

**Language:** English for Business

**Level:** Advanced Low

**When:** 2 week Intense Institute in Saudi Arabia

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**Theme:** Maximizing Marketing Strategies

**Important Question:** Can Marketing Be Generic?

Background: This unit is for a class of 8-12 Saudi Employees working at different levels in various departments for 2 international companies in Saudi Arabia. The participants’ ages vary, from 27 to 48 years and have all passed State English exams placing them in an upper-intermediate to advanced proficiency level, and all have business degrees. They include marketing analysts, project managers, human relations employees, and graphic designers. Since Arabic is their primary language of communication in the workplace, they are interested in expanding their knowledge of English to language relevant to their jobs. The instructor is a proficient speaker of Arabic.

## GOALS/OBJECTIVES

1. Students will expand their understanding of the process of marketing a product on a level.
2. Students will be able to use vocabulary and phrases relevant to international marketing.
3. Students will demonstrate cultural awareness of Saudi (C1, Arabic) motivations for purchasing products and deepen their understanding of Western/American cultural distinctions that affect differences in marketing strategies.

### Summary of Assessment Tasks

<b>Communication</b>	Interpretive task	Interpersonal task	Presentational task
<b>Performance Assessment</b> (Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)	Students will read and view a variety of print and video sources. They will demonstrate understanding of their own culture’s perspectives on product marketing and compare Arab and Western cultural perspectives on marketing.	Students will use appropriate phrases, vocabulary, and grammatical structures used in workplace brainstorming sessions by engaging in a mock-brainstorming session about a product for the second company.	Students will demonstrate their expanded knowledge of the content & language of international marketing by developing & presenting a marketing platform for a given product.

<p><b><i>What are the <u>Cultural Aspects</u>?</i></b></p>	<p>Students observe, hypothesize, and refine (hopefully) their hypotheses on American perspectives as they relate to product marketing. Students explore stereotypes of American as well as some funny stereotypes about their own culture and then analyze them for degrees of truth.</p>
<p><b><i>What are the <u>Connections to other subjects</u>?</i></b></p>	<p>The connections can be applied to a number of different subjects.</p> <ul style="list-style-type: none"> <li>• Economics</li> <li>• Social Studies</li> <li>• History</li> <li>• Math</li> <li>• International Business, International Relations</li> <li>• Politics</li> <li>• Anthropology</li> <li>• Marketing</li> </ul>
<p><b><i>What are the <u>language and cultural Comparisons</u></i></b></p>	<p>Students will compare cultural perspectives in both the Arab World and the West.</p> <p>Students will gain an awareness of what they value and how it is reflected in marketing and identify the different face these values take when represented in the world of Western marketing.</p>
<p><b><i>What are the <u>connections to Communities in and outside of the classroom</u></i></b></p>	<p>The authentic purposes that this unit intends to address are directly related to communities. This unit is created to equip students to be more effective in their workplaces through their expanded English linguistic abilities, understanding of cultural perspectives, and their expanded understanding on the topic of international marketing. However, their “communities” activities during the unit will be limited to an interview that I am assigning them for one of the days.</p> <p>In order to put an American voice in this conversation, students will have a chance to conduct interviews with 3 of their American expatriate colleagues. During the interviews, students have a chance to both practice their language in a real world context while at the same time gaining invaluable knowledge and insight into many American perspectives that drive marketing.</p>



**RUBRIC or Criteria for Interpretive Task (Students' *Interactive Web-book*)**

**TASK:** Read one of the articles from one of the business publications provided. Summarize the article and choose at least 3 ideas that, in your opinion, would require a different cultural interpretation for the Saudi market and explain why.

**Non-negotiables:**

- Write a summary of the article
- List at least 3 points in the article you would interpret differently for the Saudi market
- Explain each of your points

Criteria for Interpretive Task

Interpretive	Exceeds Expectations	Meets Expectations	Not at Expectations
Literal Comprehension: Word recognition Main idea detection Supporting detail detection	Student accurately summarizes article and identifies language requiring change for the Saudi market Identifies supporting details	Identifies the main idea(s) of the advanced-level text  Identifies most supporting details	Does not Identify the main idea(s) of the advanced-level text  Identifies some supporting details
Interpretive Comprehension Word inferences  Concept inferences  Author/cultural perspectives	Infers meaning of unfamiliar words in the article.  Infers and interprets author's intent.  Identifies the author's perspectives. Identifies cultural that are not compatible with t Saudi marketing perspectives.	Infers meaning of some unfamiliar words in the article. Infers and interprets some of the author's intent. Identifies some of the articles perspectives. Identifies some cultural perspectives that are not compatible with t Saudi marketing perspectives.	Infers meaning of few unfamiliar words in the article. Does not infer or interpret the author's intent. Does not identify the article's perspectives. Does not identify cultural perspectives that are not compatible with t Saudi marketing perspectives.

Based on ACTFL Integrated Performance Assessments



## RUBRIC for Mock Brainstorming Session

**TASK: Students will be in groups of 3-4 and engage in a brainstorming session using the vocabulary and the grammar they just learned.**

**Non-negotiables:**

- Make several suggestions and ask and answer questions in your group regarding the marketing of your product.
- Use appropriate terminology
- Observe proper conventions
- Be supportive of group members

Criteria*	Exceeds Expectations	Meets Expectations	Approaches Expectations
<b>Use of new Terminology</b>	Student makes many suggestions and responds to questions using appropriate terminology with ease.	Student makes some suggestions and responds to questions using appropriate terminology with occasional hesitation.	Student makes few, if any, suggestions and rarely responds to questions using appropriate terminology.
<b>Appropriateness of Responses</b>	Uses appropriate language spontaneously and consistently. <i>Explanation:</i> _____ _____ _____	Uses appropriate terminology almost all of the time. <i>Explanation:</i> _____ _____ _____	Infrequently uses relevant terminology <i>Explanation:</i> _____ _____ _____
<b>Comprehensibility</b>	Student's speech was clear, coherent, organized and easily understood.	Student's speech had occasional problems with one of the following categories: clear, coherent, organized <i>Problem area circled</i>	Student's speech had frequent problems with several of the following categories: clear, coherent, organized <i>Problem area circled</i>
<b>Accuracy (grammar/vocab)</b>	No or minimal that have no impact on comprehensibility or imagine in a professional setting.	Some minor errors did not interfere with comprehensibility or imagine in a professional setting. AREA TO WORK ON: Grammar___ Vocabulary _____	While errors do not prevent comprehension, they are unusual in a professional setting. AREA TO WORK ON: Grammar___ Vocabulary _____



## RUBRIC for Marketing Platform Presentation

**TASK: Students will individually complete a 5-minute presentation of their Marketing Platform**

CATEGORY	Exceeds Expectations	Meets Expectations	Approaches Expectations
<b>Language Use</b>	Language greatly enhances effectiveness of presentation and marketing effort. The wow effect. <b>13</b>	Language supports presentation and marketing effort. Almost wow effect. <b>8</b>	Language does not enhance presentation and marketing effort. Little wow effect. <b>4</b>
<b>Accuracy</b>	No errors in accuracy. <b>13</b>	Minor errors in accuracy that may be noticed by native English speakers but would be allowed for non-natives. <b>8</b>	Errors in accuracy exceed those appropriate for a professional setting. <b>4</b>
<b>Effectiveness of Presentation</b>	Presentation is effective and clear; and focuses on essential product information. <b>8</b>	Stays on topic the majority of the time. <b>5</b>	Stays on topic only a small part of the time. <b>3</b>
<b>Content</b>	Shows full understanding of how his marketing platform relates to his market base. <b>10</b>	Shows good understanding of how his marketing platform relates to his market base (only 1 idea does not connect properly). <b>7</b>	Shows partial understanding of how his marketing platform relates to his market base (2 ideas do not connect properly). <b>3</b>



## The instructional and formative assessment components of the unit

Functions	Structures	Vocabulary	Materials/Resources
(Asking questions, telling time, describing, telling likes and dislikes, narrate; etc.)	Verbs, adjectives, adverbs, tenses	What are the essential words needed?	Pictures, stories, online resources, videos, games
<i>Present a topic</i>	<i>Adverbial phrases of time, frequency, and quantity</i>	<i>Buying habits, economic situation, market potential, market sector, industry, distributor, retailer, marketing platform, free sample, launch product, domestic market, global market, market base</i>	<i>YouTube Arabic &amp; English Videos (KFC, Verizon, Coke, Pepsi, McDonalds, Nike)</i>
<i>Make suggestions</i>	<i>Using formal connectors</i>		<i>Arabic Ads From Internet (McDonalds, Pepsi, Coke, KFC, Dove)</i>
<i>Express disagreement</i>	<i>Subject Verb Agreement</i>	What are additional words that are nice to know?	
<i>Persuade an audience</i>	<i>Question formation</i>		<i>Market Leader Intermediate by Pearson Longman (chapter 2 resources on International Marketing – Financial Times article, Interview with Paul Smith, Grammar Word Bank)</i>
<i>Participating in a Brainstorming Meeting</i>	<i>Compound Nouns</i>	<i>whereas, therefore, however, succinctly, in closing, after careful examination, culminating with</i>	
<i>Defining terms</i>			<i>Article on Arab Stereotypes in Western Media from Wikipedia</i>
<i>Asking questions</i>			<i>And others</i>

When/How do I assess these? <i>In class observation (ongoing)</i> <i>Interactive Student Web-book (ongoing)</i> <i>Brainstorming Session (onetime rubric assessment)</i> <i>Student homefun activities (ongoing)</i> <i>Final Presentation (onetime rubric assessment)</i>	When/How do I assess these? <i>In class observation (ongoing)</i> <i>Interactive Student Web-book (ongoing)</i> <i>Brainstorming Session (onetime rubric assessment)</i> <i>Student home fun activities (ongoing)</i> <i>Final Presentation (onetime rubric assessment)</i>	When/How do I assess these? <i>In class observation (ongoing)</i> <i>Interactive Student Web-book (ongoing)</i> <i>Brainstorming Session (onetime rubric assessment)</i> <i>Student home fun activities (ongoing)</i> <i>Final Presentation (onetime rubric assessment)</i>	
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**Learning Activities: Description**  
**Beginning**

**Formative assessments and activities**

Students will complete portfolio assignments that focus on exploring and comparing marketing language specific to the Arab and Western cultures using (videos, billboards, article from *Financial Times*)

**Culture:**

Students will explore their own culture’s perspectives on product marketing while expanding their knowledge of a Western perspective on product marketing.

**Process:**

For this assessment I will be doing a daily review of students’ activities through their *interactive web-books* which are posted on an Office Live Workspace that I create for them and to which they have access through Microsoft Word 2007. As students complete daily activities and resave the work to the workspace folder, I will read their responses and provide feedback on their content, grammatical errors, and their spelling mistakes. This provides timely feedback and allows students to correct errors and clarify any misunderstandings.

If students need help with terminology mistakes, they may come to me during my conference time (15 minutes after class) for help on this revision.

### Middle

Because this is an ongoing process, I can comment on areas where they need more information, areas that are done well, and areas that are off-topic. Since students will not be receiving a grade.

### Interactive Web-book Checklist

#### Language

- I have reviewed spelling in this student's activity and highlighted problem areas in yellow.
- I have reviewed grammatical structures in this student's activity and highlighted problem areas in blue.

#### Content

- I have made at least 3 comments on this student's activity and at least one of those comments is positive.
- I have commented within one day of the activity's due date.

#### Non-negotiable:

- Students complete each daily activity by completing each indicated answer box.
- Students will re-save their web-book to their Live Workspace within one day of the due date. (If not submitted on time, no feedback on that activity will be provided)
- Students will use feedback to correct their errors or misunderstandings

The rating tool for this task is a checklist **for myself** during my review of students' daily assignments that I will have shared with them at the beginning of the two the weeks. Students will know that this is a formative assessment and that both the class and I are accountable for their progress.

- Students will brainstorm questions to ask the expats in the interview
- Interviewing expats and in groups reviewing and refining the hypotheses that were created
- Practicing a brainstorming session among students to refine their final presentation.
- Presenting the marketing model to the class

### End

- Students will engage in practice brainstorming sessions to prepare for their Power Point presentation.