

18th IALIC Conference, University of Helsinki, Finland, 29-31 August 2018

Title: The “good” interculturalist in action: “European” and “Chinese” coconstruction of an intercultural pedagogy for internationalisation of universities in “New” China.

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Abstract

Combining theories and methodologies for intercultural learning and education—broadly speaking, from Anglo/European and Chinese traditions—to develop a non-essentialist pedagogy for intercultural learning in higher education in China might seem like an aspiration too far. How is it possible to reconcile current European developments on a) “Competences for democratic cultures” and b) PISA 2018 aims to develop a global test for global citizenship with c) the Chinese Ministry of Education’s recent initiatives for intercultural competence development in English language education in higher education! How is it possible for an international collaborative (of “Chinese”, “Anglo”, and “European” researchers) to build a “non-essentialist” intercultural pedagogy for English language teachers in higher education in China in a context of national normative assessment! This presentation describes such an attempt, via the RICH-Ed (Resources for Interculturality in Chinese Higher Education) project¹ which aims to develop a “training course” for English language teachers in the context of internationalisation in China.

Inspired by Connell’s (2007) “southern theory”, Miike’s (2007) “Asiacentric” turn in intercultural communication theory, and Van Lier’s (2004) ecology of language learning, we discuss the emergent junctures, disconnections, and convergences as we sought to establish a non-essentialist pedagogical framework. Our study has implications for the “good interculturalist” as researchers from diverse backgrounds coconstruct an appropriate pedagogy. Furthermore, our study reveals how ontological and political divergences, misconceptions, and misunderstandings can inspire new pedagogies for intercultural communication.

¹ The RICH-Ed project (585733-EPP-1-2017-1-BE-EPPKA2-CBHE-JP) is funded by ERASMUS+ under the key action (KA2): Cooperation for innovation and the exchange of good practices.