

CLIL4ALL

CLIL Assignment for creating a glossary (for case 3.1)

University and degree programme: Karelia UAS, Industrial Management

Course: Technical Sales and Bidding, 3 ECTS

Timing: September – October 2023

Lecturer: Heidi Vartiainen

Instructions for the 1st CLIL assignment: Exploring terminology and creating a glossary

Read the instructions for Parts 1-3 carefully. Each part has its own required steps. At the end of this document, you will find instructions for creating a glossary in Padlet, the online tool that you will be using for creating your glossary.

The aim of this assignment is **to become familiar with the basic concepts** of B2B markets and sales processes in B2B markets **while gaining a deeper understanding of the basic terminology and how they can be used in practical situations.**

This assignment is carried out independently. You will be using the scaffolding technique to identify and understand key terminology and phrases from the chapters 1 and 2 of the course book **“Sales in Technology-driven Industries” by Technology Industries of Finland (2018).**

The deadline and the submission box are both available in Moodle.

Part 1: Getting ready

Step 1. The book

Get yourself a copy of the course book Sales in Technology-driven Industries. The book is available at Karelia library, and in digital format as an e-book edition. You may check the availability in the library or consider purchasing the book. See Moodle for the up-to-date link for the book.

Step 2. Skim

Skim the contents of chapters “1 Characteristics of B2B Markets” and “2 Sales Processes in B2B Markets” to get a general idea of the topics.

Step 3. Terms

Preview the terminology and expressions. Look at the table of contents, headings and subheadings within these two chapters. Try to identify as many essential terms in both chapters as possible. In addition, identify any terms or phrases that seem unfamiliar. Make a list of all these terms, and if possible, write down their context.

Part 2: Scaffolding

Step 1: Read

Now, it is time to read the chapters thoroughly to understand the introduced concepts.

Step 2: Identify

Look up the terminology: While reading both chapters, identify terms and expressions related to the characteristics of B2B markets and sales processes. Write down these terms.

Step 3: Gather context

For each term that you have found, write a brief explanation and a possible example sentence explaining the context in which the term is used in the chapter. This will help you understand how the terms relate to the topics.

Step 4: Create a Glossary

Create a glossary for both chapters. Write down all identified terms along with their corresponding context sentences. **Use the digital tool Padlet (see instructions at the end of this document).** Once you are ready, proceed to Part 3. Make sure that you have your Padlet link available.

Part 3. Reflecting

Step 1: Reflect

Answer the three questions below. Reflect on the assignment and your learning.

Step 2: Submit the assignment in Moodle

As you have written down your answers in a document (MS Word or similar), remember to add your glossary link to the document and submit the assignment in Moodle. The submission box with the deadline is available in Moodle.

Answer these three questions shortly in your reflection (½ -1 page will suffice):

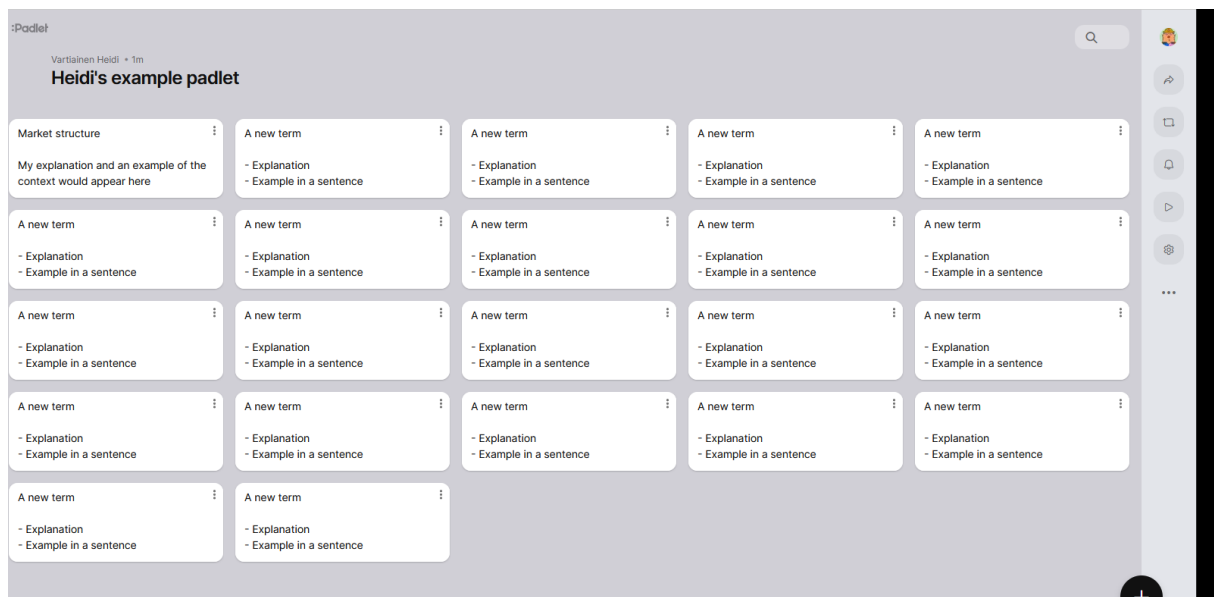
1. Which terms were the most challenging to understand? Why?
2. How did this scaffolding technique help you understand the essential terminology?

3. How will these B2B market terms and expressions and the information that you have gained be useful for you in the future? How could they be applied in a real-world working life scenario in your future career?

Assessment: included in active participation assessment

+How to use Padlet? Check the instructions in Moodle.

Example outcome:



Assessment grid for sales negotiation

University and degree programme: Karelia UAS, Industrial Management

Course: Technical Sales and Bidding, 3 ECTS

Timing: September – October 2023

Lecturers: Heidi Vartiainen, Kirsi-Marja Toivanen, Varpumaria Jeskanen

Assessment criteria		Criteria		Grades 1-2		Grade 3		Grades 4-5	
Sales negotiation		Fail							
Clarification of the assessment									
Argumentation skills	Argumentation and reasoning for the customer, counterargumentation...	Given criteria to pass have not been accomplished.		The student is able to communicate his/her opinion clearly and justify the suggestions.		The student is able to provide arguments and counter-arguments in a tactful, diplomatic and constructive way.		The student's argumentation is based on thorough analysis and review of different factors and perspectives and is communicated in an assertive, yet tactful way.	
						The student takes responsibility for and contributes to the negotiations positively from his/her own role but is also able to provide support to others and thus contributes to the success of negotiations. The student is able to take the floor, yet understands when his/her/their contribution is needed.		The student takes responsibility of the performance of his/her their own team and of the overall success of the negotiations. She/he/they actively follows the discussion, observes others during the negotiations and is able to take and give floor in a smooth and purposeful way.	
Roles & turntaking	Group's internal communication and responsibilities, seller-buyer roles	Given criteria to pass have not been accomplished.		The student is aware of the roles and structural power in negotiations and his/her/their own role.					
Negotiation flow, logic and structure	Non-verbal and verbal communication to advance the meeting targets, time mgmt and closing skills	Given criteria to pass have not been accomplished.		The student is aware of the purpose, agenda and procedure of the meeting and is able to follow them through.		The student contributes to the easy flow of the negotiations by being well-prepared, punctual, organised, effective and purposeful in communication. She/he/they has prepared Plan B and is able to concede and compromise, if necessary.		The student is well-prepared and organised. He/she/they can get the meeting back to track and lead the conversation to the desired direction. She/he/they attempts to close the deal and if it does not succeed, she/he/they is able to provide an option how to proceed.	
Interaction with the customer	Contribution in the meeting, language and communication skills with the customer.	Given criteria to pass have not been accomplished.		The student is able to follow conversation and make timely verbal and/or nonverbal contribution to it assigned role		The student's verbal and nonverbal communication contributes positively to the negotiation process. The student is able to take other participants and their points of view into account and use persuasive language to make an impact.		The student is aware and pays attention to nonverbal and verbal behaviour and its impact on the participants. He/his/their main focus is on the customer, with whom she/he/they interact in a positive, persuasive, diplomatic and assertive way	
Pronunciation and accentuation	The articulation, intonation and stress as part of language and communicative ability	Given criteria to pass have not been accomplished.		The student's speech is rather easy to follow and understand, words and expressions are pronounced and stressed correctly, and the rate of speech is not too fast or too slow.		The student's speech is fluent, very clear and well articulated. The student is able to use variable intonation and stress to emphasise main points.		The student's tone of voice communicates enthusiasm, assertiveness and politeness. Her/his/speech is fluent, yet when speaking she/he/they is able to adjust the rate of speech to the counterpart's ability to follow and understand.	
Individual assessment on a scale 0-5									

Scaffolding assignment

University and degree programme: Karelia UAS, International Business

Course: Academic English and Project Management, 3 ECTS (joint assignment)

Timing: September - October 2023

Lecturers: Kirsi-Marja Toivanen, Varpumaria Jeskanen

Let's play
a word
game!

Putting words
into action



Alias, In Other Words (aka Taboo)

- We will play a word explanation game in teams of four people.
- Each team will get a pile of frequent academic terms.
- The words are derived from the Academic Corpus containing hundreds of thousands of words in each of the four categories. For this game, we will use the selected terms from the Academic Word Lists available at the [website](#) of Victoria University of Wellington.
- **The idea of the game is to make your teammates guess the rather abstract word you explain to them.** However, you should not use the word in the explanation.
- Each player takes one card and explains one of the words using synonyms or defining the meaning. The word being explained is a taboo and should not be used in the definition. The others try to guess the word as quickly as possible. Take turns in explaining the business terms.