

INTERCULTURAL COMMUNICATION FOR LANGUAGE TEACHERS' PROFESSIONAL DEVELOPMENT: INTRODUCING THE CULTUROMETRIC COMMITTED COMMUNICATION MODEL

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This paper addresses major current issues of intercultural relevance in Teacher Education through a constructivist-based holistic rendering of Language Teachers' Professional Development and introduces a Culturometric Committed Communication model for enabling stakeholders' to share and align their culturally shaped educational values and intentions. The purpose of Culturometric Committed Communication is to negotiate and promote mutually acceptable pedagogical practices in keeping with the diversity of stakeholders' culturally defined educational expectations. The paper presents a practical culturometric method that enables the objective definition and measurement of flexible and complex inter-subjective professional attributes of language teachers. It explains how this can be achieved through using the new humanistic Culturometric philosophy (i) by integrating applications of Teachers' Professional Development into the 'Embedded ability structure' of Reflection, Collaboration, Management and Policy and (ii) by reframing the processes of Teachers' Professional Development as the alignment of Cultural Identities within the 'Committed Communication' model. Culturometrics promotes inter-cultural communication by preparing professionally responsible teachers to rationally and sensitively respond to stakeholders' expectations. The paper describes the 'Embedded ability structure' and the three parts of 'Committed Communication' for inclusion in Teachers' Professional Development programmes.

Keywords: Culturometrics; professional development; teacher education; intercultural communication