

Intercultural Interventions in International Education

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Abstract

This poster showcases pedagogical interventions in study abroad that promote the intercultural learning and engagement of student sojourners.



Many interventions draw on:

- Study abroad research findings
- Non-essentialist notions of culture
- Experiential learning theory (Kolb 1984; Passarelli & Kolb 2012)
- Transformative learning theory (Mezirow 2000) & poststructuralist notions of identity (Norton 2000)
- Social constructivism (e.g., peer learning) (Gergen 2015)

Common themes & issues

- Intercultural transitions
- Second language (L2) identities
- L2 socialisation
- Language & interculturality
- Multicultural relationship-building
- Global citizenship
- Marketing int'l experience

Timing of interventions

- Pre-sojourn
- Sojourn
- Post-sojourn

Common aims

- To raise awareness of intercultural transition issues, L2 socialisation, identity development & intercultural competence
- To encourage the testing of theoretical notions using 'real world' intercultural experience
- To enhance students' self-awareness, self-regulation & self-responsibility
- To foster intercultural competence
- To set goals for further intercultural/L2 learning

Reflective practice

- 'reflect-on-action'
- 'reflect-in-action'
- 'reflect-for-action' (Schön 1983)

Pedagogical approach

Intercultural mentoring – an intercultural pedagogy in which the mentor provides ongoing support and prompts deep reflection to facilitate intercultural learning & development (Paige 2013).



Common learning activities

- The analysis of SA readings, YouTube clips, 'real world' data excerpts, etc.
- F2F/online discussions
- Fieldwork tasks & debriefings
- Reflective essay-writing (blogs, journals, diaries)
- Ethnographic projects

Potential benefits

- Enhanced awareness of Self and Other
- Deeper intercultural/L2 learning and engagement in the host environment
- Diversified social networks
- A higher level of global-mindedness & IC sensitivity

Without interventions

Student sojourners may avoid intercultural /L2 interactions and return home with reinforced stereotypes.



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