

## English Admajor Conversations (2<sup>nd</sup> term 2016-17)

You'll conduct two conversations in the second term. They will be based on a **reading file**. That series of texts takes stock of the marketing communication *past*, *present*, and *future*, where it outlines many **trends** that are relevant for **adpeople** to develop a good understanding of the **context** you are going to work in.

The activity has a **double objective**. **First**, it is intended to provide you with a fairly **broad background knowledge** of the marketing communication field. **Second**, it will give you the opportunity to **handle a large amount of language**, in order to assimilate a wide range of **concepts** in connection with your future professional area. It will take place with **teams of 4 or 5 students**. You'll find the **list** with team membership on the course webpage. It includes all students, Erasmus included.

**Your task? First**, you'll print the reading file from our webpage and share all the text among the team members. **Do this before you leave for the Christmas break.** **Next**, you'll **read, understand, organize** and **assimilate** the information in the articles of the reading file. **Then**, you'll discuss their contents in two *conversations* in teams of 4 / 5 people, numbered "**conversation 1**" and "**conversation 2**".

**The reading file** for each of the two conversations consists of a series of **topics**. Each topic is illustrated by **six texts**, and each member of the 6-people teams is to read and work on one text per topic; no two students can choose the same texts in a given topic. To sum up: **each team** will cover **all the topics** and **4 or 5 of the six texts** in each topic, while **each person** in the team covers **one text per topic**, which means 15 articles per conversation (\*). The reason for this method is to give you the opportunity of approaching **identical topics from different angles**. Real conversation only takes place when there is such an *information gap*. In short, each student covers one text per topic, a different one for each student. So one or two texts remain unread in each topic.

The **conversations** will start from a general question that refers to different texts and leads to an exchange of **information** and **opinions**. Your job will be the following:

- (1) relating that starting question to the information you have read;
- (2) presenting the relevant **information** to the other participants in a correct and convincing way;
- (3) listening to the other participants in order to react to them: **add** more information, **confirm** what they are saying, or **contradict** their claims, **illustrate** what they are saying, **asking** for more details, for an explanation, expressing **doubt**, ...;
- (4) introducing new elements, new information, personal opinions, examples...

So, you start from the relevant information, explain it convincingly, react to it, complete it, and (only) then express a more personal opinion, doubt, confirmation, guess, ... Do not do the opposite: **you cannot just express your opinion about the issue**.

The conversations will last 40 minutes, **without texts or notes**, but you are allowed to bring one diagram that outlines the different texts you have read. One aspect of your task is to keep the conversation going for those full 40 minutes : you must feed the conversation.

When you are preparing the conversation, make sure you **understand** your texts

thoroughly. Analyze and study the vocabulary according to the method suggested in the course (guessing strategy + collocations). Solve the remaining problems in team, and ask for my help if it is required. Make an **outline** of the ideas in the texts, i.e. a **diagram of the structure**, not a summary. This will help you as a reminder before the conversations, provided you use them to practice rephrasing the contents.

Each conversation should be **based** on five elements:

- (1) the **facts** and **information** provided by the articles;
- (2) some personal preparatory work you will have to do individually and in team in order to a) **restructure** the information; b) find possible **links**; c) work out the **oppositions**, the **parallels**, the **overlaps**;
- (3) the extension of the texts themselves by a **critical analysis**: what are the **causes** of the phenomena, what are their **consequences** (from all possible points of view: business, social, environmental, political, financial; short-term/long-term; local, national, international; personal and collective; for different age groups, social classes; overt or covert ...); are they really recent; what countries do they concern, ...;
- (4) your personal **knowledge** of the items discussed, gathered from any other source;
- (5) your personal **opinions** about the subjects.

#### **Deadlines:**

**conversation 1** - weeks 19 & 20 (March 6 to March 17, 2017 depending on the timetable of the second term), per team during class time

**conversation 2** - weeks 24 & 25 (April 24 to May 5, 2017 depending on timetable) per team during class time – if your English class is on Monday we will have to catch up for the 1<sup>st</sup> of May, bank holiday.

The **written exam** is to take place during week 27 (May 15 to 19); the **oral exam** is scheduled during the exam session.

The **Reading Files** for both conversations 1 and 2 as well as the other documents are available on the course webpage in the "Conversation" section.

**!!! Do not forget that Erasmus students are included in your teams !!!**

(\*) An easy mathematical way of sharing the texts is giving each team member a number from 1 to 4 (or 5), then have each member preparing the corresponding text number in each topic.

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