

"Learning languages as culture critically  
through ethnographic interviewing"

Patrick Boylan

Handout:

complementary materials, references

Note: the online version of this Handout is at [www.boylan.it/icc](http://www.boylan.it/icc) – it will be constantly updated so it is preferable to use it instead of this pdf version which, with time, will become outdated.

- Introductory video: premises ([click](#))
- Video of the talk: but see the introductory video above first ([click](#))
- Slides used for the talk ([click](#))
- Online course "How to interview..." ([click](#))
- Student Page (lesson plans, homework) ([click](#))
- Theoretical premises

Why acquiring Intercultural Communicative Competence should be an intrinsic part of learning a second language. This paper, although essential, has become difficult to find, so links are provided below.

- Boylan, Patrick (2003). "Seeing and saying things in English", unpublished paper delivered at the Pedagogical Forum of the 4th IALIC Conference, Lancaster University, 15.12.2003. ([click](#))

- Short version of the above paper, given at the CILT Higher Education Conference, University of London, 30.6.2004. It appeared on the website of one of the conference sponsors, *LLAS - Languages, Linguistics and Area Studies*; unfortunately, the site was discontinued in 2014. ([click](#))

## • Einstein quote

The quote "All knowledge of reality starts from experience and ends in it" can be found in: Einstein, Albert (2009) [1934]. *On the Method of Theoretical Physics – Einstein's essays in science* (translated by Alan Harris). Mineola:Dover. pp. 12–21. Several popular versions of the quote exist, e.g. "Learning is experience. Everything else is just information" or the version used in this talk. But while plausible (Einstein may very well have used them in one of his many informal talks), they are unverified.

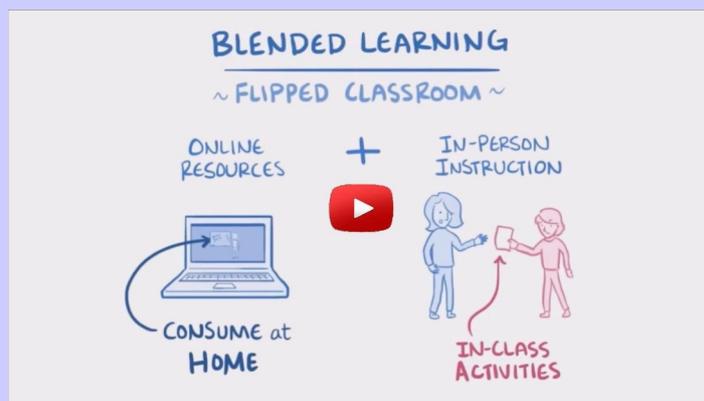
• Language as a "behavioral modulation" in the psyche and in the body, created by the sedimentation of repeated reactions to meaningful events, and which can be reversed to generate meaning in new events. The concept is made clear in this short paper: Boylan, Patrick (2002). "Language As Representation, As Agency, As a New Way of Being". In: S. Cormeraie et al. (eds.), *Revolutions in consciousness: local identities, global concerns in Languages and intercultural communication*. Leeds: Leeds Metropolitan University, CLS – IALIC.Publications, 2002, pp.165-174 (ISBN-1-898883-09-2). Downloadable [here](#) and [here](#).

Also see Pennycook's definition of a language as the "sedimentation of repeated practices". Pennycook, Alastair (2010). *Language as local practice*. Milton Park: Routledge (ISBN 9780415547512).

## • Flipped classroom, Blended learning

The PICTURE module "How to Interview, Using a Questionnaire" is based on a view of learning (self-construction, self direction, learner autonomy) theorized by [Maria Montessori](#). To this end, it uses blended learning in a [flipped classroom](#):

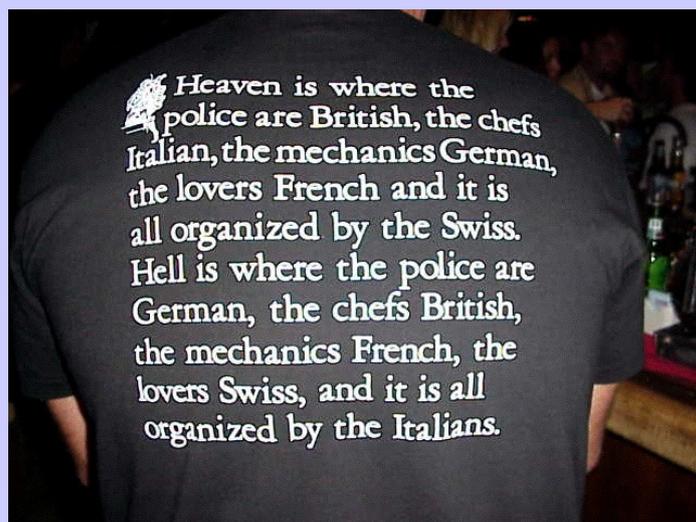
- *blended learning* = a course with both **teacher** and **on-line** input (and verification).
- *flipped classroom* = students learn something online at home and practise it in class. (Traditionally, students learn something in the classroom and practice it at home).



(Click on the image)

Also see: Kerr, Philip (2020). *Flipped Learning in ELT*, part of the Cambridge Papers in ELT series. Cambridge: Cambridge University Press. Pdf version available at [cambridge.org/pedagogy](https://cambridge.org/pedagogy) and at [academia.edu](https://academia.edu) ([click here](#))

## • Stereotypes



Stereotypes are inevitable, since our mind works by generalizing experience. So even if they seem canonical, as in the picture above, we must continually remember that they are over simplifications that require constant retesting and revision as well as better and better contextualization. Otherwise they simply short-circuit our thinking and make us stupid. Besides, they can never account for specific cases: each individual we encounter can be only judged as such.

SEE: Anderson, Peter and Boylan, Patrick (2017). "From Stereotyping to Becoming Interculturally Competent". In: M.L. Ennis & C.E. Riley (Eds.), *Practices in Intercultural Language Teaching and Learning*. Newcastle upon Tyne: Cambridge Scholars Publishing, pp.62-88. Downloadable [here](#) and [here](#).

## • ELF: English as a lingua franca theorized in

Seidlhofer, B., Breiteneder, A. and Pitzl, M.-L. (2006). “English as a lingua franca in Europe: challenges for applied linguistics.” *Annual Review of Applied Linguistics*, 26:3-34.

## • Pedagogy of discomfort theorized in

Zembylas, Michalinos and McGlynn, Claire (2012). “Discomforting pedagogies: emotional tensions, ethical dilemmas and transformative possibilities”. *British Educational Research Journal*, first published on 14 December 2010 (iFirst -- DOI: 10.1080/01411926.2010.523779).

## • Pedagogy of the verbal forms of language

Although verbal forms are not the heart of language, they are one of the major instruments that our “will to mean” employs to make itself felt. So while this course encourages teaching an L2 as overall behavior, part of that behavior is indeed verbal and requires mastering verbal forms. In what way? By substituting the word “pedagogy” with the word “education.” That means ceasing to *teach* and starting to *educate*. In 1975, the great Italian linguist Tullio De Mauro explained this concept magnificently with his “Ten Theses for Democratic Language Education”. Every language teacher – L1 as well as L2 – should read it, especially if they operate in multilingual or disadvantaged communities.

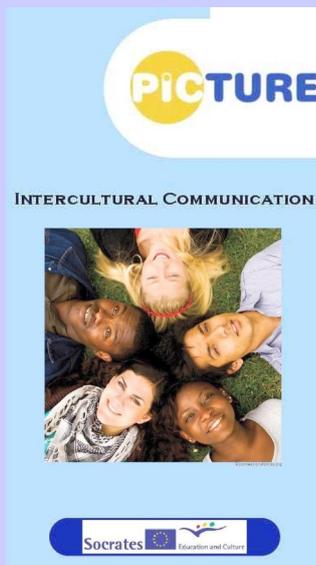
[Click here](#) to view, in PDF format, the English translation of the “Ten Theses” (from p. 38 to p. 54 in a booklet which also contains the original Italian version plus the French version). This trilingual edition\*, currently out of print, is also available in [Kindle](#) and [ePub](#) formats.

\*Ferreri, Silvana (Ed.) (2010). *Dieci tesi per l'educazione linguistica democratica*, (edizione trilingue). Viterbo: Edizioni Sette Città.

For those who know Italian, the following book contains, along with the “Ten Theses”, historical notes, a commentary and tips for educators:

Loiero, Silvana e Lugarini, Edoardo (a cura di) (2019). *Tullio De Mauro: Dieci tesi per una scuola democratica*. Firenze: Franco Cesati Editore. (ISBN 978-88-7667-796-0)

- Picture, EU project N°113684-CP-1-2004-1-NL-LINGUA-L2



This EU Socrates Programme project was unfortunately interrupted, before it was fully completed. Therefore no materials were printed up although photocopies of the almost-finalized workbooks, stitched together into a mega-module, circulated widely in EU schools for testing purposes. See this report on the results of the testing carried out: Lewandowska-Tomaszczyk, Barbara and Pulaczewska, Hanna, (2014). "An evaluation of a Socrates project". In: same authors (Eds.). *Intercultural Europe: Arenas of Difference, Communication and Mediation*. Stuttgart: Ibidem Verlag, pp. 327-344. An early version of the report was published by Columbia University Press in 2010 and it can be read, in part, on the site of Google Books [here](#).

Module 8 ("How to Interview using a questionnaire") is the only fully completed and tested module available today. It is freely usable, as long as such use is not for profit or commercial purposes, in secondary schools and universities worldwide; the source and author, however, must be credited. The source is the [Socrates Programme](#) and the author of Module 8 is [Patrick Boylan](#). Since <http://www.worldenough.net/picture> (the official Picture website) is no longer maintained, Module 8 is available only [here](#).

- Other references in the talk:

Garfinkel, Harold (1964). "Studies in the routine grounds of everyday activities". *Social Problems*, vol. 11, no. 3, pp. 225–250.

Garfinkel, Harold (1967). *Studies in Ethnomethodology*. Englewood Cliffs: Prentice-Hall.

Geertz, Clifford (1973). *The Interpretation of Cultures*. New York: Basic Books.

Gudykunst, W. B. (1991). *Bridging Differences: Effective Intergroup Communication*. London: Sage.

Hall, E. T. (1959). *The Silent Language*. New York: Doubleday and Co.

Halliday, M.A.K. (1975). *Learning how to mean: explorations in the development of language*. London: Edward Arnold.

Hymes, Dell (1972). "Toward ethnographies of communication". In: P.P. Giglioli (Ed.), *Language and social context*. Harmondsworth: Penguin, pp. 21–44.

Malinowski, Bronisław (1923). "The Problem of Meaning in Primitive Languages". In: C.H. Ogden & I.A. Richards (Eds.), *The Meaning of Meaning*. London: Routledge & Kegan Paul, pp. 333-383.

Montessori, Maria. (1973) [1948]. *From Childhood to Adolescence*. New York: Schocken.

Stein, Edith (1964) [1917]. *On the problem of empathy* (translator Waltraut Stein). The Hague: Nijhoff [*Zum Problem der Einfühlung*, Halle].