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Exploring a *dialogic* approach to intercultural communication pedagogy

When deciding on which pedagogical approach to adopt in the teaching of intercultural communication, there are clearly many factors to consider, such as theoretical orientation, purpose, context, study level and the educational and cultural backgrounds of the target learners. In this paper, I explore the ways in which Bakhtin's concept of *dialogism* (e.g. Bakhtin, 1981) and Kristeva's work on the poststructural concept of *the subject-in-process* (e.g. Kristeva, 1986) can be used as a framework through which new approaches to the pedagogy of intercultural communication can be developed.

In the paper I discuss a first year undergraduate subject currently entitled 'Intercultural Communication' that is offered by the University of Melbourne. The subject aims to explore how and why intercultural communication may be problematic by providing a broad overview of issues and theoretical approaches to the study of this field. The subject introduces a range of discourse analytic approaches to communication, including interactional sociolinguistics, pragmatics, ethnography of communication and conversation analysis. Students complete two short empirical studies for assessment.

By drawing on a *dialogic* and poststructural view of identity and communication, I argue that the term 'transcultural' as opposed to 'intercultural' may more accurately capture the kind of communication that occurs as people from diverse linguistic and cultural backgrounds interact. I support this position with examples taken from hip hop and classical music collaborations between musicians of very different cultural origins in Australia and the Middle East.

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