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Specialisations: Direct Marketing, Knowledge Management, Financial Management,  
International Business Concepts**Lets' face it**

- English is a strange language
- There is no egg in eggplant
- No pine in pineapple
- No dogs in hotdogs
- French fries are not from France
- Sweetmeats are candies
- Sweetbread is meat
- One house two houses
- One Mouse two mice
- One tooth two teeth
- Why is shipping means sending by truck
- And cargo by ship
- Why do noses run
- Why is winding my watch starting it and winding this up, ending it ?

**Global Learning**

- To understand how local conditions relevant to your home country—regions and their culture become confusing. Some cultural structural knowledge is what we will access today.
- Values, attitudes, beliefs and/or behaviors
- Religion, religious beliefs and rituals
- This collaborative learning process will forge a new alliance

**Community Resources**

■What community resources are available? (e.g. museums, libraries, community centers, ethnic neighborhoods and adults, parents or children who come from the culture to be studied.) For access to a web site that has links to museums around the world see:  
<http://www.museumlink.com/>.

**Buzzwords for Managers**

- .0.integrated0.management0.options**
- .1.heuristic**
- .2.organizational**
- .3.flexibility**
- .4.systematized**
- .5.monitored**
- .6.capability**
- .7.parallel**
- .8.reciprocal**
- .9.mobility**



**In case of arguments use the following words**

- .10.functional**
- .11.digital**
- .12.programming**
- .13.responsive**
- .14.logistica**
- .15.scenarios6.optional**
- .16.transitional**
- .17.time-phase**

Cultural Heritage

■Immigrants can gain a perspective on their larger culture as it may compare not only with other cultures but with their own cultural heritage.

On the lighter side

•Coors put its slogan, "Turn It Loose," into Spanish, where it was read as "Suffer From Diarrhea."

•Puffs tissues introduced its product in Germany, only to learn that "Puff" in German is a colloquial term for a whorehouse

•When Coca-Cola first shipped to China, they named the product something that when pronounced sounded like "Coca-Cola." The only problem was that the characters used meant "Bite The Wax Tadpole." They later changed to a set of characters that mean "Happiness In The Mouth".

•Translator gets 400 words to translate.

Client : How long will it take?

Translator : About a week.

Client : A whole week for just 400 words? God created the world in 6 days.

Translator : Then just take a look at this world and afterwards take a look at my translation.

•In a Paris hotel elevator: Please leave your values at the front desk

Components of Good Interviews

📖**Knowledge of the Subject**

📖**Critical Thinking and**

📖**Problem-Solving Skills**

**Tone and Choice of Words**

■Take the time to be well-organized and prepared. Preparation makes you familiar with words and phrases that will probably come up in the class, making you better able to listen and understand. Forming study groups amongst friends can be helpful in this.

■Study groups that include native English speakers can be helpful. A neighbour who is Canadian could be a good starting point

**Quality Learning****Theoretical Perspective**

- Ogbu, an anthropologist, focuses on minority and class status in education particularly emphasizing the differences between immigrant (voluntary) minorities and nonimmigrant (involuntary) minorities
- Ogbu's key concepts related to community factors that impact the school performance of minority students:
  - Cultural models - People's understandings of their world
  - Cultural and language frame of reference of a minority group - Ambivalent or non-oppositional
  - Degree of trust or acquiescence the minorities have for White Americans and the societal institutions they control
  - Educational strategies that result from the above elements

**Quality Learning****Theoretical Perspective**

- Vygotsky – focuses on how cultural and social contexts influence learning and favors utilizing a discovery approach to learning
- Vygotsky's 3 Principal Assumptions:
  - Making Meaning
  - Importance of the community and people around the student
  - Tools for cognitive development
  - Important adults to the student, culture, language
  - Zone of Proximal Development (ZPD)
  - Problem solving skills of tasks (3 categories)
    - Those performed independently
    - Those that cannot be performed at all
    - Those that fall between these two extremes – could be performed with assistance

**Other tools**

- Visual aids for vocabulary, grammar, etc.
- 2. Question & answer cards for small groups
- 3. Flash cards/Cue cards for vocabulary
- 4. Songs -> lyrics, tapes, records
- 5. Poems; Proverbs
- 6. Cultural realia -> maps, brochures, menus, stamps, foreign currency, etc.
- 7. Games; Puzzles
- 8. Communicative activities (include instructions)
- 9. Listening comprehension tapes
- 10. Newspapers; Magazines (or pictures from magazines, mounted)
- 11. Overhead transparencies
- 12. Props (e.g., puppets)
- 13. Posters

FLTEACH (FOR FOREIGN LANGUAGE TEACHING)  
<http://www.cortland.edu/flteach/methods/obj2/edg2.html>  
**Jezewski's model of culture broking (1995)**

**When is silence golden****Steps in thinking****Tips**

- English songs English videos can be used for an assorted variety of language teaching and learning. The main difference lies in the fact that you see and hear.
  
- Television is however a lazy medium, providing little challenges for the mind, by spoon-feeding the mind with sounds and sights, thereby providing little room for one's imagination to thrive. So how do we make this lazy medium a useful tool?
  
- Yes! How about simply using a freeze frame technique where you watch and pause when it gets very interesting, then ask your family or friends what happens next in English
  
- View some worksheets on how to use videos. One video I often use is MR. BEAN. Humour is universal.  
■ <http://www.tv-links.co.uk/listings/4/2336>

**Use of Understanding response to figuring out Mental constructs**

- **Definition** :A form of deception; more style than substance.

**Example Dialogue:**

- A: I hear the new software is almost complete. But does it work?
  
- B: I don't know, but I hear that the new software is mostly smoke and mirrors. It looks good, but it does not work

**Multicultural audience response**

- A: I hear the new software is not good.
- B1 :Umm. I don't know. I will check and let you know
- Or B2: I will find out the opinion of others and let you know
- B3 : Or perhaps we can find ways to improve on it

Resources for Immigrants

--Mature students

- <http://www.englishmedialab.com/survival%20English/travel%20plans/travel%20plans.html>
- <http://www.englishmedialab.com/survival%20English/countries/countries.html>
- <http://www.englishmedialab.com/Quizzes/survival/checking%20in.htm>
- <http://www.sasked.gov.sk.ca/docs/mla/listen.html>

**Assignment 2– Non verbal**

Work in pairs:

- Person 1:
  - talk for one minute about your experiences of being an graduate at a University in another country so far.
- Person 2:
  - listen to Person 1, but do not give eye contact and do not use any facial expressions.
- Feedback –written and spoken



#### Power Distance

- <http://students.ed.uiuc.edu/schopf/eport/standardsdiversity.html>

- Power distance focuses on the degree of inequality, or equality, between people in a society. In a high-power distance culture, inequalities in power, status, and wealth have been allowed to grow within the society. Individuals who hold power are considered as good and right and are entitled to privileges. Less powerful people should show respect to the powerful. Individuals of higher status exert undue influence during communication. In learning environment of high PD culture, teacher's authority is absolute. They are treated with respect by students. Students are not welcome to contradict or criticize them. The teaching style is teacher-centered. Teachers are expected to take all initiatives. Students speak up only when they are called on by the teacher. (Hofstede, 1986, 1991)

- In contrast, in a low-power distance culture differences between individual's power and status are less significant. Equality and opportunity for everyone is stressed. The communication process is more democratic. In learning environment of low PD culture the interviewer and interviewee are equals.

#### Uncertainty avoidance

- Uncertainty avoidance is the extent to which people feel comfortable with uncertainty or unknown situation. A high uncertainty avoidance culture has less tolerance with ambiguity. Risks are disliked. People resist to things that are different. They will feel stress and anxiety when uncertainty exists and try to avoid ambiguous situations if possible, which results in emotional needs for rules. In learning environment, strong UA students feel comfortable with structured learning and need detail and 'right' answers. Teachers and students are allowed to behave emotionally. Conflicts are tried to be avoided. There are strong needs for affirmation and consensus.

- A Low Uncertainty Avoidance culture, on the other hand, has less concern about ambiguity and uncertainty and has more tolerance for different opinions. In this society people more readily accepts change, and takes more and greater risks. Students will feel comfortable in unstructured learning situations: vague objectives, broad assignments and no timetables. Both teachers and students are expected to suppress emotions. Conflict can be used constructively and seen as fair play

- Tu (2001) found that in an online environment Chinese learners were more likely to respond message demonstrating pleasantness and concern from their classmates. Messages containing personal topics and words of support created pleasant relationships with classmates and a greater motivation for the Chinese students to participate in discussions. They would speak up their disagreement to someone they knew and tried to avoid conflict with someone who were not familiar.



Understanding the difficulties immigrants face in their daily lives

Ethical Behavior

Ethics in a Cross-Cultural Context

Areas of Social Responsibility

■ **Organizational stakeholders**

■ **Natural environment**

■ **General social welfare**

Obstructionist Stance

■ **Do as little as possible to address social or environmental problems**

■ **Deny or avoid responsibility**

Defensive Stance

■ **Do what is required legally, but nothing more**

■ **Corporate responsibility is to generate profits**

Accommodative Stance

■ **Meet ethical and legal requirements and more**

■ **Agree to participate in social programs**

■ **Match contributions by employees**

■ **Respond to requests from non-profits**

■ **No proactive behavior to seek such opportunities**

Proactive Stance

■ **Strong support of social responsibility**

■ **Viewed as citizens of society**

■ **Seek opportunities to contribute**

Managing Social Responsibility

Implementing Social Responsibility

■ **Legal Compliance**

■ **Ethical Compliance**

■ **Philanthropic Giving**