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Fusion Methodology in SE Asian Business English Classrooms

Overview

1

- Cultural influences on learning – SE Asian Context

2

- The Fusion Approach

3

- 3 Fusion Strategies

“Not all learners wish to behave in the way of native speakers and teachers must respect the learners’ system of beliefs and values”

TRUE?

FALSE?

(Eslami-Rasekh, 2005, p.207).

Client Profile: Global



Australian Government



Commonwealth Bank





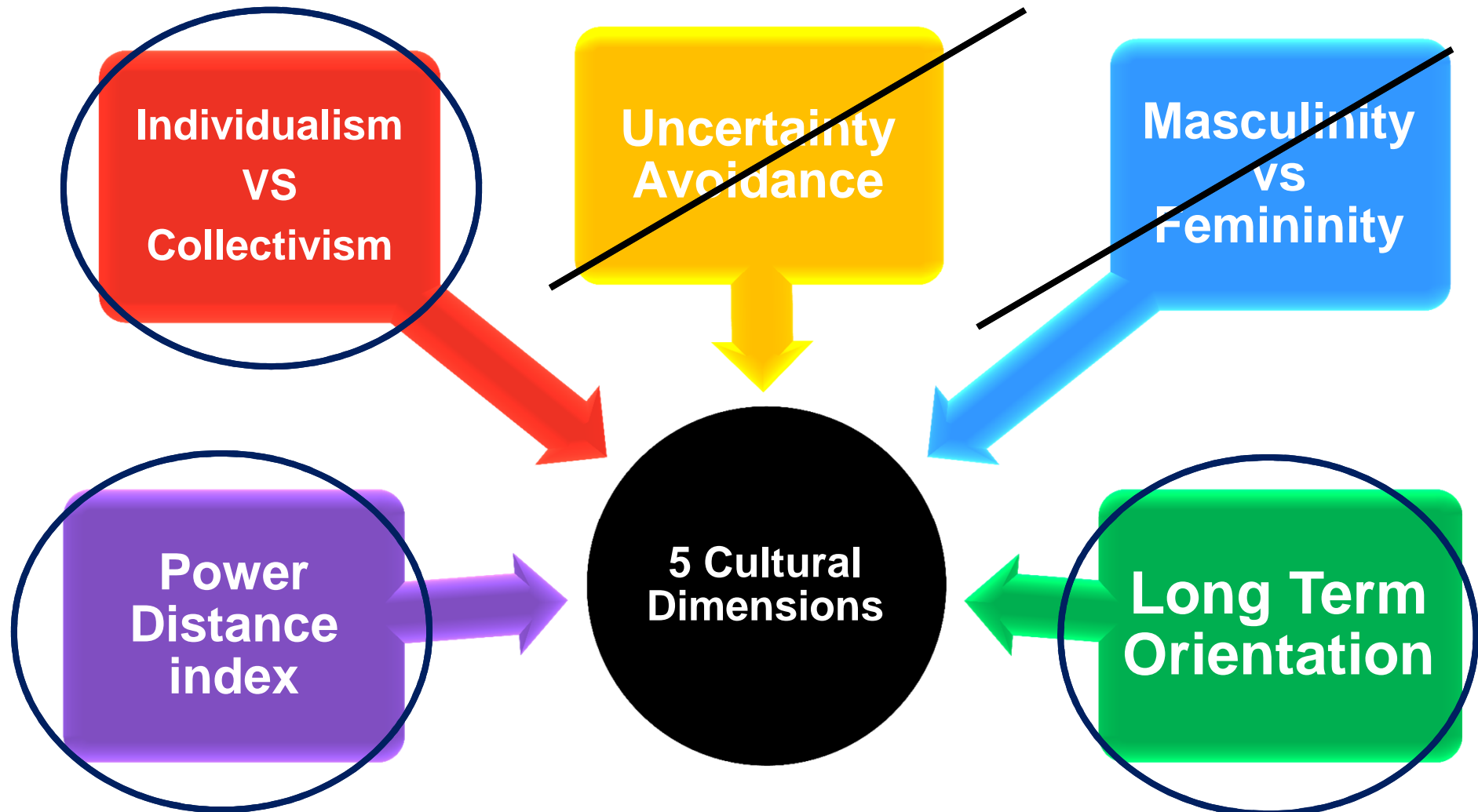
Learners

**FUSION
Approach**

Teaching

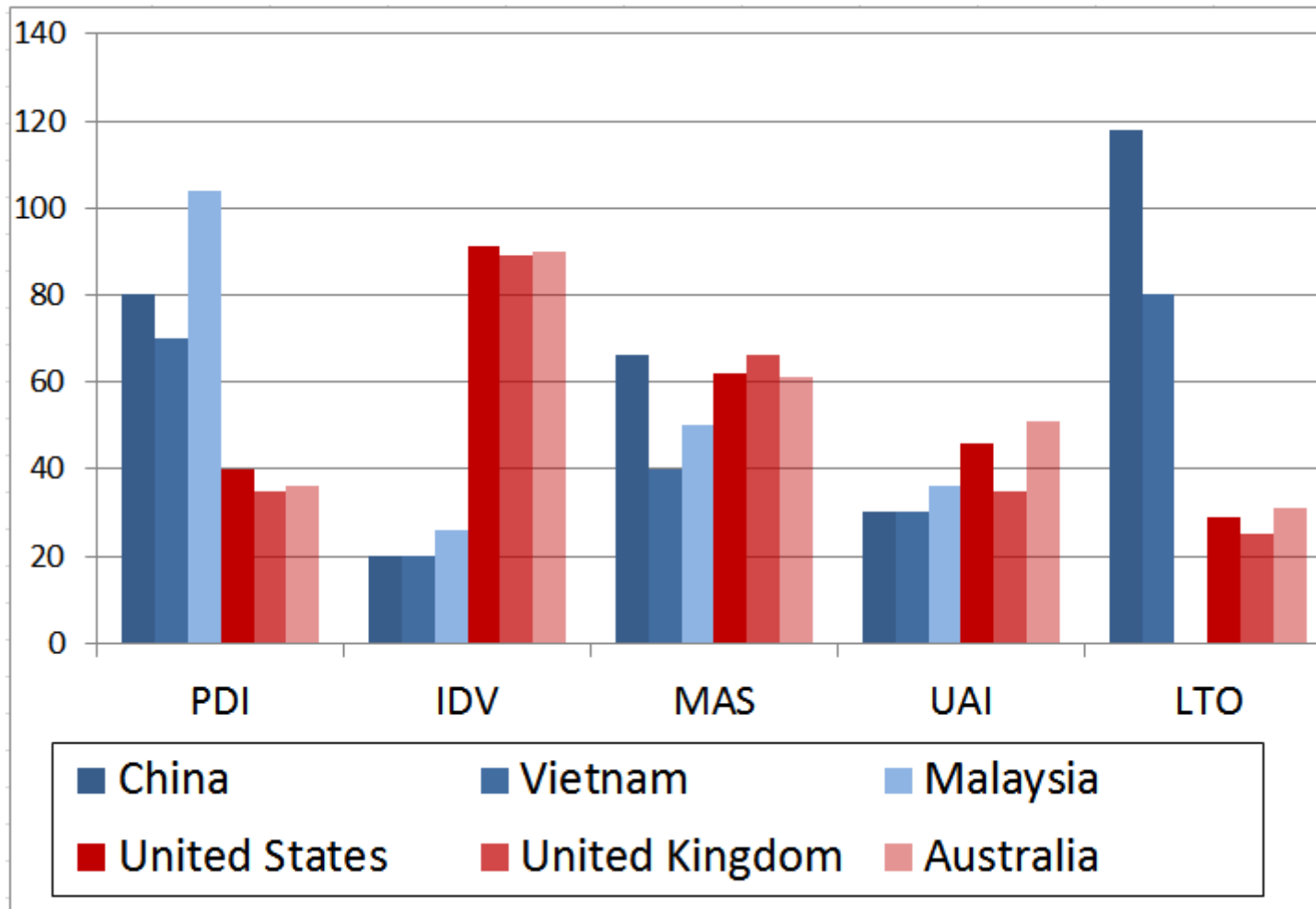


Hofstede's Theory



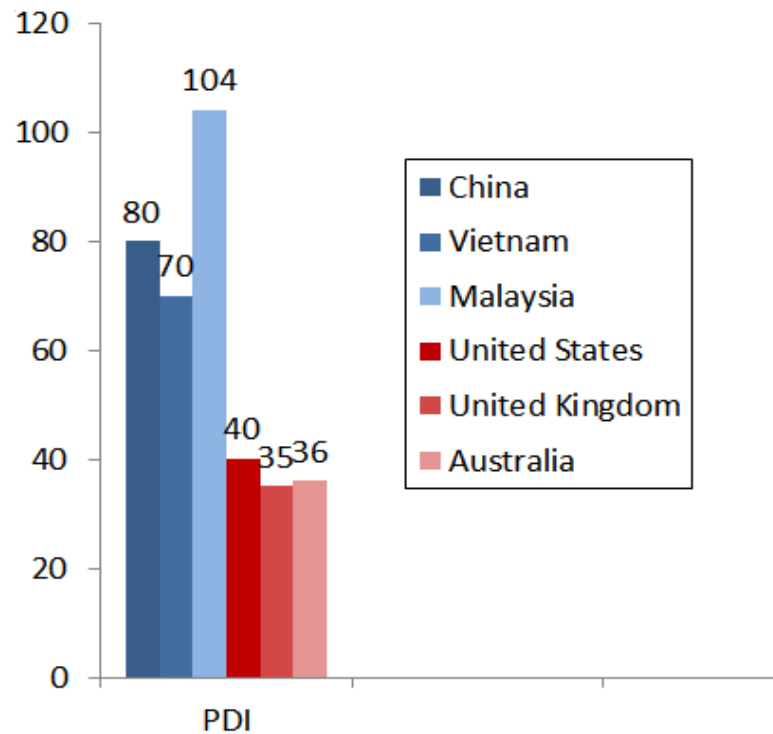
Hofstede, 2010, Hofstede et al 2001; 1970

How do cultures compare?



Hofstede, 1980, 2010, Hofstede et al 2001

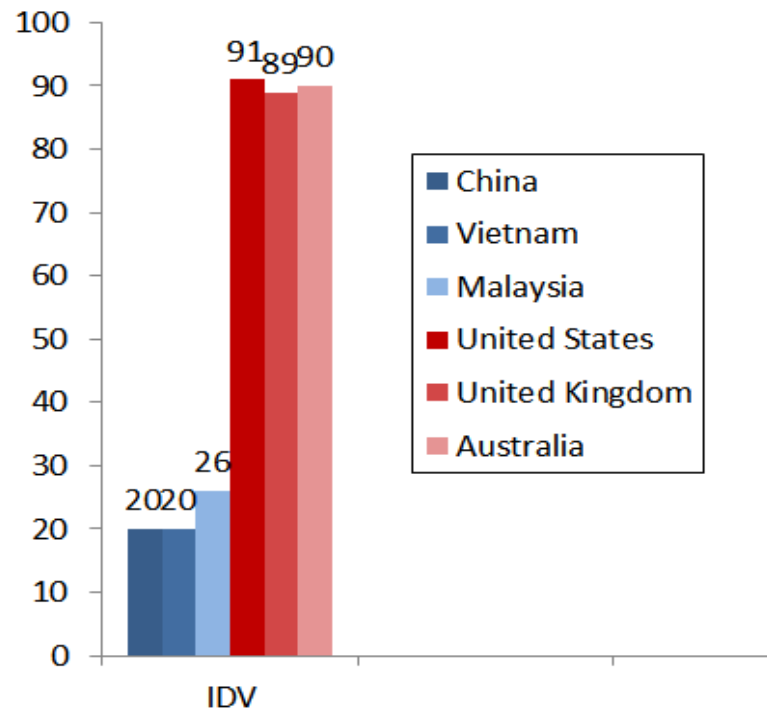
Power Distance Index



- High PDI = high respect for authority and status
- High DPI = accepted that power is unequal
- Low PDI = Authority will be questioned.
- Low PDI = values action over position

Hofstede, 2010, Hofstede et al 2001

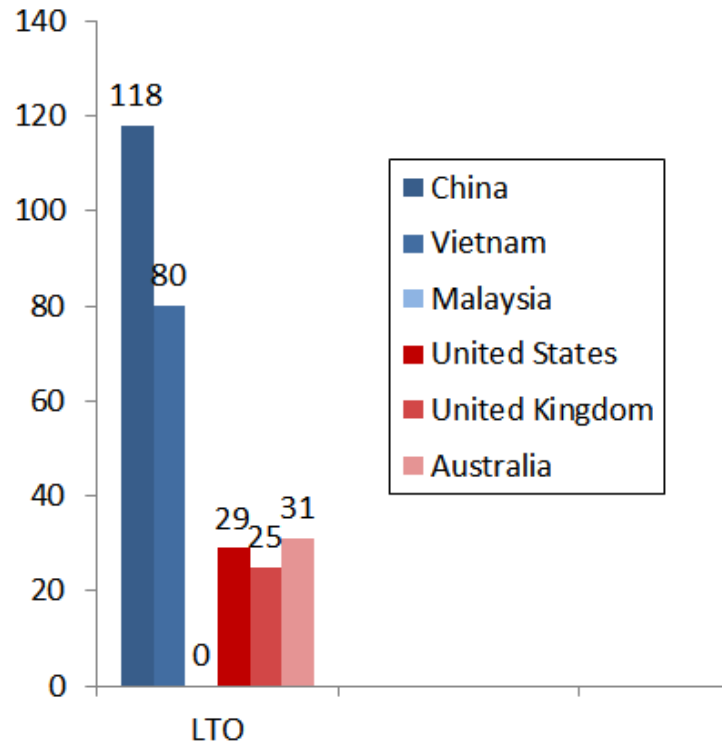
Individualism vs. Collectivism



- “I” vs “We”
- High Collectivism = strong affiliation to a group
- High collectivism values networks and social histories more

Hofstede, 1980, 2010, Hofstede et al 2001

Long Term Orientation



- LTO = future planning
- High LTO cultures may value thriftiness
- High LTO may be more absolute than Low LTO countries
- Low LTO cultures may seek instant gratification more

Hofstede, 1980 , 2010, Hofstede et al 2001

East meets West

CHC

- Teacher centred
- Lang input by teacher
- Obedience
- Value on effort

- Test test test
- Memory/analytical skills
- Quantitative results

- Big classes
- Little chance for speaking
- Reception is passive

Western

- Lang input from peers
- Student centred
- Questioning
- Value on talent

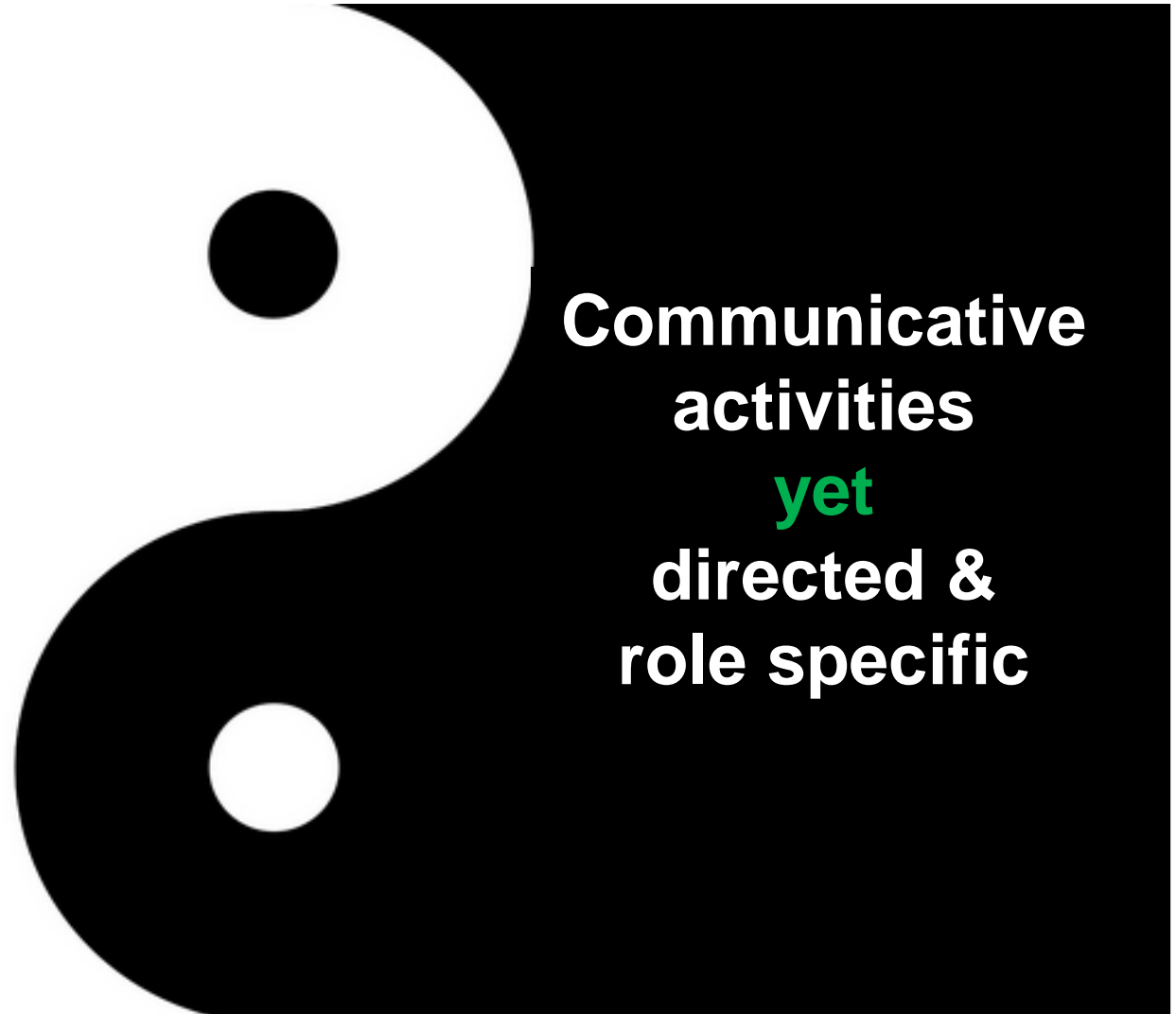
- Projects/tasks
- Creative thinking skills
- Qualitative results

- Small classes
- Students talk constantly
- Reception is discovery based



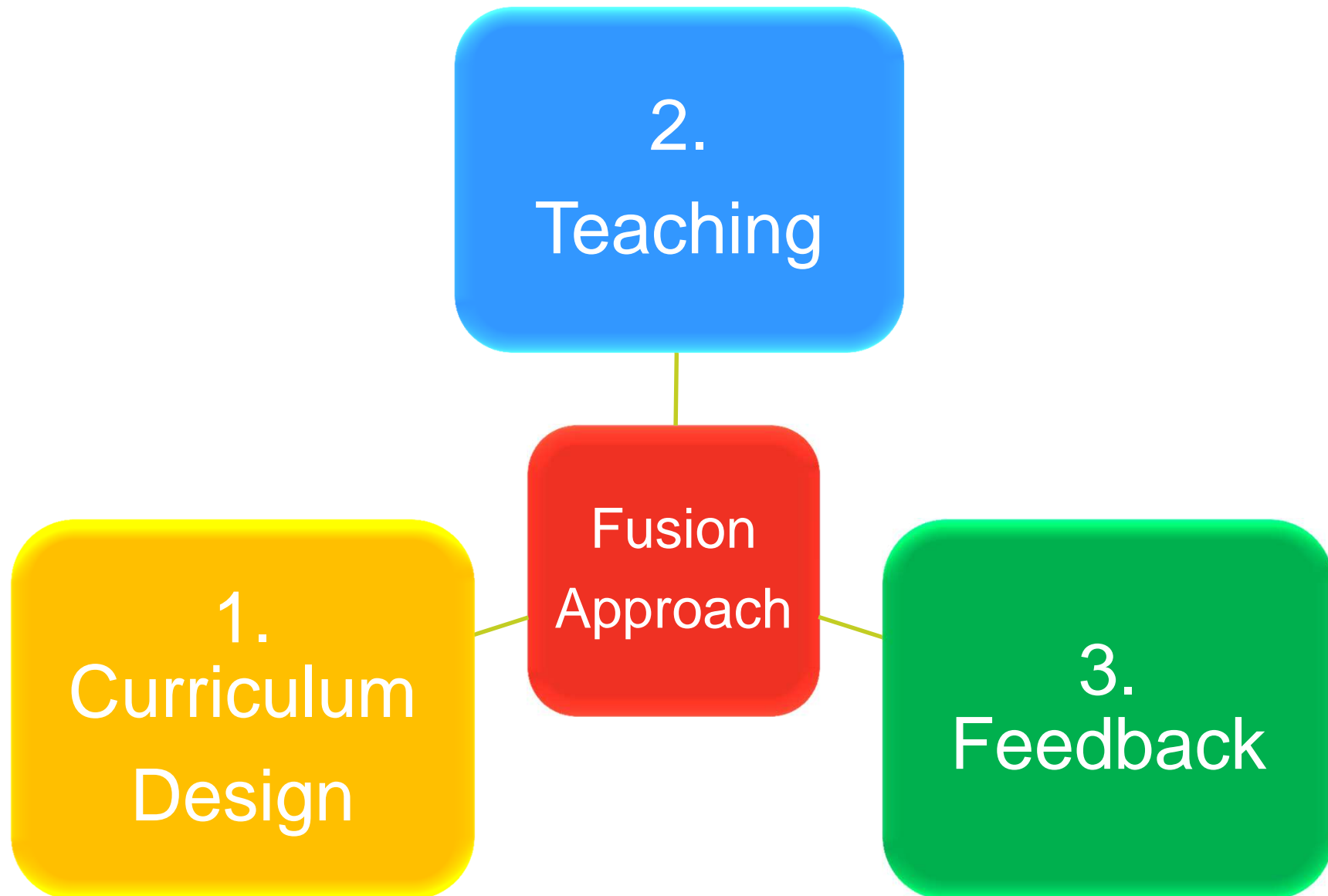
The Fusion Approach

**Model based
activities**
yet
**Skill integrated &
communicative**



**Communicative
activities**
yet
**directed &
role specific**

3 Fusion Strategies



1. Curriculum Design – Needs Analysis

 English Language Programs - ESP

Personal Information:

Name: Mr. Mrs. Miss. Ms. _____
First Name Family/Last Name

What should I call you? _____ Where are you from? _____

How long have you worked at (co.)? _____ What is your first language? _____

What other languages do you speak? _____

What is your current position? _____

What was your job before? _____

What is your highest level of education?
 university college secondary school elementary school

How many years of classroom English study did you have before starting this class at RMIT? _____

Language and Interests:

What language skill is the easiest for you? Please order from 1 (easy) to 4 (difficult).
____speaking ____listening ____reading ____writing

What are you interested in learning more about? Please order from 1 (most important) to 6 (least important). (these would be the course objectives/topics)

<input type="checkbox"/> Meeting people/introductions	<input type="checkbox"/> Telephone skills
<input type="checkbox"/> Writing messages/emails	<input type="checkbox"/> Organizations/Company profiles
<input type="checkbox"/> Product information/descriptions	<input type="checkbox"/> Reporting (work projects)
<input type="checkbox"/> Socializing/business networking	<input type="checkbox"/> Meetings
<input type="checkbox"/> Making appointments	<input type="checkbox"/> Reading graphs/charts for information/trends
<input type="checkbox"/> Employee progress updates	<input type="checkbox"/> Event planning
<input type="checkbox"/> Comparing facts/figures	<input type="checkbox"/> Business travel
<input type="checkbox"/> Company visits	<input type="checkbox"/> Cross-cultural problem solving

✓ material development and class grouping

✓ participant positions and hierarchy in company

✓ manage issues of power differentials

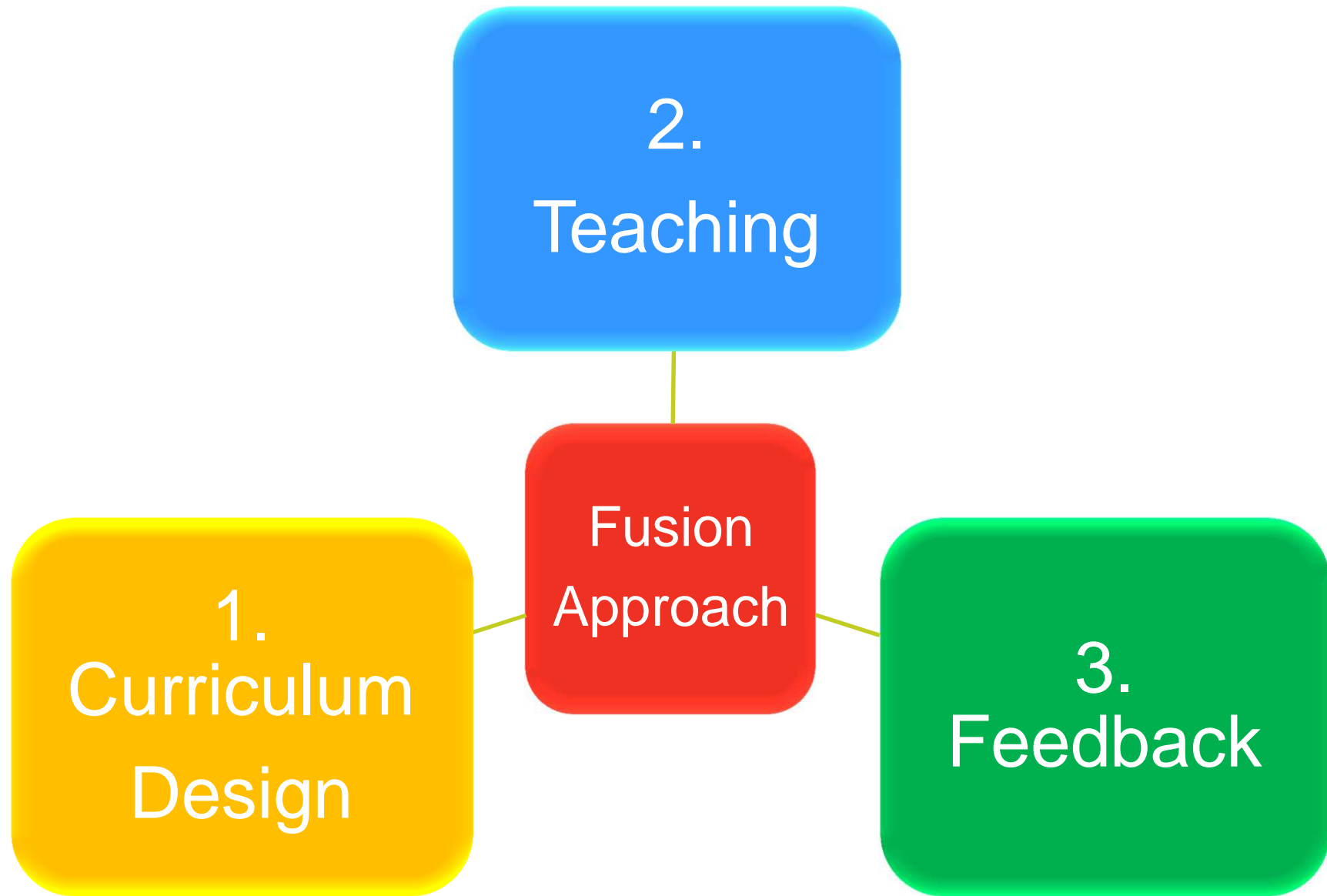
1. Curriculum Design – Weekly Plans

	Day 1	Day 2	Day 3
30 min	<p>SET OBJECTIVES of lesson – clarifies the goals as a class and how they will reach them together.</p> <p>New vocabulary/language /pronunciation T input + direction (some S input)</p>	<p>SET OBJECTIVES of lesson</p> <p>Review – Pair practice with time to discuss ideas prior to activity</p>	<p>SET OBJECTIVES of lesson</p> <p>Review lang and pron activities – Give Ss time to practice areas of weakness and ask ques</p>
30 min	<p>Language/Pron in context Listening input</p>	<p>Extension of vocabulary/language /pronunciation T input – visual handouts</p>	<p>Task based group activity integrating all new language, grammar and pron.</p> <p>Qualitative/Quantitative Feedback & Self Reflection</p>
30 min	<p>Vocabulary/Language in context Reading input</p>	<p>Language or grammar activity less controlled speaking output - time to discuss ideas prior to activity</p>	
30 min	<p>Vocabulary/language practice through controlled role play</p> <p>with time to discuss ideas prior to activity</p>	<p>Writing activity – expansion of topic/skill output</p> <p>T input and S practice in pairs (group write)</p>	

1. Curriculum Design – Daily Plan

Daily Lesson	
30 min	<p>Set lesson objectives Introduce/review vocabulary/language</p> <p>T & S INPUT + modelling + clear direction</p>
30 min	<p>Study language in context Reading and/or listening INPUT alone or in pairs</p>
60 min	<p>COMMUNICATIVE TASK Practice language in context</p> <p>in pairs with clear objectives and suff. prep time. self reflection opportunities</p>





2. Teaching – Task Design

✓ task is communicative



✓ Students feel comfortable
✓ collective purpose



Corporate Client
Workplace Communication
Upper Intermediate - Advanced

Assessment: **Networking** (participant handout)

You are at a business "networking event". You don't know many of the people, but you hope to find contacts that might be useful for your company.

Read the information on your profile card; decide what you can offer to others and what you need. Make up any other information that you feel is necessary.

Think about the language you will need to use to complete this task successfully.

Remember:

- ✓ polite introductions/conversation endings
- ✓ Q and A (word order/verb tenses)
- ✓ appropriate small talk topics/ variety of vocab
- ✓ confirmation language
- ✓ active listening strategies
- ✓ body language and tone of voice



PROFILE CARD:

Mr. James Johnson

You are an HR Manager for an American insurance company at their office in Ho Chi Minh City. Your company specializes in life insurance and financial planning. Your Vietnamese staff need to improve their English to communicate on a daily basis with clients and management; it is your job to source out a reliable company to provide English training.

Notes:

✓ objectives are clearly set
✓ extra planning time

2. Teaching – Role Plays

✓ applied use in the particular business context

PROFILE CARD:

Mr. James Johnson

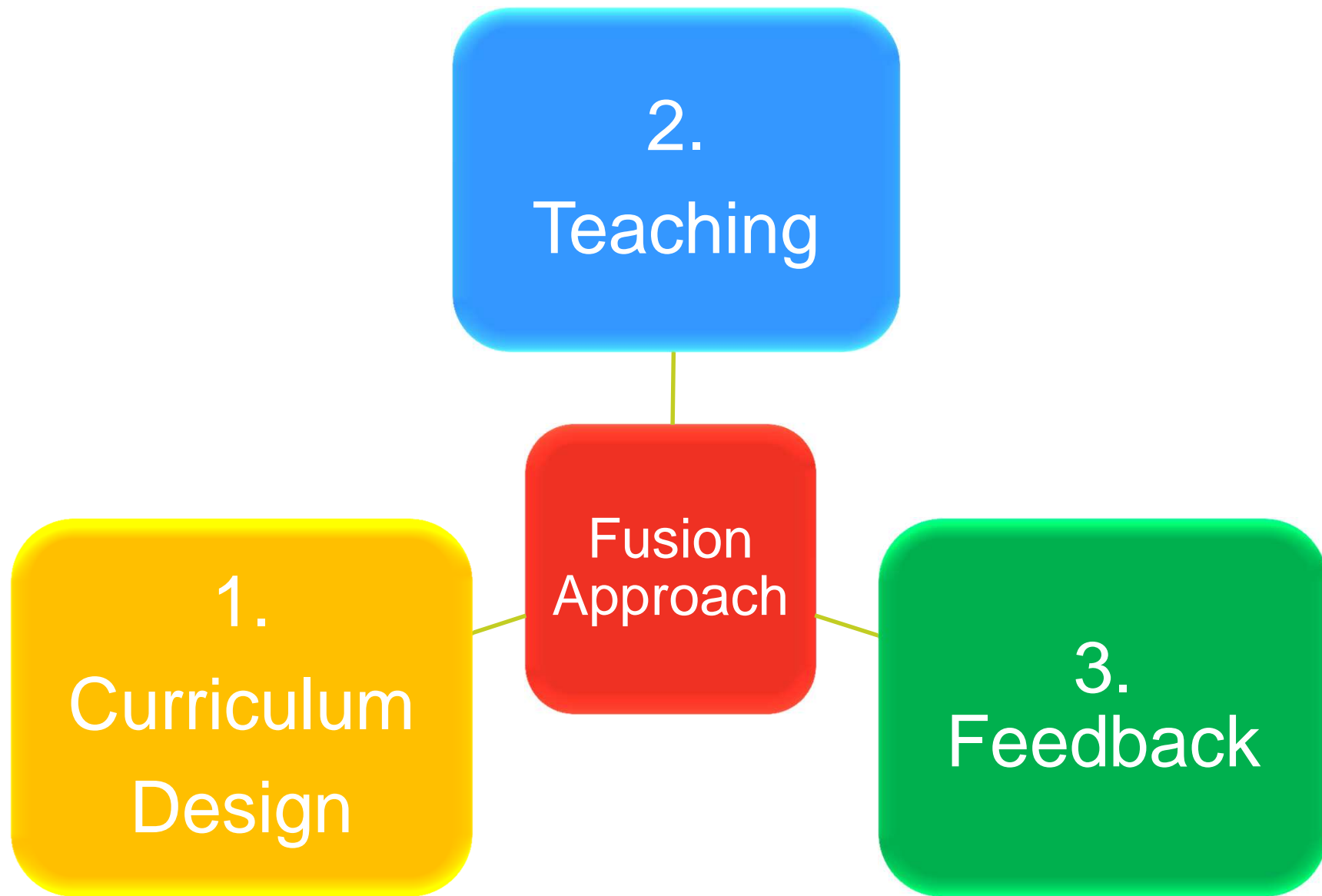
You are an HR **Manager** for an American insurance company at their office in Ho Chi Minh City. Your company specializes in life insurance and financial planning. Your Vietnamese staff need to improve their English to communicate on a daily basis with clients and management; it is your job to source out a reliable company to provide English training.

✓ corresponding level in their company



✓ authentic positions = transferability to workplace





3. Feedback – Self Reflection

✓ Individual reflection

<https://docs.google.com/a/rmit.edu.vn/document/d/1UXd3Vba6qQScwFYqJd6pgLGcoCFaoWkPH6vfNnLtdgk/edit>

Weekly Self Reflection 1

Complete the table with your own personal reflection of how you are doing this week using:

1. *handshakes and friendly greetings*
2. *pronunciation of final consonants and using polite expression in your voice*
3. *language for giving polite opinions, agreeing/disagreeing, conditionals, and modals*

You might want to think about these questions:
What new language am I trying at work?
Were my interactions more successful? Why or why not?
What do I need to focus more on?

****You don't need to put your name on your comment below :)**

Participant Comments:
<i>I tried to focus on final consonants this week and I introduced myself to 2 new people. I had a really good discussion with my colleagues using opinion language too. It is still difficult for me to disagree with others. Congratulations! It takes courage to introduce yourself to new people. We will continue to work with polite language for disagreeing next week.</i>
<i>I focus on final consonants, feel more confident when talking on phone. I need to focus more on specific things when talking to others to avoid misunderstanding. For example, I mentioned the plaid short size 5XS for Grade 01 student rather than just said that plaid short. It is still difficult for me to disagree with others, and hardly to say/ no! Great! I'm glad you are able to focus on final sounds like "s" and "k" and "t" and "d". Sometimes giving too much information at first is difficult for the listener, so it is good to add as you go along ie. Your daughter will need 2 pairs of plaid shorts. Her size is 5 xs.</i>
<i>what i am focusing on is how to write an email using a right word for a particular situation. We will work on emailing in week 8 and 9 but if you have any questions please let me know. when to use with ed, into, onto I will prepare an ed ending handout for you next week. How to start or introduce an email with the person that you've never worked before. Dear _____, I'd like to take this opportunity to briefly introduce myself. My name is _____ and I work in _____. ... I'm looking forward to working with you on _____. Please don't hesitate to call or email me with any questions you may have. I can _____.</i>
<i>I focus on my response in communicate, how to feel confident and quick when talk face to face. Great! This is a very important and difficult skill. And i need to focus on using proper vocabulary in each situation. Specially i need to <u>focus</u> on pronunciation. Start with final sounds and word stress :)</i>
Thank you all for your input for WEEK 1

✓ safe and private



✓ no risk of loss of face

The Fusion Approach – Benefits

- ✓ Increased cross cultural understanding
- ✓ Optimised learning opportunities
- ✓ Realistic outcomes for the global workplace
- ✓ Increased client satisfaction
- ✓ Improved workplace and classroom dynamic

If all else fails...



Key Messages

- **International business requires global language ability and cultural understanding**
- **Teachers need to understand their learners' values and needs IN ANY CULTURE**
- **FUSION approach can be applied to ALL CROSS CULTURAL learning environments.**



References

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