

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

Communication	Interpretive task	Interpersonal task	Presentational task
Performance Assessment (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 mockbrainstorming 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.



What are the <u>Cultural</u> Aspects?	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.
What are the Connections to	The connections can be applied to a number of different subjects.
other subjects?	• Economics
	Social Studies
	History
	Math
	International Business, International Relations
	• Politics
	Anthropology
	Marketing
What are the language and	Students will compare cultural perspectives in both the Arab World and the West.
cultural <u>Comparisons</u>	
	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.
14/b mt mus the secondations to	
What are the connections to	The suthantic numerous that this unit intends to address are directly related to communities. This unit is
<u>Communities</u> in and outside of the classroom?	The authentic purposes that this unit intends to address are directly related to communities. This unit is
the classroom?	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.
	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.
	misignt into many American perspectives that unive marketing.

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Assessment Tasks

Mode of Communication	Interpretive task
Performance Assessment	TASK: Students will read an article from a business publication; e.g., Business Week, Fortune, Financial Times, The Economist relating to retail sales and marketing, or sales, profits and related issues. Students will summarize the article and choose at least 3 ideas that, in their opinion, would require a different cultural interpretation for the Saudi market.
Where in the unit does this fit best?	This fits best at the beginning as students work on their vocabulary and look at differences in culture. They will have completed a week of their online portfolio assignments that focus on exploring and comparing marketing language specific to the Arab and Western cultures using (videos, billboards, article from <i>Financial Times</i>) and have responded to feedback provided by the instructor.



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:		Identifies the main idea(s) of the	
Word recognition	Student accurately summarizes	advanced-level text	Does not Identify the main idea(s)
Main idea detection	article and identifies language		of the advanced-level text
Supporting detail	requiring change for the Saudi		
detection	market	Identifies most supporting details	Identifies some supporting details
	Identifies supporting details		
Interpretive Comprehension	Infers meaning of unfamiliar words	Infers meaning of some unfamiliar	Infers meaning of few unfamiliar
Word inferences	in the article.	words in the article.	words in the article.
		Infers and interprets some of the	Does not infer or interpret the
Concept inferences	Infers and interprets author's intent.	author's intent.	author's intent.
		Identifies some of the articles	Does not identify the article's
Author/cultural	Identifies the author's perspectives.	perspectives.	perspectives.
perspectives	Identifies cultural that are not	Identifies some cultural perspectives	Does not identify cultural
	compatible with t Saudi marketing	that are not compatible with t Saudi	perspectives that are not
	perspectives.	marketing perspectives.	compatible with t Saudi marketing
	1075		perspectives.

Based on ACTFL Integrated Performance Assessments



Marketing Model Brainstorming Session - Oral Assessment

Mode of Communication	Interpersonal Task
	Task:
Performance Assessment	Students will use appropriate phrases, vocabulary, and grammatical structures used in workplace brainstorming sessions by engaging in a mock-brainstorming session about an international company.
	Process:
	Students will have participated and discussed brain-storming sessions in preparation for this interpersonal task.
	In groups of 3, students will engage in a brainstorming session for the development of a new marketing model for Barbican, a company that is expanding markets in the United States. One member will be assigned as the recorder to write the suggestions on a flip chart or a white board. (This will provide an opportunity to write and spell newly learned vocabulary and an indicator for the instructor to see how well they can write on demand).
	The focus of this task is not the development of a good marketing model (though this will be a good practice run-through for their final presentation), but on the use of the linguistic conventions of a brainstorming session, as well as the appropriate times and reasons to jump into the conversation.
	Students will have 20 minutes for the brainstorming session and as they are speaking, I will move from group to group and assess each student with a rubric as they are working.
	Focus of the criteria will be their correct usage of the "brainstorming session" phrases learned in class, as well as their proper usage of phrases and timing for providing information to the group's discussion.
Where in the unit does this fit best?	This assessment comes towards the end of the unit. I would like the students to have had as much opportunity to use and hear the relevant terms, forms, and grammar before the oral assessment. This will occur 3-4 days before the end of the unit.



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
Use of new Terminology	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.
Appropriateness of Responses	Uses appropriate language spontaneously and consistently. Explanation:	Uses appropriate terminology almost all of the time. Explanation:	Infrequently uses relevant terminology Explanation:
Comprehensibility	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 Problem area circled	Student's speech had frequent problems with several of the following categories: clear, coherent, organized Problem area circled
Accuracy (grammar/vocab)	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

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Assessment Task 3

Mode of Communication			
	Presentational task		
	Task:		
Performance	Students will demonstrate their expanded knowledge of the content & language of international		
Assessment	marketing by developing & presenting a marketing platform for a given product.		
	Process:		
	This is the final assessment that the students present during the last day of class. This presentation		
	will give the students a chance to showcase their new vocabulary, grammar, communication skills, and understanding of the marketing world through cultural perspectives.		
	Participants will have worked on this project over the course of the two-week class. I will introduce it		
	during the first day and have dedicated the final page of the Student Web-books with a set of key		
	brainstorming questions that students can complete and receive feedback on throughout the course.		
	The analytic rubric for rating the presentation includes a point value for each of the categories. Points		
	are not for grades, as no grade is required; but I want to provide information to participants on the		
	relative importance of what I hope them to accomplish during their time in this course.		
	Language use and accuracy are weighted the highest since the class is primarily a language for special		
	purposed class for professionals who already have an advanced level of language and who will be using their marketing language in professional settings.		
	Effectiveness is rated as next important as students are expected to have a deepened understanding		
	of international marketing and culture, and to make some connections between marketing		
	techniques and cultural perspectives.		
	In order provide an authentic situation, content is the third criterion since a pitch for a new marketing		
	model would not be communicated well, if either the presentation were ineffective, content poor or		
	time limitations not considered.		
Where in the unit does this fit best	Feedback is incorporated in the rubric to explain the scores.		
	This assessment will be on the final day to provide students since a chance to synthesize and present		
	what they have learned throughout the course.		

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RUBRIC for Marketing Platform Presentation

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

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

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The instructional and formative assessment components of the unit

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

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When/How do I assess these?	When/How do I assess these?	When/How do I assess these?	
In class observation (ongoing)	In class observation (ongoing)	In class observation (ongoing)	
Interactive Student Web-book (ongoing)	Interactive Student Web-book (ongoing)	Interactive Student Web-book (ongoing)	
Brainstorming Session (onetime rubric assessment)	Brainstorming Session (onetime rubric assessment)	Brainstorming Session (onetime rubric assessment)	
Student homefun activities (ongoing)	Student home fun activities (ongoing)	Student home fun activities (ongoing)	
Final Presentation (onetime rubric assessment)	Final Presentation (onetime rubric assessment)	Final Presentation (onetime rubric assessment)	

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.

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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.

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