



**‘RECOGNISING’ INTERCULTURAL
LEARNING IN THE ELT
CLASSROOM:
A PHENOMENOLOGICAL
APPROACH**

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Project aims

- To investigate what a praxis of *recognition* might look like on a masters programme in English Language Teaching
- To understand how this constitutes new knowledge in the context of the internationalisation of HE.



Rationale

- The project builds on our prior work in the area of HE internationalisation, intercultural learning and recognition.
- We identified a recent trend in the literature regarding curriculum internationalisation, which advocates recognition of students' prior experiences to facilitate creativity in learning.
- This trend is under-theorised and as yet lacks convincing practice narratives.

Our prior work:

1

- A strategic **literature review** on pedagogic approaches to internationalisation in HE

2

- Preliminary findings from Diana's **PhD investigation** into lived experiences of intercultural learning

3

- Findings from our **faculty funded research** on *Students as Resourceful Peers*

On recognition...

- A pedagogic approach to internationalisation which prioritises interactivity and agency among students
- A principle of self-selection and decision-taking, where students' dispositions are acknowledged to shape and be shaped by [in this case intercultural] interactions with their peers, to facilitate knowledge creation (Barnett, 2012; Djerasimovic, 2014)
- Located within a distinct theoretical tradition of 'humanization' where students are regarded 'as persons' (Freire, 2000, p. 44).

From the literature review...

- 'students as a resource for learning' (Ryan, 2011, p. 633)
- '[p]roviding a positive learning experience' (Lillyman & Bennett, 2014, p. 63)
- contextualised within a neoliberal agenda and expectation of change, transformation, student engagement and satisfaction (Amsler, 2011; Buckley, 2014)
- pedagogically problematic : e.g. what if students prefer not to be open/interactive/engaged (Buckingham, 1998)?

Following this reading of the literature, we want to find out what a *praxis of recognition* might look like in the masters in ELT.

Key themes

- **Intercultural learning** (in HE settings)
- **Resourcefulness** (as an embedded feature of the curriculum)
- **Recognition** (learner-teacher and peer-to-peer).



Research questions

- What are the experiences of our students in relation to intercultural learning? What is their understanding of resourcefulness?
- How effective are our teaching strategies and methods towards interactive and agentive participation in an internationalised classroom setting?
- How might a pedagogy of (intercultural) recognition be articulated and framed?

Methodology

Hermeneutic phenomenology – the study of lived experiences (Van Manen, 1997/2014) – serves as the principal methodology.

Lifeworld existentials for data analysis:

- Lived time
 - lived space
 - embodiment
 - relationality (Van Manen)
- +
- recognition (Moehrke-Rasul).

Methods

A-synchronous email interviews with home and international students from the 2014/15 cohort of the MA ELT, for their interpretations and experiences of Intercultural learning, resourcefulness, recognition, in formal and informal curricular activities.

Combined with:

Analysis of ELT teaching data
and

The proliferating literature on internationalisation of HE

To recapitulate...

- Through these data gathering activities and their analysis we intend to and explore and interconnect the various insights that we have gained from previous work, towards an original contribution to the HE knowledge base regarding internationalised curricula.

Project fit and impact

- Through this research on recognition we seek to problematise student *engagement and collaboration* in the context of an internationalised classroom, locally, nationally and internationally; through our students' teaching experiences and research findings, in the form of a conference presentation, a workshop and journal article.



OBSERVATIONS? QUESTIONS? FEEDBACK?

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