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The aim of this paper is to present some preliminary results of an observation study of intercultural communication between high school counselors and students with a visible minority background. The theoretical approach to this study is based on Mikhail Bakhtin dialogism. From a dialogical perspective cultural differences do not constitute the problem for communication. Rather, differences are seen as the precondition for dialogue and communication, as a resource rather than a barrier. A dialogic approach to intercultural communication situates the problem for communication in the participant's attitudes toward each other. It is understood as being *in between* (in the dialogical interaction of interlocutors). In an analytical perspective Bakhtin's dialogism explicitly links the thinking, feeling subject to language (Sullivan 2011).

The observation analysis shows that communication is characterized by counselor's monological dominance based on an authoritative discursive intonation. This compels students to find a discursive loophole. Furthermore it shows the impact of communication style, and time and space (Bakhtin's concept of chronotope) on the production of meaning in several ways, e.g. construction of identity, culture, and relation making.