Project Title: Creating Persuasive Ads (Students' project)

School/Institutional Context

Location: Jl. Pahlawan Revolusi, Pondok Bambu, East Jakarta
Levels: Senior High School
Student Population: 648 students
Staff Population: 20 Persons
Year School founded: 1981
Type: Public School

Project Description
Goals and Objectives
According to the syllabus of English Lesson (Lintas Minat – Optional English Subject: literature and application), for Grade XI one of the topics is to create advertisement. The advertisement itself refers to the basic competence of communication techniques and classified to the core competence of persuasive technique.

The meaning of communication is the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else. These skills consist of the ability to convey information both efficiently and effectively. In the end students integrate this knowledge into advertisements of their own creation.

Objectives
Students learn how to demonstrate the understanding of persuasive techniques and advertising strategies. Through this activity they also will analyze techniques employment and demonstrate an understanding of the concept of demographics and specific audience. The meaning of demographics and specific audience is a target market that is determined and defined by the goals set out in the marketing plan. The target audience is often segregated by factors such as demographic and psychographic differences. The audience within these target segments can have different regional, ethnic, lifestyle, and monetary and religious requirements. At the end students will gain knowledge of how to customers aware of their product or service.

Making an advertisement they must possess knowledge of meaning of Ethos, Pathos and Logos. Pathos (appeal to emotion) is a way of convincing audience of an argument by creating an emotional response to an impassioned plea or a convincing story. Logos (appeal to logic) is a way of persuading an audience with reason, using facts and figures.

Transformational Action Plan (Situation-Option/s-Solutions) [approximately 800-1000 words]

Smart phones, tablets, and laptop are becoming more prevalent in classrooms nowadays. Number of student who has internet connection and connected to their device has been increased. As a result the increase of student learning using ICT in the classroom and improvement of quality teaching practices can be clearly seen. Positive outcomes in regards to the computer access are significantly different compared to the traditional classroom which is internet not provided.

Gadgets are already transforming the way students learn mostly in the city. Integrating technology in the classroom has become one of mandatory criteria for the successful communication between students and teachers as well. Every year this becomes more and more necessary because education at all levels needs to be up to date with the current technological advancements.

I also see that the use of tablets and laptop in my classroom is more beneficial and bring as a consequence teaching-learning becomes more efficient. Collaboration, group working is enhanced, quality of formal English language practice well improved, and technology engage is getting better. As a conclusion I have made choice of student's evaluation regarding learning persuasive through producing of advertisements, using ICT. Refer to the syllabus, students are asked to create commercial ads movie which is useful for their future live and aligned with modern trend online business nowadays.

As a teacher it is necessary to tell the students the Benefits of Online Advertising. Teaching online advertising is business in the modern world and known as Internet advertising and it has huge potential.

Give Students the overview about the ads and ask them to explore the language of persuasive advertising. They will analyze and identify exaggerations and embellishments used in advertising. Students will use these techniques to write their own scripts for a TV commercial or online. The final commercials will be published on the Internet as the real facts and activity. Objectives – at the end of these lessons students will:

• Demonstrate an understanding of a variety of media texts
• be aware of different types of advertising
• understand the difference between the news and advertising
• learn about exaggeration and embellishment in advertising
• create a commercial for a specific audience
• students use peer feedback to improve their work

Students are engaged very much with ICT and the benefits of online advertising must be clearly clarified. Online advertising can generate leads from all over the world. Over half of the population of the world is mostly under age of 30 who are own gadget. Teacher must clearly say about the truth about commercials and making persuasive commercial ads.

Benefits of Online Commerce (Trader's View)
Traditional advertising strategies are often hard to justify the return-on-investment and keep on top is spending for flyers, brochures, banners and calling. Online advertising is different. Significantly reduce those expenses.

The internet can deliver a global audience to our door. Identity our branding and get our copy writing in order and then we get our potential benefits. The key word is the interchange to convince and persuade consumers to buy into you as much as what we sell.

Benefits Online purchasing (customer's view)
Due to some benefits, more and more people they prefer online shopping these days. Consumer's reasons: competitive intelligence, competitive pricing, customer service, and more. The consumer comments some positive aspects about online shopping: wider choice, not subject to up-selling or impulse buying, better prices, simpler way.

Shopping online is so much easier and you can find great deals just about everywhere that make up for the shipping and handling fees, which becomes necessity for most of the people in the world. They can easily compare price, features, function, and get the latest updates of any products just by your mouse. More detail before making a decision to buy or not. Deals offered by retailers, great discounts and savings only for those who purchase specific products online. It is much easier to sit at home, find my size, color, and style and then it's delivered to my front door. One can shop online from a worldwide selection of a specific product.

What Makes You More Likely to Purchase Products Online?

80% Free shipping
66% 1-day shipping
64% Free returns and exchanges
48% Easier online returns
42% More confidence payment security
42% Multiple versions shipped at once
41% Same-day shipping
39% Easier in-store returns
37% Visual try-on capabilities

Source: Walker Sands' 2014 Future of Retail Study

Gantt Chart (Actual Implementation of TAP) [approximately 100-150 words]

STEPS HAVE BEEN TAKEN IN TEACHING PERSUASIVE ADS

FIRST STEP
- Introduce the lesson and a brief discussion about their experiences with and the effects of advertising. Ask students where do they encounter advertising? Students would say: television, billboards, radio, websites.
- Next question: what advertisement stick in their memory and what makes these advertisements memorable?
- Do they think advertisements have an effect on their personal interests?

SECOND STEP
- Explain to students that advertisers construct their ads very carefully to make them memorable and appealing to consumers.
- The advertisers try to convince consumers to buy products are similar to the ways they have been taught to write persuasively, using certain techniques and aiming toward a particular audience.
- Introduce the concepts of pathos, logos, and ethos. These are rhetorical strategies are similar to those used in a persuasive writing assignment.
- Encourage students to make connections to examples of each of the terms they have used in persuasive writing.
- Deepen students' understanding of the concepts of pathos, logos, and ethos with visual examples by sharing with them the persuasive techniques in advertising online video.
- Explain to students how the television and online advertisements utilize the three rhetorical strategies.
- The narration in the commercial further explains their use in each advertisement. There is also the persuasive technique in advertising video transcription**.**

THIRD STEP

- Introduce the term *demographics* to students: the characteristics that refer to a human population such as gender, age, and race.
- When creating their group commercials students have to consider the demographics for their product. Explain to students that this is how advertisers think of consumers: not as individuals, but as members of groups that tend to believe, behave, or purchase in certain patterns.
- Ask students to begin applying their understanding of demographics and targeted advertising by showing the first part of a television program of our choice.
- Before watching, share with students a brief description of the show they will see, including race, gender, class of the main characters.

FOURTH STEP

- It is important to remind students what they have learned so far the advertisement lesson that advertisers use to persuade consumers to buy their products and the concept of "targeting" certain audience demographics to make the process of persuasion more efficient and focused.
- Explain to students that they will have the opportunity to apply this knowledge by looking at some real ads for real products.
- Share that the goal of this activity will be examined how advertisers skillfully use multiple strategies to persuade their audiences.
- Students to discuss and analyze their friends advertisements
- Remind students internet advertisements should take the form of marketing websites featuring a particular product, or pop-ups/embedded ads in Websites unrelated to the product.

FIFTH STEP

- As the analysis activity distribute to the students the Commercial Assessment rubric and explain that it will be used to evaluate their commercials.
- It depends their availability students are asked to check the understanding one of the advertisements they will analyze and briefly discuss the effective use of persuasive techniques.
- In this section students will compare advertising advantages: television vs. print vs. online to engage students in a discussion of the advantages of each mode of advertising.
- Using the examples on the handout is to lead students to discussion and later on will help students decide which model of advertising they might use when creating their commercials.

Evidence of Transformation (As output and outcomes of TAPs) [approximately 1000-1500 words)

TEACHER INPUT THAT FACILITATES SUCCESSFUL STUDENT OUTPUT

After requesting the class of making persuasive ads video I was challenged with some aspects of speaking skills of the students when I asked to produce a short video to testify their obstacles/experiences in making the ads movie.

I asked my students to make two types of video for the persuasive ads. The first one is the real movie that the students have to prepare the story, script, shoot and they must

learn how to do with the editing. They learn a lot but they said it's really time consuming. The outcomes are beyond my expectations. Their ideas in getting the inspiration of the story are astonishing. The most challenging in making the real movie they must do the shooting and at the same time their voice is directly recorded. I am surprised that this project has encouraged some students who they have problem in applying their language skills in the class has shown a good speaking and positive result. I really appreciate it a lot.

The second video has been made using movie maker software. Student's opinion preparing movie maker is much easier and the steps are simpler. Prior starting with the class I showed my own movie-maker video. In fact some students haven't heard about movie maker and some said the software is not available in their notebooks. But anyway they could easily download it.

The moviemaker version is much simpler. They collect and gather the pictures of the products from internet, compile and labeled it with the subtitle and insert/upload the music they like which suitable with the products. Voila.. finally so simple and the result is also astonishing.

The 2-minutes video testimony says about movie maker processing. I chose the best video as attachment. While students were processing the video the problem they found is not again making movie processing, since they have experienced, but the speaking skill itself. That's why I finally gave them separated tutorials to improve their speaking skill how to deliver a presentation or small speech. The passages below are short steps in giving tutorial how to construct the lesson base on task and carry out their speaking skill that attached to the verbal persuasive skill in executing task-base lesson.

TEACHER EFFORTS TO ASSIST SUCCESSFUL STUDENT OUTPUT

Topic- and task-based lessons
- Teachers aim is not just fill up the students with knowledge, but encourage them to learn by doing;
- Help them personalize what they learn and appreciate its usefulness.
- Task-based approach is seen as the most effective and appropriate to use:
  - ✓ Learner-centre;
  - ✓ Provides target language exposure;
  - ✓ Classroom dynamics which involve the students in a socializing process.

Key criteria of task-based approach

1. Classroom management
  - Classroom organization is student-focused,
  - Students engage actively in the lessons (groups, pairs or individually),
  - Content is task-based.

  - ➢ *This encourages the students to become self-directed and responsible decision-makers, participating actively in their own learning.*
    - Organization in classroom management is very important.
    - Developing a well-structured lesson plan, focused on a combining theme, topic and aims.

- Much emphasis is put on vocabulary, grammar and pronunciation through practice.
- Teachers need to identify activities which will lead to communicative, authentic use of language.
- The think-pair-share approach, i.e. students first think of ideas individually, then discuss them in pairs before sharing with the class.

> *Involves students more actively with the lesson content.*

2. Teaching materials
- Authentic sources or internet reference resources.
- Teaching materials should be suitable for the purpose.
- Engage the students' interests
- Ads movie example

3. Motivation and responsiveness to students' needs and interests
- Presenting materials with media-intensive support.
- Ensuring students' engagement in a meaningful learning process.
- Consider the students' needs and interests.

> *Students feel encouraged to pursue their own enquiries and express themselves in a supportive and productive learning environment.*

4. Topic-oriented lesson plans
- List the topic, the aims of the lesson, the method, and materials.
- The teacher-produced materials and a selection of appropriate published materials.
- Outline ways in which meaning can be made accessible (visual/aural support, editing and simplifying texts, allowing group-work, outlining plans)

5. Classroom dynamics
- Whole-class interaction.
- Small group interaction.
- Interaction in pairs.
- Student-teacher interaction.

> **Teachers should exploit any opportunities to get their students to socialise in the classroom as this can be a very motivating process.**

6. Critical reflection
- Examining their own particular context.
- Interpreting what has been taken place in the lesson.
- Evaluating their decisions.

> *It brings about a deeper awareness of what we are doing and may lead us to decide to make changes to our teaching practice.*

o **Research suggests that practice leads to better performance.**
  - Practice is easy to use when followed by a manual that use step-by-step approach.
  - Base on student's approach around topics, texts or tasks rather than language points, we can focus on whatever language happens to come out of them.

- Many items will come up in later lessons, allowing us to focus on them again, leading to naturally distributed.

o **Presentation-Practice-Production is a widespread structure of a lesson.**

- It would be more effective to present one language point, practice another.

➢ *The students come across new language items distributed over parts of three lessons rather than the whole of one lesson.*

o **Valuable activities**

- Use whole, complete texts that present interesting content (e.g. stories of scientific inventions, biographies of interesting people and articles on controversial issues).

- Presenting information about our own culture or other culture to expose.

➢ **Add to the student's knowledge of the world and deeper our own culture.**

Promotion of students' verbal performance and communication

- The ultimate of verbal aim is to help the students interact successfully.

✓ Provides students with a large amount of speaking and listening practice.
✓ Resembles real-world communication.
✓ Fosters a cooperative, more relaxed environment that supports learning.
✓ Creates more autonomous learners.

Techniques to invite interaction:

1. **Small talk** - a conversation about common topics that helps build understanding between people.

✓ When students are able to interact using small talk in the classroom, they will gain confidence in practising the same language outside the classroom.
✓ It is important for language learners to gain sociolinguistic competence in appropriate topics for small talk.
  - A classroom discussion on appropriate and inappropriate topics is critical.
  - Small talk can be practised using a steps drawn on the board.
  - On each rung of the steps there is a small talk
  - Each student in turn must lead a small talk discussion on the topic to return to the situation after some problems maybe.

2. **Classroom chat** – moves into substantive topics derived from a lesson-based content area, using relevant vocabulary.
✓ Circle talks - students form an inner circle and an outer circle. Students in the outer circle talk for one minute on a given topic to the person facing them in the inner circle. The outer circle then rotates and students talk about the same topic with new partners.

- ✓ Because of the repetition, the activity provides thinking time and recycling opportunities for the students.
- ✓ These activities involve a great deal of interaction, focusing on fluency lowering the students' affective filter, while simultaneously developing a sense of community in the classroom.

3. **Problem-solving assignments are** – to encourage interaction and authentic use of language in the classroom.
   - Creating advertisement for a new school student's product, developing a flier for a language course, listing instructions for a special recipe, drawing a poster for a music performance.
   - The overall goal is authentic language practice, not the resulting product.
     - ➢ *Students will increase positive recognition, also the ones who are struggling with language, not only but have artistic, creative or organizational talents.*

4. **Strip stories** – provide practice in negotiating meaning and encouraging fluency development.
   - ✓ Effective because there is a correct answer, and this facilitates more negotiating and discussion.
     - A pair or a small group is given a picture story, which has been cut into pieces. Each picture shows a clear step in a story or process. The pictures must be put in the correct order.
     - A follow-up activity encouraging conversation is to have the students prepare to narrate the picture story or process to the whole class.

5. **Small Debate/Dialogues** – starts with controlled practice and moves towards more authentic and fluent interaction.
   - A group and B group
   - The Bs find a partner and the As find its own partner. Build the showcase on small paper as pointer notes in 5 – 10". Practice the speaking several times together within their own group.
   - Finally, the students practise the dialogue/debate without looking at their pointer notes and explore their ideas with their free of sequence speaking way.
   - At this point, the focus should be on being able to *communicate* clearly *the main message* of the debate/dialogue.
     - ➢ Students move to automaticity of the language.

Teacher behaviour that enhances student output

- Why do teachers often struggle when it comes to engaging students and promoting interest in the English language classroom?
- Teachers should first look at students motivation and perceptions of learning before challenging to encourage important learning values.
- If teachers themselves can justify the purpose of the lesson and the value of the content, then this could provide the students with a stronger reason to come to class.
- English language teaching has changed radically over the last generation.
- The enormous technological changes.
- One aspect of language teaching that remains as important as ever, i.e. **patience**.

Web tools that have potential for the language classroom

- Power Point is one of the most frequently used technologies in education for giving presentations and talks.
- It is being based on the idea of brainstorming and connecting the ideas to each other.
- Teachers create an "animation path" which gets from one idea to another, forming a kind of network.

Teacher as the material/task-designer

- The contemporary educational setting has considerably widened the spectrum of roles the teachers have.
- There is no such an ideal course book, which would satisfy all our students' and our needs.
- In order to offer students the kind of practice that they actually require is to compile practice materials for them.
- The Internet offers us limitless sources of materials that we can exploit as basis for our tailor-made tasks.

Critical Reflections (Lessons learned, future plans) [approximately 1000-1500 words]

STUDENT ASSESSMENT/REFLECTIONS
- Provide the lesson reflection questions to allow students to think and discuss about what they have learned about advertising and persuasion.

- Use the Commercial Assessment rubric to assess student work on their advertisements.

Online advertising is a crucial component of the modern world. It's how consumers get help to make crucial purchasing decision.

Online advertising has the unique ability to reach out instantly to people the entire world. Currently the online advertising has emerged at the primary platform of advertising in business throughout the globe and according to the research online advertising will continue take over all of other promotions.

Because of the possibilities that online advertising has brought the marketing world, achieving the best result has become something of challenge. But we still need to seek ways to maximize the online potential and to show our effort is more impressive than our competitors. Some of the best advertisements use jingles, and stories to focus attention on the brand.

Rationale

Publishing and Design taught is multi-features. Students receive an English language credit. The great deal of emphasis is placed on reading, writing, editing and designing for publication hence the nature of the lesson contents also computer class and an art class.

This class lesson is base on the syllabus but still has needed to be adjusted a bit based on the students' prior knowledge. In the past students emphasis was on learning the Microsoft Office as the beginning of programs lesson because they were not readily available to the students and many of them had not explored the components. Currently because students have been entering the class with more experience with the Microsoft programs, more projects that involve the professional programs have been added to the syllabus.

The purpose of this two-week meeting or four meetings consists of three-fold:

1. first it introduces students to advertising techniques and how they may used to influence the message the consumer,
2. second it expands on the student's knowledge of design specific software (movie maker, photo shop) and information available on-line
3. finally it teaches students the fundamentals of ads design.

Having done the above steps introduced the students have exploited their knowledge and skills that are inherent in ads and their products.

Teacher also emphasizes the need to provide students with the tools and steps or tutor to enable the students free themselves to produce of such advertising and to help them become conscious citizens able to be attentive and responsive and to think critically as responsible citizens and make choices based on their own values.

Teacher help students to empower themselves from marketing and advertising learner to become a true marketer and advertiser and enlighten them it will become a precious job.

License Awareness

All businesses are required by law to obtain business license before beginning operations. Teacher must give reminder to students.

Classification of Ads (Commercial and Non-commercial)

Teacher gives students questions type of commercial they have found base on facts.
The answer will be commercial and non-commercial. Ask them to identify the difference both. The answer would be:

Students:

Commercial advertising *usually involves selling a product or service. Usually the goal is to make more money, get more subscribers etc… Examples of this could be ads for department store sales, prescription drug ads, food ads, clothing ads, perfume ads, and many more.*

***Non-Commercial advertising** usually involves something like a public service announcement. It usually tries to motivate us to make the world or someone's life better. Examples of this could be ads to feed starving individuals, save animals. These ads do not strive to make money but involved usually in the form of donations that are used to fund projects, but not to make a profit.*

Language terms:

Commercial:
Language has a powerful influence over people and their behaviour. This is especially true in the fields of marketing and advertising. The choice of language to convey specific messages with the intention of influencing people is vitally important.

Visual content and design in advertising have a very great impact on the consumer, but it's language helps people to identify a product and remember it.

Non-commercial: is sponsored for a charitable institution or civic group or religious or political organization. Many noncommercial advertisements seek money for raising funds. Others hope to change consumer behavior. So the main goals of noncommercial advertising are:

- Stimulate inquires for information
- Popularize social cause
- Change activity habits
- Decrease waste of resources
- Communicate political viewpoint
- Improve public attitude
- Remind people to give again.

So called is a person to person communication that is perceived as being noncommercial, concerning goods or services: it is face-to-face product related communications between and among the friends, relatives and others.

Outcomes
Students can comprehend and identify of:
- Commercial and Non-commercial ads
- The difference of language terms and persuasive style of both
- Be aware of the manipulation techniques used by advertisers
- Gain an understanding of the fundamentals of ads design
- Create an ads that either warns consumers about the manipulation techniques that are used in ads they read or use the techniques to sell a product (warning and improve awareness)

COMMERCIAL RUBRIC	POOR	FAIR	GOOD	EXCELLENT
ORGANIZATION	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow. Time constraints followed.	Student presents information in logical, interesting sequence which audience can follow. Time constraints followed
CONTENT	Content is weak. Facts are inaccurate. Student should have research in more depth.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
TEXT & GRAPHICS	Student uses poor graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
GRAMMAR AND MECHANICS	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
VOLUME AND CLARITY	Student mumbles, incorrectly pronounces terms, and speaks too quietly for viewing audience to hear	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear with little effort.	Student uses a clear voice and correct, precise pronunciation of terms. Student is enthusiastic. All viewing audience can hear without effort.