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Introduction

The context for this assignment is a private English language provider in Christchurch, New Zealand. The English language teaching industry has suffered since the earthquakes of 2010/2011, shrinking from forty-four to two private providers. Consequently, this particular institution has only two classes; one for adults and one for teenagers. The school has a strong pastoral care and communicative language teaching focus but the teaching environment is digitally poor (Gonzalez & St. Louis, 2012). It is not financially viable for the school to upgrade technological equipment in any significant way. All the learners have at least one mobile phone and/or tablet each; it would seem apposite to use these devices as that would not entail any undue financial outlays for the school. The school has ultra-fast broadband with Wi-Fi available to all students. Thus, introducing mobile-assisted language learning (MALL) into task-based (TBL) lessons could help modernize the teaching and learning environment.

The adult English class comprises students who are on a pathway to vocational courses in New Zealand. The learners come from Brazil, China, France and Japan and need to improve their English before commencing courses in business, hospitality and sports management. Their level of proficiency ranges from low to high intermediate with the Brazilian and French students being orally proficient while the Chinese and Japanese students are accustomed to explicit grammar teaching. The class of teenagers come from China, Japan, Korea and Vietnam and are learning English to attend secondary schools in New Zealand. Their level of English ranges between elementary and upper-intermediate. Despite this, they are cohesive as a group because they all have the same instrumental motivation; to be able to understand the subjects at school more effectively.

The teaching staff have strong pedagogical and content knowledge but are worried about using technology. They currently use technology predominantly for Facebook and emails (similar to the teachers in the research by Park & Slater, 2014). The main course books used are Headway, Cutting Edge and Cambridge English for Schools, which are accompanied by cassette tapes/CDs. This an issue as the management is concerned about the demise of cassette recorders. They have five PCs for student use but these are used primarily for essay/CV writing. The staff occasionally use a PC with a projector to view videos or present power-point type lessons. The teachers are keen to introduce more technological tools for English language learning but there is a fear factor as they have never encountered cloud-based technology and do not know where to start. They are also worried about losing face in front of their students.

It is presumed that each lesson presented in this portfolio will take place over the course of a week in a blended learning space. Digital tools, as well as target language, will need to be recycled to facilitate effective use and ensure they become a natural part of language learning, rather than a tool for tool’s sake. The learners have already used Voicethread, Padlet and Wikispaces in my lessons.
Presentations of tools

Tools and pedagogical objectives for the class of teenagers


Appropriateness for this context: The teenage group would benefit from using Voki. Some of the class were self-conscious using Voicethread as they did not like seeing their images on-line; using an avatar should eliminate this problem. As highlighted by De la Fuente (2014), clear pedagogical aims are necessary when using mobile devices; the aim of this module is to use MALL to improve the learners’ ability to describe and compare clothing/hair styles, food and lifestyles. In this way, functional, morphosyntactical elements of language learning can be combined with more complex lexis as these teenagers ‘play’ with their avatars.

Affordances for this context: Voki is a useful tool as animated characters engage learners (Mohamad Al, Segaran & Wee Hoe, 2015) while avatars are useful vectors to describe people and lifestyles. We have already discussed food and lifestyles in previous lessons so new lexis is related to describing appearance. The module would begin with learners describing the clothes and hairstyles of their partners so that lexis related to style, patterns, colours and accessories can be elicited. They could then research the lifestyles of their favourite actors/singers on-line as it is precisely this type of information that interests teenagers and helps build lexis. They would be introduced to Voki and told to use the target language to record a description of their avatars. A mingling activity (introducing their avatar to three other classmates) would allow them to start refining their language output. They would then describe an avatar representing their country, explain their lifestyle and compare this with the lifestyle of an avatar from New Zealand. In the last stage of this module, they would give advice to learners coming to New Zealand about dress codes and lifestyle. The audio production would need to be recorded, revised through self/peer checking and re-recorded to make their descriptions comprehensible, as in the study by Lys (2013) and the students will need to take control of their own learning with Voki (De la Fuente, 2014; Genlott & Groenlund, 2014). Using avatars may also help these students create new L2 identities (Thomas, 2012). Short written texts can be added to Voki but the whole project would be up-loaded to Padlet, together with images. In this way, all four skills will be addressed in a task-based environment, similar to the approach of Tai (2012). They would need to pay attention to phonological clarity but in a meaningful way (unlike the study by Mohamad Ali, Segaran & Wee Hoe, 2015).

Constraints: The main constraints with Voki, is the short recording period (60 seconds), the audio quality, and the fact that the completed Vokis can be emailed to a maximum of five people. As Wang & Smith (2013) point out, short written output is not always sufficient; linking Voki to Padlet is essential so that all skills can be practised more extensively. Teenagers can become preoccupied with customising their avatars so a time limit would be necessary as they will avoid the productive side of language learning, if they are allowed.
2. Lingt Classroom - lingtlanguage.com

Appropriateness for this context: Lingtlanguage.com was chosen for this class because it is possible to address all four skills with this platform. The theme of outer space will be useful for their high school studies but it also links with the previous lessons as we look at spacesuits, food and lifestyle in space. The main pedagogical objective is for the students to add lexis to describe the solar system into their interlanguage, as well as further embedding the language to describe lifestyles. At the same time, they will be developing their use of digital tools, which will be important for their future studies/careers (Park & Slater, 2014).

Affordances for this context: The aim of TBL is to focus primarily on meaning with “authentic use of the target language through meaningful tasks that allow linguistic skill building” (Pellerin, 2014, p.6). By using Lingtlanguage, they will also be interacting in their own authentic, social context which should allow for active creation of their own artefacts (Pellerin, 2014; Tai, 2012). This week’s unit begins by eliciting the learners’ prior knowledge (schemata) about space. They can discuss this in groups, report back to the teacher in class, research on-line and then post written responses on the Lingtlanguage webpage, anywhere and at any time (Li & Hegelheimer, 2013). After researching about life on a spacecraft and responding in a written format, they will listen to the next question from the teacher (Find out as much as you can about the solar system). This is in the form of a podcast on the Lingtlanguage webpage, to which they can add their own audio responses. The beauty of Lingtlanguage is that all four skills are practised and students can access it any time. In the next lesson, a QR code or link https://www.blendspace.com/lessons/hPMRHITq8F0ziA/space-lesson will take the students to Blendspace, where each group will choose one of four lessons to study. They can work on these lessons outside of class if necessary and check their responses with the teacher, both in class and through sites such as Lingtlanguage or Wikispaces. In this way, students may be able to produce extra meaningful discourse out of class, thereby extending the amount of English being practised (Lys, 2013). After taking the space quiz on Word-o-rama http://www.learninggamesforkids.com/space_games/space-word-o-rama.html, they will prepare a presentation for their classmates about what they have learned. The final lesson of the week will encompass recycling language learned through identifying information about the planets in the Storybot song, with dyads choosing and practising a planet to sing about. Students generally use their mobile devices/tablets for listening to music so, as Park & Slater (2014) state, this should seem like a natural extension of how these tools are used.

Constraints: Teenagers find it difficult to self-regulate and manage their learning outside of class. It would therefore, be beneficial to have incentives in place in the form of credits or rewards for completing tasks, both in-depth and on time (Wang & Smith, 2013).

http://lingtlanguage.com/ledwards/
Outer Space
Assigned on 23 Sep 13 | Due on 16 Nov 13
Highschool English

Responses by student
This assignment has received no responses yet.

Responses in order

Outer Space
What do you think it is like to live in zero gravity in outer space?
Find out about life aboard a spacecraft.

1

Now have a look at these lessons and choose one per group:
https://www.blendspace.com/lessons/kM1KHe7t7pOoA/edc
Let’s do this quiz: http://www.learninggamesforkids.com/spaces_games/spaces-world-o-mana.html
Lastly we have a song to sing

Outer Space: “I'm A Star,” The Stars Song by StoryBots

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Appropriateness for this context: These teenagers will need to read extensively at high school so introducing them to short digital novels will be beneficial; Wang & Smith (2013) actually noted the popularity of mobile novels in Japan. This class never take advantage of the graded readers available to them. Therefore, the objective is to try and engage them in the reading process on their mobiles and thereby increase their lexical knowledge in an implicit way. According to the Booktrack site, the soundtracks which accompany the texts should lead to a 17% increase in comprehension and 30% increase in engagement.

Affordances for this context: A review of what was learned about space in the previous module would be followed by the teacher eliciting/pre-teaching unknown vocabulary related to the novel “From the Earth to the Moon” by Jules Verne. The learners will work in groups with pictures, while listening to the music from the novel, in order to predict events in the book. The suspense created by the music should appeal to teenagers, making the reading process seem more interactive and entertaining. The Booktrack application is easily accessible via mobile phones with the class just needing a code (KX7ftw) to enter the classroom. They can read their book while commuting or in their bedrooms. In class, the students would need headphones to listen individually but would be instructed to read to a certain point. Booktrack traces the students’ reading speed but they can alter this if they want, giving them control over their learning. This will hopefully enable them to notice new lexical and syntactical patterns. Selective listening or reading should enable bottom-up processing, leading to better overall comprehension (De la Fuente, 2014). After reading a third of the novel, they would discuss their feelings in dyads and change groups three times to reinforce lexis as well as idea development. The next lesson would entail reading the second third of the novel, followed by predictions of what the ending will be. Their oral and written responses can be posted on Voki to embed use of this tool. In the final part of this reading module, the learners would be asked to read to the end and compose a written summary of the story, accompanied by pictures, which would be posted on Linglangua. They would look at the genre of the book review and add what they liked/disliked about the novel. For homework, they would need to choose a novel each to read at home.

Constraints: These novels are authentic in the sense that they are shorter versions of already published books but that very benefit generates obstacles in the form of complicated, sometimes archaic terms, which need to be pointed out by the teacher prior to reading. Fast readers would need an extra activity, such as discovering more about Jules Verne. The mobile application is easier to use in some ways (adjusting the reading speed) but turning the pages is easier when accessing Booktrack on a tablet. The music could detract rather than engage some students.

Appropriateness for this context: Book and literature reviews are an essential component of secondary school curricula. The research by Park & Slater (2013) showed young learners were keen to use mobile devices for writing activities. Park, Zheng, Lawrence & Warschauer (2012) illustrate how blogging responses to reading materials helped improve students’ writing capabilities. In a similar way, the pedagogical objective of this module is for students to collaborate and improve their written discourse by using lexical chunks and syntactic patterns from the novels to illustrate their book reviews.

Affordances for this context: Writing is not a stand-alone skill so it will be accompanied by reading (the novels), spoken reviews and listening to peers. Once all the chosen novels have been read, the learners would explain the story and compile a list of what they liked, did not like about it. A 4-3-2 activity would help the students refine their language and interpretations of their novels. They would also choose lexis they had learned, describe the sentence (context) and put them into a new sentence to explain the meaning to their classmates. They would then be introduced to Blabberize.com. This site is particularly easy to use and posts on Blabberize indicate that it appeals to this age group. They can produce language in a fun, non-threatening way, which should lower anxiety in an L2 classroom (Yan & Horwitz, 2008). After watching other Blabberize creations and choosing a photo to use, they would record their book reviews with a short summary, likes/dislikes and who they would recommend to read it. They would need to practise their oral summaries, review and re-record a few times (Li & Hegelheimer, 2013; Lys, 2013). The final task is to use Bookr to publish a class book review. Attention to accuracy and complexity of written output can be optimised as the published books reach an authentic audience. As Pellerin (2014) points out, multimodal rather than unimodal learning is more effective for a variety of students, especially if they create their own work. We have used Wikispaces before so this can be used outside of class time for learners and teacher to peer review and correct language. Genlott & Groenlund (2013) emphasised the importance of social interaction, reading activities in combination with digital writing tasks, an authentic audience and clear goals. The published books look professional and should engender a sense of pride in the learners when they are accessed by their friends and family.

Constraints: Some students will finish their oral and written reviews ahead of others so it may be best to pair stronger and weaker learners to help each other improve their language. Blabberize is fun but some learners may take time choosing photos and customising the mouth, while choosing pictures for Bookr could also take an inordinate amount of time. These activities are best allocated to homework with time in class spent on language development. Time limits will need to be clearly explained at the outset.

Blabberize.com talking pictures
Tools and pedagogical objectives for the class of adults


Appropriateness for this context: The premise behind Lingua.ly is that students will learn language naturally through immersion with up-to-date, web-sourced reading texts. These texts are aggregated according to the interests and vocabulary level of the students with the aim of pushing texts towards learners which have the 90:10 ratio of known versus unknown words. This meaning focused input with language-focused learning in the form of glossing and links to dictionaries (Ultralingua and Babylon), could be particularly useful for the class of adult ESP students. As Nation (2009) states, meaning-focused output and fluency development are also necessary so Lingua.ly needs to be embedded in a task-based approach with attention to all four strands of language learning.

Affordances for this context: This group all have different areas of interest which are covered by Lingua.ly (business, education, entertainment, sports and technology), making it ideal for them to research topics. Initially, they would brainstorm words they have recently encountered in class reading texts but feel they have not mastered, thereby exercising control over their own learning (De la Fuente, 2014). In groups, they would explore their chosen pieces of lexis on Lingua.ly, analysing the contexts in which the words are typically found and the surrounding sentence structure (concordances). Mingling with other groups would allow them to share their lexical/syntactical knowledge while the teacher would monitor, providing answers to questions related to semantics, pragmatics and pronunciation. They could then research an area of particular interest, identifying useful vocabulary and creating their own cloze or comprehension texts for their classmates. As other researchers note (Li & Hegelheimer, 2013; Wang & Smith, 2013), students can create their own knowledge anywhere, at any time with mobile technology, sharing it later with their peers. In the last part of this module, they would research a sphere of business they would like to work in
and lexis associated with it. They would finally need to give a speech (on audio or in class) to explain their career choice, key lexis related to this company and link it with any interesting multi-media footage they find. The cognitive processing undertaken while researching, organising and revising their speeches should lead to longer, more complex and more coherent output, as Lys (2013) pointed out. In this way, MALL is being used in a student-centred approach with a focus on learner autonomy. Lingua.ly is beneficial for ESP classes as they can create their own sets flashcards using web-based information; an up-to-date authentic source of language, unlike course books.

Constraints: The translation tool is limited and the pronunciation of words can appear in a different language. One other issue is that gaps between words are occasionally non-existent. Although the texts seem initially somewhat short, students can click on ‘read more’ if they are genuinely interested in the story. As Lingua.ly gained recognition in 2014, further advances with this tool are likely to be of interest for second language educators and learners.

Why we need less cash in the economy | Dave Birch | Comment is free

The chief cashier of the Bank of England says that only about a quarter of the cash they put into circulation is used to buy and sell things. The rest of it is either shipped overseas – which we will put to one side for the moment – kept outside of the banking system ie (hoarded), or used to support the shadow economy (i.e. stashed). In other words, not in circulation at all but stuffed under mattresses.

- 74 words


Appropriateness for this context: Vocaroo claims to be the premier voice recording platform. It is very simple to use while the podcasts created by students can easily be embedded on other sites (Padlet) through links or QR codes. Learners can email these links to each other or to the teacher for analysis and revision purposes. As in the study by Pellerin (2014) of TBL, this group of adults can create their own learning environments outside of class and engage in meaningful language tasks.
Affordances for this context: For their vocational courses in New Zealand, this group will need to be able to give clear presentations. The aim of this module is to analyse advertising/sales techniques and the power of rhetoric. The learners will first of all look at the short video called ‘This is Target’ on Zaption or YouTube using their mobile devices and discuss the number of times words are repeated, the length of sentences, the message and why it is clear and powerful. They can rewind and re-listen as often as they need. They will identify suprasegmental features of English, pausing rhythm and stressed words and try to replicate the message. Many Asian students find stressing key words in English embarrassing so it is important to keep the atmosphere light-hearted and practise as if singing a song. They will examine, in pairs, one of the commercials on Ethos Logos Pathos Commercials by Jenna Faulkner on YouTube https://www.youtube.com/watch?v=SfAxUpeVhCg&list=PLUt_PBZQzj_D7wPfnSX-m9Ho1pfccq_CgG and explain the rhetoric to other groups. The learners will then choose items in the class to ‘sell’ with short messages using strong adjectives, an item of language covered in previous lessons. The course book (Working in English) looks at marketing advertising and sales talk in Unit 38 (Appendices). The aim is to identify benefits, features and the USP (Unique Selling Proposition) of products before using language for persuasion to encourage customers to buy products. Target language includes: ‘The best thing about this product is…’ and ‘If you buy this product, you …’. They can record themselves via Vocaroo, revise and re-record. At the end they will present their selling techniques to each other, identify the most interesting language produced, the overall clarity of presentations and give each other tips for language improvement. For homework, they will search for good examples of advertisements (either in print or on video) for the next lesson.

Constraints: Students may prefer to use the recording applications on their mobile devices but these are not easy to share. They could, therefore, practise with their phones/tablets but will ultimately need to put final recordings on Vocaroo so that they can share with their classmates for peer review purposes. It is important to emphasise how important it is to give each other a ‘present’ or ‘gift’ in the form of advice for improving language as learners are sometimes reluctant to correct each other. The Jenna Faulkner compilation of advertisements includes good examples of short pieces of rhetoric but it would be best to steer clear of the political ones.

My Tours
View, edit and organize your tours

Last updated | Date created | Title (A-Z)
* PUBLISHED

This is Target (raw)
Updated: September 25, 2015

7. Prezi
https://prezi.com/explore/staff-picks/

Appropriateness for this context: Prezi is a tool, which is not primarily designed for the language classroom. The main target market for this tool is the business community and as these adult students will be studying
vocational courses in English, using Prezi in class could be beneficial for giving presentations on these courses as well as in their future careers. Park & Slater (2014) highlighted the importance of using MALL authentically. As L2 students studying in the medium of English, they will originally have a disadvantage but if they can learn to give clear, coherent multimodal presentations, the language being practised here may even help them “counter the negative positionings available to them in the world of school” (Ortega, 2013, p.249).

Affordances for this context: After a short overview of the target language in their course books, they will look at the advertisements they have brought to class, presenting their choices to each other and identifying the strengths and weaknesses. Strong adjectives and clear rhetorical language in these advertisements can be used as models for further enhancing clarity and coherence in their presentations. Unit 39 (Appendices) of the course book uses language for signposting to ensure presentations are coherent (What I am going to talk about is...; first of all; so to summarise; now, do you have any questions?). The class will be divided into small groups with each learner deciding on which aspect of their company and their product they want to promote. After practising, they can record their speeches on Vocaroo and collaborate to improve the sales pitch, before re-recording. Learners will have control over the number of times they need to revise and re-record their presentations. My Prezi will then be introduced and students will have time to watch the introductory video. A jigsaw activity will allow them to focus on the beginning, middle or end of the video, and summarize it in small groups. Changing groups would ensure all students have grasped the main features of this tool. The students will be given a time limit to play with Prezi before making short Prezi presentations using the target language of signposting. The class can find their own space to work in groups and use pictures, arrows, text boxes to create pathways to explain their company and promote their products. While the Brazilian/French students can help improve their classmates’ fluency, the Asian learners can expedite morphosyntactic language development. They would ideally spend a few days refining their Prezis and their language (both in and outside class) before giving presentations at the end of the week. They would be allocated slots for practice with the teacher as attentive monitoring helps improve their confidence.

Constraints: The Prezi overview initially seems complicated because they are trying to illustrate as many features of this tool as possible. Hands-on experience is needed to fully understand its’ benefits so it may be best to watch part of the video and then practise before watching the next section.

8. Weebly  http://alphastudents.weebly.com/

Appropriateness for this context: The workplace of the future for these students will invariably be a digital one with websites playing a major role in the company’s arsenal of sales/marketing techniques. Even if they are working in their home countries, they may well need to read websites in English for work/study purposes. As the creation of such websites is becoming easier with Web 2.0 tools, these learners may even have the opportunity to write content for websites in English. The prevalence of on-line content in English, with companies also needing to make their websites accessible for mobile phones, means that reading and processing content efficiently and effectively is a key skill that should be acquired.
Affordances for this context: A website can be created on Weebly for the students to use written English to summarise and report on their project. The important aspect of Weebly is that it has an authentic audience. The following guidelines have been given to the learners with the aim of utilising the English acquired in previous lessons.

**About our company**

The history and structure of our company

**Giving Presentations**

Group presentation about our favourite advertisements. Our own advertisement.

**Demonstrating**

Explaining to our colleagues how our products work.

Describing processes and procedures.

**A great new product**

Our new product. Why we have designed it, our USP and why it is the best.

The class will be given the task of creating their own company. A pyramid discussion will be used to brainstorm ideas and then form a consensus on the sort of company they want, the company name, product line and motto/catchphrase. They will then be divided into four groups to work on the areas represented on Weebly. One group will explain when the company was created, why and what their motto is. A second group will describe what they have learned about advertising and present their own short advertisement. The third group will outline their range of products and why customers should buy them. The last group will present their latest and best product. The students will be able to use multimodal presentations and the project-based approach will incorporate all four skills as well as specific functional target language. It is important that they assume different roles for equal participation as in the task-based approach to MALL described by Tai (2012). Some will have more technical prowess than others, as Michael Thomas (2012) discovered with his Japanese learners. However, students with lower English proficiency may also become more engaged and more active through using technology. This already happened when we used Voicethread in class for a previous project. The advantage of having a multi-national class in an English speaking country is that they will be unable to revert to their L1 to give procedural information about technical issues.

**Constraints:**

As Weebly reaches a real audience, this could lead to students feeling anxious about their English proficiency. It is, therefore, important for them to collaborate effectively, reformulate their language and when necessary check with the teacher for advice. Some students are naturally more active than others in project work, so clear expectations, defined roles and outcomes should be outlined at the beginning.

**Video presentation**

https://present.me/view/316658-lingtlanguage-with-prezi

As the functionality of Prezi is lost when converting to Present.me, here is the link to my Prezi:

http://prezi.com/glh2splgsalm/?utm_campaign=share&utm_medium=copy&rc=ex0share

**Conclusion**

Using MALL for TBLT could become a useful component of the teaching and learning courses at this English language institute, at little extra cost. Learning with hand-held devices can be engaging and lead to ubiquitous learning (Wang & Smith, 2013; Park & Slater, 2014). All of the tools in this portfolio could encourage extra meaningful discourse in English as Lys (2013) advocated. Giving students control over their own learning (De la Fuente, 2014) can lead to optimal uptake of language and better overall comprehension of texts. These tools also allow for self- and peer-editing in a collaborative environment (Li & Hegelheimer, 2013), particularly as cloud-based recordings can be recorded, revised and re-recorded (Blabberize, Lingtlanguage, Voki and Vocaroo). Another affordance is that students can co-create multimodal artefacts (Bookr, Lingtlanguage, Prezi and Weebly), which may be useful in their future
studies/careers (Park & Slater, 2014). Their creations can be spontaneously and continuously refined, both synchronously (in class) and asynchronously (outside class). In line with TBLT, they would not only have easy access to authentic input materials (Tai, 2012; Lys, 2013) through Booktrack, Lingua.ly, YouTube or Zaption but also have the opportunity to reach an authentic audience via Bookr, Prezi and Weebly. In these modules, pronunciation is treated as an essential component of L2 acquisition as students will instinctively strive to be comprehensible to their audience. The social, collaborative engagement necessary for TBLT with MALL may heighten awareness of each other’s culture as well as the culture of the L2.

All these sites are easy to access with hand-held devices and can be exploited pedagogically to focus on the acquisition of all four skills in a media rich environment (Pellerin, 2014). The more learners use these tools, the more they will seem essential for L2 acquisition, as tapes and books were in the past. For the purpose of this assignment more digital tools have been introduced than learners could cope with in a short period. In a pedagogically sound syllabus, lexical and grammatical items are recycled. Likewise, it is advisable to recycle digital tools. Since the research by Tai (2012) and De la Fuente (2014), MALL and TBL can be readily combined without complicated set-up phases.

It is crucial to include the teachers at this school in this project. For this purpose, I would introduce a professional development session for them using Blendspace. They could examine the lessons on Blendspace and ascertain which ones seem effective. They would next research which useful materials they can find for a topic they are going to teach the following week. Some teachers could create a quiz on Blendspace while others search on YouTube, Guru or Educreations for materials for future lessons. Finally, the students would present their projects to the teachers, explain how they accessed information and which digital platforms were most useful for them. As Park & Slater (2014) and Rymes (2003, 2004, cited in Ortega, 2013) recommend, the teachers can best learn how to use MALL from their own students. The rapid evolution of smartphones and tablets could mean that MALL may no longer be on the fringes (Burston, 2014).

References:


EXPLAINING AND PRESENTING

38
Features and benefits!
Marketing and advertising • Sales talk

Have you got it?

1. Look at the product description and discuss these questions:
   - Why might people buy the product?
   - How many reasons can you think of?
   - Who are the target customers for the product?
   - Are you a target customer? Would you consider buying the product? Why? Why not?
   - What questions would you ask a salesperson about the product?

2. Match the questions on the left to the answers on the right:

   Marketing and advertising
   1. What are the product’s features?
   2. What are the product’s benefits?
   3. What is the product’s USP (“Unique Selling Proposition?”)

   a. This is what makes it different from competing products
   b. This is how buying the product will bring an advantage to the person who buys it.
   c. This is what the product looks like and what it does.

3. Look again at the ad and discuss these questions:
   - What are the features of the product?
   - What seem to be the benefits of the product?
   - What seems to be the USP of the product?
It's not just consumers who buy goods:
Two suppliers sell components and/or raw materials to a manufacturer . . .
The manufacturer sells to several wholesalers (or agents) . . .
They sell to many retailers . . .
And, hopefully, they sell to even more consumers (end-users).
Every company is involved in selling (and buying) - and every contact with another company may be a sales opportunity.
Just like goods, services are products which are bought and sold.

1. Listen to Maria and Peter talking to two customers. Note down which features and benefits of the Pocket Reader they mention.

<table>
<thead>
<tr>
<th>Maria</th>
<th>Peter</th>
</tr>
</thead>
<tbody>
<tr>
<td>features</td>
<td></td>
</tr>
<tr>
<td>benefits</td>
<td></td>
</tr>
<tr>
<td>USP</td>
<td></td>
</tr>
</tbody>
</table>

2. Discuss these questions:
   - How are the benefits to the wholesaler or retailer different from the benefits to the end-user (consumer)?
   - What questions would the wholesaler or retailer ask, which the end-users wouldn't?

C

1. Two of you should look at File 29 on page 129, the other two at File 68 on page 144. You'll find out about two more products which you'll have to 'sell'.

2. Join a different partner. Take turns to play the roles of supplier and customer. Here are some phrases you can use when you tell your customer about your product:

   - **arouse interest**: Have you seen/tried this product before?
   - **features**: Let me give you some information about this product . . .
   - **benefits**: If you buy this product, you . . .
   - **USP**: The best thing about this product is . . .
   - **encourage action**: Would you like to place an order?

(When you play the role of customer, show interest in the product!)

D

Preparation: Before Unit 39, cut out a couple of your favourite advertisements from magazines or newspapers. Bring them to class with you for the lesson. Also read the advice on giving a presentation on page 82.
EXPLAINING AND PRESENTING

39

Giving presentations

Preparing and giving a presentation

1. Look at the photo and think of presentations you’ve attended. Brainstorm these ideas:
   - What kept you interested – and why did you lose interest for a while?
   - What are the features of a really good presentation?

2. Read this advice. There are four deliberate mistakes – can you find them?

If you’re going to give a presentation, remember the Three Ps:

Before . . .

Plan what you’re going to say:
- What are your 3 or 4 key points?
- Find out about your audience: Who are they? How many of them will there be?
- Research the topic (in-house material, websites, reports, ideas from colleagues).

Prepare your talk:
- Write the presentation out in full. Then extract the main points and put them on index cards. Use large clear writing (or print) so that you can read your notes easily. Number the cards clearly (so that if you drop them, you can’t rearrange them easily).
- Are you going to use visual aids: OHP transparencies, computer graphics, handouts, flipchart? If so, prepare everything in advance. Use big print for things the audience will have to read on a screen.
- Anticipate the questions you may be asked. Prepare answers to them.
- End on a strong, positive note. Use a memorable phrase as you finish.

Practise giving your talk into a tape recorder or in front of a window.
- Find a friend to be your ‘audience’ – he/she can ask you questions and give you feedback at the end.
- Practise using the visual aids.
- Practise losing your place in your notes, and finding it again.
- Test the equipment at the venue after the audience arrive. Does everything work properly?
- Can people at the back read what’s on the screen? If you dim the lights or close the blinds, is it too dark for everyone to make notes or see the handouts? Do you need to use a microphone? Does it work?

During . . .
- Speak clearly and not too fast. Behave naturally.
- Involve your audience – look at them, talk to them, keep eye contact, ask them questions.

After . . .
- Make sure there’s enough time for questions before your presentation.

3. Think of two more tips for good presentations and write them down.
Listen to clips from two presentations: Alan is a poor presenter, Becky is quite good. Put a cross beside the advice Alan didn’t follow and a tick beside the advice Becky did follow in A2. Did they follow your own tips?

Listen to these phrases and practise saying them.

1. **starting off**
   - Good morning, ladies and gentlemen.
   - Good morning, everyone.

2. **say what you’re going to say**
   - What I’m going to talk about is . . .
   - I’m going to tell you about . . .

3. **structuring the talk**
   - Right, first of all . . .
   - Finally . . .

4. **introducing your fellow-presenter**
   - Now I’d like to hand over to . . .
   - She’s going to tell you about . . .

5. **say what you’ve said**
   - So, what are the important points I’ve made? Well, first . . .
   - So, to summarize . . .

6. **at the end, ask for questions**
   - Thank you very much for listening. Now, do you have any questions?
   - If you have any questions, I’m pleased to answer them.

7. **answering difficult questions**
   - I need to think about that one. Could we come back to it later?
   - I don’t really know the answer to that. Could we discuss it later?

Look at the ads you’ve both brought to class (see D on page 81). Decide which one is your favourite or the most effective.

Prepare a joint presentation on the ad, covering these aspects:

- What kind of customers is the ad directed at?
- What are the features of the product? What are the benefits of the product?
- What is the product’s ‘unique selling proposition’?
- Why is the ad effective? Why do you like it?

Each of you should talk for about the same amount of time. Decide who’s going to say what – and when you’re going to hand over.

Join another pair. Each pair gives their presentation. The others are the audience.

**Presenters:** Give your presentation. Ask for questions at the end.

**Audience:** Don’t interrupt during the presentation (unless you are asked a question). While you’re in the audience, note down a question to ask at the end.

After all the presentations, give each other feedback and discuss these questions:

- What was good about each presentation?
- What would you have done differently if you’d had more time to prepare?
- What tips can you give each other for the next time you have to give a presentation?
- What kinds of presentations do/will you have to give in your real job?

The audience are not your enemy – they are on your side, they want to learn from you.

If someone asks a question in a quiet voice, repeat it to the whole audience. Then address your answer to the whole audience.

If you can’t answer a question, maybe someone else in the audience can.
EXPLAINING AND PRESENTING

40 A great new product!

Product development • Giving a presentation

If you can come up with a great new product, patent it and sell it, you can make your fortune! But has someone else had the idea before you?

Serve drinks to your guests with this new doggy tray system.

No Desk?
Make notes on this ingenious arm-mounted notepad!

A

Work in groups of three or four for each part of this section of the lesson.

1 Here's your chance to dream up a great new product! First, discuss these questions:

- What products does the world need, which aren't yet generally available?
- What products would you buy, if they existed?
- Are the products you thought of too expensive until the technology and production techniques have been developed? Or maybe the technology doesn't even exist yet?

2 Pick one of these products. (Imagine that they can be mass-produced and are not too expensive.) Or better still: invent your own product!

- A voice-powered TV/VCR/hifi/DVD. You say 'Channel 4' and it changes the channel, or 'Louder' and it increases the volume — no need for a remote control.
- A solar-powered electric bike — it even works in cloudy weather.
- A pocket drinks cooler — it cools a can or bottle in 30 seconds.
- A talking postcard — you speak your message into a built-in microphone, post it and the other person can hear your message through the built-in loudspeaker.
- A designer business suit that never creases, never needs cleaning and never wears out.
- A pill you can take to cure a cold instantly — just one tablet and your cold has gone.
3 Design your product and decide on its features: how does it work and what can it do? How much is it going to cost the end-user?

4 Design a magazine ad for the product.

5 Prepare a joint presentation of the product, which you will give to the buyers of a chain store who are thinking of stocking the product. Make sure each of you has a part to play.

B

1 Whole class Listen to each other’s presentations and give your own.

2 Evaluate the other groups. You aren’t allowed to vote for your own group.
   Vote for the best ad.
   Vote for the best product.
   Vote for the best presentation.