
A Toolkit for Teaching Influential Persuasive Written Content

Catherine Nguoi Chui Lam

General Studies Department, Politeknik Ibrahim Sultan, Pasir Gudang, Johor, Malaysia
E-mail: catherinenguoi@yahoo.com

Abstract

This paper presents a survey study of an innovation project called PromoVista. It is a language board game designed specifically for addressing the language needs of students in design-related fields such as graphic design, advertising or multimedia. Drawing upon the needs analysis conducted with the subject matter expert, PromoVista cards were designed to scaffold students in developing strong language foundation to work on their design-related projects and to prepare them for communicating ideas effectively in relation to advertising, marketing, branding or product development. Feedback was gathered from a total of fifteen (15) polytechnic students who have the experience of using PromoVista in the targeted course and the subject matter expert of the course. On the whole, the findings indicate students' positive perceptions towards the use of PromoVista in their language classes. Students were found to enjoy using PromoVista cards to learn. Interacting with PromoVista facilitated their retention of vocabulary and they were more confident in their learning. PromoVista was found to promote students' enhanced understanding and communication performance and boost their motivation to explore further. Some highlighted that they enjoyed the interaction and communication that flourished while playing the game. Some even expressed how they like this new method of learning instead of traditional book-based learning and lecture presentations which were not interesting for them. Product review conducted with the subject matter expert also revealed its high-quality content. PromoVista can thus be used as an effective and practical language game in the targeted course to scaffold student learning.

Keywords : *Cognitive load theory; Constructivism; ESP; Persuasive; Vocabulary learning*
