

METHODS AND STRATEGIES: CULTURAL CHAMELEONS IN BUSINESS

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Today competitive business market is requiring a lot of experienced experts as well as professionals of their careers. To have your own successful career in business, you need to have variety of tools to get necessary information for your needs. We know that the English language is a great bridge in business life. According to the decree on December 10, 2012 President of Uzbekistan Islam Karimov signed "On measures to further improve of foreign language learning system", it is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Program for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. Throughout the country the English language as well as Business English is taught at wide range of schools and institutions.

People say in general that the Teacher must be like a Mirror which can show the knowledge on particular sphere that any learner is able to be aware of "culture clash" in business. It is important to know what we are working on or who we are working with in business field. In many countries business is considered differently according to their working system style. Therefore, a Teacher is required as a store of knowledge!

It makes sense to start by asking a question like: How is today's Business English Teacher to teach the students who will be engaged with business in the future? Certainly, there are variety of thoughts and approaches on this question.

Firstly, the Teacher must have an objective to help students learn to things: how to do business in English and the language they need to do it.

Secondly, the Teacher must have skilled ability how to use these modules like: Vocabulary, Grammar, Speaking and Writing in the lessons which contain information and language for the topic area.

Thirdly, the Teacher must realize student's expectations and according to them the Teacher should design the syllabus with the authentic problem solving topic materials that can involve the students to be in the fields of practice in business sphere referring to their interested job places.

Another point to consider is to use internet resources for improving students learning English as there is more and more business details like: formal and informal emails, a letter of complaint, an application form, a business report, a company fax, a business plan, a stock market report, an annual business, a CV, a placement report, a product description, a proposal, presentations, requests and reminders, references, resume, a job interview and others. Here, I would prefer to mention an appropriate quotation by one of the well-known outstanding philosophers, like Confucius: “Choose a job that you like and you will never have to work a day in your life”. If we analyze His words and take it into consideration, Business English Teachers should motivate the students to love their future job which they are intending to occupy.

Furthermore, it is important to show that the Teacher should get the students to feel and understand the working culture of the atmosphere where they will be in the future. Also they should learn and practice how to behave themselves responsible and self-confident in a company in authentic way while having interactive lessons.

So if we remember what we paid attention in the beginning of the article, a Teacher must be so experienced that the student is able to get what they are keen on knowing in Business world.

One feels happy when they do the right job. As a Teacher, I always feel how a Teacher can influence on their students' life and I try to encourage my students telling as:

“Knock, knock.

Who is there?

Opportunity!

Don't be silly- opportunity doesn't knock twice!”

By this way they can realize that Opportunity is nowhere!

When students are shown the right way and properly directed, they manage to achieve success in their life. If I share my experiences having lessons in interactive way, mostly I pay attention to each student's ability to income and outcome information as well as them to be centered. In the following here, I would prefer to share my lesson plan related to the topic of “Cultural Chameleons in Business” with You.

THEME: CULTURAL CHAMELEONS IN BUSINESS
LEVEL: PRE-INTERMEDIATE

WARM PART: (3 min.)

1. Have you lived or worked abroad?
2. Do you know anyone who lives or works abroad?

WATCHING AND SPEAKING

Objective: to make students aware of importance of getting a job

Materials: Video Player

Teacher has the students watch a video passage about a job interview with an employer. While watching the students should pay attention and take notes on some importance as well as needs in the interview for getting a job.

 **(Video Passage)**

Having watched the video passage, Teacher asks the students to discuss the details of job interview with their partners. (3 min.) Later Teacher asks all partners to share their opinions on the video passage in class. (5 min.)

VOCABULARY

Objective: to have students practice in developing vocabulary

Materials: Handout1

Teacher asks the students to look through the following words **(Handout1)** and match a word on the left with a word on the right to make a collocation. (3 min.)

1 career	a) process	5 degree	e) letter
2 work	b) language	6 cover	f) an application
3 foreign	c) placement	7 short	g) subject
4 application	d) ladder	8 withdraw	h) list

READING

Objectives: to let students experience their memory in reading

Materials: Handout 2.1, Handout 2.2, Handout 2.3.

Teacher asks the students to count as 1 2 3 in order to put the students in small groups. When the groups are ready, Teacher distributes three pieces of papers **(Handout 2.1, Handout 2.2, Handout 2.3., text is divided into three parts)** to each small group and gets them to read a passage about Cultural Chameleons and discuss it in their groups. (3 min.) Later Teacher asks the groups to count again as 1 2 3, this time Teacher puts the students in new small groups, gets them to retell the passage to new members in the groups. (3 min.)

TRUE OR FALSE ACTIVITY

Objectives: to help students develop observation skills

Materials: (Handout 3)

Teacher delivers cards (**Handout 3**) to get the students mark the sentences T (true) or (false) to make them true. (5 min.)

- 1 To have a successful career these days you need to have experience of working abroad.
- 2 A work placement abroad will help your application attract attention.
- 3 Nannette Ripmeester thinks that the Euro CV is the best kind of CV to use when looking for a job.
- 4 You need to check that your employers will recognize your degree subject.
- 5 CVs are more important than cover letters.
- 6 A cover letter in France may be studied by a specialist.
- 7 Sarah Hall withdrew her application for a job in Spain because she didn't like the questions in her interview.
- 8 When working abroad you should behave in a similar way to those around you.

Teacher summarizes the activity and evaluates the students. (2 min.)

LISTENING

Objectives: to give opportunity for the students to explore their listening skills.

Materials: tape recorder, (Handout 4)

Teacher has the students listen to the four people talking about their work experience abroad and complete the table.

(Handout 4)  1:01- 1:04 (10 min.)

name	country	how long	Likes
Kiki	India	1)	2)
Anil	Thailand	3)	meeting people
Jean Marc	4)	5)	working with children
Marika	Germany	6)	her local family

Teacher asks the following Questions. (5 min.)

- 1 Who was in Venezuela last year?
- 2 Who hopes to get a good reference from their company?
- 3 Who found the food strange they first arrived?
- 4 Who is going on holiday when their job is finished?
- 5 Who is staying in an expensive hotel?
- 6 Who has a lot of business contacts in the country where they are?

Teacher holds the class to vote to choose the three most attractive jobs discuss them and summarizes the lesson, evaluates the students encouraging being active in the next session. (10 min.)

HOMEWORK

Objective: to get students to work independently to explore different skills

1. To make up a dialogue on theme: “A Job Interview”
2. To translate the Script 🌐 1:01- 1:04
3. To read the text and write your opinion on the topic and retell

CULTURAL CHAMELEONS IN BUSINESS

HANDOUTS FOR STUDENTS

HANDOUT 1

Match a word on the left with a word on the right to make a collocation. (3 min.)

- | | | | |
|---------------|--------------|------------|-------------------|
| 1 career | a) process | 5 degree | e) letter |
| 2 work | b) language | 6 cover | f) an application |
| 3 foreign | c) placement | 7 short | g) subject |
| 4 application | d) ladder | 8 withdraw | h) list |

HANDOUT 2.1

Read a passage about Cultural Chameleons and discuss it in the group. (3 min.)

In today's competitive job market, not spending time abroad can seriously damage your chances of climbing the career ladder. It is no surprise then that more and more graduates and professionals are looking for opportunities to live and work in a foreign country. With record numbers of workers hoping to relocate, it is no longer enough to have done a work placement abroad or to speak a foreign language. "This is no longer something that makes you different," says Nannette Ripmeester, director of Expertise in Labour Mobility. "It is something employers expect." But even if you are a strong candidate, the application process for foreign jobs is far from straightforward. The EU has introduced the Euro CV to standardize application procedures throughout Europe, but Ripmeester believes that a culturally adapted CV is better. "What do I mean by that? For example, in the UK, it is customary to add hobbies and interests at the bottom of the page. In Italy however, that information is not necessary." When you write your CV, it is also a good idea to check whether a photo is necessary and whether an English-language CV should be written in American or British English.

HANDOUT 2.2

Read a passage about Cultural Chameleons and discuss it in the group. (3 min.)

Another point to think about is whether or not employers will recognize your degree subject, especially when you have studied a subject, such as Wireless Network Systems, which doesn't necessarily translate into another language and culture. You also need to consider the cover letter, the first thing that an employer will read. Approaches differ from country to country: get the CV right but the cover letter wrong and you destroy your chances of getting short-listed for interview because the cover letter is the first thing that an employer will read. The British usually write long letters to draw attention to relevant sections on the CV, the Italians want one or two sentences and the French expect candidates to handwrite detailed letters which may be analyzed by handwriting experts. When it comes to interview make sure you know about the work culture and understand the importance different countries place on language and speech. For example, the French use short sentences and hate silence, while Scandinavians have a deep respect for pauses.

HANDOUT 2.3

Read a passage about Cultural Chameleons and discuss it in the group. (3 min.)

You may think these points are not important but by not paying attention, you are showing that you do not respect the culture of the country you wish to work in making a mistake at the interview is something Sarah Hall knows all about.

She is from Liverpool in the UK and has worked in Germany, Sweden and Spain. “My advice is be aware of ‘culture clash.’ In Britain there is usually a maximum of two interviews. In southern Europe they will call you back for a third or fourth interview. I lost a very good job in Spain when I thought they weren’t serious. I withdrew my application because they asked me to go for a fourth interview. Looking back, I now realize they were doing as they always do. I behaved wrongly. “It’s important to show that you understand the working culture. Adapting a similar style of dress to your co-workers, eating the kind of food they eat, enjoying similar activities - these things help to win trust and respect. “Think of yourself as a cultural chameleon, mirror the kind of messages you get about communication and appearance. People like people who remind them of themselves, and nobody likes what they don’t understand.

HANDOUT 3

Mark the sentences T (true) or (false) to make them true. (5 min.)

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HANDOUT 4 1:01- 1:04 (10 min.)

Listen to the four people talking about their work experience abroad and complete the table.

name	country	how long	Likes
Kiki	India	1)	2)
Anil	Thailand	3)	meeting people
Jean Marc	4)	5)	working with children
Marika	Germany	6)	her local family

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