



Understanding Intercultural

Notions of 'international', 'intercultural' and
'communication' in one teaching context at
The University of Sydney

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the three terms: international, intercultural, communication

- an issue for me
- raises a question
- the context in which I teach
 - undergraduate/pre-service language teachers
 - postgraduate TESOL
- their own 'knowings' about international, intercultural and communication

internationalisation – according to various scholars

- Knight (2003)... the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.
- Crichton, Paige et al (2004)... a process that involves all students, all staff and all aspects of life including: international strategic planning; international student recruitment; the internationalisation of the curriculum, including teaching, learning and assessment; the internationalisation of the student experience; transnational education; international links; and the internationalisation of human resources and services.
- Horta (2009)... a set of processes in the current knowledge economy and globalization mix that puts pressure on university leaders for strategic agendas with focus on international connections and competition.

culture – according to various scholars

- culture, a related term
 - as content
 - as relocation
 - as diversity

- the ‘intercultural’

Knight (2004) argued that we need to deal with the intersection of ‘international’ and ‘intercultural’... What they suggest occurs in higher education classrooms, is to deal with culture in our classrooms to really explore the essence of the heart of internationalisation.

communication – according to various scholars

- communication – a related term
- In Australian higher education, the language of communication is English
- Crichton and Scarino (2007)
International students are left with “... the need to develop English as the key to learning, rather than recognising their bilingual or multi-lingual repertoire.”

a disservice to our students

- Crichton and Scarino (2007, p. 9)
- This construction does a disservice to both Australian and international students. Australian students remain monolingual rather than developing a sophisticated communicative repertoire that recognises the linguistic and cultural profiles of all students, and prepares them for the reality of multiple languages and cultures in a globally interconnected world.

the issue for me...

How can my students, many of whom come from international backgrounds in semester abroad programs, or who are first, second or third generation arrivals with heritage backgrounds in other languages, REALLY explore the international, intercultural and communication, if only their English “counts”?

Crichton & Scarino, 2007

“while this construction may promote ‘justice’ and ‘fairness’ in teaching and learning, what it does not do is develop students’ understanding of themselves as examples of cultural diversity, and of how they are to understand and negotiate their own and others’ cultural differences in interaction mediated through different languages and cultures. In this sense culture as diversity involves paradoxically a mono-cultural construction of culture and underscores the need for a construction of cultural diversity which acknowledges that this involves the interaction between languages and cultures.”

five principles (Crichton & Scarino, 2007)

- Interacting and communicating
- Connecting the intracultural with the intercultural
- Constructing intercultural 'knowing' as social action
- Reflecting and introspecting
- Assuming responsibility

accessing all learning resources

- not just the resources available through use of English language
- But what is possible in such a classroom?
What does such a classroom look like?