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THE DIGITAL TEACHING ON HOW TO CREATE POWERFUL AND EFFECTIVE BUSINESS LEAFLETS (FLYERS) USING 7-STEP

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Abstract

Myanmar, our country, has faced many difficulties and challenges in its education sector since the start of COVID-19 outbreak in March, 2020. To be able to pursue COVID-19 recovery and survival, this research was carried out to find out how to encourage students to prepare business leaflets (flyers) effectively via communicative online teaching. In fact, business writing plays an important role in business communication throughout the world but most Myanmar students are not familiar with business writing, especially, in creating leaflets (flyers). The aim of this research is to teach the students to become efficient business communicators. The survey was conducted with a total of 124 undergraduate DSM (Diploma in Secretarial Management) students of Yangon University of Economics. The study can be categorized as a design of giving pre-test, pilot teaching and post-test, recording the students' scores of both tests and comparing them with 'Testing Paired Comparison 't' Test'. This research paper mainly focuses on how learners can be empowered and inspired to write leaflets (flyers) using communicative approach and 7-step. The results have some good effects on the students as a key role in creating leaflets successfully. After being equipped with such knowledge, learners become proficient and confident business leaflet-writers. It is highly-recommended that as professional business leaflet -writers, they should provide business owners with such services to earn a lot and thus contribute to large communities in the world.

Keywords: Business Leaflets (Flyers), 7-Step Plan, DSM Students of YUEco, COVID -19 Recovery Plan, Communicative Online Teaching

INTRODUCTION

This research paper 'The Digital Teaching on How to Create Powerful and Effective Business Leaflets (Flyers) Using 7-Step' submitted to International Teleconference on Technology and Policy for Supporting Implementation of COVID-19 Recovery Plan in Southeast Asia (ITTP – COVID 19) presents how to empower students to create business leaflets (flyers) using 7-step and communicative approach virtually.

This paper first explains the 'the background of the study', 'aims and scope of the study', under the introduction section briefly and then 'literature review' will be expressed. After that, the 'methodology' used in the research including materials, which also covers 'the nature of data and data collection' are presented. Next, 'the results and discussion', under which 'pedagogic implications and suggestions' for teaching writing business leaflets (flyers) will be stated. Lastly, 'conclusion' section is presented with recommendations.

Although some people may think that learning to produce such a piece of business writing as business leaflets (flyers) is trivial compared to other forms of writing such as business letters, report, etc. concerned with only certain people at their workplace, they cannot see and predict how powerful, effective and useful high-quality leaflets (flyers) are in everyday business situations. In fact, they have great impacts on local and global economies as they

are faster and easier to exchange information not only in Myanmar but among the ASEAN countries. Therefore, the solution to response to COVID-19 recovery plan is calling for proficient creation of professional young learners' group to create business leaflets (flyers) to distribute to the targeted customers. This is the great significance of doing this research on creating business leaflets (flyers).

The Background of the Study

Almost all the countries in the world including Myanmar, one of the ASEAN countries have more or less suffered from COVID-19 pandemic since the start of its outbreak in the respective countries. In fact, COVID-19 crisis has great negative impacts on nearly all the sectors in Myanmar and still the problems, difficulties and challenges concerning these sectors exist. Among various modes of media, business leaflets (flyers) are effective, cost-saving and can seek most publicity to advertise effectively and successfully and thus they gradually play an important role to promote sales in everyday business situations. *Business leaflets* or *flyers* are in several ways similar as they are distributed for the purpose of advertising goods or services and so only the term '*leaflet*' will be used to be short from now on. Most students in Myanmar are not familiar with business writing, especially, in writing leaflets and they have never had such an experience either. In fact, a good business writing skill which is one of the most important requirements that leads to a successful business becomes useful and necessary for young learners to learn urgently. Therefore, if we can investigate their difficulties in creating leaflets and find ways to help them to become quality business leaflet-writers, they can conduct the advertising campaign effectively.

This study hypothesizes that "*if learners are exposed to writing leaflets and trained how to create them by using 7-step, they will be able to craft quality leaflets*". Being skilful IT users, Myanmar young learners can create good looks of a leaflet with necessary messages to be conveyed to the targeted customers despite their weaknesses in accuracy in English which is highly demanded in writing other forms of business. In the virtual classroom not like face-to-face classroom where they can create them manually taking longer time, they can create attractive leaflets very fast on the spot. Being professional leaflet-writers, they can earn a lot at present and it is worth learning in the long run, too. These are the backgrounds of the study.

Aims and Scope of the Study

The aims of the study are:

1. Firstly, to identify problems in writing leaflets that most Myanmar students encounter.
2. Secondly to examine what are to be included as ingredients in a leaflet following the conventions of '*LCCL – Level 2: EB – English for Business*', and
3. Finally, to do the communicative pilot teaching to students to find out whether the programme is successful in using 7-step to teaching writing leaflets.

The researcher assumes that the findings of the present research will solve the problem of creating leaflets that most students face. Furthermore, it will give teachers who are exploring more effective teaching methodology or other ways valuable insights into not only the 7-step but also other more creative methods or ways of teaching writing leaflets.

The research area is mainly focused on teaching how to create '*leaflets*'. Research questions are

1. Do students know how to make the leaflets attractive and have an eye-catching?
2. Can they convey the important messages to the targeted customers?
3. Is there accuracy in their leaflets?
4. Is this 7-step plan really effective to create a leaflet?

The study can be categorized as a design of giving pre-test, pilot teaching and post-test and recording the students' scores of both tests and comparing them. Both tests cover up creating leaflets individually based on the question asked and this study can be put into two sections as:

1. Showing the subjects a sample leaflet first to be able to draw some ideas from it and then as a pre-test, giving them a question to answer to submit the assignments individually. Each answer of the assignments was analysed and graded at the 'Fail', 'Pass', 'Credit' and 'Distinction' categories in terms of 'layout' (format), 'contents' (messages) and 'accuracy' (language, spellings and punctuations) to do the data collection and generally, it took one hour to follow this process. Then, their grades were recorded.
2. Providing the two weeks' communicative pilot teaching to them by using *7-step* (6 hours for teaching and 1 hour for post-test following the same process of data collection of the pre-test).

Why each answer in their assignments of both tests is graded at four categories will be explained in 'Data Collection' section in details.

LITERATURE REVIEW

'Despite the wide use of writing in today's world, learning how to master the skill of business writing does not have to be a difficult task' [5]. Therefore, in Myanmar, it is necessary for business English teachers and learners to do a good and empirical research on this kind of business writing: writing leaflets.

'Specialized English is best learnt as a second layer built upon a firm general English foundation.' [2]. Business writing is nowadays popular among other forms of writing and specifically needed to learn, especially, writing leaflets to conduct all kinds of business successfully after getting the English foundation. When producing pieces of business writing, we need to 'be creative in thought, but practical in application' [5]. In fact, learners were enlightened about the beauty and art that is involved in creating leaflets on their own following the *7-step* plan.

Business writing and communication expert, Ms. Shirley Taylor, personally designed this *7-step* plan and she is also a pioneer to enhance business writing skills. Shirley's tips and techniques are excellent models to follow for effective and successful communication. Once students learn, they will gain surprises, confidence in their ability and they will succeed later.

The review of literature shows that designing activities for leaflets depends on the principles of *7-step* that is adopted in this study. Regarding the *7-step* plan to write a leaflet, no one has ever done a research on 'writing leaflets' in Myanmar.

METHODOLOGY

The *7-step* plan personally designed by Ms. Shirley Taylor who used to be an examiner in the secretarial skills for a major examining board (LCCI-Level 2: EB) (UK) will be followed in this study. Communicative approach is mainly adopted to teaching creating leaflets. Before starting with the communicative pilot teaching on how to create leaflets using *7-step*, the following information used as materials are introduced to let the students know all about a leaflet.

Background information of a business leaflet

In 'Business leaflets', persuasive writing, key features, key terms are usually found. As background information, what a leaflet is, its categories, then where it can be found and why a leaflet should be created and distributed to people and lastly how a business leaflet can successfully be designed are introduced so as to make the students be equipped with the knowledge of a leaflet.

What is a business leaflet and what are its categories?

A business leaflet is a form of paper advertisement intended to distribute widely in public places. In fact, leaflets give the readers a message briefly. There are such categories of a leaflet as persuasive, informative and directive. A persuasive leaflet gains its aim through the use of reasons. Facts are presented to make the readers convinced in buying our products or services. An informative leaflet is factual because while presenting facts previously unknown to the audience, it grabs attention via curiosity. A directive leaflet directs actions when readers are informed about the products/services.

Where can leaflets be found and why are they created and distributed to people?

We can find leaflets at shops, supermarkets, restaurants, school, libraries, hospitals, etc. or public places. We have many different purposes to make a leaflet for distribution. Firstly, we use a leaflet to advertise products or services and to provide information about important issues or events regarding them, and then to draw attention to any company, organization, cause or event, and finally, to stimulate people to call on action. Therefore, it is useful and powerful for raising an awareness campaign.

How can a business leaflet be designed effectively?

In fact, the layout and the look of a leaflet are influenced by the aim of selling the products or services. When designing a layout, the convention of LCCI level 2- English for business designed by Ms Shirley Taylor will be followed. Generally, in a leaflet, the layout is more important than the text. Therefore, the layout needs to be eye-catching, interesting and easy to read.

Basically, there are three aspects of a leaflet to be considered and they are (i) 'layout' of a leaflet, (ii) its 'contents' and (iii) its 'accuracy'. **Firstly**, what need to be included in the layout as ingredients of a leaflet are (i) the name of the firm, (ii) its contact address, (iii) the issuer's name and position, (iv) the issued date. The name of the firm usually together with 'contact' address is important and necessary and usually presented at the top of a leaflet. Besides, the issuers' name with position and the issued date are also put at the end of a leaflet as he or she is an authorized person and the date is currently valid for the promotion or event, etc.

Furthermore, to make the layout attractive and effective, such techniques as 'centering the text, capitalizing, spacing, paragraphing, bulleting, numbering, questions that are then answered, slogans, mottos, repetitions, inserting images, colouring, etc.' can be used.

The size of the paper used for a leaflet (flyer) and its features are important. In fact, the size and shape of a leaflet (flyer) greatly influence its success. Therefore, it should be small enough to be put into one's pocket or it may be thrown away.

As one picture is worth a thousand words, cartoon, pictures, etc. may be included to attract the eyes and appeal to the target audience in supporting the theme of a leaflet. Besides, photographs are often used as documentary proof of particular incidents or events. Therefore, it is a good idea to include the images in our leaflets. Again, colour is important in the appearance of the leaflet being an effective tool. Larger prints are used in a leaflet to emphasize the most important message in it. Occasionally, underlining, boldfacing and capitalizing are necessary to identify particularly important information and to make it interesting.

To make a leaflet stand out, we can use a black or coloured border. Here, white space is much more effective due to having eye-catching. Using bullets and numbers also make the messages stand out and easy for the readers to remember. Therefore, knowing not only the graphic devices but how to control them is necessary to make the messages clear and good-looking.

The **second** aspect we need to consider before writing a leaflet is 'contents' (messages). A leaflet needs to be easy to read and 'easy on the eyes', i.e. to look inviting a reader and get its messages across quickly to him/her. Therefore, a leaflet should include all the information necessary to attract and inform the customers. Before writing a leaflet, first, we need to make a list of key points and then plan to order them logically, sensibly and in a well-thought-out manner to help the messages stand out. In general, the main points for giving information should be bulleted or numbered as an easy-to-read way of presenting information.

After making a list of important points as 'contents' (messages) of a leaflet, we need to plan the sequence of the messages: (1) Introduction (2) Details (3) Response and (4) Close in order.

Generally, heading and a slogan or a motto or a rhetorical question that is then answered come under the 'introduction', sub-headings together with benefits, explanations, illustrations and photographs, etc. under 'details', invitation and incentives to call on action under 'response' and issuer's name (with position) and issued date under 'close' as structural features in a leaflet.

In 'introduction' section, background information, the history, mission or vision of the firm or organization such as 'Our school has been established since 1989', etc. is usually presented as the heading. Then, it is followed by catchy slogans: 'Grab & Go', 'Don't worry, just speak it', etc. or rhetorical questions and then answers: 'Are you hungry now?' "Just eat 'Mama' (instant noodles)", etc. In 'details' section, information and facts about the topic are stated as subheadings. Here, lucid and specific explanation and benefits can be added such as 'Getting young and refresh after trying it', etc. In 'response' section, it should be clear about the promotion, offer, discount, etc. such as '20 % DISCOUNTS', 'Buy one, get one free', etc. and also about the date, time and place concerning the event in a leaflet. Finally, in 'close' section, the issuer's name and the issued date are presented being a conventional standard pattern as they show that the promotion or event mentioned in the leaflet is not overdue or still valid. Therefore, clear messages need to be handled in a logical order according to these four sections.

The *third* aspect of a leaflet: 'accuracy' consists of language, spelling and punctuation. For language, regarding 'grammar', we need to consider the following:

1. A wide range of different tenses especially, the present tense using emotive language very often with metaphors and similes
2. Simple and direct language
3. Use of positive words
4. Use of superlatives: 'biggest', 'brightest', 'fastest', 'tastiest', etc.
5. Use of 'imperative': 'come and shop with us on line', 'don't miss the chance', 'don't delay, buy today!', etc.
6. Use of effective adverbs: 'fairly, immediately, efficiently, etc.'
7. Repetition of words or phrases: "Hor, Hor, Horlick", "We'll do it; We'll do it", etc.

In general, the language must be clear and the text readable easily too. We need to write full sentences and in simple shorter paragraphs with white space but full sentences are not essential for the whole leaflet. Moreover, overly-complicated sentences should be avoided as they are difficult to understand. Direct language or inclusive language such as 'you, we, our, us', etc. can be used in a leaflet. Then, correct spelling and punctuation are also important as they can lead to the wrong messages for the readers and generally "!, ?, : and -" are mostly used for effect in a leaflet. Only when there is 'accuracy' in a leaflet, it will be powerful and successful in gaining our purpose of advertising our products or services.

What are the 7 steps?

The following are the 7 steps used to create a leaflet effectively and really these steps have great impacts on teaching creating leaflets with lots of personal touches.

- Step 1. *Identifying the task: Writing a business leaflet (flyer)*
- Step 2. *Layout of the leaflet*
- Step 3. *Contents (message) of the leaflet*
- Step 4. *Grouping and sequence of the messages*
- Step 5. *Format and presentation techniques of the leaflet*
- Step 6. *Creating a leaflet*
- Step 7. *Checking– (by putting a tick for the 'yes' answer after asking the following by themselves):*

- (i) Is this appropriate task to reach our aim of selling our products/services?
- (ii) Is the layout acceptable?
- (iii) Have we selected the messages sensibly?
- (iv) Have we organized them logically and sensibly?
- (v) Does the format meet the needs of the task and is it appropriate to the messages?
- (vi) Can it be read easily?
- (vii) Have we checked every step from 1 to 6? etc.

After being taught using 7-step, the students are highly motivated and equipped with confidence, empowerment, and creativity in crafting a leaflet. To overcome the challenge that teachers of writing leaflets are facing in their own context, this 7-step plan is useful and powerful in such a way that it is helping the students to become professional and successful business leaflet-writers. Therefore, it can be said that not only students but business people can use this 7-step to create a leaflet for conducting marketing campaigns in their workplace. The following material (Fig. 1) is the sample leaflet shown to the students to draw some ideas from it.

STATUS CARRIER
Victoria Industrial Park Nottingham NG7 4FE

We are here, and so

DON'T PANIC!
LET US TAKE OVER YOUR PROBLEM.

It's 3 o'clock in the morning
And you need to collect something urgently?
WE WILL DO IT!

It's midnight and your client needs an immediate delivery?
WE WILL DO IT!

Our new 'panic' service:

- 24 hours – contact us any time
- Phone 0115941 5242
- Fax 0115 941 5245
- E-mail staus@vip.co.uk

We will give clear response to your problem.

We tell you immediately what you can do and what it will cost and
We still operate our excellent, 'standard' service:

- Collections from anywhere – deliveries to anywhere
- Single job or regular contact work
- Any goods considered – any kind – any size – any shape
- 10 kg to 24 tonnes

Graham Matthews (General Manager) Date

Fig. 1. Sample Leaflet (LCCI -LEVEL 2: EB – Series 1 / 1999 Examination) – Model Answer

The Nature of Data and Data Collection

Due to the COVID-19 pandemic, in this study, the survey was conducted with a total of 124 undergraduate DSM (Diploma in Secretarial Management) students at YUEco via on-line teaching. The study was made tangible by collecting data by means of a pre-test, pilot teaching, post-test design in order to investigate whether the 7-step to teaching creating leaflets would facilitate their business writing skill in business context. This was measured by grades of individuals obtained from each test: pre-test and post-test. The same grading systems in both tests with the same time allowance before and after pilot teaching were used so that there would not be any variations in managing the tests. After being given one hour for showing the subjects a sample leaflet to draw some ideas from it and for the pre-test, the experiment was started with communicative teaching writing leaflets using the 7-step for two weeks (6 hours) in the virtual classroom. Three-stage procedure: elicitation, highlighting and practice (controlled and free) was mainly focused in this method of teaching. At the elicitation stage, the subjects were introduced with the necessary information about a leaflet mentioned above as materials. Then they were shown sample leaflets and the three main aspects: 'layout, contents and accuracy' of a leaflet and some graphic devices used for attraction were pointed out. Next, they were given an activity (a question) as a control practice by eliciting and highlighting the important messages and suitable graphic devices that should be included in to attract the readers using the 7-step. In each step, the subjects were asked to create a business leaflet systematically, practically and creatively to make the messages stand out, clear and put actions on it being a facilitator. When completing it, they were explained in terms of the three main aspects to make them familiarize with how to create a leaflet effectively. Lastly, they were given a question to create a leaflet as a group activity at the free stage. Then, with the demonstration of their leaflets, they could compare their works and pay a particular attention to the features used in others' leaflets. As a feedback, why each of their works were placed at each category: 'Distinction, Credit, Pass and Fail' were pointed out and explained in details in Table 1. Please observe Table 1 below.

Table 1

Showing marks allocation for each category and its features in a leaflet.

Sr.	Category	Marks	Some features found in their works
1.	Distinction	≥ 75 marks	<i>Layout</i> – very clear with apt and neat phrasing, lively style and several techniques used as graphic devices, standard pattern, i.e., some clear evidence of the higher skills of written communication – structures, reorganization, apt phrasing, good tone, creativity in ideas, <i>Contents</i> – adventurous, exciting & creative / skilfully reorganized & easy flow of message with mature expression <i>Accuracy</i> – no error of grammar or of spelling / strong answer / excellent in at least one aspect
2.	Credit	≥ 65 marks 65 – 74	<i>Layout</i> – generally very good / effective uses of different techniques helping the message stand out <i>Contents</i> – clear and cleverly-used messages but a bit less well-organised <i>Accuracy</i> – some errors in language and spelling but some strengths / consistent work above the pass level or excellence in one area – vocabulary, fluency, reorganization, etc.
3.	Pass	≥ 50 marks 50-64	<i>Layout</i> – good uses of graphic devices but unaware of how to control them <i>Contents</i> – basic points & not rather disconnected <i>Accuracy</i> – some errors/faults but rarely interfere with communication / minor and rare confusion to the meaning / impressive layout with sensible graphic devices can arouse the readers' interests and advertise marketing campaign despite some weaknesses in accuracy in their leaflets.
4.	Fail	≤ 50 marks	<i>Layout</i> – good-looking and attractive due to the use of graphic devices but not helping the message stand out <i>Contents</i> – not as good / too close to the original question / cannot communicate successfully / misuses of words <i>Accuracy</i> – grammatical errors / faulty expressions / weak accuracy / totally fail to communicate successfully due to their faults in every aspect and thus no one took the actions on their leaflets.

These processes of communicative teaching writing leaflets can be illustrated in the following pyramid approach as in Figure 2. Please see Figure 2 below.

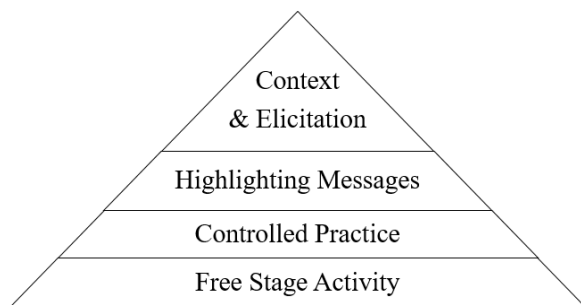


Fig. 2. The Communicative Approach to Teaching Writing Leaflets [Ur. (1996)]

After being given enough practices of creating leaflets virtually, they were given a post-test. Then, their answers of both tests were analysed and graded at four categories and each data of both tests was collected. To do the research on teaching creating leaflets, it took two weeks (8 hours: 7 hours for giving a pre-test and pilot teaching and 1 hour for a post-test) using the 7-step designed.

RESULTS AND DISCUSSION

Testing Paired Comparison 't' Test

To find out the scores of the pre-test and post-test, testing paired comparison in student's 't' test using SPSS (Statistical Package for Social Science) was conducted to compare the average scores of pre-test and post-test. The mean score of pre-test is 45.72 (46) with the standard deviation of 18.635 and the mean score of post-test is 59.40 with the standard deviation 8.941. Since the paired sample correlation is 0.587 with the probability level of 0.000, there is a fairly positive correlation between pre-test and post-test in Table 3. Please observe Table 3. It can be concluded that the mean score of the post-test is significantly different from that of the pre-test with the paired comparison in statistical t-test that is 10.014 (p-value=0.000) at 1% level of significance. There was a significant difference between the pre-test and post-test, and the mean difference between the pre-test and post-test scores of students was 13.685. The statistical confidence interval estimates show that the 95% confidence interval of the difference is between 10.980 and 16.391 in Table 4. Please observe Table 4.

Table 3

A comparison between the pre-test and post-test scores.

Paired Sample	Mean	N	Std. Deviation	Std. Error Mean	Paired Sample Correlation
Post-Test	59.40	124	8.941	0.803	0.587 (0.000)
Pre-Test	45.72	124	18.635	1.674	

Table 4

A paired comparison test difference between the pre-test and post-test.

Paired Sample	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Post-Test – Pre-Test	13.685	15.218	1.367	10.980	16.391	10.014	123	0.000

The results of the current study suggest that communicative teaching creating leaflets using 7-step seems to have some good effects on the students. The scores of pre-test and post-test can be compared by means of multiple bar chart like this as in Figure 2. Please observe Figure 2.

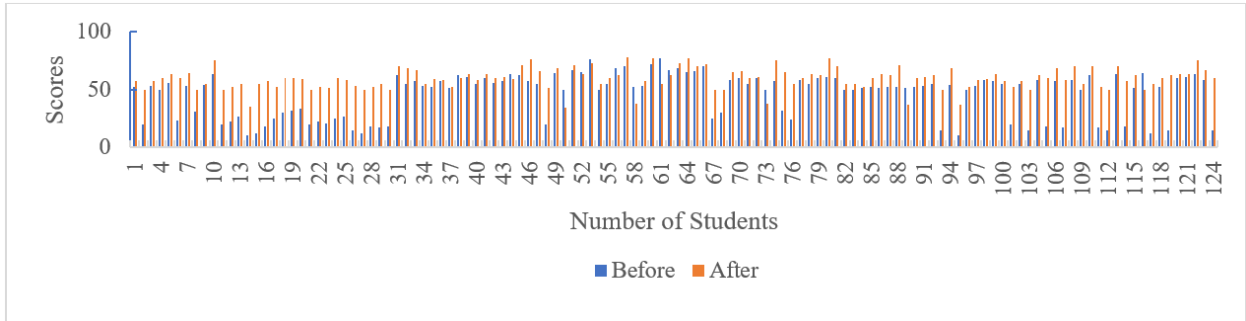


Fig. 2. A Bar Chart showing a comparison between the pre-test and post-test scores

The number of students who were placed at ‘Fail, Pass, Credit and Distinction’ in pre-test and post-test can be compared and shown by ‘percentage’ as in Table 5. Please observe Table 5.

Table 5
Pollutant Standard Index in Jakarta Province.

Particular	Pre-Tests		Post-Tests	
	Frequency	Percentage	Frequency	Percentage
Fail	40	32.3	6	4.8
Pass	72	58.1	88	71.0
Credit	10	8.1	22	17.7
Distinction	2	1.6	8	6.5
Total	124	100.0	124	100.0

The number of students who were placed at ‘Fail, Pass, Credit and Distinction’ in pre-test can be shown by ‘percentage’ in Figure 3. Please see Figure 3.

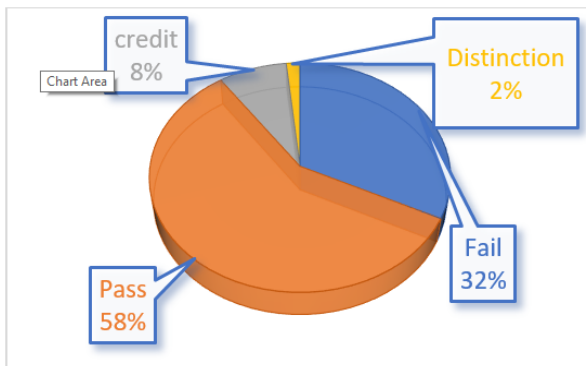


Fig. 3. A Pie Chart showing the number of students placed at each category in pre-test.

The number of students who were placed at ‘Fail, Pass, Credit and Distinction’ in post-test can be shown by ‘percentage’ in Figure 4. Please see Figure 4.

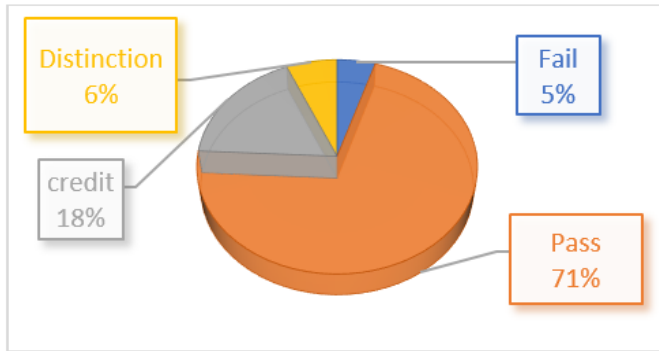


Fig. 4. A Pie Chart showing the number of students placed at each category in post-test.

The results of the current study suggest that two-week treatment seems to have some good effects on their skill of creating leaflets. A lot more students passed and very fewer ones failed after being taught as it was highly significant that the number of subjects who passed and failed increased from 58% to 71% and 32% to 5% respectively shown as in Figure 3 and Figure 4. Besides a fairly more subjects and a bit more subjects got 'credit' and 'distinction' respectively as it was quite and hardly significant that the number of 'credit' and 'distinction' subjects increased from 8% to 18% and 2% to 6% shown as in Figures 3 and 4 respectively.

According to the results, they seem to be weak in accuracy other than the other two aspects: layout and contents. Therefore, it can be said that they know how to make the leaflets attractive and effective and can also convey the important messages to the targeted customers as most subjects passed and some more got 'credit'. There is less accuracy in their leaflets as only very fewest subjects got distinctions. Therefore, it can be said that this 7-step plan is really effective to create a leaflet.

On the whole, the results of the present study show that they are basically aware of how to create leaflets. Despite the lack of proficiency in writing leaflets, at least, their works can attract the readers catching their eyes persuasively due to the layouts used in them. Therefore, it is believed that if they train themselves using 7-step repeatedly, they will become confident and skilful and then professional business leaflet-writers. Consequently, they can earn a lot for providing business owners with such excellent services in almost all the sectors and thus, they can contribute to large communities not only in Myanmar but in ASEAN countries and in the world owing to their high-quality leaflets.

Therefore, the results of the current study suggest that the adoption of communicative approach and using this 7-step have some good effects on the students as a key role in creating leaflets successfully. In fact, what they have virtually learnt in the support of the COVID-19 recovery plan is practically applicable to the present situation of the country and thus upskilling the young learners in creating leaflets is remarkable for doing this research.

Pedagogic Implications and Suggestions

The achievements of students in the study have a lot of implications for 7-step plan to communicative teaching creating leaflets. It is implied that most students need activities which are exciting, challenging and stimulating their curiosity. If they often train themselves in getting involved in something active and arousing their interest, they can gradually become professional business leaflet-writers. Besides, useful implications can be drawn for evaluation of teaching 'creating leaflets' in the curriculum at the post-grad level. Moreover, teachers are responsible for helping students to enhance their professional skills of writing leaflets. When crafting leaflets, as this 7-step has to be used step by step systematically, all the important and necessary information cannot be left out in it and thus targeted customers take actions on it due to the quality leaflets.

The following are suggested for teaching creating leaflets in business context:

1. Eliciting learners before introducing writing leaflets in order to arouse their interests by showing them sample leaflets.

2. Pointing out the three main aspects: layout, contents and accuracy that are important and essential to be included in a leaflet.
3. Putting emphasis on highlighting the graphic devices to attract the readers and the language (e.g. repetition questions and then answers, particular uses of adjectives and adverbs, etc.)
4. Making students have a lot of practice which is challenging and enjoyable in authentic situations (e.g. selling products and services, offering incentives such as ‘gifts or discounts’, ‘amazing deals’ ‘ lucky draw programmes’, etc.)

In fact, this 7-step is also useful for producing other forms of business writing as it can really up-grade the students’ proficient levels of others skills such as creativity and thinking, etc. Therefore, other forms of business writing such as business letters, reports, notices, etc. with a lot of practice are highly-recommended in the courses of business students at the higher education level. For further study, other forms of business writing mentioned above should be selected to do better research using other ways or methods as they are mostly used in their workplace.

CONCLUSION

In Myanmar, most students are not aware of how to start writing leaflets though they can easily identify them from other forms of business writing.

To prove the hypothesis “if learners are exposed to writing leaflets and trained how to create them by using 7-step, they will be able to craft quality leaflets”, a total of 124 undergraduate DSM students of YUEco were given a communicative pilot teaching for creating leaflets using 7-step for two weeks (6 hours for teaching + 2 hours for pre-test and post-test) and their grades were analysed. It was found that most students received ‘pass’ category due to the correct layout with important messages in spite of their weaknesses in accuracy found in their leaflets and there were only a few students placed at ‘fail’ category due to their faults and weaknesses in all aspects that interfere communication. There are also some students who are more proficient, skilful and thus they got ‘credit’ and besides having these skills, for more creative and well-thought students, they were awarded ‘distinction’.

In response to the COVID-19 pandemic with the uncertainty of ending impacts, it is highly recommended that young learners practically create business leaflets (flyers) by using this 7-step engaging in the audience with advanced technology, creativity and well-thought manner. In fact, it can be said that there are such benefits of learning creating leaflets as ‘sharpening their professional skills’, ‘working at home’ ‘saving time, money and energy’, etc. in this fast-paced, high-tech and communication-crazy world. In fact, the more creative, thoughtful and skilful the young learners, the more engaged in and successful their leaflets in the HEART of business communication.

On the whole, in this study, it can be claimed that this 7-step plan personally designed by Ms. Shirley Taylor really provided the learners with a wonderfully interactive, engaging and rewarding online learning experience and helped them to create powerful and effective leaflets in everyday business situations and thus contribute to large communities not only in Myanmar but in ASEAN countries and in the world, being professional high-quality business leaflet-writers in the future.

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