The Use of Problem Solving in Teaching English for Marketing

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Abstract

Business English importance is not exclusive to the ivory tower of the academic pathway. It extends to include success at work place as business requires interactive communication. English for Marketing is one of the Business English subjects that the students of the Higher Institution of Computers and Advanced Administration at Al Behera study. Such a branch requires the integration of the four language skills and marketing content to solve real marketing problems. The gap between the market needs and those students' level in English for marketing triggered the researcher to randomly chose 30 of those first year students to approach this subject via problem solving strategy. Each step of the problem solving process matches the process of marketing and the language skills that are necessary to address authentic marketing problems. The rejection of the null-hypotheses of this quasi experimental study proves the efficiency of dealing with English for Marketing as a problem. The results of the pre-post test mirror the formative assessment that assess the students' progress along the period of the study.

Keywords: Problem solving; content based learning; English for marketing.

استخدام نهج حل المشكلات في تدريس اللغة الإنجليزية للتسويق

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المستخلص:

لا تقتصر أهمية اللغة الإنجليزية للأعمال على البرج العاجي للمسار الأكاديمي فقط وانما تمتد ايضا لتشمل النجاح في مكان العمل لأن العمل يتطلب اتصالًا فعالا متمثلا في القدرة علي تقديم العروض والافكار والقدرة علي الاقناع والتفاوض في ظل عالم يتسم بالتنافس. من بين مواد اللغة الإنجليزية للأعمال التي يدرسها طلاب المعهد العالي للحاسب الالي والعلوم الادارية المتقدمة في البحيرة هي اللغة الإنجليزية للتسويق. حيث يتطلب هذا الفرع الدمج بين المهارات اللغوية الأربع والمحتوى التسويقي لحل مشاكل تسويقية حقيقية. وبالتالي ، اختار الباحث عشوائياً ٣٠ طالبا و طالبة من طلاب السنة الأولى لدراسة اللغة الإنجليزية للتسويق عبر استراتيجية حل المشكلات. تتطابق كل خطوة من خطوات حل المشكلة مع عملية التسويق والمهارات اللغوية اللازمة لحل المشكلة. ولقد أثبتت نتائج هذه الدراسة شبه التجريبية فعالية التعامل مع اللغة الإنجليزية للتسويق كمشكلة والوصول الي حل من ضمن مجموعة من الحلول بناءا علي المقارنة والقدرة علي اتخاذ القرار . كما ان نتائج الاختبار القبلي البعدي لمهارات اللغة الانجليزية الاربعة تعكس التطور في اداء التقييم البنائي علي مدار الفصل الدراسي.

الكلمات المفتاحية: حل المشكلات ; التعلم القائم على المحتوى ; اللغة الإنجليزية للتسويق.

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Introduction

English for marketing as a branch of English for specific purposes is assigned among Business students who study Marketing aims at developing the four language skills to meet market needs. To hit the target of English for marketing, a set of factors should be covered and fulfilled such as the curriculum design and the method of its teaching.

The curriculum, however, is not identical to develop the aforementioned skills. The dominant scene in the public universities is a collection of reading passages followed by comprehension questions and English as a language of communication is almost absent. In private universities, the skills of language are to be covered. Still, not all the skills are covered at the same level(Wagdi,2021). Boarcăş(2009)extends these problems to include other challenges represented in the competitive nature of business which requires performance skills adding to language skills. In business world, business owners and employees face problems that require innovative techniques to solve them. Such techniques require listening to the others' suggestions, negotiation, and other communicative means that cannot be developed via lecture based system.

The process of creative problem solving--analyzing the environment, recognizing the problem, identifying the problem, making assumptions, generating alternatives, choosing among alternatives and implementing the chosen solution and control—can develop business skills (Higgins,1994). Such skills are communicated in language via analyzing content and responding to it in written and spoken forms.

The current study examines the effectiveness of creative problem solving strategies in developing the four language skills contextualized by marketing concepts and marketing process.

Context of the problem

The gap between the market needs represented in using marketing content both orally and in written form to run a project, increase customers' interest and to face competition cannot be covered via the marketing based English taught in the

institution as it depends mainly on lecture based system. Thus, the researcher addresses the problem by stimulating students' thinking to find solutions for marketing problems via problem based English .

Statement of the problem

Business English as a main condition for success in business world entails approaching business classes via tasks that simulate real business situations rather than the prevailing lecture based system. Problem solving strategy motivates students who study English for marketing, an important aspect of Business English (Purnell,2022),to interact with content in English to find solutions for real problem based on spotting the real problem, finding alternatives and choosing among these alternatives .

Research questions

What is the effectiveness of problem solving strategy on developing language skills in marketing as Business English branch?

From this main question, the following sub- questions emerge:

 -What is the effectiveness of problem solving strategy on developing reading skills in marketing as Business English branch?

 -What is the effectiveness of problem solving strategy on developing listening skills in marketing as Business English branch?

 -What is the effectiveness of problem solving strategy on developing writing skills in marketing as Business English branch?

 -What is the effectiveness of problem solving strategy on developing speaking skills in marketing as Business English branch?

Research hypothesis

There is no statistically significant differences between English for Marketing pre-post test at .05 level in terms of overall language skills. From this main hypithesis, the following sub- hypotheses emerge :

-There is no statistically significant differences between English for Marketing pre-post test at .05 level in terms of reading skills

-There is no statistically significant differences between English for Marketing pre-post test at .05 level in terms of listening skills

-There is no statistically significant differences between English for Marketing pre-post test at .05 level in terms of writing skills

-There is no statistically significant differences between English for Marketing pre-post test at .05 level in terms of speaking skills

Review of Literature

Business English and English for marketing students

Figure 1sheltered content as integration between content and language skills

Business English as English for Specific purposes stands for the use of English in discourse where the content covers business topics such as marketing, administration, accounting, finance, HR, etc. Language skills are mandatory for successful business (Huhta ,1999). Universities approach it differently. The case of Business English in universities can be visualized via a continuum. On one of its ends, General English is taught beside academic business subjects and the other end represents academic content with no explicit teaching of the language skill and the middle point represents the development of language skills via content topics. Sheltered content represents the ideal situation in which language skills and content are demonstrated to solve business problems(Martyn,2018).English for marketing students under the umbrella of sheltered content can help marketers to advertise for products and services based on marketing principles reflected in linguistic competency.

Problem based Learning

Problem based learning develops different types of thinking via defining the element of the problem, learning the required information, integrating this new information to find out different solutions and finally choosing among
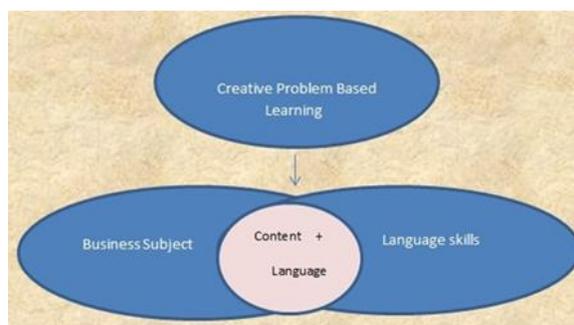
Figure 2 Creative problem based learning to develop both business content and language skills

the alternatives (Silver, 2004) based on decision making process which is demonstrated in real business (Chase,2007).It integrates a varied number of learning theories as cognitive constructivism ,self-learning and social constructivism .The processing of the new learnt knowledge, required to solve the problem, in the study domain is facilitated by the prior knowledge. Such a process created a self-regulated student who monitors his development along the journey of finding the appropriate solution via different types of reasoning and through interaction with groups to choose among alternatives (Silver& Eberbach, 2012). Such skills are essential for communication(Rahman,2019)

Problem solving , Business English and English for Marketing students

Business English aims at developing the four language skills(Taillefer, 2007) based on modified material in the classroom. However, the world of business is full of ferocious competitions and problems to be solved in a creative way (Chase,2007)based on deep knowledge of the subject and communicating them in English as the most common language in the world of business. Thus, the creative problem solving steps match both content objectives and language objectives. The problem based learning in business English is challenging as the ill-defined problems are based on true problems that aim at business development. Business English extends to include English for marketing. Thus, the process of marketing starting from establishing value for customer and ending by evaluating the success of marketing plan goes hand in hand with the problem solving strategies as shown in the suggested syllabus design in Appendix G.

Previous studies

Previous Studies on Business English Teaching

Cai(2011)applied metacognitive strategies to develop Language skills in business via planning, monitoring and assessment. It all started with identifying needs, planning for progress and finally ended by assessing the development. However, Cai recommended other strategies as it is hard to depend on metacognition alone in that field. The call for learner –centered approach by Zhang(2017) demonstrates the use of English to deal with real business situations as the learner asks himself what are the tasks he has to do based on the specialization he chose --accounting, finance, management or marketing .

Previous Studies on the use of problem solving in developing language skills& Business English

Robby(2010) analyzed the students' needs regarding business English. The study proved the discrepancy between the content they study and what they will face in real business situation. The studies on problem solving proved its efficiency in bridging such a gap. Problem solving proved its effectiveness in developing listening via vocab comprehension (Rahmasari &Rintaningrum,2021). The study of Alnoori and Salim in 2021 proved the effectiveness of problem solving in developing reading and writing as well as critical thinking. The speaking skill is not left behind as problem solving encourages students to share their ideas (Abdelazim et al.,2022).

Methodology

The methodology handles the following research design, the participants, the research tools, the research material, the experiment and the training strategy.

The research design

The present study adopted the quasi-experimental design in which one group received training on the use of creative problem solving strategy to develop the four language skills in marketing context.

Participants

A group of 30 first year English department students-- both male and female--at the Higher Institution of Computers and Advanced Administration at AlBehera are randomly selected.

The research tool

The assessment of the effect of problem solving strategy (identifying a problem, collecting data to find different solutions and choosing among alternatives)on the four language skills depends on formative assessment (see Appendix A) that aims at measuring the development of the students' language skills via project based task that requires interaction with data from authentic sources to reach to final solution and summative assessment. The pre-post summative test includes productive skills namely speaking and writing . The speaking sub skills, assessed via independent and integrated speaking tasks, include task completion, language,

pronunciation and fluency. The writing sub-skills, assessed via integrated and integrated essay writing tasks, include content, organization and language. It also includes receptive kills namely reading and listening. A multiple choice and true/false questions for the receptive skills(reading and listening) The reading section assesses reading as written discourse. Thus, the sub skills of comprehension, analysis and evaluation are included. Each sub-skill includes a number of questions as comprehension sub skill covers identifying the main ides, details and word decoding, analysis sub skill covers differentiation between what is stated and what is implied, the crafting of the text via integrating other texts and finally evaluation sub skill in which the tone of the author, the credibility of the sources and the deep understanding of complex content (marketing concepts and principles) are covered. The same skills are applied on listening as this study aims at approaching listening as oral discourse .

Test description

The pre-post English for Marketing is divided into four sections(Appendix B). The productive skills namely speaking and writing include tasks: an independent task (a prompt based question) and an integrated task(reading or/and listening based writing/speaking) that are evaluated based on speaking and writing rubrics respectively. The receptive skills namely reading and listening include 25 questions each based on discourse skills(Fairclough,2003): understanding, analysis and evaluation. As for the reading section, understanding sub skill is covered by questions n.4,5,7,8,9,10,11,12,15,17,23,25; analysis sub skill is covered by questions n.2 ,6,14,16,19,22 ,23and evaluation sub skill is covered by questions n.1,3,13,14,18,20,24. The listening section assesses the listening sub skills namely understanding, analysis and evaluation. Questions n. 1,7,10,11,12,13,14,15,16,18 assess understanding sub skill; questions n.2 ,4,8,9,20,21, 22 assess analysis sub skill and questions n.3,5,6,17,19,23,24,25 assess evaluation sub skill.

The rating scale

Rubrics are used to assess students' progress in the productive skills namely speaking and writing. The speaking rubric is adapted from https://www.pinterest.com/pin/781163497860325535/ in which the sub skill of effort is integrated into the sub skill of task completion as long as both of them idea development. Thus, the four scale rubric measures 4 instead of 5sub skills

with a total score of 16 for a speaking task and 32 marks for the two speaking tasks. (see appendix C for the speaking rubric). On the other hand, the writing rubric is adopted from https://slideplayer.com/slide/14423505/ to be a 4 points scale that assesses 3 sub skills namely content, organization and language with a total score of 12 for a task and 24 marks for the 2 writing tasks.(See Appendix D). The reading and listening tests consist of 25 questions each with one mark of each question. Thus, the total score of each receptive skill is 25.(See Appendices E&F for the reading scale and the listening scale).

The test validity

The test is to be valid when it assesses what it is designed for. This current English for Marketing test is submitted to 5 EFL professors from Higher Institution of Languages at Fifth Settlement, Ain Shams University and Alexandria University and 4 Marketing professors from Faculty of Commerce at Ain Shams University to respond to the following questions: Are the exam instructions clear? and do the exam questions assess what they are designed for in terms of assessing language skills and Marketing content, and the duration of the exam? The researcher adjusted the exam based on professors' remarks in terms of adding integrated productive tasks. Thus, students can have content to respond to adding to the independent tasks. More reading and listening questions were added to assess discourse at advanced levels in terms of inference and evaluation.

Test Reliability

The assessment of results consistency, defined as test reliability, can be measured by applying the same test on two different occasions (Nikto,1996).Thus, the researcher piloted the test's reliability on 10 students within 15 day period to be calculated via Pearson correlation .The correlation coefficient for the whole test was.68 and the correlation coefficient for speaking, writing, reading and listening was .62,.65 ,.72and .68 respectively—values that reflect the test's reliability.

The experiment and the training strategy

The training lasted for a term .The curriculum is designed based on Bremner(2010)findings of the gap between textbooks and requirements of real business and Zhang(2017)call for conducting business rather than focusing on business texts. Each step of the problem solving process goes hand in hand with the marketing process and the language requirements to solve a real marketing

problem.(see Appendix G).The problem the students solve is authentic as they have to turn the institution's café into sustainable practice. First students have to analyze the environment. This problem solving step has content objective represented in micro environment analysis (company-suppliers/competitors/ intermediaries(and macro environment analysis (demographic/economic/natural/technological/political/social) and language objective represented in the presentation of the findings in spoken form. The second step of problem solving , recognizing the problem, depends on the content objective of market research (defining sustainable café and conducting survey to list customers' complaints. Such a step depends on the language skills of reading and speaking. The third and the forth steps of problem solving, identifying the problem and redefining it, run after the main cause of the problem which can be reflected in cause effect writing task to be discussed in the lecture hall. The fifth step of problem solving is a statement of the problem in action form or in other words what customers need. Such a step depends on marketing content namely the marketing mix (segmentation, targeting, differentiation and positioning).Such information depends on reading and listening skills. The next step is making assumptions about decision made. Such a step which depends on "if hypothetical case" gives the student an opportunity to check the efficiency of this marketing mix. The seventh step of the marketing strategy is a generation of alternative solutions that match the action(product, price, promotion ,place) in marketing content which enhances the language of communication and finally the student chooses among alternatives and present his /her solution.

Statistical analysis of data and discussion of results

T-test for paired samples was used to compare between the students' pre-post test performance. The null hypotheses of the current study are rejected at all The pre-post Business English test aims at assessing both language and marketing content for the study group of 30 students. The exam includes the four language skills, namely speaking, writing, reading and listening.

Table(1): Overall performance of Speaking Task 1

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	5.3667	30	.96431	.17606
	posttest	12.6000	30	1.61031	.29400

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	-.235	.211

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-7.23333	2.06253	.37656	-8.00349	-6.46317	-19.209	29	.000

The first part of the speaking test is a commentary on a product as a reflection of sustainable act. The pretest results show that students' answers were short or in other words a reflection on what they see in the image. The posttest answers' showed development in speaking at the level of claim and idea development as shown in the next table.

Table (2) Task sub skill of speaking task 1

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	1.5333	30	.50742	.09264
	posttest	3.4000	30	.62146	.11346

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	-.262	.161

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-1.86667	.89955	.16424	-2.20257	-1.53077	-11.366	29	.000

Students used deductive and inductive approaches to respond to the question. Some of them started with the definition of sustainable marketing then showed that the advert is an application of sustainability. The others described the advert then concluded that it is a sustainable act. Some of them excelled the description by reflecting on the use of colors as the white colors represent the hope of keeping clean environment. This development is also at language level.

Table (3) Language sub skill of speaking task 1

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	1.2000	30	.40684	.07428
	posttest	3.3000	30	.46609	.08510

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	-.145	.443

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-2.10000	.66176	.12082	-2.34711	-1.85289	-17.381	29	.000

The use of different types of sentences varies from simple to compound and complex is demonstrated with academic vocabulary that is perfectly contextualized. Clearly uttered sentences are also demonstrated in the posttest.

Table (4) Pronunciation sub skill of speaking task 1

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	1.5000	30	.50855	.09285
	posttest	2.9333	30	.44978	.08212

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	.302	.105

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-1.43333	.56832	.10376	-1.64555	-1.22112	-13.814	29	.000

Clear pronunciation is also noticed with native like tongue not to mention linking rules. However, they used different accents: British and American with more tendencies to the use of the American accent due to much exposure to American audio and video resources. Some of them excelled the use of linking rules. The content knowledge helped them to decrease the pauses and led to speech fluency as reflected in the following table.

Table(5) Fluency sub skill of speaking task 1

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	1.0667	30	.25371	.04632
	posttest	2.9000	30	.54772	.10000

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	.050	.795

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-1.83333	.59209	.10810	-2.05442	-1.61224	-16.959	29	.000

The integrated speaking task recorded students' development in the second task as shown in the following tables:

Table (7): Task sub skill of speaking task 2

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	1.2000	30	.40684	.07428
	posttest	3.2000	30	.40684	.07428

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	-.042	.827

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-2.00000	.58722	.10721	-2.21927	-1.78073	-18.655	29	.000

Students' responses to the video scene in the pretest were general summary of the academic video with no clear outline for the main ideas and their development. However, the response to the question in the post test reveal a clear understanding of the main ideas and their development in relation to the marketing principles they have studied. For example, the following recorded excerpts "The video is about supply chain process of a sustainable product, what makes Nike an outstanding shoe brand and how it reaches you!" and the development of their claims represent a development of their logical reasoning. The details and reasoning to support their answer represent the ideologies and principles of marketing which is equal to the third level of discourse analysis as well as the

warrant in persuasive discourse. The development of these ideas is reflected at linguistic level as shown in the following table

Table (8): language sub skill of speaking task 2

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	2.0000	30	.00000	.00000
	posttest	3.4000	30	.49827	.09097

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	.	.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-1.40000	.49827	.09097	-1.58606	-1.21394	-15.389	29	.000

The linguistic development at vocabulary and structure levels and content development match with the study results of Tamboli(2022)due to the use of task based speaking assessment in which the examinees depend on higher cognitive skills moving from describing a picture to comparing and contrasting between pictures. The integration of listening and speaking tasks is also recommended by Jayaraman(2017)for authentic assessment. The development of pronunciation and fluence is also demonstrated in the integrated task.

Table (9): Pronunciation sub skill of speaking task 2

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	1.4000	30	.49827	.09097
	posttest	3.2667	30	.44978	.08212

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	.123	.517

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-1.86667	.62881	.11480	-2.10147	-1.63187	-16.260	29	.000

The study group followed the pronunciation rules and uttered the statements clearly. Some of them imitated the voice of the speaker in the video source. However, some of them mispronounced the scientific terminology related to the

layers of Nike sneakers and the others ignored them by paraphrasing them. For example," Nike uses sustainable material to design sports shoes."

Table (10): Fluency sub skill of speaking task 2

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	1.7667	30	.43018	.07854
	posttest	2.7333	30	.63968	.11679

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	.017	.930

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pretest - posttest	-.96667	.76489	.13965	-1.25228	-.68105	-6.922	29	.000

The study group had fewer pauses in the post test integrated speaking task as the study of marketing content adding to info in the video helped in idea generation in organized way.

From neglected skill (Sheera & Yadav,2022)to a criterion of assessing Business English development, the speaking tasks are mandatory to find solutions for real business problems.

The writing skill pre-post test results, reflecting writing difficulties as brain storming ideas and developing them(Nasser,2018) ,revealed the effect of the experiment in developing the students' writing as they were exposed to tasks that are featured by real language use. Unlike cloze tests or in other words too artificial type of writing assessment (Green, 2022), analytical based writing in academic context and email writing in business context are valid due to their authenticity. The first task assesses the application of marketing content on a video in a written form. In the pre-test, short description was given. However, in the post test, the study group did not only describe the scene, but they also assessed it in the light of the marketing content they studied reflected in the paragraph parts namely, introduction, body and conclusion.

Table (11): Overall performance of writing task 1

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	5.4333	30	.56832	.10376
	posttest	9.4333	30	.89763	.16388

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	-.110	.561

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pretest - posttest	-4.00000	1.11417	.20342	-4.41604	-3.58396	-19.664	29	.000

Table(12):Content sub skill of writing task 1

[Dataset0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	2.0000	30	.00000	.00000
	posttest	3.2000	30	.40684	.07428

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	.	.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pretest - posttest	-1.20000	.40684	.07428	-1.35192	-1.04808	-16.155	29	.000

Unlike students' response in the pretest, the answers of the posttest proved the students' ability to evaluate Mac' s performance in the video in the light of marketing principles in terms of claim and evidence. The results of the post test reflected students ' performance development at the level of organizing the content.

Table (13): Organization sub skill of writing task 1

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	1.9000	30	.30513	.05571
	posttest	3.3000	30	.59596	.10881

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	-.019	.921

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	-1.40000	.67466	.12318	-1.65192	-1.14808	-11.366	29	.000

The organization sub skill of the integrated writing task varied between deductive reasoning and deductive reasoning. In deductive reasoning, students wrote the 4ps of marketing then judged if they are applied in the video. However, in the inductive reasoning, the claim that MacDonald follows marketing is reached first followed by writing down of marketing principles. The types of reasoning are reflected in language use.

Table (14): Language sub skill of writing task 1

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	1.7000	30	.46609	.08510
	posttest	2.9667	30	.49013	.08949

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	-.045	.812

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	-1.26667	.69149	.12625	-1.52487	-1.00846	-10.033	29	.000

The majority of sentences in the post test are complex sentences featured by if structure in case deductive reasoning is used. Inductive reasoning users depend mainly on subordinates such as thus. Aspects of similarity and difference between the video and marketing principles are highlighted by words as similar to, both, as wells as, however, in contrast, etc.

The second task represents a kind of writing which is dominant at work namely email writing. Like the first task, development of email in terms of introduction, body and conclusion is manifested in the post test with descriptive language that describes the product and the language of demand to turn the product due to justified reason.

Table(15): Overall performance of writing task 2

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	5.9333	30	.86834	.15854
	posttest	10.2000	30	.80516	.14700

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	-.227	.228

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-4.26667	1.31131	.23941	-4.75632	-3.77701	-17.821	29	.000

The students' answers of writing posttest task 2 demonstrate the written email as discourse in which the writer targets the readers in terms of exposing a problem and a request to solve it. The development of content, organization and language is reflected in the following tables.

Table(16): content sub skill of writing task 2

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	1.7667	30	.43018	.07854
	posttest	3.4000	30	.49827	.09097

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	.129	.498

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-1.63333	.61495	.11227	-1.86296	-1.40371	-14.548	29	.000

The development at content level in the post test is in terms of highlighting background information about the problem: name of the client, item bought and time of purchasing. It also highlights the cause of the problem and a request to solve it. Such details are reflected in well-organized email as shown in the results in the following table

Table(17): organization sub skill of writing task 2

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	2.2667	30	.44978	.08212
	posttest	3.3000	30	.46609	.08510

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	-.066	.730

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-1.03333	.66868	.12208	-1.28302	-.78365	-8.464	29	.000

The content is developed in terms of opening, body and conclusion. The opening includes the background, the body includes details about the problem and the conclusion represents the request. Such organized content is mirrored in language use.

Table(18): Language sub skill of writing task 2

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	1.7000	30	.46609	.08510
	posttest	3.4333	30	.50401	.09202

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	-.015	.939

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-1.73333	.69149	.12625	-1.99154	-1.47513	-13.730	29	.000

The emails as response to the posttest show students' awareness of dealing with the email as discourse. Language or request with degrees of formality and tone of politeness is used to encourage the seller to respond to the request of the customer. Descriptive language is used to give more details about the product that the customer complains about.

Writing as communicative act(Green,2022),necessary for workplace(Lee&Schmidgall,2020), can be stimulated by problem solving strategies in which the student tries to act towards a real problem .

The reading pre-posttest's result revealed the development of critical reading skills as discourse (Fairclough,2003)at the level of comprehension(discourse at micro level), analysis(discourse at meso level) and evaluation (discourse at macro level).

Table(19): Performance of reading task

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	15.1600	25	1.65025	.33005
	post	19.9600	25	1.13578	.22716

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre & post	25	.715	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper			
Pair 1	pre - post	-4.80000	1.15470	.23094	-5.27664	-4.32336	-20.785	24	.000

At comprehension level, students learnt how to identify vocab and phrases meaning from context. Being aware of conjunctions helped them to identify the relation between sentences and the paragraphs to track ideas development. Dealing with test as an act of communication helped them to identify arguments in the discourse and to distinguish between literal and implied statements. The evaluation skills developed via the study of marketing ideologies and principles which motivate the writer to act towards these ideologies. These questions assess the awareness of marketing subject which would never be answered unless these ideologies were studied. The integration between critical reading in general and

content based questions aims at the assessment of both sides. Such development is a part of the problem solving process which entail the analysis and evaluation of resources to make final decision among alternative solutions(Harangus,2019) and (Hite,2009). Listening as a receptive language skill is not left out.

Table(20):performance of listening task

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	14.1600	25	1.51877	.30375
	post	19.5600	25	1.15758	.23152

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre & post	25	.776	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	pre - post	-5.40000	.95743	.19149	-5.79521	-5.00479	-28.201	24	.000

Although listening is a passive skill as reading, it is almost neglected as a source of information in Business lectures. This current study shows the development of the study's group critical listening skills in terms of comprehension, analysis and evaluation. As in reading both language and content are assessed. However, listening comprehension is more complicated in that the audience face accents, speed of the speaker, linking sounds,etc.(Gultom,2018)

Conclusion

The study is a call for developing all language skills in the lecture hall not only the development of the reading skill. Successful business is demanding and full of competition that requires communication orally and in writing (Lee&Schmidgall,2020). Problem based learning subjects business students to real problems that depend on authentic tasks. Such tasks require interaction with authentic material ,both oral and written material, and the production of a solution among alternative solutions. world of business. Formative assessment , an assessment that monitors students' use of language learning as process under the umbrella of problem based learning, resulted in improvement of summative assessment tasks.

Recommendations

-The use of problem based approach can extend to include other business English related majors such as management, finance, accounting, etc.

-Business English instructors should have business studies background to interact deeply with the future business employees to give them an opportunity to face the market needs.

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Appendix (A)

Oral Presentation rubric

(Formative Assessment)

	0 (Unacceptable)	1 (Marginal)	2 (Good)	3 (Excellent)	Score
Body Language	No movement or descriptive gestures.	Very little movement or descriptive gestures.	Movements or gestures enhance articulation.	Movements seemed fluid and helped the audience visualize.	
Eye Contact	No eye contact with audience.	Minimal eye contact with audience.	Consistent use of direct eye contact with some audience.	Holds attention of entire audience with the use of direct eye contact.	
Speaking Skills	• inaudible or too loud • rate too slow/fast • speaker seemed uninterested and used monotone	• some mumbling • uneven rate • little or no expression	Clear articulation but not as polished	• Poised, clear articulation • proper volume • steady rate • good posture • enthusiasm • confidence	
Organization	• displays neither clear introductory nor closing remarks • does not present the segments of the body of the presentation in a coherent manner • irrelevant statements are made • leaves the audience wondering where the presentation is headed.	• displays some level of organization with discernible theme, but the presentation is not organized clearly or in a coherent manner. • introductory and closing remarks are missing.	• displays introductory or closing remarks, but segments of the body of the presentation are not presented in a coherent manner. • presents the segments of the body of the presentation in a coherent manner, but introductory or closing remarks are missing.	• delivers clear opening and closing remarks that capture the attention of the audience and set the mood • provides a "road map" for the audience • each segment relates to the others according to a carefully planned framework	
Voice	Consistently uses a monotone voice	Displays some level of inflection throughout delivery.	Satisfactory use of inflection, but does not consistently use fluid speech.	Use of fluid speech and inflection maintains the interest of the audience.	
Visuals	Used no visuals.	• ran too quickly through visuals and spoke more to the screen than to the audience • visuals did not detract from the presentation.	• gave audience almost enough time to absorb material, but occasionally read the slide • visuals added to the presentation.	• gave audience ample time to absorb information on visual • spoke to the audience, not the screen • visuals greatly enhanced presentation.	
Language	Multiple grammar errors and use of inappropriate vocabulary.	• one or two minor grammar errors. • vocabulary use is too elementary or not effective	• correct grammar • vocabulary mostly appropriate for the purpose and the audience	• correct use of grammar • use of some advanced language • effective use of appropriate vocabulary for the purpose and for the audience	
Totals					

https://mcb.unco.edu/pdf/communications-rubrics/Oral-Rubric.pdf

Appendix(B)

English for Marketing Pre-Post Test

Speaking

Section (1) Does this advert reflect the act of a responsible company?

Duration: 1m preparation

      1-2 minutes speaking

Section (2)

Summarize the information in this video in terms of main ideas and supporting details.

https://www.youtube.com/watch?v=m2kJgpNWCrU

Duration: 1m preparation

      1-2 minutes speaking

Writing

Section(1) The scene is about Ray who eats from MacDonald. Describe the scene as customer based marketing (vision, mission, customers, and its marketing strategy 4 p's: product, price, position, promotion)

https://www.youtube.com/watch?v=0TzbHOU758k

....
....
....
....
....

Section(2) Write an email to return a defective product that you have bought online

....
....
....
....
....

Reading Section

Looking for a Market among Adolescents

A. In 1992, the most recent year for which data are available, the US tobacco industry spent $5 billion on domestic marketing. That figure represents a huge increase from the approximate £250- million budget in 1971, when tobacco advertising was banned from television and radio. The current expenditure translates to about $75 for every adult smoker, or to $4,500 for every adolescent who became a smoker that year. This apparently high cost to attract a new smoker is very likely recouped over the average 25 years that this teen will smoke.

B. In the first half of this century, leaders of the tobacco companies boasted that innovative mass-marketing strategies built the industry. Recently, however, the tobacco business has maintained that its advertising is geared to draw established smokers to particular brands. But public health advocates insist that such advertising plays a role in generating new demand, with adolescents being the primary target. To explore the issue, we examined several marketing campaigns undertaken over the years and correlated them with the ages smokers say they began their habit. We find that, historically, there is considerable evidence that such campaigns led to an increase in cigarette smoking among adolescents of the targeted group.

C. National surveys collected the ages at which people started smoking. The 1955 Current Population Survey (CPS) was the first to query respondents for this information, although only summary data survive. Beginning in 1970, however, the National Health Interview Surveys (NHIS (included this question in some polls. Answers from all the surveys were combined to produce a sample of more than 165,000 individuals. Using a respondent's age at the time of the survey and the reported age of initiation, [age they started smoking], the year the person began smoking could be determined. Dividing the number of adolescents (defined as those 12 to 17 years old (who started smoking during a particular interval by the number who were "eligible" to begin at the start of the interval set the initiation rate for that group.

D. Mass-marketing campaigns began as early as the 1880s, which boosted tobacco consumption six-fold by 1900. Much of the rise was attributed to a greater number of people smoking cigarettes, as opposed to using cigars, pipes, snuff or chewing tobacco. Marketing strategies included painted billboards and

an extensive distribution of coupons, which a recipient could redeem for free cigarettes... Such tactics inspired outcry from educational leaders concerned about their corrupting influence on teenage boys. Thirteen percent of the males surveyed in 1955 who reached adolescence between 1890 and 1910 commenced smoking by 18 years of age ,compared with almost no females.

E. The power of targeted advertising is more apparent if one considers the men born between١٨٩٠ and 1899. In 1912, when many of these men were teenagers, the R.J. Reynolds company launched the Camel brand of cigarettes with a revolutionary approach. ... Every city in the country was bombarded with print advertising. According to the 1955 CPS, initiation by age 18 for males in this group jumped to 21.6 percent, a two-thirds increase over those boom before 1890. The NHIS initiation rate also reflected this change. For adolescent males, it went up from 2.9 percent between 1910 and 1912 to 4.9 percent between 1918 and 1921.

F. It was not until the mid-1920s that social mores permitted cigarette advertising to focus on women. ... In 1926 a poster depicted women imploring smokers of Chesterfield cigarettes to "Blow Some My Way". The most successful crusade, however, was for Lucky Strikes, which urged women to "Reach for a Lucky instead of a Sweet." The 1955 CPS data showed that 7 percent of the women who were adolescents during the mid-1920s had started smoking by age 18, compared with only 2 percent in the preceding generation of female adolescents. Initiation rates from the NHIS data for adolescent girls were observed to increase threefold, from 0.6 percent between 1922 and 1925 to 1.8 percent between 1930 and 1933. In contrast, rates for males rose only slightly.

G. The next major boost in smoking initiation in adolescent females occurred in the late 1960s. In١٩٦٧ the tobacco industry launched "niche" brands aimed exclusively at women. The most popular was Virginia Slims. The visuals of this campaign emphasized a woman who was strong ,independent and very thin. ... Initiation in female adolescents nearly doubled, from 3.7 percent between 1964 and 1967 to 6.2 percent between 1972 and 1975 (NHIS data). During the same period, rates for adolescent males remained stable.

H. Thus, in four distinct instances over the past 100 years, innovative and directed tobacco marketing campaigns were associated with marked surges in primary demand from adolescents only in the target group. The first two were directed at males and the second two at females. Of course, other factors helped to entrench smoking in society. ... Yet it is clear from the data that advertising has been an overwhelming force in attracting new users.

Questions:

Put (true) or (false) then correct the wrong answer

1. According to p.B ,tobacco industry depended earlier on selling technique ( )
2. The sentence"….to draw established smokers to particular brands" highlights price as a marketing strategy( )
3. Tobacco products for adolescents reached dog position in the mid of 1920.( )
4. According to p.G, marketing create a need for customers ( )
5. Recoup means regain(   )
6. Tobacco products witnessed a stable market share in the twentieth century( )

Q.7 t Q.12. Choose the most suitable heading for the paragraphs(B,C,D,E,F, H) from the list of headings below P.(A) is answered as an example.

List of Headings

i Gathering the information
ii Cigarettes produced to match an image
iii Financial outlay on marketing
iv The first advertising methods
v Pressure causes a drop in sales
vi Changing attitudes allow new marketing tactics
vii Background to the research
viii A public uproar is avoided
ix The innovative move to written adverts
x A century of uninhibited smoking
xi Conclusions of the research
P.A(iii)

Passage(2)

What About E-Cigarettes?

It's not only cigarettes that people get hooked on.Also beware of vaping. Battery-operated e-cigarettes use cartridges filled with nicotine, flavorings, and other harmful chemicals and turn them into a vapor that's inhaled by the user.Some people think that e-cigarettes are safer than regular cigarettes because they don't contain tobacco. ….. the other ingredients in them are dangerous too. In fact, there are reports of serious lung damage and even death among people who use e-cigarettes. So health experts strongly warn against using them.

Choose the correct answer

13..Passage (2) represents a (A. solution B. problem C. a sequence of events) to passage (1)

14.The author (A. welcomes B. backs up C.rejects) e-cigarettes

15 .(A. adding to that B. but C. In fact)

16. It can be inferred that cardiologists (A. recommend e-cigarettes more than tobacco B. rejects both e-cigarettes and tobacco C. recommend tobacco more than e-cigarettes)

17. The goal of e-cigarettes market is to (A. abduct adult smokers from combustible cigarettes B .reject smoking C. both A&B)

18. Passage (2) represents (A. selling B. customer based marketing C. sustainable based marketing)

19.The tone of the author is (A. warning B. comic C. ironic)

20. .If Marlboro e-cigarettes are about to be launched in a growing market, these products are (A .star B. chicken C. question mark)

Passage(3)

In the mid 1990s, when stencilled images by the graffiti artist known as Banksy started to pop up overnight on walls, bridges and other public spaces across UK cities, they were hastily painted over or scrubbed off by local authorities and **disgruntled** residents. Now those in possession of a blank wall may well be crossing their fingers that the invisible street artist, known for his subversive designs and comments, will pay them a visit in the wee hours. This is not representative of a general swing in attitude towards graffiti but is specific to the popular thirty-something Bristolian spray-painter, who has become the

contemporary art market's darling – a 'Banksy' on the side of your house may well increase the value of your property.

Choose the correct answer

21. Disgruntled means (A. satisfied B. dissatisfied C. pleased)
22. In the mid-1990s, graffiti was (A. rejected by local residents B. appealing to authorizes C. rejected by both residents and authorities)
23. The underlined sentence refers to(A. positive B. negative C. neutral) attitude towards graffiti
24. Having a Property with graffiti depends on (A. customer driven marketing strategy B. cold calling   C. sustainable marketing)
25. Which of the following is graffiti?

A.	B.	C.
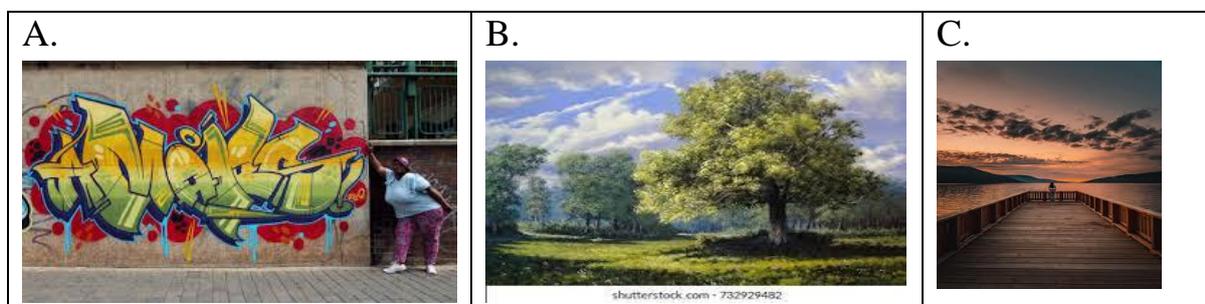
Listening section

Excerpt(1)

Joys of Germany is an organization in charge of promoting tourism in Germany. One of their staff is in London to meet Red Arrow, an advertising agency.Listen then answer the questions

Listening source: Gore,(S.).(2007).*Oxford English for Marketing and Advertising*. Retrieved from https://filezn.com/oxford-english-for-marketing-and-advertising-book-audio-cd/

Choose the correct answer

1. The listening is about(A. advertising for a new product B. promoting a special price C .remarket a product)
2. Which of the following Germany is not known for?(A. white wine B. red wine C.sausages)

3. Joys company staff follows the steps of advertising by first (A. creating ad message B .identifying the target group C. designing ad logo)
4. The value of Joys company can be(A. enjoy the moment B. joy is related to summer time C. Joy is connected to beverages)
5. According to Joys (A. culture affects advertising B. younger generation prefers online adverts C. traditional ads are outdated)

Excerpt(2)

Source(https://www.culturepartnership.eu/en/publishing/marketing/listening-to-customers).

Put (true) or(false)

6.Marketing is one way act of communication( )
7.Market research costs an arm and a leg( )
8.Google form can be a mean to listen to customers( )
9.The speaker recommends customer based marketing
10.The main idea is developing a product depends mainly on customer's opinion( )

Section(3)

Fill in the following paragraph from the words in the table(details)

6-receive-quadruple-perceive-30-reciprocity-personalization-how

The video presents…11..techniques of persuasion. The first shortcut is …12…in which you have to give when you…13…For example, a study conducted in a restaurant proved that tips can increase…14….%if a gift like a cookie or mint is given to the customer. The tips…15...if 2 mints are given. It is not only about what you give, but also about…16..you give. In other words, it is about personalization.

Put true , false

17.Peolpe want less of those things that are less(   )
18.Despite of their scarcity, Concord air flights took off only because of their benefits( )

19.Prices are not related to the quantity of the product( )

20. You will probably listen to a real estate agent with 20 year experience in the field rather than the owner of the company itself( )

21.Celebrities in adverts increase the sales of a product( )

22.If accompany is known for its food products, customers easily accept their new detergents' products( )

23.This sign applies reciprocity shortcut( )

24. The sign fits more in green marketing( )

25. The mentioned shortcuts are cold calling( )

Answers of Reading section

1.f	6.t	11.II	16.B	21.B
2.t	7.VII	12.XI	17.C	22.C
3.f	8.I	13.A	18.B	23.A
4.t	9.IX	14.C	19.C	24.A
5.t	10.VI	15.A	20.C	25.A

Answers of listening section

1.C	6.f	11.6	16.how	21.t
2.A	7.f	12.reciprocity	17.f	22.f
3.B	8.t	13. receive	18.t	23.t
4.A	9.t	14.30	19.f	24.t
5.A	10.t	15.quadruple	20.t	25.f

Appendix C

Speaking Rubric

	1	2	3	4
Completion of Task	Information provided was inadequate	Information provided was limited	Adequate information was provided	Extensive information provided
Language	Multiple mistakes that take away meaning	Frequent mistakes that makes it difficult to understand	Some mistakes that do not interfere with meaning	Very accurate, few mistakes
Pronunciation	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds like a native speaker
Fluency	Does not flow	Frequent pauses	Occasional pauses	Natural pattern of speech

14-16 A   13-15 B   11-12 C

Appendix D

Writing rubric

	1	2	3	4
Content	Limited key points	Some key points may be missing	Key points are presented but may be not sufficiently supported	Key points are clearly presented ,linked and sufficiently supported
Organization	Not clearly organized	Somewhat organized	Key points are organized(opening, body and closing are identifiable)	Ideas are well organized (opening, body and closing are easily identifiable)
Accuracy	Many errors in language and punctuation	Some errors in language and punctuation	Mostly use correct language and punctuation	Almost no mistakes in language and punctuation

11-12 A   9-10 B   7-8 C

Appendix E

Reading Grading Scale

N.of questions	N.of wrong answers	Grade(%)	Grade letter
25	0	100	A
25	1	96	A
25	2	92	A
25	3	88	B
25	4	84	B
25	5	80	B
25	6	76	C
25	7	72	C
25	8	68	D
25	9	64	D
25	10	60	D
25	11	56	F
25	12	52	F
25	13	48	F
25	14	44	F
25	15	40	F
25	16	36	F
25	17	32	F
25	18	28	F
25	19	24	F
25	20	20	F
25	21	16	F
25	22	12	F
25	23	8	F
25	24	4	F
25	25	0	F

Appendix F

Listening Grading Scale

N.of questions	N.of wrong answers	Grade(%)	Grade letter
25	0	100	A
25	1	96	A
25	2	92	A
25	3	88	B
25	4	84	B
25	5	80	B
25	6	76	C
25	7	72	C
25	8	68	D
25	9	64	D
25	10	60	D
25	11	56	F
25	12	52	F
25	13	48	F
25	14	44	F
25	15	40	F
25	16	36	F
25	17	32	F
25	18	28	F
25	19	24	F
25	20	20	F
25	21	16	F
25	22	12	F
25	23	8	F
25	24	4	F
25	25	0	F

Appendix G

Problem Based English for Marketing Syllabus

Task

Task: As a marketing manager of a cafeteria located in Computer and Advanced Administrative Science Institution, present a marketing plan to turn the café's activity into sustainable act

Lecture (1) Theoretical framework

.

Content Selling vs. marketing vs. sustainable marketing

    Need vs. want

Language:listening&reading

Procedures :

1.Listen to a conversation on this link then answer the questions

https://www.esl-lab.com/difficult/telemarketing-script/
What does the telemarketer tries to sell to the man?
Do you think that the man is interested in the offer?
What is the terminology for enforced selling ?

2.Read the section "Marketing Defined "from Principles of Marketing"p.30 and the article about sustainable marketing on https://www.smartinsights.com/online-brand-strategy/brand-positioning/sustainable-marketing-how-should-you-use-it/ then fill in this table

Selling aims at………   Marketing aims at…….. Sustainable marketing aims at..……

Section(2) of theoretical Part

Customer Needs, Wants, and Demands

Needs
States of felt deprivation.

Wants
The form human needs take as they are shaped by culture and individual personality.

Demands
Human wants that are backed by buying power.

The most basic concept underlying marketing is that of human needs. Human **needs** are states of felt deprivation. They include basic *physical* needs for food, clothing, warmth, and safety; *social* needs for belonging and affection; and *individual* needs for knowledge and self-expression. Marketers did not create these needs; they are a basic part of the human makeup.

Wants are the form human needs take as they are shaped by culture and individual per-sonality. An American *needs* food but *wants* a Big Mac, french fries, and a soft drink. A person in Papua, New Guinea, *needs* food but *wants* taro, rice, yams, and pork. Wants are shaped by one's society and are described in terms of objects that will satisfy those needs. When backed by buying power, wants become **demands**. Given their wants and resources, people demand products and services with benefits that add up to the most value and satisfaction.

Outstanding marketing companies go to great lengths to learn about and understand their customers' needs, wants, and demands. They conduct consumer research, analyze mountains of customer data, and observe customers as they shop and interact, offline and online. People at all levels of the company—including top management—stay close to customers:[4]

Put(true)or(false)

KFC represents a human need( )
Sustainable marketing succeeds if there is more demand for pepsi contained in recycled bottles( )

Extended Activity

Watch this part from the Founder movie then answer the questions

According to Mac video

.The sandwich is packed in……
.The packages are healthy(true)(false)/why?
.The client is satisfied with the product (true)(false)
.the Mac products are healthy (true)(false)

Lecture(2):Analyze the environment

Content: identify the environment that affects the café's activity

Procedures

The policy of the institute decides to change the target of the cafeteria from selling based approach (in which fast-food is served) to sustainable approach in which customers enjoy sustainable products.Kindly follow the procedures

1.Watch the video on https://www.youtube.com/watch?v=jByU0KwipxE then put the following words into their category

Suppliers-customers -the café itself-competitors-political-social-technological-legal-social then extract the environmental factors mentioned in the article entitled"Macro and Micro Environment Analysis of McDonalds"Internal & External analysis section from https://ukdiss.com/litreview/value-chain-analysis-2195.php while answering these questions

Put(true)or(false) based on internal analysis section

1.Customer as micro-environment element is highlighted( )
2.But for suppliers, Mac business would fail( )
3. KFC can be among the competitors of Mac( )
4. The mean of communicating with suppliers and customers is an act of sustainability( )
5.Training employees on quick service is a competitive advantage( )
Put(true)or(false) based on external analysis section
6.Paying taxes to the government is indispensable to run business)
7.Demand for Mac products is affected by income level( )
8. Localizing the menu means serving food that goes with the local taste( )
9. Mac provides easy payment methods( )
10.To be certified food business means that the business follow regulations()
11.Mac cares for environment safety(   )

Now Analyze the environmental factors of your business based on these questions:

-What does the café present (type of food &drink?(
-Are the storage conditions sustainable?
-Who are the suppliers? Are they always available?
-Are there any competitors and what do they offer?
-Who are your customers? What do they like most and what are their complains?Are they aware of sustainable and healthy food?
-What are the macro environmental factors that affect your business?

Lecture(3) : Recognize the problem

Content: conduct research on sustainable cafeteria

Language: reading

Among the means of being sustainable cafeteria on https://www.stampme.com/blog/12-cafe-sustainability-tips-for-2022 , which one does the cafeteria that you work at achieve?

Lecture(4): Identify the problem &5.Redefine the problem

Content:SWOT analysis

Use the collected data to figure out if the cafeteria that you work at as a marketing manager offers sustainable products? Discuss your conclusion with the dean.

………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………

Now, determine the challenge that stops the café from being sustainable. (the types of products served, the food processing, the packaging of the products, the attitudes of customers, etc.) Discuss your conclusion with the dean. The presentation is accompanied by SWOT analysis based on this link https://www.youtube.com/watch?v=BuqpxgIKA1E

………………………………………………………………………………
………………………………………………………………………………

Lecture(5): Problem Statement Preposition+ object+ action verb

Content: Managing Marketing Strategies : segmentation-   targeting   -differentiation   -positioning

Language:reading&speaking

Task:write down the problem statement (the real challenge &how to solve it) after following these procedures. https://www.explorerlabs.co/thinking/how-to-build-a-sustainability-focused-value-proposition-statement

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1. Read "Chipotle's Environmental Sustainability Mission: Food With Integrity"from Principles of Marketing p.110

Then fill in this table

Chipotle's mission	
The kind of change from 1993 to 2000(the challenge)	
Chipotle's supplies	
How does Chipotle communicates its message?	

2.Regarding your business ;what are you going to sell and to whom based on info from this link https://www.youtube.com/watch?v=_0yFXLA6YW0 Putting into consideration that the institute is surrounded by farms that represent good resource for sustainable products and by filling in this SWOT table (browse the link to guide you while filling in the table)

Mission statement Offer sustainable grilled boneless chick for students at affordable price for better health and good taste

> Lecture(6): Making assumptions :Assumptions about the future underlie every decision you make

Language: if sentence structure, speaking

What if you do the opposite of your mission statement?

Procedures

Discuss with your marketing team the consequences of doing the opposite of the mission statement to reflect on its importance in solving the current problem

Lecture(7): Generating alternatives and decision making

Content:Marketing strategy

Language:writing and speaking

Task: write down your marketing strategy

Procedures:Watch this video on https://www.youtube.com/watch?v=Mco8vBAwOmA then identify then summarize the information about the marketing mix (product,price,promotion,place)

Pricing strategy differ from a marketer to another.Read this section and respond to its question then choose your strategy on the following table. Put sustainability into consideration.

Good-value pricing: ALDI keeps costs low so that it can offer customers "impressively high quality at impossibly low prices" every day.
Keri Miksza

When asked to name the world's largest grocery chains, you'd probably come up with Walmart, the world's largest retailer; and maybe Kroger, the largest U.S. grocery-only merchant. One name that probably wouldn't come to mind is Germany-based discount grocer ALDI. Yet, surprisingly, with more than

٧٣$billion in annual revenues and over 10,000 stores in 17 countries, ALDI is the world's ninth-largest retailer overall and the secondlargest grocery-only retailer behind Kroger. What's more, ALDI is taking the United States and other country markets by storm, growing faster than any of its larger rivals.

How does ALDI do it? Its simple formula for success is no secret. In fact, it's almost a cliché: Give customers a basic assortment of good-quality everyday items at everydayextra low prices. These days, many grocers brag about low prices. But at ALDI, they are an absolute fact. The rapidly expanding chain promises customers "Simply Smarter Shopping," driven by a long list of "ALDI Truths" by which it delivers "impressively high quality at impossibly low prices." (ALDI Truth #1: When deciding between eating well and saving money, always choose both.)

ALDI has redesigned the food shopping experience to reduce costs and give customers prices that it claims are up to 50 percent lower than those of rival supermarkets. To keep costs and prices down, ALDI operates smaller, energy-saving stores (about one-third the size of traditional supermarkets), and each store

carries only about 1,400 of the fastestmoving grocery items (the typical supermarket carries about 40,000 items). Almost 95 percent of its items are ALDI store brands. So, ALDI claims, customers are paying for the product itself, not national brand advertising and marketing. Also, ALDI does no promotional pricing or price matching—it just sticks with its efficient everyday very low prices (ALDI Truth #12: We don't match other stores' prices because that would mean raising ours).

Put true or false

1. Sustainable practices help in the reduction of ALDI products' prices( )
2. ALDI depends on competition based pricing( )
3. Lower price means lower product value( )
4. Take market by storm means to capture it( )
5. The second paragraph opposes the 1st paragraph( )

What are the alternatives for each point and what is your final decision based on the previous videos and the following images?

Lecture(8):presentation

Now present you marketing plan. You can use the following link https://www.studocu.com/row/document/jamaa%D8%A9-alkahr%D8%A9/strategic-management/strategic-management-final-paper-pepsico/8972860 as a demo

Outline of problem solving steps with marketing as process and language objectives

Problem solving process	Content Objective	Language Objective
Analyze the environment	Analyze the micro environment (company-suppliers/competitors/intermediaries+(macroenvironment(demographic/economic/natural/technological/political/social)	Reading based Speaking
Recognizing the problem	Market research -sustainable café -customer's complaint	Reading :skimming and summary Speaking: conducting interviews

Identifying problems (towards solving real problems , not just symptoms)	Is it unhealthy practices of workers, packaging or types of products -Organize data in cause effect relationship	Writing: Cause effect paragraph
Redefining the problem	What the marketing needs to achieve?	Speaking
Problem Statement Preposition+object+action verb	Marketing Mix -segmentation -targeting -differentiation -positioning	Listening and speaking
Making assumptions Assumptions about the future underlie every decision you make	Remix if required!	Grammar: if Speaking
Generating alternatives	Action:product,price,promotion,place	Negotiation
Choosing among alternatives and taking an action	The final project	Presentation