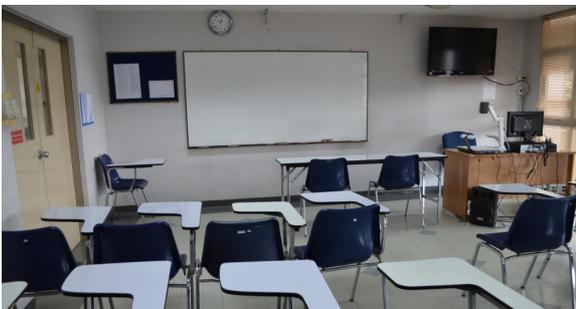


“The goal is to teach English,
not *London is the city with diverse culture*. No.”
: Some Implications for ELF Teacher Education



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Outline

- Background: The intercultural aspiration in some current Thai and ASEAN strategic documents
- The study
- The findings
- What might these mean?



Background : The intercultural aspiration

The ASEAN Charter (2008)

'To promote an ASEAN identity through the fostering of greater awareness of the diverse culture and heritage of the region' (Article 1, Paragraph 14)

'Respect for the different cultures, languages and religions of the peoples of ASEAN, while emphasizing their common values in the spirit of unity in diversity' (Article 2, Paragraph (I)).



Background : The intercultural aspiration (Cont.)

The Strategies of Thai Higher Education for the Preparation for the ASEAN Community in 2015

“The future employment in ASEAN will require the graduates to have additional skills apart from their professional skill such as English and other languages used in ASEAN and **inter-cultural skill**. Hence, the strategy strongly encourages higher education institutions to produce the graduates of international quality who equipped with professional skills, language skill and **inter-cultural skill**.”

“Experience obtained studying in an international environment and **cross-cultural communication skills** are the desirable graduate attributes in national and international labour markets’.



By “Intercultural skills” I mean the abilities, skills, attitudes, or any attributes that will enable one to interact with people from other cultural backgrounds.

Recognising own culture Having wide worldview

Realising/valuing multiple identities and multiculturalism

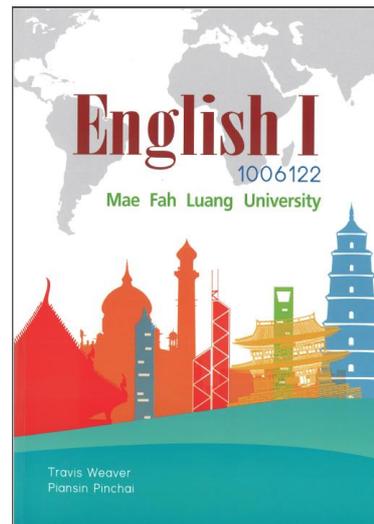
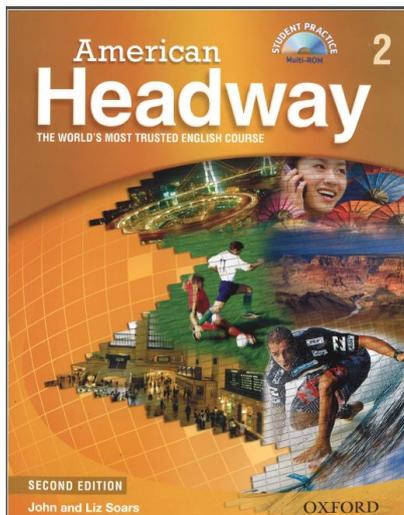
Being prepared for changes Being ASEAN/ world citizen

Able to work in overseas organization or abroad



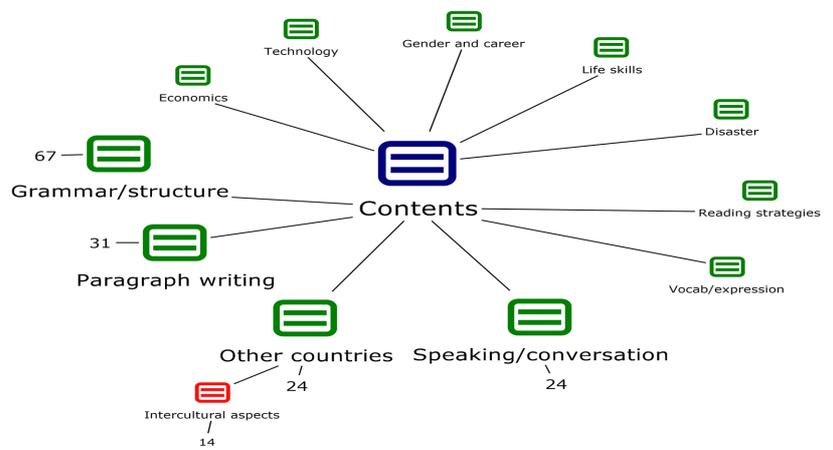
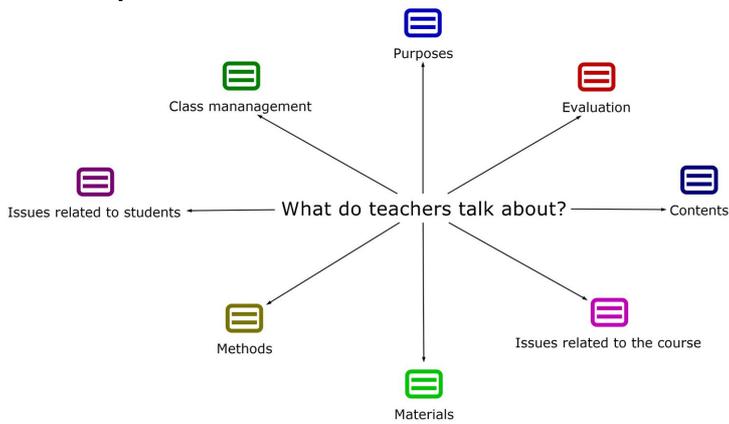
The study

- Stimulated Recall (SR) interviews (Gass and Mackey, 2000, Lyle, 2003)
- Three Thai-national teachers teaching English as a General Education (GE) subject to non-English major students at a Thai university.



The findings

- 16 Stimulated recall interviews
- 304 pauses
- 8 topic areas



The intercultural aspects

“Before moving on to the next part of the lesson, there are some pictures of the types of transportation in the Philippines. I was asking the students if any of those are similar to what we have in Thailand...Then there was a vdo clip for students to watch and make some simple, compound complex sentence but the kids couldn't write anything...They looked amused and excited with the stuff which, actually close to them, from a neighboring country, but they didn't know it, never seen it.” (TC1 Interview 1/1)



The intercultural aspects

“I noticed that they didn’t know much about Vietnam. I thought that they would know that it was Halong Bay but they just said it was a mountain, ocean or sea instead. I was a little surprised. But this one was better. It was something the students can relate with, motorbikes or something like that. Actually there is only the text about Halong Bay but I think this is quite famous, about the motorcycles in Vietnam, so I chose to show this one as well because I think the kids might feel that it is more relevant to them because they also ride motorbikes.” (TC1 Interview 3/2)



The intercultural aspects

“I usually find my own materials. I think I know my students, what they like. I noticed that they were happy when I showed them about something they feel familiar with. For instance, when we were learning about the Filipino English, I showed them a video clip about [people speaking] Tagalog. It might sound funny but I think the students were happy and attentive. They tried to catch the main idea from the English subtitle.” (TC3 Interview 3/2)

“We had a great time watching people speaking Tagalog when they were trying to order some food. I showed it to the class because I wanted them to know that the body language communicates a great deal.” (TC3 Interview 3/2)



London:



Leo Benedictus spent months interviewing the immigrant communities that give the city of London its vitality and, more importantly, its food!

New York and Toronto may think they are more cosmopolitan, but London in the 21st century is certainly the most diverse city ever. This is one of the reasons why it was chosen to host the 2012 Olympic Games. More than 300 languages are spoken by the people of London, and it has 50 nationalities with populations of more than 10,000.

Why is this? Firstly, London is a place of business. Londoners have the fewest holidays in Europe and work the longest hours. People come for jobs and money. But that is not why they stay. Language is one reason. Fluency in English is a great gift for their children. Another surprising reason is the character of the London people. They are not as friendly as people in other countries. But this has advantages—people leave you alone, and you are free to live your own life.

The World in One City

1 Posh Daddy from Nigeria



Posh Daddy is the manager of Big Choice Barbers on Peckham High Street. It is a West Indian and African hairdresser's. These two black communities haven't always gotten along well together. "When I first came here, we just wanted to be accepted by the West Indian community, but they weren't very friendly," he says. "Now it is getting better. These days most of my West Indian brothers in the barbershop like eating African food like me, pepper soup and *kuku paka*, which is chicken with coconut—very hot and spicy."

2 Staff in the kitchen of the Asadal



3 The staff in the Yasar Halim Bakery



Yasar Halim, a Turkish grocery store and bakery, is known all over London. It was started in Green Lanes in 1981 by Mr. Halim, a Turkish Cypriot. At that time, no one was selling food from his homeland. Now the shop is famous for its *baklava*, a sweet cake made with nuts and honey. The shop is very busy, and the staff working there—both Turkish and Greek Cypriots—look like they're having a great time together. In their homeland of Cyprus, there are still problems between the two communities. But in this area of London, they live together as good neighbors.

4 Portuguese soccer fans in the FC Porto Fan Club in Stockwell



"Soccer is a passion for us," says José Antonio Costa, the president of the Porto Fan Club which meets in Stockwell. "Many people come for friendship—you know, in a foreign country, you feel more comfortable with your own people."

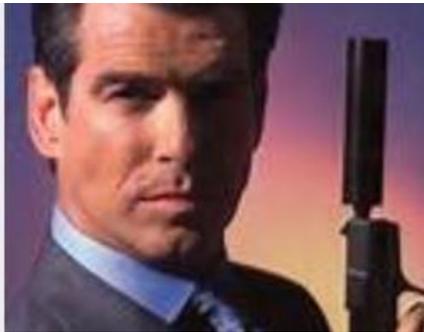


“The goal is to teach English, not London is the city with diverse culture. No.”

“I view that it’s a type of knowledge, but actually the goal is not to teach them what they have in London, right? But our goal is to teach English, not London is the world with diverse culture. No.”
(TC2 Interview)

“For example, train station. Thailand doesn’t have train. I myself has never got on a train but what I had studied since my primary school was ‘At the train station’. Maybe they didn’t want to teach about how to catch a train but ‘at’ must be followed by ‘the train station’, a place.”
(TC2 Interview)





What might these mean?

1. The top-down intercultural aspiration has not yet reached the teachers on the ground
2. What 'intercultural skills' might mean in the context is worthwhile to find out.
 - But from whose perspective?
3. The need for teacher development and training
 - On the intercultural (communication) skills development
 - A more interculturally oriented approach to English language teaching e.g. ELF or EIC





ขอบคุณค่ะ

Thank you.

