



Business in Bosnian, Croatian, and Serbian

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Languages: Bosnian, Croatian, and Serbian (BCS)

Level: Elementary level

Proficiency Target: Intermediate Low

Performance Level: Novice High, Intermediate Low

Introduction/Summary Statements for this Curriculum

The goal of this elementary level class is to have students perform consistently at the Intermediate Low level on the ACTFL Proficiency Guidelines and to introduce some business concepts to better prepare students to interact with native speakers in a variety of situations. This course reflects the interpretive, interpersonal, and presentational modes of communication as defined by World-Readiness Standards for Learning Languages. After finishing this course, students will be able to talk, listen, write and read elementary level tasks in BCS. Students will have the opportunity to read and listen to the authentic materials from Croatia, Serbia and Bosnia. Students will spend some class time simulating travel to interesting cities and landmarks in these countries. They will also do their own research on the most common businesses in Croatia, Serbia and Bosnia while they are taking this class. They will also compare and contrast some business practices to those in their home country. They will be encouraged to use technology as much as possible in the class and outside of the class. That way, students will be able to track all their findings, photos, and interesting facts in one place (on a computer, blog, Instagram) and share it at any time with the other students. At the end of this class, students will present a final presentation about their own findings on the most common businesses in Croatia, Serbia and Bosnia, the most desirable products in Croatia, Serbia and Bosnia, many cultural facts about Croatia, Serbia and Bosnia, and differences in doing business in their own country and in Croatia, Serbia and Bosnia, etc.

Students work in pairs or groups and engage in conversations on a range of subjects reflecting the current thematic unit or current events. Students produce both oral and written presentations and are given time for peer and teacher review to foster improvement. The thematic unit engages students and increases understanding and retention of vocabulary, structures, and concepts, as well as a greater appreciation of the target culture and language which will be used as the principal instructional vehicle of the learning experience.

Teaching materials could include but are not limited to grammar books, folk tales including children's books, pedagogical materials, newspaper readers, a variety of recorded audiovisual

materials such as film, music, printed/TV advertisements or brochures, and authentic materials from the target country. This course is conducted entirely in the Croatian, Serbian and Bosnian language.

Learning Goals:

After finishing this class, students will be able to:

- (i) read and write in BCS with full understanding
- (ii) demonstrate cultural knowledge (facts) and understanding (ability to conduct elementary analyses and comparisons) on different topics and issues related to daily living, geography, tourism, and aspects of BCS business culture as presented and discussed in class.
- (iii) talk about themselves and about their families, describing people and places, giving and making arguments, talking about different jobs, about the numbers, about everyday life using present, past and future tense and expressing their opinion. In order to achieve this, students will have to become acquainted with grammatical concepts such as: cases of nouns, adjectives and personal pronouns; cardinal numbers and ordinal numerals; present, perfect and future tense. They will be able to use all cases and present, perfect and future tense in everyday speech. They will also be able to use the conditional and imperative mood.

Student Profile

Speakers at the Intermediate-Low sublevel are able to handle many simple communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Intermediate-Low speakers tend to function reactively, for example, by responding to direct questions or requests for more information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Intermediate Mid, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as creating with the language. Intermediate-Low speakers are not able to completely express personal meaning by creating with the language, instead, they are able to use a variety of vocabulary, but they are not able to link them into clear ideas. Because of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate-Low speakers are often misunderstood by interlocutors not accustomed to dealing with non-natives.

Overall, Intermediate-Low speakers are at ease when performing Novice-level tasks and do so with significant quantity and quality of Novice-level language.

Themes Covered in the Curriculum

- (i) where to look and how to apply for a job in the BCS countries (gdje tražiti i kako aplicirati za posao u BHS državama)
- (ii) how to write a CV or Europass and a cover letter (kako napisati CV ili Europass i pismo potpore)
- (iii) how to hold a simple dialog in a store/bank/post office (kako razgovarati u dućanu/u banci/u poštanskom uredu)
- (iv) how to talk about a product and ask questions about other products (kako razgovarati o proizvodu i pitati pitanja o drugim proizvodima)
- (v) how to sell your product (kako prodati svoj proizvod)
- (vi) how to look for a real estate as an investment in the BCS countries (kako tražiti nekretninu kao investiciju u BHS državama)
- (vii) how to start your own small business in the BCS countries (kako započeti vlastiti mali posao u BHS državama)

Sample Learning Plan:

Theme (Big Idea): How to sell your product

Enduring Understandings:

The culture of selling and buying, and the role of advertisement in it. Students will understand that through buying and selling people of Croatia, Serbia and Bosnia socialize with each other and with the strangers and people transmit the culture of keeping in touch and relationship building.

Essential questions:
 What is a desirable product in Croatia, Serbia and Bosnia?
 What cultural aspect we need to be aware of when selling? How receptive is the audience in Croatia, Serbia and Bosnia? What is the best approach to get to the buyers?

One of the most essential questions is: Where to invest?
 Tourism is a major industry in Croatia, Serbia and Bosnia and Herzegovina. For example, Croatia is one of the most visited tourist destinations in the Mediterranean. *Lonely Planet* named Croatia as the top pick destination for 2005, while *National Geographic Adventure Magazine* named Croatia as Destination of the Year in 2006.

2010	10,604,116	56,416,379	▲ 115,379	
2011 ^[11]	11,455,677	60,354,275	▲ 3,937,896	
2012 ^[11]	11,835,160	62,743,463	▲ 2,389,188	
2013 ^[12]	12,433,727	64,818,115	▲ 2,074,652	
2014 ^[12]	13,128,416	66,483,948	▲ 1,665,833	
2015 ^[13]	14,343,323	71,605,315	▲ 5,121,367	
2016 ^[14]	15,594,157	78,049,852	▲ 6,444,537	
2017 ^[15]	17,430,580	86,200,261	▲ 8,150,409	
2018 ^[16]	18,666,580	89,651,789	▲ 3,451,528	
2019 ^[17]	19,566,146	91,242,931	▲ 1,591,142	
2020 ^[18]	7,800,000	54,400,000	▼ 36,842,931	COVID-19 pandemic

Number of nights that tourists spent in Croatia by year, source: Wikipedia

Stage One:

What will students know and be able to do at the end of this Unit? (GOALS).

Communication:

Students will be able to use the vocabulary on topics such as selling and buying, greetings, introduction, describing, numbers, etc. They will learn how to approach people in Croatia, Serbia, and Bosnia. For example, people of Croatia, Serbia, and Bosnia are friendly, but certain aspects of their culture may appear to be unfriendly to Americans: They will not greet you on the street if they do not know you. If you greet them, they will think you are strange. However, once

they know you, they will love you and try to give their best to be very close to you. Therefore, if you do business with them, give them time to get to know you and only then talk business!

For that reason, students will learn how to break ice with people in Croatia, Serbia, and Bosnia, e.g. by starting a small talk and then developing the conversation further. Expressions such as: *Kako ste?* (How are you doing), *Mislim da se nismo upoznali, moje ime je....* (I don't think we have met, my name is...), *Drago mi je da smo se upoznali, želite li ići na kavu?* (Nice to meet you, would you like to grab coffee?), *Možete mi reći malo više o ovom proizvodu?* (Can you tell me a little bit more about this product?), *Sviđa mi se Vaš biznis* (I like your business/store), etc. will help the students in achieving their goals in starting a conversation with a seller about product details, ask questions about the product or about the person, answer the questions, talk about the products they like in the store, etc.

Learn more:

Students will be provided with several authentic videos (below) by people who live in Croatia, Serbia, and Bosnia or who spent considerable amount to research about Croatia, Serbia, and Bosnia. The videos will be an introduction to Croatia, Serbia, and Bosnia their location, history, current political situation, languages, and their numerous traditions.

<https://www.youtube.com/watch?v=ddG4HkkcLSE>

<https://www.youtube.com/watch?v=Ok5LmqoromI>

Culture:

Students will learn the culture of selling and buying in Croatia, Serbia and Bosnia. They will do their own research on a desirable product in Croatia, Serbia and Bosnia. They will learn that people do not trust the product immediately and that the culture of convincing people sometimes works and sometimes doesn't. People of Croatia, Serbia, and Bosnia are hardworking people, but they appreciate their leisure time and easy life very much. What that means is that business contracts are usually sealed in a busy restaurant, in a coffee shop full of cigarette smoke or in a messy office area. Do not expect them to go with your schedule; schedule is created spontaneously and real time. Phrases like *Samo polako* (Take it easy), *Kamo žuriš?* (Why are you rushing), *Posao nije zec, neće pobjeći* (Work is not a rabbit, it will not escape), *Pomalo* (Just slow), etc. show that people of these countries do not think that one should be rushed with anything, especially not with work.

Connection:

Students will be able to be a part of the community by their basic language skills, by knowing what to wear at which occasion, how to behave in certain situations, how to talk in a formal way, etc. By being interactive with the people of Croatia, Serbia, and Bosnia, students will learn the importance of connections in the business world in these countries. Knowing people who can help you start your business is very often more important than being good in doing business. Students will understand which areas of business are difficult to deal with and, therefore, they might look for help with it, and which business issues are easier to deal with.



Croatia's ranking on various business-related issues - how easy is it to conduct business in Croatia?
Source: World Bank Group, HRV.pdf

Comparisons:

Students will be able to compare the business culture in Croatia, Serbia, and Bosnia to their own experience in their countries or abroad; for example, they will be able to compare the business jargon of Croatia, Serbia, and Bosnia to that of their own countries; they will be able to compare how people start or end conversations related to buying and selling; they will be able to compare the exchange value of Croatian kuna, Serbian dinar and Bosnian marka to Euro or to their own currency. Therefore, one important thing to learn is the currency of each of these three countries. Croatia's currency is called kuna and lipa, not Euro even though Croatia is part of the EU (but not part of the Euro zone yet). The symbol for kuna is KN. Serbian currency is called dinar and para. The symbol for dinar is PCД. Bosnian and Herzegovinian currency is called konvertibilna marka. The symbol for marka is KM.

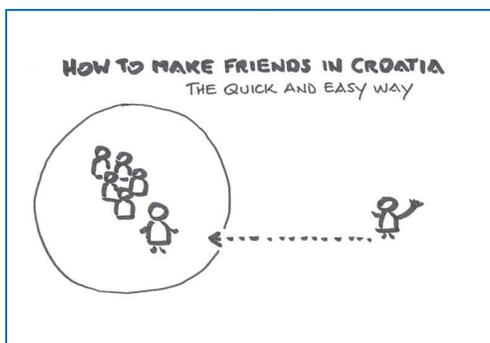
Kuna to dollar conversion: <https://www.xe.com/currency/hrk-croatian-kuna/>

Dinar to dollar conversion: <https://www.xe.com/currency/rsd-serbian-dinar/>

Marka to dollar conversion: <https://www.xe.com/currency/bam-bosnian-convertible-mark/>

Communities:

Students will be able to hold a simple conversation with people in Croatia, Serbia, and Bosnia about many different topics with the emphasis on the business topics.



Source: Croatia Honestly

Stage 2: What will be acceptable evidence of the student's knowledge and ability?

Interpretive Tasks: Students can read a text/listen to a dialog/watch a commercial on a related topic, understand it and answer the questions.

- (i) Students will read a dialog on buying clothes in a store and then answer the questions from the dialog. They will locate the unknown words and look for the meaning.
- (ii) After that, students will listen to a similar dialog in which a person is buying shoes. They will answer the questions and talk about the audio.
- (iii) After that, students will watch a commercial in which a person goes to a store to buy an iPhone. Students will talk about the phrases they did understand; they will talk about the store and the differences between the phone stores in BCS countries vs their country. They will make connections between all three dialogs and understand the pattern that repeats in all three.

Interpersonal Task: Students can ask additional questions about the text/audio/commercial; they can produce a similar dialog.

- (i) Students will be able to make conclusions on how a typical transaction develops. They can ask additional questions and share their comments (what is similar to your country, what is different, did something surprise you, etc).
- (ii) Students will produce a similar dialog with their partner(s); they will reenact typical seller-buyer interactions in the store.
- (iii) One group of students will come up with 5-10 additional questions about a specific product they saw in these texts. Then the other group will answer those questions to their best knowledge.

Presentational Tasks: Students can present their own product, talk about it in details, answer the questions, and convince us to buy it.

- (i) Students will think of their own product they want to sell and learn more about it.
- (ii) Students will have a fictitious international fair in Croatia, Serbia, or Bosnia where they need to advertise for the products from BCS countries.
- (iii) Students are able to show us their product, talk up to 5 minutes about it, answer the questions from the audience and make us to buy it.

Stage 3: What activities will students participate in to prepare them to demonstrate what they know and can do?

Learning Target 1:

Student Can DO:

- (i) Students can use new vocabulary on clothes, shoes, numbers, prices, questions (how much, where, why, how);
- (ii) Students can ask additional questions and understand simple answers,
- (iii) Students can hold a simple conversation about a product, by asking more questions, commenting on the store, product and a price,
- (iv) Students can show their reactions if the price is too high or if they are satisfied with the price,
- (v) Students can finish the conversation by using common phrases (*hvala, drago mi je, bilo mi je zadovoljstvo poslovati s Vama, etc.*),
- (vi) Students can understand the culture of buying and selling in the BCS countries,
- (vii) Students can understand the value of the products.

i. Vocabulary:

Students will go over the already studied vocabulary to remind themselves of some useful verbs and phrases.

These sets will help students to review the vocabulary on common phrases, on making questions, on numbers, and on different products they can find in a store.

<https://quizlet.com/583733270/bcs-connecting-wordsphrases-flash-cards/>

<https://quizlet.com/586580586/bcs-drzave-i-jezici-flash-cards/>

<https://quizlet.com/511731552/bcs-glagoli-101-flash-cards/>

<https://quizlet.com/523241977/bcs-numbers-11-1000-flash-cards/>

ii. Grammar: Students will watch my videos on Canvas on Present tense and Imperative.

iii. Reading: Students will read the text in the textbook.

iv. Listening: In these authentic listening materials, students will be able to recognize the culture of buying in BCS countries; for instance, people are very much family-focused, young families are always the ones that appear in apartments for advertisements, while older ones appear in houses and apartments on the coast. The focus in the commercials is on happiness, family, and friends.

Listen to two commercials that have been well accepted in Croatia, Serbia, and Bosnia. Think about the things/people that appear in these commercials, think about the culture, think about the products which are advertised and how much does the commercial talk about the product itself.

- <https://www.youtube.com/watch?v=EAWKH3jSnPY>
- https://www.youtube.com/watch?v=zqB_8-erm3c&list=RDCMUCehrQPVnnOrL0cGRxN9I72g&index=17

- v. Practice: Listen to the real-life interviews with people from the BCS countries and then talk to your friend about the interesting things you learned from these dialogs. (Interviews provided by the teacher on Canvas.)

Learning Target 2:

Do a role-play with a partner in which you are a seller, and s/he is a buyer. Then switch the roles.

Learning Target #3:

Student Can DO:

- (i) Student can introduce him/herself,
- (ii) Student can talk about his/her profession and the good sides of it,
- (iii) Student can talk about his/her product in details,
- (iv) Student understands the culture of buying and selling in BCS countries (not to be too pushy, but rather to focus on the good things of the product),
- (v) Student can use new vocabulary, such as adjectives and comparisons while talking about the product,
- (vi) Student can use Imperative mood.

End Task:

Now make a video: Introduce yourself in the video. Tell us what you do/your profession and what you love the most about your job. Then, pick a product that would be well accepted in Croatia, Serbia, or Bosnia (do your research). Tell us about the product that you are selling and convince us to buy your product for as much profit as you can! It is a competition: the student that gets the most money for his/her product is the winner and will receive a \$10 Starbucks card!

Resources suggested in the plan:**YouTube video:**

Local people and culture in Croatia, by World Travel Guide,

<https://www.youtube.com/watch?v=ddG4HkkcLSE>

Geography Now! Croatia, by Geograpgy Now!,

<https://www.youtube.com/watch?v=Ok5LmqoromI>

Magenta 1 – neograničena povezanost za cijelu obitelj, by Hrvatski Telekom,

<https://www.youtube.com/watch?v=EAwKH3jSnpY>

Brzi internet u svakom kutku Hrvatske!, by Hrvatski Telekom,

https://www.youtube.com/watch?v=zqB_8erm3c&list=RDCMUCehrQPVnnOrL0cGRxN9I72g&index=18

Website:

Tourism in Croatia, by Wikipedia https://en.wikipedia.org/wiki/Tourism_in_Croatia

Croatian kuna, by Xe on xe.com, <https://www.xe.com/currency/hrk-croatian-kuna/>

Serbian Dinar, by Xe on xe.com, <https://www.xe.com/currency/rsd-serbian-dinar/>

Bosnian Convertible Mark, by Xe on xe.com,

<https://www.xe.com/currency/bam-bosnian-convertible-mark/>

Croatia Honestly, by Andrea Pisac on travlehonestly.com, <https://travlehonestly.com>

Books:

Doing Business 2020 Croatia, World Bank Group, World Bank Group, www.doingbusiness.org