

Innovative Learning Partners: Using an AI chatbot for French Language Acquisition in Business Administration

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Abstract: This chapter examines the innovative integration of AI chatbots, specifically focusing on Mizou, as a tool for French language acquisition among business administration students. Recognising the crucial role of learners' technical language skills in global business environments, the study examines the advantages of employing chatbots for personalised and flexible learning experiences. These advantages include the provision of immediate feedback, the simulation of realistic business scenarios, and the delivery of tailored language support catering to individual student needs. The research hones in on the chatbot's interactive behavior with students learning about the nuances of the marketing mix in French, a key concept in business studies. Through the implementation of guided inquiry, scaffolding techniques to progressively build knowledge, and strategic bilingual communication, the chatbot facilitates vocabulary acquisition and the enhancement of conceptual understanding. A qualitative study, involving thirteen students at a German university of applied sciences, assesses the chatbot's multifaceted pedagogical approach. Findings highlight its potential to enhance students' language skills, encourage their critical thinking and to prepare them for effective communication in diverse, global business environments.

Keywords: Artificial Intelligence, chatbot, Mizou, French, methodology, marketing mix

Zusammenfassung: In diesem Beitrag wird die innovative Integration von KI-Chatbots, insbesondere Mizou, als Instrument für den Erwerb des Französischen durch Studierende der Betriebswirtschaftslehre untersucht. In Anerkennung der entscheidenden Rolle der fachsprachlichen Kompetenz der Lernenden im globalen Geschäftsumfeld werden die Vorteile des Einsatzes von Chatbots für personalisierte und flexible Lernerfahrungen untersucht. Zu diesen Vorteilen gehören die Bereitstellung von sofortigem Feedback, die Simulation realistischer Geschäftsszenarien und die Bereitstellung maßgeschneiderter, auf die individuellen Bedürfnisse der Studierenden zugeschnittener sprachlicher Unterstützung. Die Untersuchung konzentriert sich auf das interaktive Verhalten des Chatbots mit Studierenden, die die Feinheiten des Marketing-Mix, eines Schlüsselkonzepts im Wirtschaftsstudium, auf Französisch lernen. Durch die Implementierung von geleitetem Lernen, Scaffolding-Techniken zum schrittweisen Aufbau von Wissen und strategischer bilingualer Kommunikation fördert der Chatbot den fachsprachlichen Wortschatzerwerb und die Verbesserung des konzeptionellen Verständnisses. In einer qualitativen Studie mit dreizehn Studierenden einer deutschen

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Hochschule für Angewandte Wissenschaften wird der didaktische Ansatz des Chatbots analysiert. Die Ergebnisse unterstreichen sein Potenzial, die Sprachkompetenz der Studierenden zu verbessern, ihr kritisches Denken zu fördern und sie auf eine effektive Kommunikation in verschiedenen globalen Geschäftsumgebungen vorzubereiten.

Schlagwörter: Künstliche Intelligenz, Chatbot, Mizou, Französisch, Fremdsprachendidaktik, Marketing-Mix

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1 Introduction

The integration of AI chatbots in French language acquisition within business administration presents a promising opportunity for learners and professionals alike. These chatbots leverage advanced technologies to facilitate real-time, personalised language learning experiences. This approach not only enhances linguistic proficiency but also prepares individuals for the demands of a globalised business environment. This chapter explores the key aspects of using AI chatbots, as exemplified by Mizou here, for this purpose.

As AI chatbots provide immediate feedback, they allow users to practice conversational skills in a low-pressure environment. They can simulate actual (business) scenarios, enabling learners to apply language skills contextually (Constantin 2023).

Chatbots can be accessed at any time, providing learners with the flexibility to practice at their convenience (Nze 2024). They can cater to various learning styles, adapting to individual needs and preferences (Mohan et al. 2023).

AI chatbots can quickly generate multiple correct responses, enhancing the learning process through exposure to diverse language structures (Constantin 2023). They can also assist in translating business documents, bridging language barriers effectively (Mohan et al. 2023).

Whereas AI chatbots offer significant advantages, there are concerns regarding their limitations in understanding nuanced language and cultural context, which are essential in business communication. These limitations will also be taken into account.

With AI being in the focus here, it is obvious that this chapter is AI-assisted.

2 Learning a Language for Specific Purposes (LSP)

2.1 Importance and Specificity

Learning Languages for Specific Purposes (LSP) is crucial in today's globalised world, as it tailors language instruction to meet specific academic and professional needs. This approach enhances communication skills and equips learners with the specialised vocabulary necessary for their fields. The importance of LSP is underscored by its focus on practical application, making it distinct from general language education.

The importance of LSP lies in:

- Professional relevance: LSP instruction is designed to address the specific linguistic requirements of various professions, such as law or business, ensuring that learners acquire relevant terminology and communication skills (Shalash 2024), and
- Market demand: The increasing emphasis on foreign language skills in the job market highlights the necessity for LSP training, as employers seek candidates with effective communication abilities in specialized contexts.

The specificity of LSP should be enhanced by:

- Needs analyses: LSP curriculum development relies heavily on understanding the unique needs of learners, which informs the content and teaching methodologies used (Maci 2023), and

- The use of authentic materials: Utilising concrete materials from specific industries enhances the learning experience, making it more applicable and engaging for students (Shalash 2024).

Overall, the teaching of LSP is vital in preparing individuals for specific careers.

2.2 The Importance of Mastering French in the Field of Marketing

Mastering French is increasingly vital in the field of marketing, particularly due to its role in facilitating international trade and enhancing communication in diverse markets. Proficiency in French not only opens doors to francophone markets but also provides a competitive edge in global business environments.

The following points highlight the importance of mastering French in the field of marketing:

- French is an official language in 77 countries, promoting dialogue and trade across diverse economies (Dincă et al. 2018).
- Mastery of French can lead to better negotiation outcomes and market integration, as linguistic skills foster trust and understanding among stakeholders.
- Courses like *French for the Professions* emphasise the importance of marketing strategies that incorporate language skills, preparing students for concrete applications (Reisinger 2021).

- Understanding cultural nuances through language mastery can significantly improve branding and advertising campaigns, making them more effective in francophone regions (Reddy et al. 2023).

In this context, it should be noted that while the benefits of mastering French in marketing are clear, it is important to recognise that English remains the dominant global business language.

3 The Role of AI Chatbots in Language Learning

3.1 Advantages of Using Chatbots in Language Learning

AI chatbots, particularly those like ChatGPT, are increasingly being integrated into language learning environments, offering a range of benefits and challenges. These chatbots have been found to use natural language processing to enhance language acquisition by offering certain advantages:

- AI chatbots can facilitate individual language learning by providing customised input and feedback, which can enhance the effectiveness of language acquisition (Wang 2024).
- AI chatbots can offer tailored language support, enhancing writing skills and conversational capabilities by providing individual feedback and guidance (Çobanoğulları 2024; Wang 2024).
- AI chatbots can offer rapid feedback, which is crucial for language learners to correct errors and reinforce learning (Wang et al. 2024).
- AI chatbots enable personalised pacing, allowing learners to progress at their own speed, which can enhance retention and understanding (Cislowska/ Peña-Acuña 2024).
- They can simulate conversational practice, enhancing speaking and writing skills through interactive dialogue (Çobanoğulları 2024).

- The use of AI chatbots can lead to significant improvements in writing outcomes and feedback literacy among students, as they engage in interactive writing practices and personalised learning plans (e.g., Oktarina et al. 2024).
- The use of chatbots has been shown to decrease anxiety levels among learners, promoting a more relaxed and engaging learning atmosphere (Wang et al. 2024) due to their non-judgmental nature which encourages learners to practice without fear of making mistakes, thus possibly boosting their confidence and motivation.

However, there are some concerns that could limit the potential functionality of AI chatbots:

- Emotionally, the lack of real human interaction and limited emotional involvement can be a significant challenge.
- Ethically, privacy issues and potential biases can worry potential users, who may ultimately refrain from using AI chatbots.
- A significant number of learners choose not to use AI chatbots, due to concerns about the limitations of each tool and a potential negative impact on language learning (Hellmich et al. 2024).

Whereas AI chatbots present promising opportunities for language learning, it is crucial to also address the challenges they pose. By doing so, instructors can better integrate these tools into their courses, ensuring that they complement their traditional learning methods and enhance students' overall educational experience.

4 Application of AI Chatbots in Learning the Marketing Mix in French

4.1 Key Concepts of the Marketing Mix

The *marketing mix*, which is used to illustrate Content and Language Integrated Learning (CLIL) learning, is a basic concept in marketing that encompasses various elements that are essential for achieving business goals. Traditionally, it consists of the 4 Ps: Product, Price, Place, and Promotion (e.g., van Waterschoot/ van den Bulte 1992). However, contemporary adaptations have expanded this framework to include additional elements, resulting in the 7 Ps: People, Process, and Physical Evidence (Išoraitė 2021). This evolution reflects the need for businesses to adapt to changing market dynamics and consumer expectations.

The marketing mix includes the following traditional elements:

- Product: Focuses on the quality and features of the goods or services offered.
- Price: Involves setting competitive pricing based on product quality and market demand.
- Place: Refers to distribution channels that ensure product accessibility to consumers.
- Promotion: Encompasses marketing strategies that ethically communicate product benefits to consumers.

These are the expanded elements of the marketing mix:

- People: Highlights the importance of customer service and staff interactions in enhancing customer experience.

- **Process:** Involves the operational aspects that affect service delivery, ensuring efficiency and customer satisfaction.
- **Physical Evidence:** Refers to the tangible aspects that support service delivery, such as the environment in which services are provided.

While the marketing mix is essential for driving sales and customer engagement, some argue that its rigid structure may not fully capture the complexities of modern marketing, necessitating a more flexible approach to adapt to rapid technological changes and consumer behavior shifts (Patiño Mazo 2024).

4.2 Chatbot Design for Vocabulary Acquisition in the Field of Languages for Specific Purposes

The design of chatbots for vocabulary acquisition in Languages for Specific Purposes (LSP) generally has potential due to their interactive and personalised learning capabilities: The use of AI-driven chatbots can not only support vocabulary retention but also foster a deeper understanding of language use in specific contexts:

- Studies show that chatbots can improve both students' receptive and productive vocabulary knowledge, with significant gains observed in experimental groups using AI tools compared to control groups (Silitonga/ Wiyaka/ Prastikawati 2024) (Zhang/ Huang 2024).
- Chatbots can facilitate incidental vocabulary learning, allowing students to acquire new words through contextual interactions rather than rote memorisation (Zhang/ Huang 2024).

- As mentioned earlier, chatbots can offer personalised language support by adapting to individual learner needs and promoting active engagement in the learning process (Çobanoğulları 2024; Yıldız 2023), which can be of special importance in LSP acquisition.

However, despite their benefits, the effectiveness of chatbots can vary based on the specific tasks assigned. Ongoing discussions about the accuracy and reliability of AI tools highlight the need for cautious integration into educational settings (Çobanoğulları 2024).

While chatbots present promising advancements in vocabulary acquisition, educators must remain vigilant about their limitations and ensure that these tools complement traditional teaching methods rather than replace them.

5 Empirical Study

5.1 Introductory Remarks

For this study, the platform Mizou (<https://mizou.com/school>) was chosen as the chatbot students interacted with. Mizou enables educators to design and tailor AI chatbots for personalised student interactions, utilising their own resources, guidelines, and assessment criteria. Mizou's appearance can be customised to match the classroom design and can be shared via a secure link. Students are able to engage with text, audio, and images to accommodate diverse learning requirements and receive immediate feedback (ibid.). Teachers need an account, but students can interact with Mizou anonymously. In principle, Mizou can be used as a tandem partner for written chats and oral exchanges (via computer or smartphone), who is available at any time.

The chatbot used by the students in this study was developed by the researcher. Although this particular chatbot is one of thousands created on the Mizou platform, it will be referred to as 'Mizou' in this context (rather than Véronique, the name given to it by the researcher) in order to maintain clarity regarding its association with the Mizou platform.

Mizou was prompted to act as follows:

Students will learn about the marketing mix in Business Administration as their university subject, using French, starting from very basic knowledge to advanced university student knowledge. The teacher is a female French university professor of marketing. She guides students pedagogically, giving feedback to both the acquisition of French technical terms and the acquisition of factual knowledge. Students' language correctness is of secondary importance. Communication is in French.

The level chosen was *university* Level.

In this chapter, we will use the feminine form to refer to Mizou, partly because the French university professor represented in the chatbot was female, and partly because Mizou can be read as a French female first name.

The present study is a qualitative study in which thirteen (nine female and four male) students, aged between 19 and 20, took part: Nelly, Anja, Cleo, Leni, Ella, Laura, Lilly, Lea, Mara, Paul, Rainer, Simon and Stefan. The names of the students used in this chapter are not their real names. They had all taken a French course at level C1 of the Common European Framework of Reference for Languages (CEFR) as part of their business studies at a German university of applied sciences. The focus of this study is not on the students' performance or their learning progress, but on Mizou's engagement and the way she communicated with the students.

5.2 The Chatbot's Behaviour in Student Interactions

In her interactions with the students, Mizou demonstrated a multi-faceted pedagogical approach when discussing the marketing mix. Her teaching methods integrated inquiry-based techniques, scaffolding, bilingual communication, and realistic application. The following points outline these strategies in detail:

- Guided inquiry and socratic questioning:

Mizou prompted students with open-ended questions and followed up on their queries:

Examples:

Mizou: N'hésite pas si tu as d'autres questions ou si tu veux explorer plus en détail un aspect spécifique de la Promotion dans le marketing mix!

Cece: Quels types de promotion existe-t-il ?

(This led to over 20 follow-up inquiries.)

Mizou: Comment une entreprise pourrait-elle utiliser sa stratégie de prix pour se démarquer de la concurrence?

Peter: Elle pourrait trouver des produits similaires fait par ses concurrents pour savoir combien elles chagent.¹

In this way, Mizou encouraged critical thinking.

¹ The linguistic errors made by the students were not corrected by the author. Their answers are presented here without any changes.

This method effectively drives topic progression and stimulates deeper exploration of marketing concepts.

- Scaffolding and progressive complexity

Mizou built upon foundational concepts (the 4Ps) and gradually introduced more advanced frameworks (the 7Ps):

Mizou: N'hésite pas si tu as d'autres questions sur le marketing mix ou d'autres concepts en marketing. (...)

Mareike: Est ce que tu connaît les 7 P, pas que les 4 P?

So, when asked, the student moved from the basic 4Ps to the extended 7Ps.

Emma experienced step-by-step progression through each “P” even though her engagement was minimal:

Mizou: Prête pour aborder le troisième P?

Emma: Oui.

Mizou: Super! Passons au troisième P du marketing mix: Place (Distribution).

This behaviour of Mizou ensured conceptual clarity and supported cumulative learning, though sometimes visual aids could further enhance understanding.

- Bilingual code-switching:

Mizou mixed French explanations with English business terminology, e.g. using terms like *KPI* (Key Performance Indicators) and *ROI* (Return on Investment) alongside French descriptions:

Mizou: L'efficacité des actions marketing peut être mesurée par des KPIs spécifiques liés à chaque élément du marketing mix, tels que le taux de conversion, le ROI publicitaire, la notoriété de la marque, etc.

This strategy is very effective as students gradually acquire and correctly use bilingual business vocabulary, especially as the corresponding French terms are often different from the English ones., like *indicateur de performance* for *Key Performance Indicator* and *retour sur investissement* for *Return on Investment*. This allows students to become familiar with the English terminology, which is the most prevalent one in the business world anyway.

- Case-Based Learning and Realistic Application:

Mizou used concrete examples and case studies to illustrate abstract principles. In her conversation with Lilly, for example, she discussed the application of the 4Ps using examples of luxury versus fast food, and explored the impact of technology and globalisation.:

Lisa: Tu pourrais me donner un autre exemple?

Mizou: Bien sûr! Imaginons une entreprise de fast food. Son Produit est la nourriture rapide, donc le Prix est abordable pour attirer une clientèle large. (...)

In her conversation with Lea, Mizou applied the 4P framework to a smartphone example, linking placement to product accessibility:

Lucy: Est-ce que vous avez un simple exemple d'un marketing mix d'un produit?

Mizou: Bien sûr! Prenons l'exemple d'un téléphone portable haut de gamme:

- Produit : Un smartphone avec des fonctionnalités avancées, un design élégant, et une grande capacité de stockage.

When talking to Paul, she employed a cosmetic company scenario to discuss product adaptation:

Peter: Oui, j'ai encore une question pour terminer. Pourriez-vous faire une analyse de cas qui met en relief comment le marketing mix fonctionne en pratique. J'ai compris un peu la théorie, mais il me manque encore la compréhension de la pratique.

Mizou: Bien sûr, je peux créer un exemple pratique pour illustrer le fonctionnement du marketing mix. Imaginons une entreprise de cosmétiques qui lance un nouveau rouge à lèvres. Pour la phase de Produit, elle réalise des études de marché pour comprendre les préférences des consommateurs, ce qui influence le choix des ingrédients et du design du produit. (...)

And in a conversation with Stefan, Mizou responded to his request to help him draw up a business plan for setting up a creperie, integrating theory with practice by linking promotional strategies to his business plan to inform him about the elements involved:

Sandyboy: Peux-tu m'aider à créer mon plan de business pour une crêperie

Mizou: Bien sûr! Pour créer un plan d'affaires pour une crêperie, vous devriez inclure les éléments suivants : une description de votre concept de crêperie, une analyse de marché pour comprendre la demande locale, une étude de la concurrence, une stratégie marketing détaillée pour attirer les clients, une analyse financière incluant les coûts de démarrage, les prévisions de ventes et les projections financières, un plan opérationnel décrivant la gestion quotidienne de la crêperie, et un plan de gestion des ressources humaines. En travaillant sur ces éléments, vous serez mieux

préparé pour lancer et gérer avec succès votre crêperie. Bonne chance pour votre projet!

The approaches used by Mizou are very effective in contextualising theoretical knowledge and making abstract concepts accessible. They can be seen as very helpful to students, as they present the underlying theory in a way that links it to practice, demonstrating its relevance to the business world and, in some cases, even to the students' future success should they ever wish to set up their own business.

- Adaptive feedback and iterative explanation:

In her conversations with students, Mizou adapted explanations based on their responses and employed iterative feedback:

Ramuel requested event more details (*encore plus*) about omnichannel strategies in the *Place* element, prompting iterative elaboration:

Mizou: En somme, la Place dans le marketing mix est cruciale pour assurer une distribution efficace et répondre aux besoins des consommateurs. Vous avez d'autres questions à ce sujet, Rainer?

Ramuel: Encore plus

Mizou: La Place dans le marketing mix est également liée à la stratégie de distribution omnicanale, où les entreprises utilisent à la fois les canaux physiques et numériques pour atteindre les clients. Cela peut inclure la vente en ligne, les magasins physiques, les applications mobiles, les partenariats avec des revendeurs, etc.

Lara received both closed and open questions, followed by positive reinforcement (e.g., "That's an excellent idea!") that encouraged further discussion:

Mizou: Penses-tu qu'ils devraient collaborer avec des influenceurs ou des blogueurs pour amplifier leur présence en ligne?

Lara: Oui parce que ils fait des biens vidéos et ils ont une grande chiffre des Abonnements.

Mizou: C'est une excellente idée! En collaborant avec des influenceurs et des blogueurs qui partagent leurs valeurs et leur public cible, cette entreprise de jus de fruits bio pourrait bénéficier d'une plus grande visibilité et d'une crédibilité accrue.

Mizou's adaptive feedback can be viewed as very beneficial for students and their general comprehension of the marketing mix.

- Task-based and career contextualisation:

In some cases, Mizou integrated practical assignments and contextual discussions that linked marketing theory to career applications:

Sandyboy designed concrete strategies, applying the marketing mix to a crêperie business plan:

Sandyboy: ou est le meilleur endroit pour ouvrir une crêperie

Mizou: Le choix de l'emplacement pour votre crêperie est crucial pour son succès. Les zones fréquentées par les piétons, les quartiers animés, les zones touristiques ou les centres commerciaux peuvent être d'excellents endroits pour ouvrir une crêperie. Assurez-vous de réaliser une étude de

marché pour comprendre les habitudes de consommation, la concurrence locale et le potentiel de clientèle de chaque emplacement avant de prendre votre décision finale.

Sandyboy: et quelle ville (France ou Allemagne) serait idéale?

Mizou: Le choix entre la France et l'Allemagne dépend de plusieurs facteurs tels que votre public cible, vos compétences linguistiques et votre connaissance du marché local.

Ramuel, himself a logistics student, linked the *Place* element to career-related discussions involving logistics experts and salary factors:

Ramuel: Il'y a des experts que dans se sujet?

Mizou: Oui, il existe des experts en logistique et distribution qui se spécialisent dans la gestion efficace des canaux de distribution, de la gestion des stocks, de la chaîne d'approvisionnement et de la logistique de transport.

Ramuel: Quel est leur salaire?

Mizou: Les salaires des experts en logistique peuvent varier en fonction de divers facteurs tels que l'expérience, le niveau de formation, le secteur d'activité, la taille de l'entreprise et la localisation géographique. En général, les salaires peuvent aller de débutants à confirmés, en fonction des responsabilités et du niveau de séniorité.

These contextualisations are highly effective in linking theoretical concepts with practical and professional applications, and in showing students how and to what extent mastery of such concepts can be relevant to their future careers. They are therefore highly motivating.

- Error tolerance versus correction:

Mizou often overlooked minor grammatical or lexical errors during the discussions. This was true for Cleo's and Lea's typos *commet* (for *comment*) or *d'j`q* (for *déjà*), for example, or Stefan's informal expression *ca me donne faim* (for *cela me donne faim*). Correcting (minor) language mistakes, however, was Mizou's task, as defined in the prompt she was given. The chatbot followed the prompt perfectly. Mizou's behaviour shows how reliably the chatbot usually reacts to the prompts given to it, and also how important the prompts are for its proper functioning, as is always the case when interacting with AI.

Mizou's behaviour can be summarised in this table, which also systematises the way she reacted to individual students:

Teaching Methods & Strategies	Key Examples	Effectiveness	Student
Guided Inquiry Scaffolding Bilingual Code-Switching	Mizou answered questions "Quels types de promotion existe-t-il ?" M. provided detailed SWOT examples. M. mixed French with English terminology.	High in inquiry and code-switching Moderate in scaffolding	Cece
Socratic Questioning Framework Expansion	M. asked questions "Comment une entreprise	Moderate for questioning	Elena

Conceptual Application	adapte-t-elle son produit ?" M. explained 4P vs. 7P. M. linked theory to profitability.	High for framework expansion	Emma
Guided Inquiry	M. invited brainstorming.	Partial engagement	
Contextual Anchoring	M. used interest in "robes" as an anchor.	High contextual anchoring	
Step-by-Step Progression	M. systematically introduced each P.	Moderate overall due to passivity	
Adaptive Feedback	M. adjusted explanations to brief responses.		Lisa
Guided Inquiry	M. asked questions like "Comment sont-ils liés ?".	High engagement and inquiry	
Case Study Method	M. employed luxury / fast food examples.	Very effective case study and application	
Realistic Application	M. linked the 4Ps to technology / globalization. M. explained benefits for business success.		
Open-Ended Explanation			Lucy
Socratic Questioning	M. asked "Pourquoi le marketing mix est-il important ?"	High in questioning and reinforcement	
Positive Reinforcement	M. provided praise.	Moderate in application	
Case Study Illustration	M. used a smart- phone example for the 4Ps.		
Conceptual Scaffolding	M. linked placement to accessibility.		Mareike
Scaffolding	M. transitioned from 4P to 7P on inquiry.	Successful scaffolding and high contextual learning	
Contextual Learning	M. used industry-specific examples (hotels, consulting.	Partial formative assessment	
Formative Assessment	M. asked "Qu'est-ce que tu trouves le plus intéressant ?"		
Adaptive Feedback	M. adjusted repetition.		Nelly
Repetitive Scaffolding	M. repeated the 4Ps framework.	Consistently effective reinforcement and clarity	
Example-Based Reinforcement	M. illustrated with smartphone launch and		
Bilingual Flexibility			

	organic coffee shop case studies.		
	M. switched seamlessly between French and English.		
Guided Discovery	M. inquired "Quels types de promotions sont efficaces ?"	High in guided discovery and task application	Sandyboy
Scaffolded Transitions			
Error Tolerance	M. linked theory to a <i>crêperie</i> business plan.	Moderate in transition	
Task-Based Learning	M. designed recipes and pricing tasks.		
Scaffolding Strategy	M. introduced basics to extended 7Ps.	Clear progression	Lara
mixed Questioning (Closed and Open)	M. used a case study (organic juice producer).	Effective in fostering critical thinking	
Reinforcement Methods	M. employed closed, then open questions.		
	M. provided positive feedback.		
Socratic Questioning	M. asked "Comment une entreprise ajusterait son Produit ?"	High in questioning and case-based learning	Peter
Case-Based Learning			
Theoretical Linking	M. used a cosmetic company example.	Moderate in theoretical linking	
Error Tolerance	M. linked strategic positioning.	Low in error correction	
Iterative Explanation	M. expanded on <i>Place</i> with omni-channel strategies	High for iterative explanations	Ramuel
Career Contextualisation		Moderate in career context	
Boundary Setting	M. discussed logistics roles and salary factors.	Neutral in boundary setting	
	M. redirected salary inquiries.		
Structured Progression Example-Driven Learning	M. systematically introduced each marketing mix element.	Clear and contextualized	Samuel
		Limited critical engagement	
	M. related concepts to personal interests (computers, BMW case study)		

Table 1: Mizou's Teaching Methods and Strategies (*M.* = *Mizou*)

5.1.2 Strategies for Extending Students' Specific Vocabulary

Mizou's strategy for extending students' specific vocabulary in the realm of business English and the marketing mix was both systematic and multilayered, built on a foundation of bilingual reinforcement, contextual embedding, and iterative term clarification. Central to this approach was the deliberate introduction of key terminology in French, immediately followed by its English equivalent. For example, the core elements of the marketing mix – *Produit, Prix, Promotion, and Place* – were first presented in French and then directly aligned with the English terms *Product, Price, Promotion, and Place*. This deliberate pairing not only established a solid conceptual base but also ensured that learners could readily navigate between the two languages.

A key element of Mizou's methodology was bilingual code-switching, which was employed not as a mere add-on but as an integrated instructional tool. When discussing nuanced strategies, such as the differentiation between *hard promotions* and *soft promotions* (Cece), Mizou explained the concept in French while seamlessly incorporating the English terminology. This method reinforced the practical application of business English vocabulary by exposing learners to common industry expressions like *KPIs, ROI, and SWOT* within an authentic linguistic context.

Mizou further enhanced vocabulary acquisition by embedding technical terms in domain-specific contexts. Terms such as *segmentation*, and *SWOT* were not only introduced with explicit definitions but were also situated within broader discussions about digital personalisation and market segmentation. This contextualisation allowed learners to see how

abstract concepts translate into practical strategies, thus deepening their understanding and retention of the vocabulary.

Another vital aspect of Mizou's strategy was the explicit clarification of framework distinctions. When exploring the scope of the marketing mix, Mizou contrasted the traditional 4P model with its extended version – the 7P model – which includes additional elements like *People*, *Process*, and *Physical Evidence*. This comparison was articulated through clear explanations that differentiated between product-oriented and service-oriented contexts. By doing so, Mizou reinforced the relevance of each term and highlighted their interconnectedness in various business scenarios, such as those seen in industries ranging from hospitality to consulting.

The use of grounded examples further anchored vocabulary learning in practice. Mizou frequently drew on concrete cases – such as a smartphone launch to illustrate pricing strategies, or the use of online versus physical distribution channels to explain the concept of *Place* – to contextualise abstract terms. This strategy not only demystified complex ideas but also demonstrated the dynamic application of vocabulary in modern business environments.

Moreover, Mizou employed a sequential, task-based approach that started with foundational definitions and gradually introduced more complex, field-specific vocabulary. For instance, after establishing the basic 4P framework, Mizou progressively layered additional concepts, such as the linkage between *logistics* and *chaîne d'approvisionnement*, and explained digital distribution channels through examples like online sales and mobile applications. This method of definition layering ensured that learners were

repeatedly exposed to key terms in increasingly sophisticated contexts, thus solidifying their mastery over time.

In summary, Mizou's approach to extending specific vocabulary was characterized by its systematic integration of bilingual reinforcement, explicit term definition, and contextual embedding. By coupling these strategies with iterative reinforcement through concrete examples and progressive complexity, Mizou not only broadened learners' business English lexicon but also equipped them with the linguistic tools necessary to engage with sophisticated marketing concepts in a global business context.

5.2 Mizou's Work on Student's Learning Outcomes

5.2.1 Students' Language Proficiency

Mizou's approach to improving students' business English proficiency was characterised by a systematic integration of domain-specific vocabulary, bilingual code-switching, and contextual reinforcement among students (e.g., Cleo, Leni, Lea, Stefan, Simon, Lilly, Mara, and Laura). The strategies employed were designed to embed technical terminology within authentic marketing discussions, enabling students (such as Cleo and Leni) to progressively enhance both their lexical repertoire and syntactic complexity. The strategies that could be documented are the following:

- Integration of domain-specific terminology: Mizou consistently reinforced key business English terms such as *SWOT*, *digital segmentation*, and *rétro planning*. For example, in her interactions with Cleo, technical terms were introduced and used

appropriately. Similarly, Leni demonstrated her competence with terms like “*rétro planning*” and “*personal analysis*”.

- Bilingual code-switching:

By interweaving French explanations with English loanwords, Mizou enabled students (like Cleo, Leni, and Lea) to navigate between both languages effectively. In discussions on promotion strategies, the chatbot explained in French while incorporating terms such as *hard promotions* and *soft promotions*, thereby reinforcing business English fluency. This method appeared clearly in Lea’s exchanges, where English terms (e.g., *marketing mix*, *4P*) were naturally embedded in French discourse.

- Contextual and realistic embedding of vocabulary:

The chatbot anchored technical terms to realistic contexts, enhancing comprehension and retention for students (such as Lilly and Mara). For example, terms like *canaux de distribution* were linked to logistics and distribution channels, while advanced concepts such as *standardisation* and *personnalisation* were discussed in relation to globalisation and technology. This method benefitted learners (like Lilly and Mara), who gradually demonstrated increased syntactic complexity in their language.

- Promotion of advanced discourse through inquiry:

Mizou encouraged complex questioning and logical reasoning, prompting students (such as Stefan and Laura) to formulate sophisticated inquiries regarding marketing strategy and social media influence. This strategy fostered higher-order language use and critical engagement.

In summary, Mizou's work on students' language proficiency employed a deliberate mix of technical vocabulary integration, bilingual code-switching, adaptive reinforcement, and contextual examples. This strategic approach not only broadened learners' business English lexicon but also gradually improved their syntactic and structural language skills within authentic marketing discussions.

5.2.2 Mastery of the marketing mix

5.2.2.1 Mizou's Work on Students' Conceptual Understanding

Mizou employed a systematic, example-driven approach to foster a deep conceptual understanding of the marketing mix. Her strategies integrated foundational explanations, progressive complexity, and applicable case studies to help students master both traditional and extended marketing concepts. Key elements of her approach included:

- **Linking theory with digital trends and analysis:** Mizou connected digital trends to pricing strategies (as seen in her work with Cleo), where she applied a SWOT analysis to a cosmetics case study.
- **Establishing fundamental concepts:** By introducing the 4P framework with clear definitions, Mizou enabled learners (such as Ella) to grasp core marketing elements and applied them to personal brand examples, a dress brand.
- **Demonstrating interdependence among elements:** Through detailed explanations on how the 4P components interrelate, Mizou guided students (like Lilly) in understanding the synergy between *product*, *price*, *promotion*, and *placement*, while contextualising these

concepts within modern challenges such as globalization and technological change.

- **Clarifying and differentiating core components:** Mizou reinforced distinctions among the 4Ps by explaining, for example, that *Placement* equates to distribution while *Promotion* aligns with advertising. In her conversation with Lea, for example, she also explained price-value perception through relatable examples.
- **Progressive Complexity – From 4P to 7P:** In her work with (Mareike), Mizou started with the traditional 4P model and then expanded to the 7P framework by introducing additional elements (*People*, *Process*, and *Physical Evidence*). She used concrete examples – such as luxury hotels and consulting firms – to differentiate between the two models.
- **Integrating extended marketing concepts:** Mizou ensured that core marketing basics (e.g., segmentation, SWOT analysis, digital marketing) were thoroughly covered (as demonstrated in her session with Nelly), where both fundamental and extended concepts were presented.
- **Encouraging conceptual application through business modeling:** By prompting students (like Stefan) to design a *crêperie* business model, Mizou facilitated the practical application of the 4P framework. In these exercises, students analysed product innovation (e.g., innovative recipes), pricing strategies (balancing costs and profits), promotional tactics (using social media and influencers), and distribution channels (comparing locations across markets).

- Using applicable case studies to enhance learning: Mizou used case studies – such as an organic juice business with Laura – to enhance the students' learning. These case studies illustrated how *product*, *price*, *placement*, and *promotion* interact in authentic contexts, reinforcing theoretical concepts with practical applications.
- Linking technical concepts with market trends: Mizou reinforced the relevance of technical terms by linking promotion strategies with social media use and explaining how placement affects accessibility (like in her discussion with Paul). Similarly, (in her session with Rainer), she emphasised the strategic role of logistics within the *Place* element, connecting omnichannel distribution to a coherent customer experience.

Through these strategies, Mizou effectively enhanced students' conceptual understanding by combining theoretical frameworks with practical and concrete examples. This comprehensive approach ensured that students not only had the opportunity to acquire a solid foundation in marketing theory, but also developed the analytical skills necessary to apply these concepts in dynamic business contexts.

5.2.2.2 Students' Critical Thinking

In her efforts to enhance students' critical thinking, Mizou prompted learners to link theory with realistic contexts. In her interaction with Cleo, for example, the latter summarised their discussion on digital impact by connecting digital trends to pricing strategies. Thus, Mizou encouraged students to identify relevant contextual connections.

Through her guided discussions, Mizou helped students apply marketing theory to practice. She guided Lea, for example, to demonstrate this by linking product design to consumer needs and recognising the role of promotion in driving purchases and effective marketing. Mizou provided students with a deeper understanding of applying theoretical concepts through this approach.

Mizou's approach encouraged learners to analyse differences between business models. Guided by Mizou, Mara, for instance, compared product-based versus service-based companies by explaining that a product business focuses on packaging while a service business emphasises customer interaction. In this regard, Mizou encouraged students to conduct comparative analyses.

In other cases, Mizou nurtured advanced critical thinking by prompting targeted inquiries. Stefan, for example, questioned the viability of a business model ("une crêperie en Allemagne") and explored competitive strategies, such as avoiding competition ("éviter la concurrence"). Mizou encouraged students' strategic questioning by acting as described.

Mizou also supported the transfer of theoretical insights to practical scenarios. For example, Laura suggested selecting local influencers and organising tasting events to engage the target audience, demonstrating an understanding of practical customer engagement. In this way, Mizou improved Laura's transfer of learning.

In another conversation, Mizou encouraged students to evolve from reactive responses to proactive, strategic questioning: Paul proposed loyalty programs for customer retention and identified risks related to pricing, while Simon moved from brief affirmations to asking strategic

questions like “Le marketing mix pour les nouvelles entreprises?” and related concepts to his own purchasing habits. This means that Mizou helped students to develop their proactive engagement with the issue under discussion.

Mizou also adapted her examples to individual interests, as seen with Simon, where her tailored approach – linking concepts from computers to brands like Apple and BMW – reinforced the importance of product validation in startup contexts. In doing so, Mizou demonstrated how much she tailored her behaviour to students’ needs and learning experiences.

While Mizou effectively stimulated critical inquiry in many cases, some interactions showed limited depth. In Nelly's exchange with the chatbot, for example, the focus remained on basic definitions rather than challenging strategic trade-offs (e.g. cost versus quality). In cases like this, it would have been better if the chatbot had been able to guide the student to a higher level of engagement rather than staying so close to the surface.

Overall, Mizou’s work on students’ critical thinking combined inquiry-based prompts, comparative analyses, and practical examples to foster a deeper, more analytical engagement with the marketing mix. This strategic approach enabled learners to integrate theoretical concepts with practical applications and progressively develop sophisticated analytical skills.

5.3 Recommendations for Mizou’s Improvement

Mizou’s current approach exhibited several strengths, yet there remain opportunities to refine her methods.

To further support comprehension, integrating visual aids and multimedia resources is recommended. The use of charts, diagrams, and infographics would help learners grasp complex frameworks such as SWOT analysis or the 4P versus 7P comparison, reinforcing abstract concepts with concrete visuals. This suggestion may seem a little far-fetched, but sooner or later, it may be technically possible to integrate such features into learners' interactions with Mizou.

Although what Mizou did in this respect is quite acceptable, her instruction could also benefit from an expanded use of case studies and role-play scenarios to contextualise theory. Practical examples – such as Apple's premium pricing strategy or contrasting approaches between retail and SaaS industries – can make abstract ideas more concrete. Interactive tasks like simulated pricing meetings or product-launch role plays would encourage practical application and critical analysis.

Enhancing active participation and promoting critical thinking are also key areas for improvement. Mizou should incorporate formative assessments, such as quizzes or open-ended questions (e.g., "Que se passerait-il si le café bio réduisait son prix de 20%?"), to stimulate strategic thinking and facilitate a deeper understanding of trade-offs. In addition, Mizou might also challenge learners with comparative analysis tasks (e.g., contrasting Apple's premium pricing with Dell's mid-range strategy) to encourage higher-order thinking.

Furthermore, diversifying interaction techniques by avoiding repetitive, formulaic openings would help maintain engagement. Utilising dynamic topic transitions and tailoring examples to students' interests instead of using redundant introductions (e.g., repetitive 4P overviews) could create

a more varied and interactive learning environment, ensuring that discussions remain stimulating.

Finally, to bridge the gap between theory and practical application, Mizou should integrate research-skills guidance and industry-specific terminology. Teaching learners how to find and interpret market data (e.g., via platforms like Pôle Emploi or Glassdoor) to connect theory with practice and introducing role-specific vocabulary (e.g., *logisticien*, *gestion de flux*) as well as targeted exercises that develop industry-specific vocabulary and critical analysis (e.g., role-play scenarios where a student defends a pricing strategy) would enhance students' career readiness and deepen the practical relevance of the content.

In summary, by refining corrective feedback, integrating visual and interactive resources, expanding the use of case studies, fostering active participation, diversifying interaction techniques, and strengthening research and industry-specific guidance, Mizou could significantly enhance her pedagogical effectiveness in delivering the marketing mix. These targeted improvements would not only bolster learners' understanding but also encourage the development of critical thinking skills necessary for success in business administration.

6 Conclusion

In the present study, Mizou's performance revealed both challenges and strengths in delivering integrated content and language instruction on the marketing mix. On the negative side, some areas could be improved. Mizou's over-reliance on theoretical explanations limited opportunities for learners to apply concepts in practical, authentic contexts. The use of

multimodal resources, such as infographics or dynamic diagrams that could illustrate frameworks like SWOT analysis or the comparison of 4P versus 7P models, would improve the potential for deep engagement and critical analysis.

Despite these shortcomings, Mizou had notable strengths that provided a solid foundation for teaching business English and the marketing mix. She successfully integrated bilingual scaffolding, case studies, and adaptive explanations to contextualise abstract concepts, enabling learners to internalise technical terms like *SWOT* and *KPIs*. Through targeted questions and relevant examples – such as smartphone pricing strategies and case studies – Mizou guided learners in transitioning from basic understanding to more sophisticated analytical thinking. This approach had the potential not only to develop students' vocabulary and conceptual mastery, but also to enhance their overall strategic literacy.

Additionally, Mizou's ability to promote interactive learning was evident in her use of guided inquiry and open-ended questions to stimulate students' critical thinking. By creating contextualised discussions that encouraged the transfer of knowledge to practical scenarios, Mizou helped learners develop their practical competence. Her seamless integration of French and English enhanced students' mastery of technical vocabulary while maintaining clarity, and her interest-driven pedagogy, tailored to specific subject areas, fostered both linguistic precision and conceptual understanding.

The findings presented in this study are deliberately presented in the past tense rather than the present tense to emphasise their specificity to the interactions between the students and Mizou. This choice reflects the specific role that the prompts provided to Mizou played in determining the

effectiveness – or, in some instances, the limitations – of the chatbot in enhancing student learning. However, the potential for these findings to be generalised may be greater than initially perceived. This is evident in two key respects: Firstly, interactions involving Mizou with students on other language-focused or CLIL topics may lead to comparable results. Secondly, Mizou, while primarily designed for educators, is not the only chatbot available for this purpose; it is one among many, including ChatGPT, Claude, Monica, Perplexity, and other general-purpose AI platforms that are accessible to a wider audience and may not be specifically tailored for pedagogical use. This indicates that the opportunities for learners, whether they are high school or university students, or independent learners outside traditional classroom settings, identified in this study are fundamentally limitless.

In conclusion, Mizou's strengths in integrating content and language can create a promising foundation for innovative learning. In principle, Mizou (like other chatbots like the ones mentioned above) has the potential to transform challenges into opportunities for deeper, more active learning. This evolution will not only improve learners' proficiency in business English and, as here, marketing mix concepts but also serve as a compelling model for the future of AI-assisted education. The potential to inspire and empower students is immense, setting the stage for a new era of CLIL learning that is both effective and transformative.

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**Theoretische und praktische Zugänge
zur
Wissenschafts- und Fachkommunikation
und
innovative Ansätze zur Fremdsprachendidaktik**

**Festschrift für
Ines-Andrea Busch-Lauer
zum 65. Geburtstag**



**Thomas Johnen
Thomas Rink-Neave
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