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Expand to Malaysia

Ever since the media's publicity and the education authority's promotion in Malaysia, abacus mental arithmetic became popular at that time. Malaysia's educational authority particularly allocated funds of more than 5 million dollars to every elementary school in each area to promote abacus mental arithmetic. Schools planned to provide abacus arithmetic course as a supplementary course from fourth grade until middle schools. The abacus arithmetic was considered a tool for solving difficult math questions. The funds were used to purchase more than 676 thousand abacuses for more than eight thousand elementary and middle schools, plus the fee for teacher training.

According to ideas brought up by Dr. Fong Chan Onn, former Deputy Minister of Education in Malaysia, he hoped students could have better control of basic mathematic and enhance their ability in solving math problems in learning abacus mental arithmetic. According to the Malaysia's study, practising abacus arithmetic helps students to solve addition, subtraction, multiplication, and division better. It also helps to enlighten students' ability to think, improving their comprehensive ability to learn. Thus, learning abacus mental arithmetic has become very popular in Malaysia. Since abacus mental arithmetic was prevalent in Taiwan much earlier than in Malaysia, the education system for abacus mental arithmetic has grown comprehensively with a strong teaching support system.

Amy Cheng, a Chinese Malaysian, came to Taiwan in 2003 to study abacus mental arithmetic. She planned to open an abacus mental arithmetic institute after receiving training in Taiwan, because Malaysia was having a boom in the teaching of abacus mental arithmetic.

Amy Cheng conducted some research online before coming to Taiwan and compared several institutions, including CMA. She believed CMA's teaching system developed by Tai Chiang Ching to be the most suitable for students' practicing and meeting teaching

demands with regards to both market development and expandability. Except for the VCD that contained Tai's personal teaching video, other information, such as image materials for students to practise, internet practicing, and comprehensive courses for teacher training, internal management system, links of franchise, were also readily available. It indeed had potential for franchise promotion. Therefore, she decided to contact Tai and invited him to Malaysia to conduct market exploration. At that time, Tai had just finished the plan in Hong Kong. Before Tai went to Malaysia, he returned to Taiwan to understand the teachers' learning situation there, and talked with those who were interested in taking charge of general agent business for the CMA franchise system.

Before Cheng came to Taiwan to receive training, she had five years of experiences in establishing and operating a tuition centre and talent education institute. Although she had established an institute teaching abacus mental arithmetic through another franchise system in Malaysia, she found that system was not comparable to CMA in terms of teaching style, materials and management. Therefore, she decided to give up that institute and seek to become the CMA's agent in Malaysia.

After Tai Chiang Ching conducted some exploration in Malaysia for two months, he decided to approve the contract for Cheng to become CMA's general agent, after she had already come to Taiwan to receive training with her husband in April, 2003. Before they signed the contract, Cheng needed her husband to act as their translator between Tai and her because Cheng could not speak Mandarin. Finally they found out they could communicate with Tai in Southern Fujian dialect (similar to the Taiwanese dialect). Cheng then tried to translate the contents into English so she could act as the translator later in the workshop.

In order to expand the business to more English-speaking countries, Cheng was asked to be both translator and general agent of CMA in Malaysia, helping to translate the relevant information from Chinese to English.

