

EDUC7004(0)
Language Education as Intercultural Practice
(LEIP)

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General Introduction to the Course Unit

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1. Becoming intercultural explorers

This *General Introduction to the Course Unit* is intended to give you some initial sense of what the course involves and what I will be asking of you during it. In brief, I am inviting you to become explorers of the ‘cultural’ and ‘intercultural’ territory¹ and to consider the many different ways this territory might impact upon you and your professional practice.

1.1 Terminology (Key Words)

During your explorations, you will need to become familiar with the terminological signposts involved in the cultural / intercultural territory. In this *General Introduction*, I use the terms listed below. I do so in an initial way, i.e. not in a highly technical way. More specialised understandings of them are developed in the following units. By listing them here, I hope to give you a sense of what lies ahead. For example, which of these already mean something to you? Which intrigue? etc.

<ul style="list-style-type: none">• Acculturation• Appropriate Methodology• Computer-Mediated Intercultural Communication (CMIC)• Cultural Awareness (CA)• Cultural identities• Culture Shock• Enculturation• Foreign Language Education (FLE)• Intercultural Citizenship (Education) (ICE)• Intercultural Communication (IC)• Intercultural Communication Training (ICT)²• Intercultural Communicative Competence (ICC)• Intercultural Education (IE)• Native Speaker (NS) of English• Non-Native Speaker (NNS) of English• Otherness	<ul style="list-style-type: none">• Socialisation (primary, secondary, and tertiary)• Teaching English to Speakers of Other Languages (TESOL)• Teaching English as an Additional Language (TEAL)• Teaching English as a Foreign Language (TEFL)• Teaching English as an International Language (TEIL)• Teaching English as a Second Language (TESL)• Teaching English for General Purposes (TEGP)• Teaching English for Intercultural Communication (TEIC)• Teaching English for Specific Purposes (TESP)
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1.2 Contextualising the course unit aims and content

To begin outlining what the course unit involves, I first want to contextualise it in terms of the key elements informing its content.

The Teaching of English. This course unit is focused on the practice of Teaching of English to Speakers of Other Languages (TESOL). This broad term includes different teaching and learning paradigms (see Unit 4) including, variously, the Teaching of English as a Foreign, Second, and Additional Language (TEFL / TESL / TEAL). It also encompasses teaching for both general and more specific purposes (TEGP / TESP). Of most relevance for this course, the term TESOL also includes the perhaps less familiar Teaching of English for Intercultural Communication (TEIC) and the Teaching of English as an International Language (TEIL).

Self-Reflection Prompt 0.1: As explained later in this *General Introduction*, the distance learning input material for this course unit contains both Activities (with suggested answers) and Self-Reflection Prompts (without suggested answers).

For the latter, I strongly recommend that you maintain a journal throughout your studies for this course unit. In it, you should systematically record your reflections on the issues so prompted. Throughout your studies, these recorded reflections will build into a valuable record of your developing thinking related to this intercultural course unit. Such thinking can and should feed into your Discussion contributions. Here is the first such prompt:

Which acronym(s) – e.g. TEFL, TESP - would you use to refer to the main type(s) of TESOL in which you are engaged?

Intercultural. For my present introductory purposes, the term ‘intercultural’ refers to interactions between people who have significantly different cultural backgrounds. Thus, when a Greek individual interacts (perhaps in English) with, say, a Bulgarian, Irish, or Japanese person, this can be described as an intercultural encounter³. Although the course unit also explores ‘cultural’ (Unit 8), ‘multicultural’ (Elective Unit A), and ‘virtual’ (Elective Unit B) aspects of TESOL, overall, my main focus is on the ‘intercultural’ and this provides a thread throughout the course unit.

Intercultural encounters can take place between native-speakers (NSs) of an English variety (e.g. British or American English) and non-native-speakers (NNSs) of the language. Traditionally, such NS \leftrightarrow NNS interactions have been seen as the target context for which language learners are being prepared. Thus, you might be preparing your Greek speaker of English (i.e. a NNS of English) to interact with a British speaker of English (i.e. a NS of English).

However, a large percentage of English interactions worldwide now take place between NNSs. This rapid growth of NNS (e.g. Greek) \leftrightarrow NNS (e.g. Japanese) English-medium interactions provides the major rationale for TESOL practitioners to explore the field of Intercultural Communication (IC) and its related training practice, Intercultural Communication Training (ICT). This TESOL concern with IC / ICT is not mirrored to the same extent in other foreign language teaching specialisms, e.g. Teaching Arabic / French / Greek / Spanish (etc) as a Foreign Language. For those language teaching specialisms, it seems reasonable to maintain the focus on NS \leftrightarrow NNS interactions in the language concerned (see, however, Risager (2007) who proposes a shift from a national to a transnational paradigm in foreign language education).

Self-Reflection Prompt 0.2 (recorded in your study journal / used in the Discussion area):

For what kinds of English-medium interaction – e.g. NS \leftrightarrow NNS and / or NNS \leftrightarrow NNS – are you preparing your students?

Approaches. I am interested in reviewing all aspects of TESOL from a perspective which recognises the rapidly increasing use of English for IC between NNSs. Such a perspective recognises that English is no longer the preserve of the British or the Americans (to name but the most obvious native-English-speaking communities). Instead, English now functions as the predominant international lingua franca. When it is so used, it is a medium / vehicle for IC. Because of this intercultural function of English, there are many aspects of TESOL practice that can be usefully (re)considered. I use the term ‘approaches’ for all of these aspects.

Further, TESOL takes place in many diverse contexts – and ‘contexts’ can be understood in terms of geography (Europe but also Asia), political sensitivities (Greece but also former colonies such as India), social realities (both largely monocultural and significantly multicultural societies), types of institution (public / private), levels (adults, adolescents, young learners), and so on. Given this diversity, there is no best method or approach to teaching. Instead, each of us has an obligation to be working towards a way of teaching which is suited to our specific professional context. Thus, the term ‘approaches’ also alludes to my concern with appropriate methodology (see Units 6-7).

Self-Reflection Prompt 0.3 (recorded in your study journal / used in the Discussion area:

As stimulated by the diversity of TESOL contexts illustrated above, how would you describe your main TESOL teaching context?

1.3 Theoretical / conceptual and more practical / applied explorations

In sum, this course explores TESOL practice from an intercultural perspective. This exploration necessarily involves some complex conceptual and terminological territory. For example, what is meant by the terms ‘culture’ and ‘intercultural’? These conceptually challenging areas can be ‘fun’ in themselves, but my main concern with them is to enable your review of TESOL practice from an intercultural perspective to be built on solid conceptual foundations.

2. Aims, content, and learning outcomes

For convenience, the map of contents for the course unit is reproduced here, complete with the Main Aim for each unit. The Learning Outcomes are then listed⁴.

Unit / Title / Main Aim		Suggested Schedule
0	<i>General Introduction to the Module</i> - to introduce the rationale, structure, coverage, distance learning methodology, and authors for the course.	Week 1
1	<i>The Cultural and Intercultural Landscape</i> - to introduce the literature which has informed the course design and content.	Week 2
2	<i>The ‘Culture’ Challenge</i> - to explore some of the conceptual challenges involved in addressing the term ‘culture’ and the ‘cultural aspects of TESOL’.	Week 3
3	<i>Defining Key Terms</i> - to explore a variety of cultural and intercultural conceptualisations for key terms and concerns including ‘culture’, ‘communication’, ‘intercultural communication’, and ‘cultural learning’.	Week 4
4	<i>Possible Paradigms for TESOL</i> - to develop an understanding of the possible teaching and learning paradigms for TESOL which result from the diverse varieties, functions, and roles of English.	Week 5
5	<i>Cultural Learning</i> - to explore what is involved in cultural learning in terms of both own culture (acquisition) and other culture (learning).	Week 6
6	<i>A Cultural Dimensions Approach</i> - to explore the use of a cultural dimensions approach to consider the TESOL practitioner’s ongoing quest for methodological appropriacy.	Week 7
7	<i>A Small Culture(s) Approach</i>	Week 8

	- to explore the use of a small cultures approach to consider the TESOL practitioner's ongoing quest for methodological appropriacy.	
8	<i>Cultural Content in TEFL</i> (Leah Davcheva) - to consider ways of exploring cultural content within TEFL.	Week 9
9	<i>Intercultural Communication</i> - to explore the area of intercultural communication as relevant for TESOL practitioners.	Week 10
10	<i>Intercultural Communication Training</i> - to provide an overview of the intercultural communication training.	Week 11
Elective Units		
A	<i>Intercultural Space in Multicultural Schools in Greece</i> (Vally Lytra) - to explore the construction of the intercultural space as a site for developing intercultural awareness among pupils and teachers in multicultural schools in Greece.	Week 12
B	<i>Computer-Mediated Intercultural Communication</i> (Susan Brown) - to explore the potential of newer technologies for developing intercultural awareness through English.	Week 12
C	<i>Intercultural Communication Training in Practice</i> (Howard McKee) - to explore how ideas and practices from intercultural communication training might be used to enrich current TESOL practices.	Week 12

Learning Outcomes – On completion of this course unit, you should be able to:

1. use key terminology – including ‘culture’, ‘communication’, ‘intercultural communication’, and ‘cultural learning’ – in order to position TESOL as an area of intercultural practice as well as a type of language education;
2. demonstrate an understanding of the complicated character of the English language phenomenon in the world today with regard to its diverse varieties, its functions in different societies, and its role in social forces including colonialism and globalisation;
3. demonstrate an understanding of English's international lingua franca function and the characteristics of the intercultural communication that is conducted through it;
4. reflect on the most effective and appropriate ways of teaching English to speakers of other languages in different contexts given its complicated character and diverse functions;
5. use both a cultural dimensions approach and a small cultures approach to consider the TESOL practitioner's ongoing quest for methodological appropriacy;
6. consider how the cultural content of the TEFL classroom might be most effectively and appropriately approached with view to developing not just cultural understanding but also intercultural awareness and the skills of engaging with cultural texts and phenomena; and
7. demonstrate an understanding of the potential of intercultural communication and intercultural communication training as sources of enrichment for existing TESOL practices in order to better prepare students to use English interculturally.

Elective Learning Outcomes:

8. demonstrate an understanding of the construction of the intercultural space as a site for developing intercultural awareness among pupils and teachers in multicultural schools in

- Greece;
9. demonstrate an understanding of the potential of newer technologies for developing intercultural awareness through English; and
 10. examine the practical issues related to intercultural communication training in a number of teaching contexts.

Self-Reflection Prompt 0.4 (recorded in your study journal / used in the Discussion area):

At this initial point in the course unit, which of the above Learning Outcomes would you rank as most important for you?

3. The writing team

Most of this course unit has been written by me, but, as the above map of contents indicates, there are four other writers. This arrangement involves some challenges (e.g. the efforts required to ensure coherence across units and writers). It also has many advantages, not least the fact that the course provides specialist input in a variety of areas. It may be useful at the outset to explain the genesis of the team and to introduce the writers.

3.1 The collaboration between Manchester and the Hellenic Open University

Since 1996, there has been close collaboration between the University of Manchester and the Hellenic Open University (HOU) in Greece, specifically regarding Manchester's role in the HOU's development of its Masters programme for TESOL practitioners. The first generation of materials used on this HOU programme were originally produced for Manchester's equivalent distance learning programme. The recently-developed second generation were produced specifically for the HOU context but also involved tutors from Manchester as both writers and critical readers. The intercultural course unit continues this collaboration between colleagues and programmes at the two universities; thus, this Manchester version of the course unit has been enriched by the HOU version of it.

3.2 The writers

3.2.1 Richard

First, a little about me in relation to this collaboration. As the Manchester co-ordinator, I have over a decade of experience working on distance learning developments in Greece⁵. This experience has led to an interest - shared with HOU colleagues and more widely - in the topic of appropriate distance elearning methodology as developed from the

idea of appropriate TESOL methodology referred to earlier. However, my main area of specialism at Manchester lies with intercultural approaches to TESOL. This course unit is the main outlet for my interests and my contribution to it is mainly in the more theoretical / conceptual parts. I also am the overall editor for it.

3.2.2 The other writers

As the course unit progresses, it becomes more specialised as well as more practical. For four of its units, the authors have specific experience and interests in the areas concerned. It may be that some of these specialised areas are more immediately relevant to you than others, and some may be more appealing to you than others. However, I hope that you will enjoy exploring all of them and becoming familiar with all the possibilities raised by an intercultural perspective on TESOL.

Leah Davcheva. The first specialist voice appears in Unit 8. Leah has recently established an intercultural education training consultancy in Bulgaria. Prior to this, she was the manager for more than a decade of a series of British Council cultural and intercultural projects in Bulgaria. These projects have given her an in-depth experience of the development within foreign language education (FLE), and TEFL in particular, first of cultural and then intercultural perspectives. More recently, her work has broadened to include intercultural education and intercultural citizenship. Her experience provides a depth of practical understanding to Unit 8's discussion of the teaching of cultural content in the TEFL classroom.

As discussed in Unit 8, the development of thinking about the cultural content of the TEFL classroom over recent years – from target culture provision towards cultural- and intercultural-awareness raising - has foregrounded the sense that foreign language learning involves learners in entering both new cultural worlds (e.g. the target society) and also new communicational spaces including the 'intercultural space' created when people from different cultural backgrounds communicate in English. This notion of 'intercultural space' provides a connection with two of the elective units.

Vally Lytra. The second specialist voice is that of Vally Lytra in a unit with an explicit Greek focus and which is driven by data (Elective A). She has researched multilingualism in institutional and non-institutional contexts in Greece and the UK (based at King's College London). Her chapter focuses on the construction of the intercultural space in multicultural schools in Greece drawing on drawing on real life sources of data ranging from peer talk to classroom talk.

Susan Brown. The third specialist voice is that of Susan Brown who also teaches on Manchester's MA in Educational Technology & TESOL as well as playing a key role in the development of a BA course in the new area of Computer-Mediated Intercultural Communication (CMIC). She is particularly concerned with the opportunities for, and the characteristics, complexities, and development of, online communication between people from differing cultural backgrounds. Her unit (Elective B) focuses on CMIC with particular reference to the world of TESOL. To make clearer the connection between Elective B and the units by Leah and Vally, I would say that it is concerned with virtual intercultural space.

Howard McKee. The final specialist voice is that of a Finland-based alumnus of the Master MA TESOL programme. Howard's career demonstrates increasingly specialised moves from TEFL, to Business English, to communications training within business contexts, and, most recently, to intercultural communication training (ICT). His unit (Elective C) looks at the practical issues related to ICT in a number of teaching contexts from organising a workshop to adapting materials for the classroom. It also exemplifies some commercially obtainable ICT activities as well as those he has developed himself.

4. Distance learning materials and methodology

Style. These distance learning materials involve a team of writers. You may notice some stylistic idiosyncrasies in the units by different writers – I hope that you will enjoy these different voices in your studies of this course.

References. Throughout the course unit, we writers have tried to write in an accessible manner and have therefore tried to avoid an overly formal, academic style. However, in keeping with good academic practice, we have tried to be accurate with regard to academic conventions such as referencing. This means that we do refer to quite a number of works in order to be honest about the sources of our ideas.

Such an array of references can be off-putting, especially if you feel that you are expected to read all of these works. Therefore, we provide guidance throughout – and this starts later in this *General Introduction* - about which works we recommend you read in conjunction with a particular topic.

We also encourage you to become familiar with what is 'out there' (i.e. what exists) even if you do not read all of these works. To this end, you should be in the habit of

conducting searches on key terms (e.g. intercultural communicative competence, cultural awareness) using both general and more academic search engines (see Unit 1).

The loneliness of the long distance learner. Distance learning can be a ‘lonely’ business with individualised study squeezed into busy professional and family lives, and with occasional face-to-face meetings providing renewed focus and impetus to your studies. This is partly why we try to write in an accessible style, and to be your ‘tutors-in-print’ rather than to be ‘heavy’ academics. Recognising the realities of your study situation, we also embed Activities and Self-Reflection Prompts within the materials

Activities. The embedded activities are not intended to be tests, or obstacles to your study happiness. Instead, they are intended to help you interact with the content, to gain reassurance along the way that you are taking from the materials the main ideas we intend, and to feel increasingly confident about the ideas and to take ownership of them. The activities appear in three different locations as follows:

- before a section of input material – these are designed to raise your existing ideas before you study what we have prepared for you in this area;
- in the midst of a section of input – these are designed to help you interact with the ideas by having to re-assemble it from our mix of activity-and-input; and
- after a section of input – these are designed to help you consolidate what you have been studying, to gauge for yourself what you have mastered and what still needs further work, to decide for yourself which areas of the input are of most relevance and usefulness to you, and so on.

In addition to their varied locations, activities can be differentiated in terms of the type of answers they require. Some are ‘objective’, i.e. there is a ‘correct’ answer. Others are more ‘subjective’, i.e. the answer will be person-specific. However, we try to provide some response to most of the activities in the suggested answers for each chapter.

Each activity is not just numbered but also ‘named’. These names, e.g. ‘Engaging with the Literature’, are intended to make the purpose of the activity clear, i.e. the titles signpost what you are expected to be doing as you complete the activity concerned.

Self-Reflection Prompts. We also make use of prompts for which we do not provide ‘answers’ because their function is to invite you to record your reaction at a particular moment to an idea that has just been discussed, e.g. to decide what a discussion point

might mean for how you understand your own practice. Your thinking in response to these prompts would very sensibly inform your Discussion contributions.

Study Journal. Throughout your studies for this course unit, I strongly recommend that you maintain a study journal. In it, you should record your ongoing and developing thinking as related to, and stimulated by the ideas raised in this course unit. You should therefore record your responses to the Self-Reflection Prompts in your study journal since these develop into a powerful record of your developing thinking. Your thinking in your journal can also feed into your Discussion contributions in Blackboard.

Resource Bank. These materials form the basis of this course unit. In addition, you will receive a hard-copy Resource Bank containing chapters from books related to the course unit coverage and DVDs containing the video material which I use in the on-site version of this course unit. See *Appendix 1* below for more details about this powerful resource.

Other electronic resources. Elective Unit B has a very specific technology-based focus and Susan makes some suggestions about how you can enrich the print material she has produced by accessing particular online resources and possibilities.

Assignment. You have a menu of several assignment options to choose from. I hope this will provide you with sufficient scope to explore cultural and intercultural issues of real concern to you. Some of these options are more structured, others more free / negotiable. In this way, I hope they also meet your preferred way of working. These assignments options are presented in *Appendix 2* below.

5. Locating yourself in cultural terms

As will become apparent during this course, a person's sense of their complex and changing set of cultural identities is an important part of the cultural / intercultural dimension of language teaching and learning. This cultural complexity applies as much to the teachers as to the learners. Being involved in TESOL, as a teacher or a learner, inevitably brings us all into contact with cultural 'otherness', i.e. with cultural diversity. For this reason, at the beginning of this shared course unit experience, I suggest that we introduce ourselves in such cultural terms. I will begin.

5.1 Introducing ‘Richard’

When I teach this course unit on-site, I typically introduce myself as follows:

To those ‘in the know’, my family name (i.e. Fay) indicates that there is some Irish blood in my veins – my father’s family are of Irish stock but my mother is from Yorkshire in England. However, I was brought up in Manchester, and I consider myself to be an Anglo-Irish Mancunian. My family displays certain characteristics which are ‘typical’ of this Irish background: we are a large family (eight children); we were brought up as Roman Catholics (RC) and we went to RC schools (which had a high proportion of Irish-background pupils); I met my wife (who is also from Manchester-Irish stock with both her parents being born in Ireland) at such an RC ‘Irish’ school. Our neighbourhood was full of large houses containing large families of Irish-background children. And yet, despite all this ‘Irishry’, I cannot remember the word ‘Irish’ cropping up very often; it was an unstated backwash to the world around us⁶.

It wasn’t until I was in my teens that I realised that the world view I had inherited wasn’t ‘typically’ British; it was then that I discovered I knew Irish history better than British history, knew more about Irish mythology than about King Arthur, Robin Hood, and so on. I also learnt that, in comparison to the English kids I began to meet through inter-school and extracurricular activities, I was ‘culturally incompetent’ regarding what might be termed as ‘Britishness’. Thus, I had learnt about the Spanish Civil War before I even realised there had been an English one. From my widening contacts, I also realised that my home background was a little different to these other kids. For a long time we didn’t have television, didn’t go to the cinema, didn’t listen to the popular radio stations, and so on. As a result, I knew next to no popular culture, unlike ‘normal’ kids.

The shocks to my sense of who I was continued when I went to university (Oxford) where I met people who spoke very differently (e.g. Received Pronunciation was the norm), who valued different things (e.g. the Establishment, which we’d been brought up to challenge), who had different skills (e.g. how to eat whole fish not just fish fingers) and who used different points of reference (e.g. the Home Counties of England rather than Manchester) as their centre of gravity. Although I didn’t know the term then, during these years I experienced not just homesickness but *culture shock*⁷.

5.1.1 A cautionary note

In the above account, I have fallen into two ‘traps’. First, I have used convenient labels such as ‘Irish’ which are the ready-made material of stereotyping. Second, I have presented my message through ‘anecdotes’. Both ‘traps’ are common and not necessarily undesirable. However, it is fair to say that, over the years, I have become increasingly aware (through conference presentations, training workshops, books and articles, and so on) just how prevalent these aspects are in TESOL, foreign language education, and other intercultural

discourses. I am now wary of their overuse. Both of these areas are discussed further in later units. Here, I am simply drawing your attention to them.

5.1.2 The enculturation process

In the previous section, I gave a brief account of my upbringing during which I acquired my ‘home culture’⁸; this acquisition process is called *enculturation* or *socialisation* (see Unit 5). This occurred first in the family (i.e. primary socialisation), then in the wider school and neighbourhood context (i.e. secondary socialisation), then through contact with other kids from different backgrounds, and finally at university (i.e. tertiary socialisation)⁹. Despite the ‘shocks’ referred to in this account, my socialisation process was a happy one.

Activity 0.1: Who are you in cultural terms?

What aspects of your own enculturation process would you list as important in making you what you are? Bearing in mind these important aspects, how would you introduce yourself in such cultural terms? Write a short cultural introduction of yourself for your colleagues on this course. It would make good sense to post this in the relevant Discussion thread.

6. Beginning to plan your wider reading for the course

The next step in your introductory studies for this course unit is to begin deciding which of the many works in the literature related to this course unit would make a sensible starting point for you and your studies. *Appendix 3* below provides you with advice about what to read first based on what you already know and what you are most interested in.

Activity 0.2: Initial reading

To help you decide where best to begin your explorations of the literature, you should now consult *Appendix 3* at the end of this *General Introduction* unit. Using the advice contained after each set of listings, identify which resources you want to begin your wider reading with. It is important that you know why you are starting with these works (and not others) and also that you know what your reading strategy for them will be.

Items initially identified for further reading related to this course unit:

If you are in doubt, my own suggestion would be to look at any of the recommended books in *Appendix 3*, Section [A] and / or Section [B]. Your thinking here could usefully inform a Discussion contribution.

7. Beginning to plan your assignments for the course unit

It may seem premature to be thinking about your assignments at this initial stage of the course unit. However, it may be useful for you, as you pick your own path through the materials in coming weeks, to bear in mind what is required for each of the options. To this end, *Appendix 2* details the options available to you.

Activity 0.3: Initial assignment thinking

To help you decide which assignment option might best suit you needs and interests, you should now consult *Appendix 2* at the end of this *General Introduction* unit. Using the information provided there, make notes on which option(s) appeal most as well as any questions or comments you have about these options.

Initial responses to the assignment options:

Your thinking here could usefully inform a Discussion contribution.

8. References in this unit

- Buttjes, D. and Byram, M. (eds.) (1991). *Mediating Languages and Cultures: Towards an Intercultural Theory of Foreign Language Education*. Clevedon, Multilingual Matters.
- Byram, M. and Fleming, M. (eds.) (1998). *Language Learning in Intercultural Perspective: Approaches through Drama and Ethnography*. Cambridge, Cambridge University Press.
- Fay, R. (2001). 'How do we know whether our distance education practices are appropriate for our context?' Understanding emergent cultures of distance education in Greece. Plenary paper given at the 1st Panhellenic Conference on Open and Distance Learning, June 2001, hosted at the University of Patras, Greece. Retrievable from:
http://www.eap.gr/news/EXAGGELIA_SYNEDRIOU/synedrio/html/Richard.htm
- Fay, R. and Hill, M. (2003). Educating language teachers through distance learning: The need for culturally-appropriate DL methodology, *Open Learning*, **18** (1), 9-27.
- Fay, R., Hill, M. and Davcheva, L. (2006). The need for culturally-appropriate distance learning methodology in crosscultural development contexts. In Lionarakis, A. (ed.), *Open and Distance Education – Elements of Theory and Practice* [translated from Greek]. Propobos, Athens. pp.151-173.
- Fay, R. and Sifakis, N. (2003). Developing appropriate DL methodology: Researching the understandings of tutors to inform courseware development. Paper given at the 2003 EDEN (European Distance Education Network) Conference entitled The Quality Dialogue: Integrating Quality Cultures in Flexible, Distance and eLearning, June 2003, The University of the Aegean, Rhodes, Greece. Published in the Proceedings, A. Szücs, E. Wagner and C. Tsolakidis (eds.), pp.391-399.
- Risager, K. (2007). *Language and Culture Pedagogy: From a National to a Transnational Paradigm*. Clevedon, Multilingual Matters.

Appendix 1 – Resource Bank - Details of Items Supplied in Hard Copy

Initial Comments:

In the information below, each resource¹⁰ is referred to in a way which relates to the content of the course unit. In particular, these resources are linked to the three, perhaps four, overlapping and interacting focus areas into which EDUC7004 is organised. These are introduced and explained in Unit 2 but can be usefully announced here:

- **Focus on cultural content** (linked to Cultural Studies) - focusing on the study of the target language together with its related culture (e.g. learn the target language, e.g. Japanese, and study the target culture, e.g. Japanese culture, at the same time);
- **Focus on intercultural communication** (linked to Intercultural Communication) - focusing on the influence of our cultural backgrounds on the ways we (prefer to) communicate; and
- **Focus on context and methodological appropriacy** (addressing the topic of Appropriate Methodology) - focusing on the contextual aspects of the practice of language teachers.

The fourth focus area concerns multicultural aspects. As explained in Unit 2, it is as a newly emerging focus area and has therefore not been fully utilised here. Also, the information given below tries to indicate where each writer is ‘coming from’ and position their work in: TESOL; Language Teaching more generally; Intercultural Communication Training (ICT); or some related area such as Anthropology, Pragmatics, Sociolinguistics, Psycholinguistics, etc.

For convenience, it might be useful to note how the Resource Bank readings fit into the three focus areas into which the course is organised. Note that some of these resources clearly relate to more than one focus area although, in some ways, they all should stimulate thinking in the different areas of the course unit.

Resource Readings Categorised by Focus Area		
Focus I (cultural content)	Focus II (intercultural communication)	Focus III (context & methodological appropriacy)
11, 12, 13, 16, 19, 29	4, (5), 7, 8, 12, 16, 19, 21, 27, 30, 31, 35, 36	4, 13, 22, 25

You will note that more readings for Focus II are provided than for the other two areas. This reflects the increasing importance of Focus II in TESOL.

4	Baxter, J. (1983). English for Intercultural Competence: An approach to Intercultural Communication Training. In Landis, D. and R.W. Brislin (eds.), <i>The Handbook of Intercultural Communication Training</i> (Vol. II). Oxford, Pergamon Press. pp.290-324.
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This is a dated but very valuable chapter from the first edition of the three-volume ICT Handbook. In this handbook, just one chapter addressed the role of language education in ICT (i.e. Focus II), early evidence of the lack of cross-fertilisation between the fields of ICT and TESOL. That such cross-fertilisation is still rare is one motivation for the development of this course. Baxter discusses English as an International Language (EIL) and discusses the conceptual premises upon which it might be based (i.e. a TEIC paradigm, see Unit 4) including the concept of communicative competence. This resource contributes to both the ‘Intercultural communication’ and ‘Context and methodological appropriacy’ focus areas.

5	Bennett, M.J. (1998). <i>Basic Concepts of Intercultural Communication: Selected Readings</i> . Yarmouth, ME., Intercultural Press. (Chapter 1).
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Milton Bennett is a significant figure in the world of Intercultural Communication Training (ICT), especially in the USA. This is a very useful introductory volume. Chapter 1 provides an overview of the phenomenon of intercultural communication including Bennett's six-phase model for the Development of Intercultural Sensitivity (see Unit 5). This model contributes to the key area of acculturation / culture shock / second culture acquisition (2CA) as contrasted with the process of developing our home cultural identities, i.e. enculturation / first culture acquisition (1CA).

As this model can be accessed electronically¹¹, I have decided not to include the above sample from the book as a hard copy version in this Resource Bank. Once you have looked at Bennett's model electronically, you can decide whether or not this very useful introduction to IC is a priority for your studies. Bennett's work contributes most to the 'Intercultural communication' focus area.

7	Brislin, R.W. and Yoshida, T. (1994). <i>Intercultural Communication Training: An Introduction</i> . London, Sage. (Chapter 4).
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Richard Brislin, for many years based at the East-West Center in Honolulu, is one of the big names in the field of Intercultural Communication Training (ICT). All the chapters in this short work, with a self-explanatory title, are useful. I have selected Chapter 4 which deals with the skills needed for managing intercultural communication effectively. This is an area within the ICT literature which I believe most obviously relates to our work as language educators. This resource makes interestingly reading alongside O'Sullivan (1994). This resource contributes most to the 'Intercultural communication' focus area.

8	Brislin, R.W., Landis, D. and Brandt, M.E. (1983). Conceptualizations of intercultural behavior and training. In Landis, D. and R. W. Brislin, (eds.), <i>The Handbook of Intercultural Communication Training</i> (Vol. I: Issues in Theory & Design). Oxford, Pergamon Press. pp.1-34.
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This resource, although somewhat dated, provides a user-friendly overview of the way in which the ICT field conceptualises its training practices. This resource contributes most to the 'Intercultural communication' focus area.

11	Byram, M. (1989). <i>Cultural Studies in Foreign Language Education</i> . Clevedon, Multilingual Matters. (Chapters 1 and 8).
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Michael Byram is a highly influential writer whose origins are in foreign language education (FLE) rather than TESOL. He therefore tends to work within more of a crosscultural (i.e. nation ↔ nation / society ↔ society) than intercultural (i.e. individual ↔ individual) paradigm. Over the years, his terminology and focus have moved from a more Cultural Studies 'home' to one closer to intercultural concerns. This resource represents some of his earlier work in which he sought to make the study of culture within language education more structured and more secure (after years of 'flight from culture' in some language teaching circles). This resource contributes most to the 'Cultural content' focus area.

12	Byram, M. (1997). <i>Teaching and Assessing Intercultural Communicative Competence</i> . Clevedon, Multilingual Matters. (Introduction and Chapter 2).
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See the notes for Byram (1997) for an introduction to this key writer. This volume deals from a language teaching perspective with the key concept (within the ICT literature) of Intercultural Communicative Competence (ICC). Byram's work is closely linked with the Council of Europe framework for specifying the objectives of language learning. This resource contributes most to the 'Cultural content' and 'Intercultural communication' focus areas.

13	Cortazzi, M. and Jin, L. (1999). Cultural mirrors: Materials and methods in the EFL classroom. In Hinkel, E. (ed.), <i>Culture in Second Language Teaching and Learning</i> . Cambridge, Cambridge University Press. pp.196-219 (Chapter 11).
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This is an excellent volume containing chapters by important writers such as Suzanne and Ron Scollon. Martin Cortazzi and Lixian Jin, a husband and wife team, have written extensively about EFL in China. This chapter provides a typology and discussion of the different ways of approaching cultural content in EFL textbooks. This is very useful in helping us to identify the cultural approach adopted in our textbooks and to then evaluate its appropriacy for our context. This resource contributes to the ‘Cultural content’ and ‘Context & methodological appropriacy’ focus areas.

16	Damen, L. (1987). <i>Culture Learning: The Fifth Dimension in the Language Classroom</i> . Reading, MA., Addison-Wesley. (Chapter 2 and 13).
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This is an excellent book which, because it seems to be out of print, is very hard to track down ... but it is well worth the effort on doing so. Louise Damen was one of a number of writers in the USA in the 1980s who brought the fields of TESOL and ICT together. She provides a deep and wide-ranging discussion of how and why ICT activities and understandings can be brought into TESOL and language education more generally. The resource included here comprises Chapter 2 which provides a history of the ICT field, and Chapter 13 which considers evaluating textbooks in terms of their cultural content and approach. This resource contributes most to the ‘Intercultural communication’ focus area but also has some implications for the ‘Cultural content’ focus area.

19	Fantini, A. (ed.) (1997). <i>New Ways in Teaching Culture</i> . Alexandria, VI., TESOL Inc.
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This is a resource book for teachers, full of activities and lesson plans. It represents the USA counterpart to Tomalin and Stempleski (1993), but leans as much to the field of intercultural communication as to that of cultural studies even though its purpose is cultural awareness-raising. The resource included here consists of parts of the multi-authored introductory chapters which set out the rationale for including cultural awareness in language education. This resource contributes to both ‘Intercultural communication’ and ‘Cultural content’ focus areas.

21	Fowler, S.M. and Mumford, M.G. (eds.) (1995). <i>Intercultural Sourcebook: Cross-Cultural Training Methods</i> (Vol.1). Yarmouth, ME., Intercultural Press.
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This is the first of two volumes discussing ICT techniques. The volumes represent a 1990s re-working of an idea originally developed in the 1970s through the (International) Society for Intercultural Education, Training and Research (SIETAR), an organisation which is still active with branches in many contexts (e.g. SIETAR Japan, SIETAR UK). The resource included comprises the introduction with an overview of ICT training, and also a description of a simulation called Barnaga which we experience on-site¹². This resource contributes to the ‘Intercultural communication’ focus area.

22	Goodman, N.R. (1994). Intercultural education at the university level: Teacher-student interaction. In Brislin, R.W. and T. Yoshida (eds.), <i>Improving Intercultural Interactions: Modules for Cross-Cultural training Programs</i> . London, Sage. pp.129-147 (Chapter 8).
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This chapter typifies the book from which it comes and it forms part of the ICT literature. I have chosen it for two reasons. First, it introduces what I term a ‘cultural dimensions’ approach to understanding cultural differences in educational cultures. It does so by presenting the work of Geert Hofstede and applying it to a number of case studies, one of which we explore during the course. Second, using this cultural dimensions approach, we can understand cultural differences in educational contexts and this makes us better able to select teaching and learning practices which are appropriate for particular contexts. The resource provided also includes the introductory

chapter in this volume by Brislin and Yoshida. As I make use of this resource in this course, it contributes most to the 'Context & methodological appropriacy' focus area but it also has some implications for the other two areas.

25	Holliday, A.R. (1994). <i>Appropriate Methodology and Social Context</i> . Cambridge, Cambridge University Press. (Chapters 1 and 2).
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Adrian Holliday is a key writer concerning appropriate methodology and the extract provided here is taken from his seminal work in this area. I have selected the first couple of chapters where he sets out his arguments and introduces the concept of a small, emergent culture residing within the host culture complex. The idea of 'small cultures' is worked more fully in an article¹³ available to you electronically from the library. There is also a Resource Bank DVD recording a seminar performance by Adrian which relates to the small cultures approach. This resource contributes most to the 'Context & methodological appropriacy' focus area.

27	Kohls, L.R. and Knight, J.M. (1994). <i>Developing Intercultural Awareness: A Cross-Cultural Training Handbook</i> (2 nd edn.). Yarmouth, ME., Intercultural Press.
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Robert Kohls is another senior figure in USA-centred ICT. I have chosen it because it provides the blue-print for a two-day and a one-day ICT course (available in this resource) as well as all the activities used in these training courses (unfortunately not provided here). The authors also provide useful appendices of further reading etc. This resource contributes to the 'Intercultural communication' focus area.

29	Mountford, A. and Wadham-Smith, N. (eds.) (2000). <i>British Studies: Intercultural Perspectives</i> . London, Longman. (Introductory sections).
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The cultural content focus area is partly filled by the 1990s-dynamic area of British (Cultural) Studies as encouraged by the British Council¹⁴. In many ways, this BCS activity amounts to a revitalising of the study of the target culture. Nick Wadham-Smith is the London-based British Council officer responsible for this and Alan Mountford was responsible, *inter alia*, for setting up BCS courses in Turkey. This resource contributes to the 'Cultural content' focus area.

30	O'Sullivan, K. (1994). <i>Understanding Ways: Communicating Between Cultures</i> . Sydney, NSW, Hale & Iremonger. (Chapter 4).
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This work is part of the ICT literature. The whole book is excellent, an accessible read covering the way in which our cultural background influences the way in which we communicate. **It really is a book worth buying.** Chapter 4 considers the skills we need to develop if we are to effectively manage intercultural interactions, to manage communication across cultural distance. This resource contributes to the 'Intercultural communication' focus area.

31	Porter, R.E. and Samovar, L.A. (1994). An introduction to intercultural communication. In Samovar, L.A. and R.E. Porter (eds.), <i>Intercultural Communication: A Reader</i> (7 th edn.). Belmont, CA., Wadsworth. pp.4-26 (Chapter 1).
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This chapter comes from a key introductory reader to the area of Intercultural Communication¹⁵. This chapter provides discussion of the important understanding of communication as *Meaning Attribution* which underpins key ICT activities such as Critical Incidents. The whole volume is useful and if you develop a particular interest in IC and ICT, it would make good sense to borrow or buy either this Samovar and Porter volume or Jandt (1994)¹⁶ which also has an accompanying workbook. Both volumes are available in later editions. This resource contributes to the 'Intercultural communication' focus area.

35

Singer, M.H. (1998). *Perception and Identity in Intercultural Communication*. Yarmouth, ME., Intercultural Press. (Chapter 1).

This work is part of the ICT literature. I have chosen to include Chapter 1 because it provides the most accessible discussion of the cultural complexity of the individual. Rather than seeing culture as a group phenomenon (which brings with it the risks that we stereotype people according to the characteristics of the group with which we associate them), Singer's perspective allows us to see individuals as: a) culturally complex; b) belonging to many different groups; and c) culturally unique. This perspective links with the understanding of intercultural communication less as communication between members of different national groups (e.g. Anglo-Japanese communication) and more as interpersonal communication across cultural distance of some kind. This resource contributes to the 'Intercultural communication' focus area.

36

Storti, C. (1999). *Figuring Foreigners Out*. Yarmouth, ME., Intercultural Press.

Craig Storti has written a number of books published by Intercultural Press – why not check out their web-site¹⁷? This book is a reader-friendly, accessible, self-instructional training manual about culture, communication and intercultural communication. The resource included here gives a small taster of the whole. If you like it, buy the book! This resource contributes to the 'Intercultural communication' focus area.

Your Resource Bank also includes some video recordings supplied to you on DVDs as follows:

Resource Bank – Details of DVDs Supplied

This course makes use of a number of recordings which are experienced on-site during the weekly seminars. A copy of these recordings is included in the Resource Bank for DL / elearning participants.

*It makes good sense **NOT** to view the recordings until the relevant point in the course unit.*

V1

Tourist Trap (Channel 4) ---- used in Unit 3

This resource is a short extract from a four-part series (each subdivided into two parts with a commercial break in the middle) which was shown on Channel 4. The series was entitled *Tourist Trap* and involved four separate sets of tourists (a Japanese group, an American group, a German group, and a British group) staying at a Turkish tourist hotel. In all cases, the tourists did not know that there were taking part in a documentary, or that there were hidden cameras in the hotel, or that there were two undercover actors in their group (who speak directly to the camera in the extract). Each group attended the hotel for the same period of time and experienced the same activities, but they did not know about the other groups involved. The extract included compares the behaviours of the four groups for some activities. Whilst you watch this extract, you need to think about the following prompts:

Q1: On what approach to 'culture' is the programme based? i.e. how do the programme-makers seem to understand, and make use of, the concept of 'culture'?

Q2: What might be the advantages and disadvantages of this approach / understanding?

V2	<i>Adrian Holliday on ways of understanding ‘culture’</i> (IELTDHE Seminar) --- used in Unit 7
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This resource consists of one presentation in a one-day seminar hosted by the University of Manchester and organised by the now-defunct International Association of English Language Teaching Departments in Higher Education (IELTDHE). This seminar is by Adrian Holliday (see the notes on Resource Bank item No.25 above for an introduction to this important thinker).

The camera work is of amateur quality having being shot by a former EdTech participant and never edited. This means that trying to read what is on the overheard transparencies is difficult and for this reason, I suggest you refer to Study Aid 1 below whilst you are watching the presentation (note that this while-watching handout covers the first part of the video and you will need to make your own notes on the remainder).

DL / elearning participants will discuss Adrian’s ideas via the Discussion Forum. The ideas presented relate the conceptualisation of ‘culture’ which is so important to this course, and they do so with reference to a student community very similar to that of our Masters community to which you all belong.

V3	<i>Communicating Styles</i> (York Associates) --- used in Unit 6
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This resource is produced by York Associates who provide language and communication training in mainly Business Contexts. The extract included involves two sets of short incidents. In each set, the same incident is presented twice, in two different communication styles. This resource thus represents a culture-general (i.e. not linked to any specific culture) approach to a cultural dimensions approach (and can be related to the work of Hofstede, Trompenaars and others).

V4	<i>Trading Places</i> (BBC) – useful in relation to Unit 8
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Unfortunately, this resource is not yet available to DL / elearning participants as I am still awaiting copyright approval from the BBC. If we use it in the F2F seminars, I will explain what it involves.

V5	<i>Pragmatics and ELT</i> (IATEFL) --- used in Unit 9
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This resource is produced by IATEFL (The International Association of Teachers of English as a Foreign Language) and is a video-ed record of a plenary talk given by Jenny Thomas introducing Pragmatics, Crosscultural Pragmatics, and, by the end, some implications for TESOL and other language education practitioners. This video complements her important 1983 article and the similar one by Deborah Cameron (both are available electronically via the library)¹⁸.

As such, these resources contribute to the ‘intercultural communication’ and help us to think about the need for pragmatic awareness as part of the mindset required when using English for intercultural purposes and, by extension, the need for pragmatic awareness to be integrated into our teaching of English for Intercultural Communication (EIC).

Study Aid 1 - Handouts accompanying Holliday's IELTDHE seminar

For an explanation of what the handout below relates to, please see the notes above for DVD recording V2 above.

OHT 1 - Avoiding Cultural Stereotypes

- a critique of the way in which we look at cross-cultural issues
- problem not just with culture but with the way we perceive it
- danger of creating a culture of 'the other'

OHT 2 - Two Approaches to Culture

- "In Japanese culture people often / never / always [do X]
→ begins with a notion of regional cultural differences
- "they seem to have a very different culture of work in the Finance Department
→ discovery of an emergent group operation

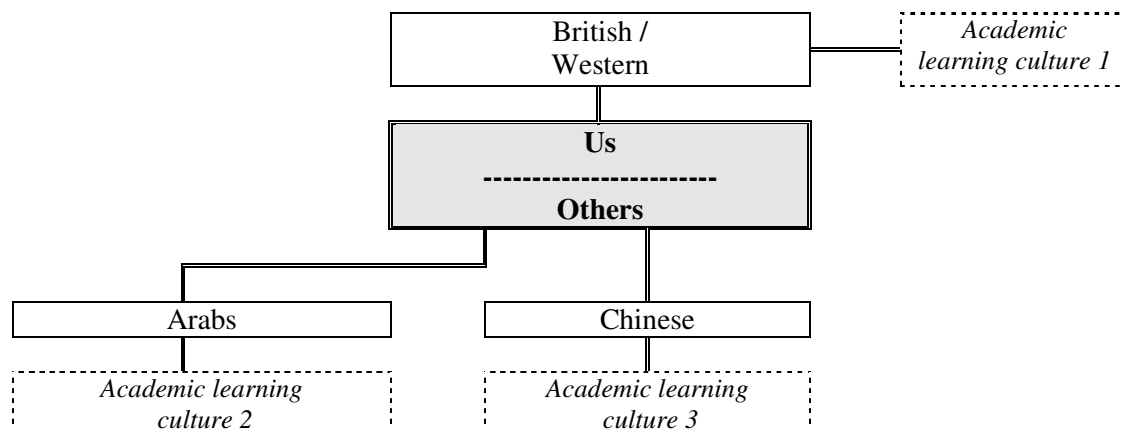
OHT 3 - Culturist Approach

- concern with cultural difference at a national or regional level
→ "The Japanese are different because they"
→ "What are the details of this difference?"
→ "How can we prepare for this difference?"
- working from and developing a stereotype
- institutionalising difference
- encouraging the process of 'otherisation'
- seeing 'culture' as something to be protected

OHT 4 - 'Otherisation'

- explaining the strange by imposing our own construction [upon it]
- creating an image of 'the exotic' which suits our own purposes
- keeping the dangerous 'foreign' safely 'foreign'

OHT 5 - The Culturist Approach Applied to Education



OHT 6 - Operationist Mode of Analysis

- begin with the issues, not with the cultures
- work from small to big, not from big to small
- deconstruct the phenomena [we see in front of us]
 - ↔ work with culture as a basis for social interaction and meaning
 - ← perceived conflicts, anomalies
 - ← understandings, rules, norms
 - ← breaks in communication
- all human interaction has culture which is endless flux
- culture = discourse community

Your notes on the remainder of the recording:

Appendix 2 – Assignment Options

General Considerations

For this course unit, there are four basic options for the assignment - participants can use these options as a stimulus for discussing a more individualised option with me. These options are discussed in turn below. Note, however, that at the present time Option 3 only applies to on-site participants and not distance / elearning participants. *To ensure appropriate assessment, indicate clearly on the cover sheet which option you are following.*

Regardless of which option you follow, the overall assignment (i.e. with all its parts excepting any Appendices and the References) should be no more than 3,500 words in length, i.e. you should aim to produce an assignment of between 3,000 and 3,500 words. Each option involves an assignment structured in several sections / parts but these should be logically linked to create one coherent piece of writing. In keeping with School of Education regulations, assignments which clearly exceed this amount may not be accepted as submissions.

As with all assignments, your work should be word-processed. Also, the closer you follow dissertation-style presentational conventions (e.g. 1.5 or double line-spacing, referencing conventions, quotation layout, numbered headings and subheadings etc), the better.

Your discussion throughout the assignment should be informed by critical reflection on your experience and / or teaching context and / or your current educational context as a student, and also by a demonstrated understanding of the relevant cultural and / or intercultural literature.

Option 1

Evaluation of the ‘classroom culture’ of your teaching context

First, briefly describe (in approx. 600 words) a language teaching situation with which you are familiar (as written for an audience of interested, fellow TESOL practitioners who do not know you or your context and who have not attended the Manchester MA programme nor this intercultural course). Then, discuss (in approx. 1,500 words) the ‘classroom culture’ (practices, values, etc) of your chosen teaching context in terms of **either** the cultural dimensions such as those developed by Geert Hofstede (1986; 1991 / 1994), **or** Adrian Holliday’s emergent, small culture approach (1999) and Host Culture Complex (1994). Finally, evaluate (in approx. 1,200 words) the appropriacy of the syllabi, methods, and / or materials in your teaching context given the characteristics of the ‘classroom culture’ you have identified earlier.

Option 2

Evaluation of the teaching and learning paradigms in your context

First, briefly describe (in approx. 600 words) a language teaching situation with which you are familiar (as written for an audience of interested, fellow TESOL practitioners who do not know you or your context and who have not attended the Manchester MA programme or this intercultural course). Then, discuss (in approx. 1,500 words) the ‘cultural orientation’ of this teaching context in relation to the underlying teaching and learning paradigm (e.g. TEFL, TESL, TEAL, TEIL, and TEIC). Finally, evaluate (in approx. 1,200 words) the appropriacy of the syllabi, methods, and / or materials in your teaching context given the characteristics of the underlying paradigm you identified earlier.

Option 3

Simulation and educational cultures option

First, describe (in approx. 600 words) your experience of participating in the intercultural simulation offered as part of the MA programme of studies. Then, with explicit reference to the relevant research, theory, and current issues of debate in intercultural communication, discuss (in approx. 1,300 words) the rationale behind this simulation and the way in which it was implemented as part of your MA studies. Finally, as prompted by insights from your simulation experience as well as from the line of analysis suggested in the debriefing after the simulation, analyse (in approx. 1,300 words) the explicit and implicit 'rules' of your Masters programme providing evidence from your structured observations and reflections on the programme during the first semester.

Option 4

Negotiated topic option

The 'cultural' and 'intercultural' territory covered in this course is large. As presented early in the course, the exploration of this territory is organized through: a focus on **Cultural Content** (i.e. teaching cultural content, linked to the field of Cultural Studies); a focus on **Intercultural Communication** (i.e. teaching communication skills, linked to the fields of Intercultural Communication and Intercultural Communication Training); and a focus on **Context and Methodological Appropriacy**. Option 4 involves you in critically exploring (in approx. 3,500 words) an agreed topic related to one of these three focus areas. In practice, this negotiation process involves:

- 1 brainstorming the ideas which you think might be possible, which you might enjoy doing, and which you think will be manageable in one assignment;
- 2 writing brief paragraphs for each idea indicating the possible scope, the orientation (i.e. practical, conceptual, empirical), and the likely outcomes (e.g. sample materials, textbook or activity evaluations, syllabus recommendations, training activities, and data analysis);
- 3 sending these raw ideas to me (i.e. Richard) for comment and an indication of which idea seems most manageable and suitable for an assignment for this course;
- 4 deciding which idea you want to pursue and sketch out the possible assignment outline (including its objectives and organization);
- 5 finally, confirming with me that this outline is acceptable and that it represents the agreed assignment resulting from this negotiation process – note that this agreed outline should be attached to the final assignment submission.

Negotiated Assignment - Example 1 (textbook evaluation)

This writer works with younger learners (6-16) in a private-academy-type situation using mainstream ELT course-books such as Headway. Her intercultural assignment interest came from a realization that her students (who were not always motivated by the regular ELT materials) were well-motivated by Popular Culture topics. Although she used such topics in her teaching, she felt her understanding of this area was incomplete. She also knew that her students had to complete the course-book and she wanted to evaluate the cultural content in these books.

Her assignment consisted of two sections forming a whole: Section 1 analyzed her teaching situation (type of students, courses, materials, needs, etc) and concluded with a challenge: could her use of cultural materials be more thorough, more pedagogically-underpinned, and if so, what would this mean for her use of course-books? Section 2 explored a framework for assessing cultural content, a framework which she then used to assess the course-books and the additional topics she had used. She concluded with a stated rationale for how she wanted to deal with

cultural topics with her students using the prescribed books and exemplified this rationale with materials which sprang from the course material.

Negotiated Assignment - Example 2 (cross-cultural pragmatics)

This writer was doing an MA Applied Linguistics (rather than the MA TESOL / EdTech & TESOL). He came from a mixed German-Spanish background.

His assignment consisted of two sections forming a whole. Section 1 discussed the history of the development of Speech Act theory, and the research in this area suggesting that different languages / cultures realized the same speech acts in different ways, thus opening up the possibility of cross-cultural misunderstandings of both a socio-pragmatic and pragma-linguistic type. He ended with the aim of developing training materials to make teachers aware of the importance of this area for their language teaching classes. Section 2 detailed a suggested training module for experienced foreign language teachers.

Appendix 3 - Initial Reading Recommendations

Initial Advice

Be selective. This course covers a wide territory and consequently makes reference to a wide range of resources from a range of different disciplines, each with their favoured terminology and overall discourse. You will need to develop an overview of the ‘cultural’ and ‘intercultural’ territory, but you also need to be *selective* in what you study in more depth for each of the specific areas involved in whichever assignment option you choose. If in doubt, consult me.

Read purposefully. In general, you may find it helpful to think about the reading challenge in terms of two basic reading strategies: a) skimming resources to help you develop the necessary overview; and b) scanning resources to help you develop your understandings in your specialised area. Note that, as the course develops, further resources will be referred to and recommended for those pursuing particular lines of enquiry.

Use the recommendations below. For each group of resources below, use the descriptive comments provided to decide how important it is for you to access the resource concerned. Also, think carefully about why you are reading this resource and which reading strategy will be most appropriate for you.

Books and articles. Most of the items listed below are books. I recognise that books are both costly and sometimes difficult to obtain. Nonetheless books still represent the core of the literature despite the large number of articles in academic journals which are increasingly available electronically. This is partly why I am sending you the hard-copy Resource Bank. Further, you can use *Google Scholar* (see Unit 1) to search for electronically available works by the authors of these books. Further, I provide more detailed bibliographies for each topic area and these contain articles as well as books.

[A] Autobiographical Perspectives on Functioning Across Languages and Cultures

- | | |
|---|--|
| 1 | Hoffman, E. (1989). <i>Lost in Translation</i> . New York, Penguin. |
| 2 | Lvovich, N. (1997). <i>The Multilingual Self</i> . New Jersey, Lawrence Erlbaum Associates, Inc. |

Description: These relatively cheap works are autobiographical in character and easy to read. Both provide insider accounts of what it means to be a migrant, to learn and use new languages and to function in new social contexts. They touch upon issues of linguistic and cultural identity, acculturation (culture shock), ethnocentrism, and insider and outsider perspectives, and narrative and reflexive methods for recording such acculturative experiences. ***Try and read one of these early on during the course.***

[B] Conceptual Perspectives and Introductory Discussions

- | | |
|---|---|
| 1 | Agar, M. (1994). <i>Language Shock: Understanding the Culture of Communication</i> . New York, William Morrow. |
| 2 | Bauman, R. (2000). Language, identity, performance, <i>Pragmatics</i> , 10 (1): 1-5. |
| 3 | Brislin, R.W. (2000). <i>Understanding Culture's Influence on Behavior</i> (2 nd edn.). London, Harcourt Brace College Publishers. |
| 4 | Hinkel, E. (ed.) (1999). <i>Culture in Second Language Teaching and Learning</i> . Cambridge, Cambridge University Press. |
| 5 | Hinton, P.R. (2000). <i>Stereotypes, Cognition and Culture</i> . Hove, East Sussex, Psychology Press |

	(Taylor & Francis Group).
6	Kearny, C. (2003). <i>Monkey's Mask: Identity, Memory, Narrative and Voice</i> . Stoke-on-Trent, Trentham.
7	Kramersch, C. (1998). <i>Language and Culture</i> . Oxford, Oxford University Press.
8	Lange, D.L. and Paige, M.R. (eds.) (2003). <i>Culture as the Core: Perspectives on Culture in Second Language Learning</i> . Greenwich, CT., Information Age Publishing.
9	O'Sullivan, K. (1994). <i>Understanding Ways: Communicating Between Cultures</i> . Sydney, New South Wales, Hale and Iremonger.
10	Pinker, S. (1994). <i>The Language Instinct</i> . Harmondsworth, Middlesex, Penguin.
11	Risager, K. (2006). <i>Language and Culture: Global Flows and Local Complexity</i> . Clevedon, Multilingual Matters.
12	Salzmann, Z. (1993). <i>Language, Culture, and Society</i> . Oxford, Westview Press.
13	Singer, M.H. (1998). <i>Perception and Identity in Intercultural Communication</i> . Yarmouth, ME., Intercultural Press.
14	Ward, C., Bochner, S. and Furnham, A. (2001). <i>The Psychology of Culture Shock</i> (2 nd edn. of Furnham and Bocher, 1989). London, Routledge.

Comment: If you want to further your understandings about:

- the relationship between language and thought, see Agar (esp. Chaps. 1 – 3) and Pinker;
- the relationship between language and culture, see Kramersch, Risager, and Salzmann (Chap. 8);
- the relationship between language, culture, and identity, see Baumann and Kearney;
- the relationship between culture, thought and stereotyping, see Hinton;
- the relationship between communication and culture, see Brislin and O'Sullivan;
- the relationship between culture and identity, see Singer (esp. Chap. 1);
- acculturation and culture shock, see Ward *et al.*; and
- recent research and conceptual considerations re language education and culture, see Hinkel (esp. Chap. 11) and Lange and Paige (esp. Chaps. 1-5, and 9).

[C] Cultural Studies (CS) and Cultural Awareness (CA) in FLE¹⁹

1	Byram, M. (1989). <i>Cultural Studies in Foreign Language Education</i> . Clevedon, Multilingual Matters.
2	Byram, M. (1997). <i>Teaching and Assessing Intercultural Communicative Competence</i> . Clevedon, Multilingual Matters.
3	Damen, L. (1987). <i>Cultural Learning: The Fifth Dimension in the Language Classroom</i> . Reading, MA., Addison-Wesley.
4	Fantini, A. (ed.) (1997) <i>New Ways in Teaching Culture</i> . Alexandria, VA., TESOL Inc.
5	Mountford, A. and Wadham-Smith, N. (eds.) (2000). <i>British Studies: Intercultural Perspectives</i> . London, Longman.
6	Roberts, C., Byram, M., Barro, A., Jordan, S. and Street, B. (2001). <i>Language Learners as Ethnographers</i> . Clevedon, Multilingual Matters.
7	Seelye, H.N. (ed.) (1993). <i>Teaching Culture: Strategies for Intercultural Communication</i> (3 rd edn.). Lincolnwood, ILL., National Textbook Company.
8	Tomalin, B. and Stempleski, S. (1993). <i>Cultural Awareness</i> . Oxford, Oxford University Press.

Comment: If you want to further your understandings of:

- Cultural Studies (CS) developments in foreign language education, see Byram (1989);
- Intercultural (Communicative) Competence (ICC) developments in foreign language education, see

Byram (1997);

- USA developments in embedding foreign and second language in Intercultural Communication (IC), see Damen (esp. Chaps. 2 and 13) and Seelye;
- Cultural Awareness (CA) activities for language classroom, see Tomalin and Stempleski, and Fantini;
- British Council stimulated developments bringing CS and Intercultural Studies perspectives into language education, see Mountford and Wadham-Smith; and
- The role of ethnography in language education, see Roberts *et al.*

[D] Intercultural Communication (IC) and IC Training (ICT)

1	Bennett, M.J. (ed.) (1998). <i>Basic Concepts of Intercultural Communication</i> . Yarmouth, ME., Intercultural Press.
2	Gibson, R. (2002). <i>Intercultural Business Communication</i> . Oxford, Oxford University Press (first published in German in 2000).
3	Gudykunst, W.B. (ed.) (2005). <i>Theorizing about Intercultural Communication</i> . London, Sage.
4	Hofstede, G. (1994). <i>Cultures and Organizations: Intercultural Co-operation and its Survival - Software of the Mind</i> . London, McGraw-Hill / Harper Collins.
5	Hall, E.T. (1959 / 1990). <i>The Silent Language</i> . New York, Doubleday/Anchor.
6	Holliday, A.R., Hyde M. and Kullman, J. (2004). <i>Intercultural Communication: An Advanced Resource Book</i> . London, Routledge.
7	Jandt, F. (1998). <i>Intercultural Communication: An Introduction</i> (2 nd edn.). London, Sage. [or later editions, see next item]
8	Jandt, F. (2004). <i>Intercultural Communication: Identities in a Global Community</i> (4 th edn.). London, Sage.
9	Jandt, F. (ed.) (2004). <i>Intercultural Communication: A Global Community</i> . London, Sage.
10	Kohls, L.R. and Knight, J.M. (1994). <i>Developing Intercultural Awareness</i> (2 nd edn.) Yarmouth, ME., Intercultural Press.
11	Landis, D., Bennett, J.M. and Bennett, M.J. (eds.) (2004). <i>Handbook of Intercultural Training</i> (3 rd edn.). London, Sage. [see also earlier editions with Landis as first editor]
12	Lange, D.L. and Paige, M.R. (eds.) (2003). <i>Culture as the Core: Perspectives on Culture in Second Language Learning</i> . Greenwich, CT., Information Age Publishing.
13	Lustig, M.W. and Koester, J. (1999). <i>Intercultural Competence: Interpersonal Communication Across Cultures</i> (3 rd edn.). New York, Addison Wesley.
14	O'Sullivan, K. (1994). <i>Understanding Ways: Communicating Between Cultures</i> . Sydney, New South Wales, Hale and Iremonger.
15	Samovar, L. and Porter, R. (eds.) (1997). <i>Intercultural Communication: A Reader</i> (8 th edn.). Belmont, CA., Wadsworth. [or later 9 th edns.]
16	Scollon, R. and Scollon, S. (1994). <i>Intercultural Communication: A Discourse Approach</i> . Oxford, Blackwell. [or later 9 th edn.]
17	Storti, C. (1999). <i>Figuring Foreigners Out: A Practical Guide</i> . Yarmouth, ME., Intercultural Press.
18	Trompenaars, F. (1993). <i>Riding the Waves of Culture</i> . Nicholas Brearly Publishing, London.
19	Trompenaars, F. and Hampden-Turner, C. (1997). <i>Riding the Waves of Culture</i> (2 nd edn.). Nicholas Brearly Publishing, London.

Comment: If you want to further your understanding of:

- the overall ICT field, see: Landis *et al*; Samovar and Porter;
- the training aspect of ICT, see: Bennett; Kohls and Knight; Lange and Paige (esp. chaps. 6 and 10);
- what intercultural communication involves, see Jandt; Lustig and Koester; O’Sullivan; Scollon and Scollon; Storti;
- what early writings about intercultural communication looked like, see Hall;
- conceptual models of intercultural communication, see Gudykunst;
- communication understood interculturally as meaning attribution see Chap. 1 of Samovar and Porter;
- identity, otherisation and other aspects of intercultural communication, see Holliday *et al.*;
- cultural dimensions approaches to understanding cultural differences, see Hofstede; Trompenaars; and Trompenaars and Hampden-Smith;
- intercultural thinking applied to specific areas of teaching, see Gibson; and
- models of intercultural sensitivity based on movement from ethnocentrism, to ethnorelativism, see Bennett (Chap 1) and Lange and Paige (Chap 10).

[E] Appropriate Methodology (AM) – including political perspectives

1	Brutt-Griffler, J. (2002). <i>World English: A Study of Its Development</i> , Clevedon, Multilingual Matters.
2	Canagarajah, A.S. (1999). <i>Resisting Linguistic Imperialism in English Teaching</i> . Oxford, Oxford University Press.
3	Davies, A. (2003). <i>The Native Speaker: Myth and Reality</i> . Clevedon, Multilingual Matters.
4	Edge, J. (ed.) (2006). <i>(Re)Locating TESOL in an Age of Empire</i> . Basingstoke, Palgrave Macmillan.
5	Graddol, D. (2006). <i>English Next</i> (Why global English may mean the end of ‘English as a Foreign Language’). London, the British Council.
6	Holliday, A. (1994). <i>Appropriate Methodology and Social Context</i> . Cambridge, Cambridge University Press.
7	Holliday, A. (2005). <i>The Struggle to Teach English as an International Language</i> . Oxford, Oxford University Press.
8	Kramersch, C. (1993). <i>Context and Culture in Language Teaching</i> Oxford, Oxford University Press.
9	Kumaravadivelu, B. (2008). <i>Cultural Globalization and Language Education</i> . New Haven and London, Yale University Press.
10	McKay, S.L. (2002). <i>Teaching English as an International Language: Rethinking Goals and Objectives</i> . Oxford, Oxford University Press.
11	Pennycook, A. (1994). <i>The Cultural Politics of English as an International Language</i> . London, Longman.
12	Phillipson, R. (1992). <i>Linguistic Imperialism</i> . Oxford, Oxford University Press.
13	Risager, K. (2007). <i>Language and Culture Pedagogy: From a National to a Transnational Paradigm</i> . Clevedon, Multilingual Matters.

Comment: If you want to further your understanding of:

- English as a global phenomenon, see Graddol;
- English as an International Language (EIL), World Englishes (WEs) and possible implications for the paradigm (TEFL, TEIL etc) underpinning teaching, see Brutt-Griffler, and McKay;
- Foreign Language Education (FLE) seen from a transnational rather than foreign language paradigm perspective, see Risager;

- political discussions of the practice of English language teaching, see Canagarajah, Edge, Holliday (2005), Pennycook, and Phillipson;
- a good introduction to what is meant by appropriate methodology, see Holliday (1994); and
- a consideration of the Native-Speaker (NS) concept underpinning much of linguistics, applied linguistics, and language teaching, see Davies.

[F] Educational Technology Perspectives on IC and CA

1	Belz, J.A. (2003). Linguistic perspectives on the development of intercultural competence in telecollaboration, <i>Language Learning & Technology</i> , 7 , (2), 68-117.
2	Belz, J.A. and Thorne, S.L. (eds.) (2006). <i>Computer-Mediated Intercultural Foreign Language Education</i> . Boston, Thomson Heinle.
3	Itakura, H. (2004). Changing cultural stereotypes through email-assisted foreign language learning, <i>System</i> , 32 , 37-51.
4	Liaw, M-L. and Johnson, R.J. (2001). Email writing as a crosscultural learning experience, <i>System</i> , 29 , 235-251.
5	O'Dowd, R. (2003). Understanding the 'Other Side': Intercultural learning in a Spanish-English e-mail exchange, <i>Language Learning & Technology</i> , 7 , (2), 118-144.
6	O'Dowd, R. (2006). <i>Telecollaboration and the Development of Intercultural Communicative Competence</i> . Berlin, Langenscheidt.
7	O'Dowd, R. (ed.) (2007). <i>Online Intercultural Exchange: An Introduction for Foreign Language Teachers</i> . Clevedon, Multilingual Matters.
8	Osuna, M. and Meskill, C. (1998). Using the world wide web to integrate Spanish language and culture: A pilot study, <i>Language Learning & Technology</i> , 1 , (2), 71-92.
9	Zeiss, E., and Isabelli-Garcia, C.L. (2005). The role of asynchronous computer mediated communication enhancing cultural awareness, <i>Computer Assisted Language Learning</i> , 18 , (3), 151-169.

Comment: All of the above discuss the relatively new but quickly expanding literature which considers the affordances provided by computers, computer-mediated communication, and world wide web resources for language learners in terms of their cultural awareness, cultural learning, intercultural communication. Any one of them will provide you with a starting point in this area of the literature.

¹ The inverted commas around 'cultural' and 'intercultural' are intentional – these are complex terms which I will explore in detail soon. For now, I am using them to signal in broad terms the topic areas covered.

² The abbreviation ICT will be used throughout this course to signify Intercultural Communication Training rather than Information and Communications Technology. This usage reflects the abbreviations used in the ICT field since the 1970s which somewhat predate the more technological-orientation now given to 'ICT'.

³ This initial gloss of the term 'intercultural' foregrounds differences manifesting themselves at a national-level but the term can be used more inclusively to refer to differences associated with class, region, gender, ethnicity, sexuality, occupation, and so on.

⁴ The Learning Outcomes for the course are a synthesis of the learning related to each unit and therefore do not correspond one-to-one with the unit-by-unit breakdown of content.

⁵ This experience has led to my interest shared with HOU colleagues and more widely in the topic of appropriate distance elearning methodology as developed from the idea of appropriate TESOL

methodology referred to earlier. See for example, the following works: Fay (2001), Fay and Hill (2003), Fay *et al.* (2006), and Fay and Sifakis (2003).

⁶ The way in which I took the unstated Irishness backwash to my childhood so much for granted is not unusual; for example, Buttjes and Byram observe:

We are usually not aware or conscious of the way we learn our first languages or teach them to our children ... most of us are even less aware of the intricate and subliminal processes by which all of us are socialised into our native first cultures. Our subjectivities and identities have been shaped as members of a specific gender, social class, religion or nation before we can be aware of these formative influences ... (1991: 3).

⁷ Through my university experiences, I met the English 'ruling classes' and realised that my cultural patterns (e.g. accent) were undervalued. Buttjes comments on this as follows:

That national identity should find expression in one standard language is a notion clearly connected with the emerging nation-states of Europe. Intraculturally this has meant hegemony at the expense of variety ... (1991: 5)

⁸ As discussed later in the course, care is needed when distinguishing the phrase 'home culture' as used to refer to a) the particular background of an individual (in contrast to some extent with the overall cultural values etc of the society in which the individual is located) and b) that societal context (or home context / culture etc) in contrast to the target societal context (i.e. target culture) associated with the foreign language being learned.

⁹ The terms primary, secondary and tertiary socialisation are used by Byram (e.g. Byram and Fleming, 1998: 6) and, although I use the term 'tertiary socialisation' slightly differently from them, I am still using it to refer to my first real contact with 'otherness'.

¹⁰ Although the Resource Bank items are numbered, I am not supplying a complete series from 1-36.

¹¹ Bennett, M.J. (1986). A developmental approach to training for intercultural sensitivity, *International Journal of Intercultural Relations*, **10**, (2), 179-196.

¹² On-site participants experience this simulation in Week 3 or 4 normally and then discuss it in the following programme support seminar. It may be possible for DL / elearning participants to communicate with on-site participants about their experience. This communication would be aided by reading this resource first.

¹³ Holliday, A.R. (1999). Small cultures, *Applied Linguistics*, **20**, (2), 237-264.

¹⁴ It is worth checking out their website for more on this - www.britishcouncil.org/studies/

¹⁵ Note that the chapter has the same authors in reverse order to the whole volume.

¹⁶ Jandt, F. (1994). *Intercultural Communication: An Introduction*. London, Sage.

¹⁷ <http://www.interculturalpress.com/>

¹⁸ Tannen, D. (1984). The pragmatics of cross-cultural communication, *Applied Linguistics*, **5**, (3), 189-195.

Thomas, J. (1983). Cross-cultural pragmatic failure, *Applied Linguistics*, **4**, (2), 91-112.

¹⁹ For Greek-speaking participants who follow Elective Unit B, the following resources are also recommended:

Fragoudaki, A. and T., Dragona (eds.) (1997). "Τί ναι η Πατρίδα μας;": Εθνοκεντρισμός στην Εκπαίδευση ["What is our Country"? Ethnocentrism in Education]. Athens, Alexandria Press.

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- Govaris, C., Theodoropoulou, E. and A. Kontakos (eds.) (2007). *Η Παιδαγωγική Πρόκληση της Πολυπολιτισμικότητας Ζητήματα Θεωρίας και Πράξης της Διαπολιτισμικής Εκπαίδευσης* [The Educational Dimensions of Multiculturalism. Theoretical and Practical Implications for Intercultural Education]. Athens, Atrapos.
- Lytra, V. (2006). Exploring the 'other': The visibility of Turkish in a linguistically and culturally mixed classroom. In: A. Kavvadia, M. Joannopoulou and A. Tsagalidis (eds.), *New Directions in Applied Linguistics. Proceedings from the 13th International Conference of the Greek Applied Linguistics Association* (Greek Applied Linguistics Association, Vol. 9). Thessaloniki, University Studio Press. pp.600-614.
- Lytra, V. (2007 in print). *Play Frames and Social Identities. Contact Encounters in a Greek Primary School*. Benjamins Pragmatics and Beyond New Series.
- Tsokolidou, R. (2005). Raising bilingual awareness in Greek primary schools, *The International Journal of Bilingual Education and Bilingualism*, **8** (1): 1-14.