AN INVESTIGATION OF GENRE-BASED TEACHING ON STUDENTS' UNDERSTANDING OF ADVERTISEMENT

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 Abstract:

The term genre has many connotations. A genre is a phased, planned action, aimed at engaging speakers as members of our society. Genre is also a class of communication occurrences, wherein members have certain communicative goals. For Swales and Martin, it is a communication goal. It produces every kind, forms the schematic or first intermediate discourse structure, and determines the content and aesthetic choices. This study aims at investigating student's understanding of advertisement by using a genre-based approach. This study is limited to fourth college students in the department of English in Tikrit University during the academic year 2020-2021. Two hypotheses are supposed to be verified to achieve the aims of the study. First, there is no significant difference between mathematical and theoretical means in the genre-based understanding of hotel advertisement. Second, there is a statistically significant difference between male and female fourth-year students' understanding of the genre of advertisement. Results indicate that: Students of the fourth stage of the college of Education for Humanities at Tikrit University cannot understand advertisements and their social, cultural, and linguistic components. There is no significant difference between male and female students' understanding of ads. The second hypothesis is rejected.
Key words: Genre, Genre Analysis, Teaching Genre, Analysis of Advertisement, Analysis of Discourse.

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Introduction

Genres indicate the substance, style, and distinctive shape of literature, music, or art genre. The word genre comes from the French meaning shape or type. It has long been used in literary studies to refer to different types of writing.

Genre is described as a distinctive class of any speech, spoken or written, of any sort (J. Swales, 1990). While (Vijay Kumar Bhatia, 2014), the genre has been characterized as an analytical framework which not only shows the usable form-function relationship but also makes a substantial contribution to our comprehension of the cognitive structure of information in certain linguistic regions. Two opposing points of view of genre analysis: they represent the complicated situation in the field of systemic communication or are an effective and pedagogically sufficient technique to construct language teaching programs mainly designed in virtual school environments (Vijay K Bhatia, 2002).

The genre-based approach is characterized as a language education framework based on examples of a certain genre. In language learning, in all nations and areas, the genre-based approach plays a major influence. This technique seeks to help students comprehend the lexical and grammatical characteristics of distinct rhetorical settings that are conscious of social interactions and communication objectives. Explicit focus on the genre of education is considered to offer students a tangible chance for the task of writing to absorb concepts and cultures. The genre framework supports student writing with widespread, systemic guidelines on how to generate useful information. The structural characteristics of the genres include organizational norms and language characteristics. This genre-based method allows students to write with extremely precise attention to the language and syntax that distinguish each genre, making them conversant with different schematic structures (Byram, 2004).

The Genre-based is used to help students develop their organizing abilities and must be supplemented with a practical approach based on activities. The focus of education is on doing, i.e. to grasp the texts by physically participating in activities within the context of the topic. Thus, the students, through the different learning experiences are "living the text" (Dirgeyasa, 2016).

As a specialist in classes, the instructor offers pupils consistent assistance and cautious support via various activities, so that students may regulate their writing genres. In the sphere of language instruction (Derewianka, 1990) and in the new century, the genre method has now become a prominent one (Jack C Richards & Rodgers, 2014).

Controlled, recognizable, convincing, and developing product demand, and creating for a corporation a positive image (Seery et al., 2013) describes advertising (Ads) have several functions as they are capable of warning, informing, describing, entertaining, selling, etc. An advertisement's principal aim is to urge people to agree or buy something. Because of its greater influence, advertisements have become a medium of communication and an excellent source for the promotion of products and services by any firm. The kinds of advertising are determined by three aspects: need, client, and product.

The problem is that it is not known whether fourth-year students at the department of English / Tikrit University can understand the text of advertisement because students are taught English without concentrating on the text discourse, depending only on sentence-level without its context. So, there is a need for this study, because for the best knowledge of the researcher's , there is no such a study.

Theoretical Background

Genre Theory

The word genre originates from the term 'kind' or 'class' in French (and originally Latin). It has become a common name for a specific form of "text" Rhetoric, literary theory, media theory, and recently language theory (Chandler, 1997). (Hyland, 2007) regards the genre as a set of texts with comparable discourse traits that the members of a community may easily be identified.

In a genre-based strategy, the interaction between genres and their conditions is emphasized (Hyon, 1996). A genre is a class of texts which may be characterized in structure, style, content, audience, social purpose, and communication purposes as having

similar features. These features are seen at the level of the texts (structure, style, content) and context (audience, purpose, social communication) (Askehave & Swales, 2001).

The genre refers not just to literary writings, but also to regular, literary and academic cycles that are predictable and recurring in a certain "(Hammond & Derewianka, 1999). The genre is described as "The essential social roles, both spoken and written, are commonly categorized and organized. Genres with the same aims correspond to the same writing styles (J. Swales, 1990).

The model of this study is Bhatia's Move analysis. Move Analysis is widely used for evaluating advertising materials Bhatia (2004). He identified nine moves and said that "one of the main moves in publicity talk is to provide good, positive and favorable product descriptions".

(Derewianka, 1990) defined six primary genres for more of its main social purposes:

1. Narrative: entertaining storytelling.
2. Information: factual information.
3. Respond: what's going to happen to say.
4. Texts from the exhibition: offer or defend an opinion.
5. Guide: tell listeners or readers what to do.
6. Explanation: explain why or how something happens.

Some features of the Genre Based-Approach (GBA) are present:

First, the genre-based emphasizes the necessity of investigating the cultural, and social background of the language of work (Hammond & Derewianka, 1999; Hyon, 1996).

Secondly, this technique highlights the extent to which readers and the textual standards are accepted so that their readers may be effectively accepted (Muncie, 2002).

Thirdly, it stresses the need for the publication of social activity. This notion is derived from the philosophy of social culture. When students engage and promote each other unique ways of creating, building on, and concentrating on new information, knowledge is better produced according to this concept (Vygotsky, 1978).

Fourth, the genre-based writing method is founded on the idea that content will be sent outside linguistic types to readers. This technique entails students using language skills to create consistency (J. Swales, 1990).

Fifth, this method emphasizes the fundamental importance of the commitment of writers in a paper (Reid, 1995).

Sixth, in this view the function of the teacher is considered as authoritative rather than authoritarian (Callaghan & Rothery, 1988).

Discourse Analysis

Discourse analysis is a technique of inquiry in connection with the social environment of written or spoken language. It seeks to understand how to utilize language in circumstances of actual life. Discourse analyzes in several fields including languages, sociology, anthropology, psychology, and cultural study are a typical qualitative research approach (E Shaw & Bailey, 2009).

The language analysis is defined by the Oxford English Dictionary (Oxford, 2009) as "Linguistics, the process of studying texts or utterances structures throughout one phrase, which takes account of their linguistic content and their socio-linguistic context. According to the discourse analysis (Ormston et al., 2014) on "The study of how knowledge is produced in different discourses and performances, linguistic styles and rhetorical device used, in particular accounts," discourse analysis is of particular relevance when listening to people's narratives of a situation – biographical approaches. (Jankowicz, 2005).

Analysis of discourse represents societal concerns and scenarios in which individuals use their words to accomplish certain outcomes (e.g. building confidence, creating doubt, emotion, or conflict management. The contextual significance of language is emphasized (Gee, 2004).

Materials that are suitable for discourse analysis include (Gee, 2004):

• Newspapers, books, and journals
• Marketing materials like leaflets and ads.
• Documents for business and government.

• Sites, forums, postings, and commentaries on social media.
• Talks and interviews

By examining this kind of speech, researchers want to learn how social groupings communicate and comprehend.

Genre Analysis

The study of genres is utilized for language research since Bhatia claimed that the approach to genre analysis is to assess the function of text in the formation of professional practices. The analysis of genres is the process that reveals: the elements that impact genres and the rhetorical structure of their texts (Liu, 2012; J. Swales, 1990). Gender Analysis's position is that it stresses text-building as a psychological process. Gender analysis gives a fuller understanding of the link between the form and the function, by presenting and analyzing the regular organization combined with other elements of a text (Deng et al., 2016).

The objective of genre analysis is to explore the language and social conventions of a certain genre. The purpose of gender analysis is to illustrate that a certain set of norms are used as the basis for most intelligible writing, for example, to learn the structure and variations of the genre (Liu, 2012). (J. M. Swales, 2004) states that Genre Analysis aims to identify a discourse community, genre, and task using three important interconnected ideas.

Genre analysis is an investigation process that analyzes the three principal purposes for all elements of the samples of a certain genres (Askehave & Swales, 2001):

• Understanding the social settings of genres.
• Reveal the usual organizational patterns (composing structures) and language characteristics of the literature of the genre concerned.
• To illustrate how the structure and the language characteristics of a certain genre are influenced by social influences.
Many kinds of genre analysis are available (Miller, 1984; J. M. Swales, 2004):

• The genres of literature (ballad, detective story, historical novel).
• The genres of music (aria, cantata, symphony).
• All kinds of everyday (classified ads, sales receipts, things-to-do lists).
• The genres of business (business plan, contract, memo).

Theoretical Framework of Advertising

The theoretical frameworks in the study contain Bhatia's communicative purpose for sales promotion letters and Bhatia's point of view on linguistics features. The detailed explanations are shown below.

The promotion letter is an unsolicited letter which seeks to encourage potential consumers to purchase their products or services (Vijay Kumar Bhatia, 2014). As most of them do not instantly take an interest in the items or services that they provide, the authors of the letters encounter obstacles. Their jobs not only consist in finding a technique to grab potential clients' attention, but also in maintaining attention and finally persuading them to use the items or services they provide. Therefore, the promotional letter Bhatia exclaims should have four of the following communicates:

- To offer an appraisal of the product or services
- To persuade
- To capture the attention
- To encourage further communication

The promotional genre framework of Bhatia has been proven to be beneficial if hotel ads are seen as a form of promotional genre that may have comparable communication objectives of others (Vijay Kumar Bhatia, 2014).

Common language characteristics are studied based on Bhatia's hypotheses (Vijay K. Bhatia, 1993; Huckin & Bhatia, 1995). Some common language features would be included in the present investigation.

In advertising the natural language features are:

- Using "you" or "your" pronoun.
- Use of the adjective.

- Use of binomials and transnationals.
- The nominal application.
- Using ellipse.
- Imperative.

Teaching Genre Analysis

Genre writing is a novel way of teaching writing from multiple viewpoints. It should also be noted that one of the key findings of the gender analysis is that writing is immersed in a social environment to achieve a certain objective that arises from a certain setting. The objective of genre writing (Hyland, 2002) is not just to enable the author to , but also to allow the writer achieve a given aim. For example, how to report, how to explain, how to do or how to accomplish anything, etc. Here the authors have to apply a specific social convention, language characteristics and rhetoric.

The genre approach to the writing ,teaching and learning encompasses two different features (Dirgeyasa, 2016). Firstly, the genre is a type of work itself, or a type of literature. It considers that the written form must be connected with the social purpose of the text. The social function of the text thus involves the employment of the text in some social environments and in places. Naturally, this will change due to varied circumstances and scenarios. Secondly, genre as a process involves the development, teaching and learning of writing. In this situation, the production and replication of the written work takes place. Genre specifies certain actions or steps to follow as a strategy. These will methodically lead the writer in order to generate the piece.

(Carter et al., 2004) points to (Freedman, 1993) as one of the earliest teachers who believed that genre learning is natural and contextually depending and occurs by a simply student exposure to diverse literary genres, regarding adult genre teaching methodologies. (Williams & Colomb, 1993) and (Fahnestock, 1993) says that context is not necessarily essential for interpretation of texts, and that genre conventions even outside generic settings might be learnt (Carter et al., 2004). In order to be able to correctly understand texts and revise the varied techniques and techniques utilized in providing theoretical information and empirical experience in the identification of the different texts, the students must be taught genre explicitly and directly (Hanganu, 2014).

Swales' school, the Australian model, and the North American model are the three genre analysis schools. According to (Halliday & Hasan, 1989), (J. Swales, 1990), and (Vijay K Bhatia, 1991), the genre is a social device; this new understanding of genre provided the foundation for new, genre-based writing methodologies and approaches. Swales opposed explicit instruction.

(Kain & Wardle, 2005) define the process of teaching genre from an activity theory viewpoint as "social action" or "rhetorical acts," which are responses to cultural and situational circumstances (Miller, 1984), rather than static textual parts. In order to promote the transfer of principles from one context to another, teachers must (Kain & Wardle, 2005):

- give students an opportunity for extended practice on the genre.
- train them to extract the principles from a socio-cultural setting.
- teach students to be aware of their surroundings.
- teach them to evaluate themselves and their situations, and
- teach them to utilize metaphors and analogies to translate their academic knowledge to their workplaces.

Methodology

Population and Sampling of the Study

(J C Richards & Platt, 1992) say that the population refers to any group of goods, persons ,etc. ,which exhibits certain features and a sample may be taken from. (Lehmann, 1971) states that all stated topic groupings are generally individuals in the population. The population of the present study is represented by the Fourth college students in the department of English at Tikrit University, (70) students during the academic year (2020-2021).

A tiny percentage of students selected for testing and observation (Best & Kahn, 1981) is the sample. The sample refers to any group of people chosen to illustrate a population

(Jack C Richards et al., 1992). The sample of this study is represented by 50 students in the fourth-year, in college of education, University of Tikrit, 28 males, and 22 females. The pilot sample is 20 students, the total number is 70 students.

The Construction of the Test

Testing is typically done properly and has distinct score rubrics (Brown & Abeywickrama, 2010). Any measurement, knowledge, or performance technique is described as a test process (Jack C Richards & Schmidt, 2013):591.

The test taken in this study aims at verifying and achieving the hypotheses of the study. The articles are carefully selected and changed by contacting several English education professionals.

The test consists of five questions, question one consists of five items, five marks are allotted for each. While question two contains ten items, two marks for each. Question three has five items, two marks for each. The fourth question have five items and five marks for each. The last question, five, consists also of five items, four marks for each item. The total mark is 100 marks. It includes two texts measuring students' understanding of advertisements. Students are required to answer the questions according to their understanding of the texts.

Validity of the Test has been ascertained. Validity is "The extent to which the test measures what it calls for, or promises to measure" (Brown & Abeywickrama, 2010).

The test can claim content validity if the subject is genuinely shown which conclusions to make, and if the test-taker is required to conduct the measured behavior (Brown & Abeywickrama, 2010).

Face validity 'is based on the subjective opinion of the testing examinees, the administrative person deciding on the usage of the test and other psychometrically skilled observatory' The degree to which the test looks and seems to assess the knowledge or capability it purports to evaluate' (Mousavi, 2002). The test has been exposed to a jury of experts.

Pilot Study

A pilot study is characterized as a small study in preparation for a bigger study for testing of research methods, data collecting tools, recruiting tactics and other research technologies. The test was conducted on a group of twenty students chosen at random from the initial population of this study. The pilot study aims to decide the time required to address the test items; to determine if these items are clear or not; and to make any possible modifications or medication on the test items, as well as to classify the discrimination power (DP) and difficulty level (DL) of each item and its reliability.

The Reliability of the test also estimated. The degree of uniformity of a measure called reliability. If the same results are obtained under the same conditions, a test will be dependable (Phelan & Wren, 2006). Reliability denotes the stability of the test results according to (Al-Juboury, 2000).

For the current study, the method used to achieve reliability is internal consistency. Internal consistency of a test is designed to determine whether all test items are measuring the same thing and it requires only a single administration of a test. Cronbach's alpha (Gliem & Gliem, 2003) is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. After the application of Cronbach alpha formula, results show that the reliability index of the diagnostic test is (0.86) which is considered to be from a statistical point of view.

According to (McNamara, 2000) item analysis is a method that is used to examine the properties of test items in difficulty level and discriminating power. It highlights the things that are too simple or difficult, and which are unsuccessful for whatever reason, in order to identify high and poor learners. After the application of difficulty level formula, it is found that the DL of the test items ranges between (0.52- 0.84) which indicates the suitability of items. The test item is considered acceptable if it has a discrimination power of (0.20) or more while the items must be changed if its discrimination power is less than (0.20) (Ebel & Frisbie, 1972). The test is applied on the 20th of March 2021.

Analysis of Data and Discussion of Results

Student's understanding of the advertisement

An Analysis of Students' understanding of the ADS on Question 1

The first question of the test measures the students' understanding of advertisements concerning what ads are, the adjectives used in the text, expressions of greeting and invitation, the linguistic devices used in the text, and if there is any free Wi-Fi in the hotel. T-test for one sample is used to find out whether there is a significant difference between the calculated mean score and the theoretical mean. In this question, students' mean score of understanding ads is 11.20 and the standard deviation is 2.40. The computed T-value is 3.83 whereas the tabulated one is 2.00 at 0.05 level of significance and the degree of freedom is 48. The computed T-value is higher than the tabulated one. But the calculated mean is less than the theoretical mean. So, this mean that students' do not understand the aspects of hotel ads, which indicates that the level of students' understanding of ads in the first question is not good as shown in table (1).

Table (1) Students' Mean Score, Standard Deviation, Theoretical Mean and T-Value on   Question 1

Mean	S. D	Theoretical mean	T-value		DF	Level of Significance
			Computed T-	Tabulated T-		
11.20	2.40	12.5	3.83	2.00	48	0.05

An Analysis of Students' Understanding of the Ads on question 2

The second question measures students' understanding of the ads regarding why hotels make ads, the communicative purposes of ads, the reason for the hotel's success, the number of occupied rooms, the question someone asks when he makes a hotel reservation, the cause of the good hotel, the most effective type of ads nowadays, the country in which the hotel is located and students' understanding of a text. In question 2, the mean score of students for understanding ads is 8.00, with a standard deviation of 1.53. The computed T-value is 9.27 while the tabulated one is 2.00 at 0.05 level of significance and the degree of freedom is 48. The computed T-value is higher than the tabulated. This indicates that the level of students' understanding of the second question is a 1ow level as shown in table (2).

Table (2)

Students' Mean Score, Standard Deviation, Theoretical Mean and T-Value on Question 2

Mean	S. D	Theoretical mean	T-value		DF	Level of Significance
			Computed T-	Tabulated T-		
8.00	1.53	10	9.27	2.00	48	0.05

An Analysis of Students' Understanding of the Ads on Question 3

In question three, the students should choose the correct answer and this will reveal whether they understand the ads or not. The items of this question are about the location of a hotel, a place in a hotel, disadvantages of the ads, services that all hotels have and the transportation that exists near the hotel. The students' mean score on this question is 4.02 and the standard deviation is 0.94. The computed T-value is 7.40, the tabulated T-value is 2.00, and the degree of freedom is 48. The computed T-value is higher than the tabulated one. So, the students' understanding of the ads in question 3 is also low, as shown in table (3).

Table (3) Students' Mean Score, Standard Deviation, Theoretical Mean and T-value on Question 3

Mean	S. D	Theoretical mean	T-value		DF	Level of Significance
			Computed T-	Tabulated T-		
4.02	0.94	5	7.40	2.00	48	0.05

An Analysis of Students' Understanding of the Ads on Question 4

In question four, the student should answer the items briefly. The items are about the facilities presented by a hotel, services of accommodation, characteristics of conference rooms, kinds of food the Traders hotel offer, and kinds of rooms. In this question, the students' mean score is 10.88 and the standard deviation is 2.61. At 0.05 level of significance and 48 degrees of freedom, the computed T-value is 4.39 and the tabulated one is 2.00. The computed T-value is higher than the tabulated one and this reveals that the students' level in this question is low as shown in table (4).

Table (4) Students' Mean Score, Standard Deviation, Theoretical Mean and T-value on   Question 4

Mean	S. D	Theoretical mean	T-value		F	Level of Significance
			Computed T-	Tabulated T-		
10.88	2.61	12.5	4.39	2.00	8	0.05

An Analysis of Students' Understanding of the Ads on Question 5

In this question, the students should answer items related to linguistic features. The items are about tenses used in the Federal hotel ad, pronouns, ellipsis, command formula, and concords. The mean score 0f students is 8.16 and the standard deviation is 1.56. At 0.05 level of significance and 48 degrees of freedom, the computed T- value is higher than the tabulated. This shows that understanding of ads in this question is weak as shown in table (5)

Table (5) Students' Mean Score, Standard Deviation, Theoretical Mean and T-value on   Question 5

Mean	S. D	Theoretical mean	T-value		DF	Level of Significance
			Computed T-	Tabulated T-		
8.16	1.56	10	8.36	2.00	48	0.05

An Analysis of Students' Total Level in Understanding the Ads

The measurement of students' level in the fourth year / English Department / College of Education/Tikrit University in understanding the ads is the main reason for designing the test in this study. The T-test formula for one dependent sample indicates that students can't understand the ads. The computed T-value is 10.65, which is higher than the tabulated one which is 2.00. The students' mean score of the total results is 45.34 and the standard deviation is 3.09 as shown in table (6).

Table (6) The Total Level of Students' Understanding of the Ads

Mean	S. D	Theoretical mean	T-value		DF	Level of Significance
			Computed T-	Tabulated T-		
45.34	3.09	50	10.65	2.00	48	0.05

Analysis of Comparison between Male and Females' Understanding the Ads
Comparison between Male and Females' Understanding on Question 1

Table (7) displays the results of the T-test for independent sample, which has been used to determine whether there is a significant difference in understanding the ads in question 1. The mean score of males is 11.75 and the standard deviation is 2.05 while the mean score of females is 10.50 and the standard deviation is 2.67. At 0.05 level of significance and degree of freedom is 48. T-test for two independent samples is used to find out the difference in means of male and female students in understanding ads of hotel, the computed T-value is 1.88 and the tabulated one is 2.00. Obviously, the computed T-value is lower than the tabulated one and this indicates that there is no statistically significant difference between male and female students in their understanding of question 1.

Table (7) Comparison between Male and Female Understanding on Question 1

Group	No.	Mean	S.D	T-value		DF	Level of Significance
				Computed T-	Tabulated T-		
Male	28	11.75	2.05	1.88	2.00	48	0.05
Female	22	10.50	2.67				

Comparison between Male and Female Understanding on Question 2

In question two, the mean score of male students is 8.04 and the standard deviation is 1.67. The mean score of female students is 7.95 and the standard deviation is 1.36. The computed T-value is 0.19, and the tabulated T-value is 2.00 at the 0.05 level of significance, with 48 degrees of freedom. The computed T-value is lower than the tabulated and this shows that there is no difference between male and female students' understanding in question 2 as shown in table (8).

Table (8) Comparison between Male and Female Understanding on Question 2

Group	No.	Mean	S.D	T-value		DF	Level of Significance
				Computed T-	Tabulated T-		
Male	28	8.04	1.67	0.19	2.00	48	0.05
Female	22	7.95	1.36				

Comparison between Male and Female Students' Understanding on Question 3

The mean score of males in understanding question 3 is 4.07, with standard deviation 0.98, while the mean score of females is 3.95, with a standard deviation of 0.90. T-test for independent sample is applied. The computed T-value is 0.43 and the tabulated one is 2.00. The computed T-value is lower than the tabulated one and, accordingly, there is no difference between male and female students in their understanding of the third question as shown in table (9).

Table (9) Comparison between Male and Female Understanding on Question 3

Group	No.	Mean	S.D	T-value		DF	Level of Significance
				Computed T-	Tabulated T-		
Male	28	4.07	0.98	0.43	2.00	48	0.05
Female	22	3.95	0.90				

Comparison between Male and Female Understanding on Question 4

T-test for independent sample is used to find whether there is significant difference between male and females' understanding of ads of question 4. The result shows that the mean score of male students is 11.14 and the standard deviation is 2.68 and the mean score of female students is 10.55 and the standard deviation is 2.54. The computed T-value is 0.80 and the tabulated one is 2.00. As shown in table (10), the computed is lower than the tabulated, indicating that there is no difference in male and female students' understanding of the fourth question.

Table (10) Comparison between Male and Female Understanding on Question 4

Group	No.	Mean	S.D	T-value		DF	Level of Significance
				Computed T-	Tabulated T-		
Male	28	11.14	2.68	0.80	2.00	48	0.05
Female	22	10.55	2.54				

Comparison between Male and Female Understanding on Question 5

T-test for independent sample is used to find whether there is significant difference between male and females' understanding of ads of question 5. The mean score of male students is 8.36 and the standard deviation is 1.54, while the mean score of female students is 7.91 and the standard deviation is 1.57. The computed T-value is 1.01 and the tabulated one is 2.00. The computed T-value is lower than the tabulated one. So, there is also no difference in understanding between male and female students in the fifth question as shown in table (11).

Table (11) Comparison between Male and Female Understanding on Question 5

Group	No.	Mean	S.D	T-value		DF	Level of Significance
				Computed T-	Tabulated T-		
Male	28	8.36	1.54	1.01	2.00	48	0.05
Female	22	7.91	1.57				

An Analysis of the Comparison between Males and Females' Understanding the Ads

The total results of the T-test for independent sample has been used to find out whether there is any statistical significant difference between males and females in understanding the ads. It shows that the mean score of males' students is 45.50 and the standard deviation is 2.91. The mean score of female students is 45.14 and the standard deviation is 3.37. The computed T-value is 0.409 and the tabulated one is 2.00 at 0.05 level of significance and degree of freedom is 48. The computed T-value is lower than the tabulated and this indicate that there is no difference between male and female students' understanding the ads as shown in table (12).

According to these results, the second hypothesis of this study is rejected because there is no significant difference between male and female understanding the ads.

Table (12) Comparison between Male and Female Students on the total level on Understanding the Ads

Group	No.	Mean	S.D	T-value		DF	Level of Significance
				Computed T-	Tabulated T-		
Male	28	45.50	2.91	0.0.4	2.00	48	0.05
Female	22	45.14	3.37				

Conclusions

The conclusions this study reached at are:
1. Using Genre analysis is crucial for understanding the linguistic, comprehension and other aspects of language for ads of hotel.
2. Fourth year students at Tikrit University, College of Education for Humanities, English Department are not able to understand aspects of genre in hotel ads since their calculated mean is less than their theoretical mean.
3. There is no significant difference between male and females' understanding of ads of hotel genre since the T-test formula for independent sample indicate that because the calculated T-value is less than the tabulated T-value.

4. Fourth year students are unable to distinguish some linguistic subjects such as concord and ellipsis.
5. Fourth year students can not perceive the pragmatic function of hotel ads genre such as persuasive function.

Recommendations

It is recommended that:
1. Using genre analysis is important in teaching linguistic and language use cannot be done without a clear understanding of social and linguistic components of ads.
2. Exposure to multiple genres provide enhance cognitive and emotional learning experience for students.
3. Using non-fictional genre relates linguistic study to life experiences
4. Instructors of grammar and linguistics should be trained on genre-based teaching.
5. Students should be encouraged to try to analyze ads in various field of life.
6. Advertisement is a good non- fiction genre to learn more about the structure of language and its use.

Appendix
The Achievement Post Test

Q I/ Answer the following questions: (25 M)
1- What is an advertisement?
2- Find out the adjectives used in the (Traders) hotel ads?
3- State (The Federal) hotel expression of greeting and invitation?
4- Point out the linguistic devices of the (Traders) hotel ads?
5- Does the Traders hotel have free Wi-Fi?

Q II/Choose the correct answer: (20 M)
1- Why do hotels (people) make advertisements?
a. to show that their products or services are of the best quality.
b. to show people their products.
c. to persuade the customers.
2- What are the communicative purposes used in the (Traders) hotel advertisement?
a. to highlight the benefits/positive qualities of the products or services.
b. to say that their goods are better than others.
c. to inform the readers of the basic information of the hotels, such as the name, type, advantages of its location, rating and reviews, rooms, etc.
3- What makes a successful hotel?
a. its location.
b. it's building.
c. its name.
4- Which of the following terms describe the number of the occupied rooms over a given time?
a. the number of rooms nights sold.
b. the percentage of the occupied rooms.
c. beds occupancy.
5- What question do you ask first when you call to make a hotel reservation?
a. the price.
b. room's size.
c. services available in the hotel.
6- The common problem of a hotel is:
a. no parking.
b. uncomfortable rooms.
c. no elevator.
7- What makes a good hotel is:
a. amazing accommodation and services.
b. comfortable rooms.
c. its location.
8- What are the most effective types of ads at the present time?
a. TV ads.
b. ads in newspapers.
c. internet ads.
9- These ads are about a hotel in:
a. Thailand.
b. Malaysia.
c. Indonesia.
10- " Widely considered the most stunning in the country, the hotel chic rooftop pool with sundeck commands panoramic views of the city skyline. Perfect for a few laps and snacks by the pool." Is the previous paragraph about:
a. a restaurant.
b. a swimming pool.
c. hall meeting.

Q III/ Choose a, b, or c: **(10 M)**
1- What is the location of the Traders hotel?
a. near the big market.
b. within the Kuala Lampur City Centre (KLCC).
c. far away from the famous Petronas Twin Towers.
2- What is (bbpark)? In the Federal hotel.
a. an open-air Pazar.
b. a restaurant.

c. a mall.

3- What are the disadvantages of the Federal hotel ads?

a. it is directed to a small number of people Who only live in Kuala Lampur.

b. the advertisement is too long.

c. there is not an adequate description of the hotel.

4- Name the service that all hotels must present their guests**:**

a. the possibility of booking online.

b. newspapers and fresh fruits.

c. different kinds of food.

5- What is the transportation available near The Federal hotel?

a. Hang Tuah LRT interchange station.

b. popular shopping malls.

c. the famous Petronas Twin Towers.

Q IV/ Answer briefly: (25 M)

1- What are the facilities presented by the Traders hotel?

a. Is there any spa or sauna?

b. What kind of services does the hotel provide regarding cars?

c. Mention food service times.

d. Is there internet?

e. What are the services that are related to cars?

2- What are the services of accommodation of the Traders hotel?

a. Is there internet in the rooms?

b. Do the rooms have a TV?

c. Which room service is important in your opinion?

d. How many rooms does the hotel have?

e. Do the rooms have tea and coffee making service?

3- What kinds of food does the Traders hotel offer?

a. What does the Grill restaurant offer?

b. Are there any sauces and accompaniments?

c. Do you like sushi?

d. What Kinds of food do you prefer if you go to Gobo Chit Chat?

e. Is there any bakery in the Gobo Chit Chat restaurant?

4- What are the characteristics of conference rooms in The Federal hotel?

a. What are the events that can be held in this hotel?

b. How many theatres are there?

c. Describe the conference rooms.

d. How many rooms that are suitable for meeting and seminars?

e. Is there a banquet hall and how many?

5- How many kinds of rooms in The Federal hotel?

a. Name the main kinds of rooms.

b. Talk about the family room.

c. At any level the Merdeka Premier room is.

d. Is there a pool view room?

e. What do you know about the Deluxe studio?

Q V/ Point out the linguistic features used in The Federal hotel ad **(20 M)**

1- Find out the tenses used in the ad.

2- Find out the pronouns in the ad.

3- Find out ellipsis in the ad.

4- Did they use the command formula in the ad?

5- Find out the concords in this ad.

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