

A Model of Intercultural Competence for ELT: Questions and Actions

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Thank You

- The PELLTA iELT-Con 2015 Conference Organizing Committee (Dr. Quah Seok Hoon)
- For the invitation, and for bringing me back to the PELLTA conference and back to Penang
- The TESOL International Association
- 1966
- 50th Anniversary
- PELLTA: 11th April 1990
- Became a TESOL Affiliate in 2006

The TESOL International Association: www.tesol.org

- The largest of its kind in the world
- 12,000 core members in 160 countries
- 47,000 affiliate members in well over 100 countries
- 25 members of the TIA in Malaysia
- Malaysian teachers: Eligible for 'TESOL Global Membership'
- 35\$ US\$, Instead of 100 US\$
- One of the best investments in yourself!
- See me for more details 😊

Preview

- Professor Wright's Opening Keynote
- Around 10 points, including 'Culture'
- The importance of Culture
- The Big Picture vs "Monday Morning"
- Things to think about, ponder, reflect on
- More three-part, triangular models
- Relationships: Language, Culture, Identity
- Time for questions at the end
- The follow-up workshop this afternoon

A Tough Act to Follow!

- Professor Emeritus, Tony Wright
- c. 1600, from Latin *emeritus*
- “veteran soldier who has served his time”
- “serve out, complete one's service”
- First used of retired professors 1794 in American English
- Douglas Harper
- <http://www.etymonline.com/>

Following-Up on Tony's Talk

- “Teaching is who we are, not what we do” (C)
- Lortie: Art and Craft. “The egg-carton prof”
- Relationships: My definition of ‘Teaching’
- “The Head, The Hand & The Heart” (Curtis)
- “children grow up learning the culture they were born into” (Wright)
- “learned implicitly”
- Chaos and Complexity (Larsen-Freeman)
- Non-linear relationships between T and L

Competing Forces

- Continua Vs. Dichotomies
- Order at one end. Opportunity at the other.
- Care connected to Order
- Care connected to Opportunity
- Tripartite, triangular set of relationships
- “What sort of culture can support that?”
- A Culture of Improvement in ELT
- Connecting the Personal and the Professional
- Working at the P-P hyphen (Freeman: T-R)

Following the Conference Theme

- Enhancing ELT Professional Practice: From Current Questions To Future Action
- A Model of Intercultural Competence for ELT: Questions and Actions
- The conference sub-theme: 'ELT and Intercultural Communication'
- Malay, Chinese and Indian, as well as the historical influence of Persian, Arabic and British cultures, together with local, indigenous cultures

Developing a 3-I Model of IC(C)C

- Developing a 3-I Model of Intercultural (Communicative) Competence
- 1. The Individual as Cultural Artifact
- Robert Hinde, 1998
- *Individuals, Relationships and Culture: Links between Ethology and the Social Sciences*
- “the actual artifacts, institutions, myths, etc. are seen as expressions of the culture” that “may in turn act back upon and influence culture in the minds of the individuals” (p.4).

The Individual as Cultural Artifact

- UK Census: 1981
- “First-generation, post-colonial, anglo-indo-afro-Caribbean-pacific off-spring”
- Two generations: South America: From British Guiana to Guyana
- Before that possibly: Patna, Bihar
- Relatives kidnapped and enslaved by the British Empire (“Indentured Labour”)
- Our generation, born and raised in the UK

Professional Migration

- Clinical Medical Biochemistry
- UK Hospitals
- Medical Science Officer
- Biological Metaphors
- Languages and Cultures seen as living, breathing entities
- What makes a living thing 'living'?
- What's the most effective and efficient way to end the life of a living thing?

Teaching and Learning as Cultural Practices

- *The Praeger Handbook of Education and Psychology, Volume 1*
- Joe L. Kincheloe, Raymond A. Horn
- Greenwood Publishing Group, 2007
- Chapter 47: 'Implications of Cultural Psychology for Guiding Educational Practice: Teaching and Learning as Cultural Practices'
- Patrick M Jenlink and Karen. E Jenlink
- pp.374-385

Origins of the Individual

- “understanding the cultural-historical origins of the individual is necessary for
- identifying the conceptual, material and practical tools
- used in mediating learning and social interaction
- toward moving from legitimate peripheral participation to a more central role in the community of practice” (p.382)

The Minds of the Individuals

- Robert Hinde, 1998
- “the actual artifacts, institutions, myths, etc. are seen as expressions of the culture” that “may in turn act back upon and influence culture in the minds of the individuals”
- Michael Cole, 1988
- ‘The Human Mind and Cultural Artifacts’
- *Contemporary Psychology*
- Volume 10, Issue 33

The Brain as a Cultural Artefact

- 'The Brain as a Cultural Artefact'
- Steven Mithen & Lawrence Parsons
- *Cambridge Archaeological Journal*
- 2008, 18:3, 415–22
- “Where does biology end and culture begin?”
- “The body, whether living or dead, is as much a cultural artefact as a biological entity”
- p.415

Moulded, Shaping and Decorating

- “Just as ceramic vessels can be moulded into specific shapes and decorated, so too can human bodies.
- Scarification, tattooing, piercing, head binding, neck stretching and what we now politely refer to as ‘cosmetic surgery’ are just a few of the ways in which bodies are manipulated as cultural artefacts”
- p.415

“Dead Interesting”

- “Once human bodies are no longer living, their potential as cultural artefacts becomes even greater”
- “Dead brains can also become cultural objects” (p.415)
- “Archaeologists working in all periods have to come to terms with the brain as a cultural artefact” (p.421)

The Brain as a Cultural Context

- “By describing the brain as an artefact of culture we mean that both its anatomy and function have been unintentionally influenced by the cultural contexts in which it has evolved and in which it develops within each individual”
- pp.415-416

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Any Questions?

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