the merits of teaching poetry, particularly in EFL classrooms.

The great advantage of teaching poetry includes:

1. Enhance students' language skills
2. Enrich the vocabulary
3. Develop the creativity
4. Generate strong emotions
5. Create cross-cultural awareness
6. Learn different themes

In this research context, it's really hard for teachers to teach poetry in the classroom. The great challenge faced by the teacher is the selection and choice of poetry to teach according to the level of students and which suits the culture of the context. However, a teacher should be cautious to select the poem with an appropriate level of complexity, length, and also, the themes and content resonate with students to encourage and stimulate their emotional responses. On the whole, it should be a student-centered selection.

Parkinson & Thomas (2000) suggested the following ways for the teachers to encourage the students to learn poetry effectively.

1. Paraphrase Meaning
2. Linguistic Features
3. Personal Reaction

It's a teacher's choice to select any approach to teach poetry according to the students' nature and also integrate suitable supplementary material that makes students learn literary concepts well. So this study tries to show the effectiveness of using advertisements to teach figurative language in the English language teaching classroom.

One of the most frequently asked questions in English language and Literature teaching is suitable supplementary material preparation. Students at the school level never concentrated or cared about figurative language, especially in Saudi schools. When they enter into collegiate education, it's very difficult for them to understand any literary terms. If the students want to learn figurative speech to excel in their writing and speaking, it is very important to teach with suitable supplementary material. One of the best suitable materials is an Advertisement which has a positive effect on learner motivation in language teaching classrooms. It's being regarded as authentic, intrinsically more interesting, or stimulating than artificial non-authentic materials. Little, Devitt, and Singleton (1989: 26) suggested that real authentic texts bring learners closer to the target language culture, making learning more enjoyable and, therefore, more motivating.

In 1992, Cook said that advertisements are reliable and suitable resource materials. They offer not only subject matter but also cultural values.   Davis, 1987 said that advertisements provide visually colorful context and make it remarkably easy for students to understand the language since the advertisements are repeatedly shown on television, on hoardings, on the internet, on social media, and on roadside advertisements. Technically speaking, from the teaching point of view, advertisements are quite short and tempting, so it's easy to implement as supportive materials in Language Teaching, particularly poetry teaching. In 1991, Kelen also agreed that advertisements are very creative and stimulate learners to be creative since the advertisements use a figurative and special language code in a combination of substitution, repetition, and word-play.

1.2. Figurative Language

The significance of figurative language is that the words do not match their literal meaning; also, it will urge the reader or the viewer to find out the imagination of the author's meaning. In 1987, Cayne said that figurative language utilized words with newness and emphasized the difference from regular words. Normally figurative language is used as a strategy to communicate our thoughts with emotions. The following seven common types of literary devices frequently applied in figurative language in our communication are mentioned below, which are focused on and taught to the students using the advertisement medium.

Simile: It directly compares two different objects, but it still shares a point. The words used to bring the likeness correlation are such as, at that point, appears, looks like, etc., thus it can either express or verify, depending upon how the comparison is indicated.

Metaphor: Metaphor is similar to simile, but it articulates a comparison between any objects that have a common point but without the use of literal words such as: like, axles, etc. According to Kennedy and Gioia (2013), metaphor connects one thing to another, but not in the literal sense.

Personification: It represents abstract inanimate objects as though they were human. It treats the nonliving or inanimate like a living thing.

Hyperbole represents any objects, ideas, and thoughts to give extreme importance and pressure to achieve results. It exaggerates and highlights words to the extreme point in the sentence.

Synecdoche: It is a style that is expressed in the manifestations of part of something used to refer to the whole.

Pun: It is a play on words with different meanings of a word and also gives to humorous effect.

Onomatopoeia: Words sound like the thing they describe.

Understanding the literal level of meaning is not enough. To manage the new level of language by practicing, it's very important to know about figurative language.

1.3 Teaching Figurative Language

Teaching poems help students experience two main features of aesthetic experience: distance and relation (Kramch, 1993). Poetry unfastens the students from reality, immersing them in an imaginary world of sounds, rhythms, and characters. Poetry makes the students sensitive to the referential and expressive aspects of language. Based on our teaching experience, we realized that Poetry is very powerful in nurturing critical thinking and creativity. (Cumming, 2007). Students' active participation in the classroom and teamwork participation always brought changes not only in their language performance but also in their perception of learning poetry too.

In 2014, Simmons pointed out that learning poetry is a great outlet and a good healthy exit for passing negative emotions and feeling positive, vibrant emotions. This outlet encourages students to share their ideas freely, where they can connect to their personal feelings in the form of poetic genres. Poetry helps the teachers to engage the students and positively encourage them to read the poetry. Also, it nurtures trust and empathy among the student since it's a powerful tool and enables teachers to motivate students to practice and read poetry that can create interest in the class and also stimulate the students to speak and listen to English. Poetry is a powerful genre of English literature which helps the students not only to enhance their language skills but also to develop the student's social and emotional abilities.

According to Brooks and Warren 1960, p555), poetry agrees with non-literal connotative language built on imagery knotted into figures of speech. According to Barnet, 1979, figurative language is used to create the structural form of allegory. Overwhelmed by information, serious social issues, entertainment, and visual sensations can be tough to stand out, but creative use of figurative language can portray the messages with appeal. The poem is the spontaneous overflow of intense emotion. Hence, Teaching poetry as a subject and teaching the subject in a poetic way are both extremely important in the language learning situation. When we teach poetry, poetic concreteness separates and highlights the emotions, not exactly as it creates a boring feel for the students. To rouse the interest of the students by creating figurative condensation is a way. Poetry is a way of sharing experiences; it creates a great visual image for the students. Also, it has the power to stimulate the senses. Even English language teaching serves as a tool to teach vocabulary since it has imaginative meanings for words with musical effects. Figurative language in the poem evokes sensory experiences.

The important factor determining students' ultimate learning is the teachers' teaching strategies of poetry. The traditional way of teaching poetry focuses on the poet and the poem rather than the reader of the poem. The poem given in the syllabus is usually taught as per the poet's beliefs, and it is mostly subject-centered and focused on examination. The usual pattern of poetry teaching is to read the text and translate and explain the new vocabulary. In this kind of traditional teaching, there will not be any direct contact between the poet and the reader through the text. Thus, increasing the expressiveness and a deeper understanding of poetry is more important than merely teaching the text and its meaning.

Karnes et al. (1961) said that teaching strategies should stimulate creative thinking and are more challenging to creative students. One of these strategies for developing creativity is providing appropriate supplementary materials.

The ultimate aim of using advertisements is to make the students able to identify, understand, and use figurative language. It's a great opportunity for the teachers. The advertisement offers an array of both print and visual mediums for teaching figurative language that students will learn and enjoy.   A teaching advertisement medium with fun visuals can motivate the students as well as reinforce figurative terminologies and their definitions. T.V visual advertisements always get students' attention and also challenge their knowledge and critical thinking. The following criteria can be adapted to select the advertisement medium.

1. If it's a visual medium, select the advertisements with clear pictures or images or graphics with sound.
2. Variety of good and accurate content
3. Suitable to the context and culture

Considering the above-mentioned criteria, this research was done to make them learn the following figurative languages using advertisement mediums.

1.3.1 Simile
Identifying or understanding the simile can be done with the help of words such as like, as, and the expressions such as and as though to draw attention. Particularly in advertisements, visual and verbal similes work well in classroom interaction.

For example:
- Nike Sports Shoes: Heavy **as** a feather
- Olay Pro-X Skin Cream: For skin as smooth as a peach
- Chevrolet: The Truck **like** a rock
- Heinz Tomato Ketchup: No one grows Ketchup **like** Heinz
- Coca-Cola: Tastes **like** a million dollars.
- Mercedes Car: **As** extreme **as** you
- Diary milk: Feels **like** a lot more

1.3.2 Metaphor
A metaphor is frequently taught along with similes to help the students to illustrate the differences between the two. Unlike a simile, a metaphor states that an object in a specific way is *the same* as another apparently unrelated thing. The visual and verbal metaphors in the advertisement medium are also very much helpful to give the activities in the classroom.

To identify and understand the metaphor, the following kinds of advertisements can be used to motivate the students to learn and to think creatively.

Examples
- Tabasco Sauce: Beware the Heat
- Pizza Hut: See the Leaning Tower of Pizza
- Red Bull: Red Bull gives you the wings

1.3.3 Personification
Attributing the human characters or qualities to non-human things. Personification is also known as anthropomorphism.
- Goldfish backed snack: The Snack that Smiles Back
- McDonald's burger: Stop staring at me. Like I'm some piece of meat
- Audi Car: Your new companion
- Kitkat: Breaks are good have one
- Lakme: Sun expert

1.3.4 Hyperbole

It's an exaggeration of situations or any object. Hyperbole is often used in advertising, often referred to as "sensationalizing the selling point."

- Coco-cola – open happiness
- Gay Lea Spreadable butter: Stop toast brutally
- Coco-cola zero- Unlock the 007 in you
- Anchor butter: Made(by) cows

1. 3.5 Synecdoche

Synecdoche is like metonymy but more 'specific'. Part to represent the whole.

1.3.6 Pun:

Pun is the witty form of figurative language. Puns are not the only literary devices but also comprise the following devices, and they will help us to teach English literary devices too.

- Assonance
- Alliteration
- Consonance
- Repetition
- Rhyme

No time for a hello, really. Image credit: f***yeahadvertisingpuns.tumblr.com.

1.3.7 Onomatopoeia

Onomatopoeia is a powerful mnemonic device; the main aim of using it is to get readers to remember a poem or theme.

- The pain reliever, Alka-Seltzer, splash, plop, bloop

As per the course specification and content, the students are expected to learn figurative and literary devices as an introductory lecture. Based on the observation, it was identified that the students had a low ability to identify the figurative language since they were not able to define or identify the figurative language. To enhance the student's interest and learning ability, this study adopted the advertisement medium as a supplementary tool to teach figurative language in the introductory lecture and also conduct activities before and after the poetry reading class.

Referring to the background of the problems, there are indications that the students still have weaknesses in understanding the figurative language that should be improved. Therefore, to enhance the student's ability to identify figurative language, the researcher views it as important to conduct this research.

1.4 Statement of the problem

For English language learners, achieving language fluency is essential, so it's necessary to understand and recognize figurative language. Though it's challenging, it's partly rooted in culture. Particularly the students learning literary terms failed to comprehend the intended meaning. Therefore, teaching figurative language to English Language Learners is an inevitable process.

Unlike previous studies that mostly investigated the effectiveness of advertisement in Language teaching and Literature, this study focuses its effectiveness on teaching figurative language. Particularly, this study focuses on the effectiveness of the use of advertisements in both print and visual mediums in improving students' examination results and enhancing their vocabulary skills as well as communication by teaching figurative language in Poetry to level-5 students of the Department of Languages and Translation, Women Division, Northern Border University, KSA.

The use of advertisements as teaching media in Poetry class among level-5 students of the department of languages and translation has been rarely explored; thus, this study intends to fill this gap, taking the case of the Department of Languages and Translation, Women Division, Northern Border University, KSA. The findings of this study are yearned to provide evidence on the effectiveness of using advertisement medium in improving the course results and communication skills among the students. It is also expected to throw some light on the way Language and Linguistics teachers use advertisement as an effective medium to enhance the knowledge of students in their core courses.

In almost all universities, English language teachers make use of the latest technology like virtual teaching, using YouTube, PowerPoint Presentations, various websites, and other possible Social networking. Still, there is a simple tool for teaching language that is rarely explored in teaching: the advertisement medium. The supplementary advertisement medium can provide a simpler, more resourceful, yet effective means through which figurative language can be taught. Since advertisement mediums are audio-video, students incline to get more attracted to them.

The language and the style used in the advertisement medium can easily be remembered by the students since they are watching T.V and other printed materials. The headlines and the slogans presented in the advertisement medium can be assigned to students

as a pattern practice. Through this activity, students can identify figurative language as well as provide similar kinds of slogan lines or headlines. As a part of this research, data were collected from 120 students studying English Language and Literature at the Department of Languages and Translation, College of Education and Arts, Northern Border University, Arar, Saudi Arabia. All these students were of Arabic Medium background and studied in the Department of Languages and Translation for the past 4 semesters.

2. Methodology

The main aim of this study is to give an idea about the use of advertisement medium as supplementary material to teach figurative languages in poetry teaching situations and practices- especially it used - studying the case of the department of languages and Translation, level- 5 students at NBU. There is a common questioning of whether the actual strategies involved are meeting the students' needs if we consider that they are satisfying for the teachers. If students show negative attitudes, we cannot help but question first the teacher's methodology. To evaluate and understand the students' motivation and commitment, it is a must to focus on the kind of supplementary material selected for the target group of students and if the strategies designed by the teacher are suitable for their students.

Considering all these points, the present study endeavors to reveal the picture of supplementary material used in poetry teaching and to give an idea about students' attitudes towards this subject. Therefore, this case study will be set up to explore the following primary questions.

1. What are the main weaknesses consequently students are facing in the poetry class?
2. Are there any communication-based approaches and learner-centered activities focused on teaching these students?

The main weakness commonly faced by the students is figurative language and its meaning. The second answer is yes; the teachers handling the course adopted a motivating advertisement medium as supplementary material to teach figurative language in poetry teaching.

2.1. Research Questions

The answers to the above questions give an idea to narrow down the following research questions

1. What is the effectiveness of using advertisements in teaching Literature, particularly in poetry Class?
2. What are the students' perceptions of using advertisement materials in teaching poetry in terms of effectiveness?

To answer these research questions, the study used both qualitative and quantitative methods. For the qualitative portion, the researcher used small-structured feedback from the students regarding their opinions about using advertisements in their classrooms as a supplementary tool.

As a part of the qualitative analysis, a quiz was conducted for the three different semesters after each poem. Students were asked questions related to literary devices in the form of worksheets and exercises, which they answered accurately. Hence, the application of advertisements to teach figurative language was extremely effective, which is evident from the overall performance of the students in the three semesters. On the whole, all students achieved full marks for the assessment marks allocated for figurative language.

For the quantitative portion, an online survey was given to the subsets of the study.

2.2 Hypothesis

The answers to these questions might not seem easy to conceive, but what results from the latter questions are the following hypotheses:

1. The poetry classroom is becoming more student-centered, for the implicit instruction of such a genre, which might seem to be not systematic and not bound to traditional methods, provides time for discussion and motivate students.
2. The teacher's strategies are bound to language and communication-based activities; also, the figurative languages in the poems drive the students to learn enthusiastically with a positive attitude towards poetry.
3. The student-centered poetry classroom needs time for discussion.

2.3. Limitation

This study focuses on figurative language in poetry using the advertisement medium as a supplementary tool that focuses only on simile, metaphor, personification, hyperbole, synecdoche, pun, and onomatopoeia.

3. Study Context

This work is a case study intended to reveal the Poetry: Renaissance to Romantics teaching situation, the effectiveness of the advertisement medium as a supplementary material used to teach it, as well as the students' attitudes toward the techniques of poetry teaching. This research paper involves level 5, 3rd-year students within the Department of Languages and Translation, Women Division, Arar, NBU.

3.1. Participants

The sample for the study consisted of 120 students studying English Language and Literature at the Department of Languages and Translation, College of Education and Arts, Northern Border University, Arar, Saudi Arabia. Out of 120 students, 40 were from 2020-2021-Term-I, Term-II- 2020-201-40 students, and 40 students from 2021-2022-Term I. The participants were fifth-level students. They have been learning in the department for the past four semesters. The study compiled the information received from the quantitative analysis conducted through a survey.

3.2 Study Instruments

The tools used to collect the data for this study were a structured feedback form, the responses obtained to a student questionnaire, and the students' observations obtained during their performance and interactions.

3.3. Structured Feedback

The Literature teaching was performed online owing to the restrictions against attendance in person posed by coronavirus disease in 2019. This meant that the classroom teaching took place without a camera, which impeded the ability of the teachers to observe the students' nonverbal communication. On completion of each unit test, the students were provided with a simple structured feedback form to determine whether the adopted strategy was effective. This was an opportunity for the students to describe their levels of confidence, interest, and motivation. The following question was asked: 'Which of the tools listed below best helped to make you feel comfortable and learn concepts effectively? The choices included advertisements (image & visual), lecture handouts, a collection of poems, and worksheets.

The periods of evaluation were the first and second terms of the 2020-2021 academic year and the first term of 2021-2022.

This study concentrated and explored various examples of figurative languages within the application of the seven most commonly used literary devices used which were mentioned above, the definition of the terms with an example and how to use them, how to create an activity, how to teach, and how to give practice to the students in the class. The use of advertising materials bears a strong resemblance to other literary endeavors and can benefit from a greater understanding of poetic devices. This study proves the effectiveness of using advertisements as supplementary material to teach and familiarize students with figurative language. This strategy will help the students to understand and identify figurative language when they learn poems.

3.4. Structured feedback Results

The periods of evaluation were the First and Second Terms, 2020-2021, and the First term-2021-2022. Only 4% of the students stated that they preferred the use of worksheets for learning purposes; they reported that they were afraid to participate in activities and also few of them said that they didn't have a stable internet connection. Also, more than learning, their mere focus was on passing the year-end examinations (Table 1, Figure 1).

Table 1. : *Structured Feedback from the First Two Terms of the 2020–2021 and Term-I 2021- 2022 Academic Year*

Statement No.	Year/Term	No. of Students	Responses			
			Advertisements (Visual & Print Media)	Lecture Handouts	PowerPoint presentation (PPT) along	Worksheets
1	2020–2021 (1)	40	38	0	0	2
2	2020–2021 (2)	40	39	0	0	1
2	2021-2022 (1)	40	39	0	0	1

Table 1. A depiction of the structured feedback obtained for Terms I & II of the 2020–2021 & term-I -2021-2022 academic year.

The structured feedback of the students was evaluated, and concluded to the fact that advertisements were indeed effective not only for inciting interest and lively participation of the students but also for reflecting progress in their results. The results of the same are summarized below:

The majority, 96% of students, preferred and were positive about the use of advertisements as an effective teaching and learning strategy. They reported that advertisements helped them to increase their confidence and communication skills. Overall, they agreed that the use of advertisements as a supplementary tool positively impacted their capacity for communication.
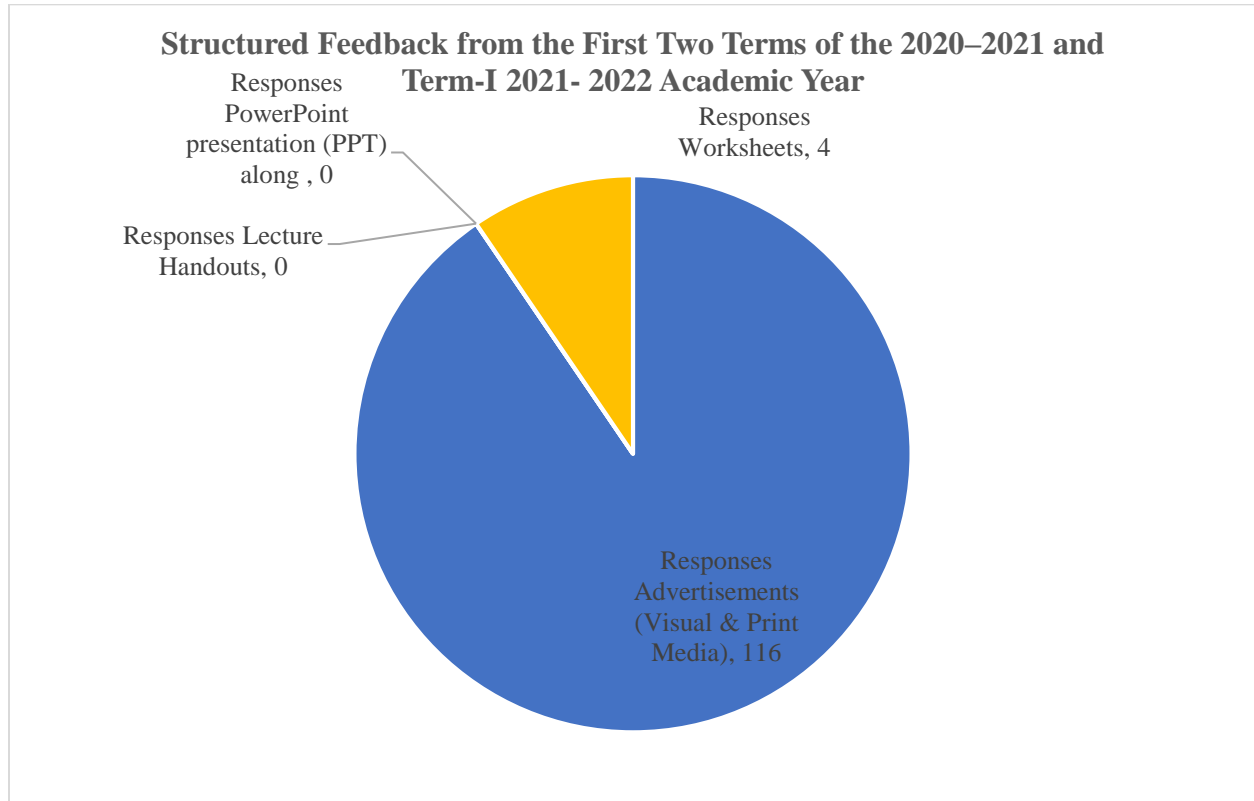

Structured Feedback from the First Two Terms of the 2020–2021 and Term-I 2021- 2022 Academic Year

Responses PowerPoint presentation (PPT) along , 0

Responses Lecture Handouts, 0

Responses Worksheets, 4

Responses Advertisements (Visual & Print Media), 116

Figure 1. **A depiction of the structured feedback response for Terms I & II of the 2020–2021 & Term-I 2021-2022 academic year**

3.5. Discussion

Hundred and fifteen students out of the 120 students expressed that the use of advertisements helped them to understand the figurative language better; only four students agreed with the worksheet's strategy, as shown in the above figure. The students' answers depended on their participation in classroom activities and the observations regarding their interactions during online lectures. Overall, advertisements helped the majority of students to understand the intention of teaching figurative language better, as in Figure 2.

3.6. Questionnaire

The questionnaire comprises items that explore the usage of advertisements and the contended language use, benefits, and implications in the study of literature poetry courses and the development of language and social skills at the undergraduate level. The questionnaire consists of fourteen statements. The responses for each item and the results are given below:

Table 2. : *Questionnaire from the First Two Terms of the 2020–2021 and Term-I 2021- 2022 Academic Year*

S.No	Statements	Agree	Neutral	Disagree
1	Were the advertisements shown during the Poetry classes helpful to you?	119	1	0
2	Did advertisements develop your understanding of the literary devices in the poems taught in the course?	119	1	0
3	Did the use of advertisements make the class more interesting?	119	1	0

4	Have advertisements facilitated you to follow the poems taught in class easily?	118	2	0
5	Have the usage of advertisements helped you to analyze the question on literary devices in your exams in a better way?	119	0	1
6	Were you able to interact and engage yourself actively in the discussions after the advertisements were shown and explained?	116	1	3
7	Have you watched any other advertisements outside the classroom related to the literary devices discussed in the class?	120	0	0
8	Have you used advertisements to gain an understanding of topics for other courses besides Poetry?	120	0	0
9	Would you personally like to use advertisement videos as a resource for your learning?	119	1	0
10	Did advertisements help you in enriching your vocabulary?	120	0	0
11	Did advertisements benefit you in expressing your thoughts logically and coherently while writing?	119	1	0
12	Did advertisements aid you in the continual use of figurative language while writing on a topic?	118	1	1
13	Have you used literary devices while communicating in English inside the classroom?	117	2	1
14	Have advertisement videos aided you in gaining confidence in communicating in English using figurative language outside the classroom?	119	1	0

3.7 Discussion

Q1: Were the advertisements shown during the Poetry classes helpful to you?

To begin with, the first question, 'Were the advertisements shown during the Poetry classes helpful to you?' focused on students' point of view/approach towards using advertisements in Poetry class. The purpose of the above question was to provide an overall picture of the student's views on using advertisements during Poetry classes and whether they felt it was beneficial or a loss of time. 99% of the participants assessed this question positively, while 1% of them had a neutral response to this question.

Q2: Did advertisements develop your understanding of the literary devices in the poems taught in the course?

As depicted in the table shown above, the question 'Did advertisements develop your understanding of the literary devices in the poems taught in the course?' was concerned with students' understanding of literary devices while using advertisements in Poetry class. The above question aimed to check the effectiveness of using advertisements in understanding literary devices during Poetry classes. 99% of the participants assessed this question positively, while 1% of them had a neutral response to this question.

Q3: Did the use of advertisements make the class more interesting?

The responses shown to the question 'Did the use of advertisements make the class more interesting?' focused on students' intrigue while using advertisements in Poetry class. The goal of the above question was to check the students' enthusiasm while using advertisements during Poetry classes. 99% of the participants assessed this question positively, while 1% of them had a neutral response to this question.

Q4: Have advertisements facilitated you to follow the poems taught in class easily?

The responses shown to the question, 'Have advertisements facilitated you to follow the poems taught in the class easily?' was concerned with students' understanding of poems using advertisements in Poetry class. The purpose of the above question was to check if the students had a better understanding of the poems while using advertisements during Poetry classes. 98% of the participants assessed this question positively, while 2% of them had a neutral response to this question.

Q5: Have the usage of advertisements helped you to analyze the question on literary devices in your exams in a better way?

The depiction of the responses to the question, 'Have the usage of advertisements helped you to analyze the question on literary devices in your exams in a better way?' focused on students' interpretation of poems due to the usage of advertisements in Poetry class. The above question aimed to check if the students could analyze the literary devices in a poem better while using advertisements during Poetry classes. 99% of the participants assessed this question positively, while 1% of them had a negative response to this question.

Q6: Were you able to interact and engage yourself actively in the discussions after the advertisements were shown and explained?

The question, 'Were you able to interact and engage yourself actively in the discussions after the advertisements were shown and explained?' was concerned with students' participation after the usage of advertisements in Poetry class. The purpose of the above question was to check if the students actively participated during Poetry classes after using advertisements. 96.5% of the participants assessed this question positively, 1% of them had a neutral response to this question, while 2.5% assessed this question negatively.

Q7: Have you watched any other advertisements outside the classroom related to the literary devices discussed in the class?

The overall response to the question, 'Have you watched any other advertisement outside the classroom related to the literary devices discussed in the class?' explored the students' interests in watching advertisements outside Poetry class. The above question aimed to check if the students were interested in watching and interpreting advertisements outside Poetry classes. 100% of the participants assessed this question positively, which shows the positive impact of using advertisements.

Q8: Have you used advertisements to gain an understanding of topics for other courses besides Poetry?

The depiction in the table above for the question, 'Have you used advertisements to gain an understanding of topics for other courses besides Poetry?' was concerned with students' positive impact of the application of advertisements for other courses. The purpose of the above question was to check if the students were interested in implementing the usage of advertisements for learning other courses besides Poetry. 100% of the participants assessed this question positively, which shows the positive impact of using advertisements.

Q9: Would you personally like to use advertisement videos as a resource for your learning?

The question, 'Would you like to use advertisement videos as a resource for your learning?' focused on students' viewpoint of the application of advertisements as a learning resource. The goal of the above question was to check if the students were interested in using advertisement videos as a learning resource. 99% of the participants assessed this question positively, while 1% of them had a neutral response to this question.

Q10: Did advertisements help you in enriching your vocabulary?

'Did advertisements help you in enriching your vocabulary?' explored whether students' vocabulary was enriched after the application of advertisements. This question aimed to check if the students could develop their vocabulary using the advertisements. 100% of the participants assessed this question positively.

Q11: Did advertisements benefit you in expressing your thoughts logically and coherently while writing?

The recorded responses depicted to the question, 'Did advertisements benefit you in expressing your thoughts logically and coherently while writing?' was concerned with the development of students' writing techniques after using advertisements. The purpose of the above question was to check if the students could develop their writing skills after using advertisements. 99% of the participants assessed this question positively, while 1% of them had a neutral response to this question.

Q12: Did advertisements aid you in the continual use of figurative language while writing on a topic?

The question, 'Did advertisements aid you in the continual use of figurative language while writing on a topic?' focused on the development of students' writing techniques after using advertisements. The above question aimed to check if the students could apply figurative language while writing after using advertisements. 98% of the participants assessed this question positively, 1% of them had a neutral response to this question, while 1% assessed this question negatively.

Q13: Have you used literary devices while communicating in English inside the classroom?

The responses to the question, 'Have you used literary devices while communicating in English inside the classroom?' focused on students' confidence in communicating in English inside the classroom. The goal of the above question was to check the students' confidence in using figurative language while communicating in English inside the classroom after using advertisements. 97.5% of the participants assessed this question positively, 1.5% of them had a neutral response to this question, while 1% assessed this question negatively.

Q14: Have advertisement videos aided you in gaining confidence in communicating in English using figurative language outside the classroom?

The above-shown depiction related to the question, "Have advertisement videos aided you in gaining confidence communicating in English using the figurative language outside the classroom?' was concerned with students' confidence in communicating in English outside the classroom. The purpose of the above question was to check the students' confidence in using figurative

language while communicating in English outside the classroom after using advertisements. 99% of the participants assessed this question positively, while 1% of them had a neutral response to this question.

4. Implications to Research and Practice
The present work has been interested in finding possible reasons for the student's lack of interest in learning poetry and the use of advertisement medium as a supplementary tool to enhance the student's interest and improve literary performance. The results of this case study have shown an answer to the above-proposed hypotheses.

To sum up, teachers and their methods are responsible since it has a large role to play in enhancing students' literary knowledge. It's hoped that this study will give an insight to the teachers to adopt innovative methods of teaching poetry or any creative genre, as well as motivate the students to like and learn poetry.

5. Conclusion
Advertising is an indispensable fact of life in today's consumer society, as it can be found almost everywhere. Advertising often explores linguistic and visual codes in a variety of ways, thus being of value to Language and literary teachers. Advertisements use consistent patterns of linguistic, textual, and visual representation as well as persistent themes to project an image of a global reach. In addition, it's an effective supplementary material not only in language teaching but also in literary teaching.

This study analyzed and proved the effectiveness of using advertisement as a medium of teaching figurative language. Based on structured feedback and a questionnaire survey with the students, the study found that this strategy is not adopted by all the teachers in the department. Also, they found it a novel method to be used in their poetry teaching classes. The use of advertisements was found to be effective in teaching figurative language as it made it easy for the students to understand and identify the figurative languages in their selected poems. This supplementary tool has not only motivated the students to learn figurative language and new vocabulary but also made them learn poems enthusiastically and think critically.

The students were effectively engaged in the classroom activities and were enthusiastic about identifying figurative languages in their poem reading classes. Also, they were interested in participating in oral quizzes conducted during the lecture. However, a few students faced difficulties in following advertisements. In essence, teaching figurative language is inevitable to aid the students in expressing their ideas effectively while communicating. Thus, it is the teachers' responsibility to select and adopt suitable advertisements to teach figurative language and make the students understand the importance of it and its applications in speaking and writing.

Thus, this study and the strategy of using advertisements in teaching figurative language have convinced us that the advertisement must be included as supplementary material to teach figurative language. Although the students need more time to do the activity and teachers need time to select culturally friendly appropriate advertisements, it's worth the time consumed as this will ultimately enhance both language competence and performance (in both writing and speaking). As it's mentioned earlier, teaching figurative language and poetry is a daunting task for the teachers in this context; it requires 100% involvement from the teachers as well as the readiness of the students. There will always be weaknesses within the literary course's classroom, particularly in the poetry classroom. There are many reasons, but the methodology is one of the important reasons. If the suggested strategy is used, it will develop the teacher-learner relationship and increase the student-centered teaching in poetry classes.

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