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Intercultural learning is an area of research, study and application of knowledge about different cultures, their differences and similarities. On the one hand, it includes a theoretical and academic approach (see e.g. "Developmental Model of Intercultural Sensitivity (DMIS)" by Milton Bennett, Dimensions of Culture by Geert Hofstede). On the other hand, it comprises practical applications such

...

~~Intercultural learning — Wikipedia~~

She directed the Navy's Overseas Duty Support Program from 1979 to 1989, was president of SIETAR International in 1988, followed by 20 years as an independent consultant and trainer. Her publications include the 2-volume Intercultural Sourcebook of Cross-Cultural

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Training plus many articles and chapters in a variety of books on intercultural ...

Editors Sandra Fowler and Monica Mumford have brought together the most comprehensive collection of training methods and exercises used by experts in the cross-cultural field. This second volume includes not only descriptions of methods, but also specific examples of activities and suggestions for creating one's own exercises. Intercultural Sourcebook, Volume Two contains articles by twenty-three leading cross-cultural trainers and covers new and divergent training methods for cross-cultural skill development and intercultural learning. These consist of self-awareness inventories, videotapes, small group exercises, area studies and a collection of methods for developing field studies and cross-cultural dialogues. A perfect follow-up to Intercultural Sourcebook, Volume One, this book is a must-have resource for anyone looking to expand their own intercultural awareness or that of others.

This handbook deals with the question of how people can best live and work with others who come from very different cultural backgrounds.



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Handbook of Intercultural Training provides an overview of current trends and issues in the field of intercultural training. Contributors represent a wide range of disciplines including psychology, interpersonal communication, human resource management, international management, anthropology, social work, and education. Twenty-four chapters, all new to this edition, cover an array of topics including training for specific contexts, instrumentation and methods, and training design.

The global market means that many organizations now have offices, affiliates, suppliers, call centres, clients and customers in a wide range of countries and cultures. Employees at a variety of levels are expected to have as good skills in cross-cultural working as in any other key competency. The Cross-Cultural Communication Trainer's Manual provides a complete toolkit for the trainer/facilitator needing to design and deliver cross- or inter-cultural training, for both mono- and multicultural audiences. Volume One: Designing Cross-Cultural Training The first volume in this two-volume set opens with an outline of useful information on cross-cultural training content, design and delivery. This is followed by a series of readings that flesh out many of the concepts important for trainers and learners alike and provide important facts, theory and practical background on

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an area in question. They can be used as a basis for facilitator presentations or given to learners as reading exercises. The manual concludes with (1) a series of action planning activities to help consolidate what learners have experienced and (2) evaluation forms for assessing and evaluating the effectiveness of any cross-cultural training events. The Appendix offers outline designs for seven half-day, one-day and two-day workshops using activities from Volume Two: Activities for Cross-Cultural Training along with a detailed bibliography. Volume Two: Activities for Cross-Cultural Training With 80 activities (covering skills such as understanding culture and differences, stereotypes, cultural self-awareness, cultural influences, barriers to communication) this varied and imaginative collection is a must-have resource for anyone involved in cross- or inter-cultural training. The collection concludes with a detailed bibliography of further reading and references.

Crossing Cultures provides a bold and refreshing new resource for teachers and trainers with proven methods for developing coping strategies and problem-solving skills in the cross-cultural arena. A comprehensive study structured to provide a framework for teaching; each chapter contains a teaching module, highlighting the potential difficulties, dialogues and variations in cross-cultural teaching.

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Ideal for those teaching Business across borders, this is a uniquely practical guide that features contributions from the leading lights of the field.

With the number of international migrants globally reaching an estimated 272 million (United Nations report, September 2019), the need for intercultural training is stronger than ever. Since its first edition, this handbook has evaluated the methodologies and suggested the best practice to develop effective programs aimed at facilitating cross-cultural dialogue and boosting the economic developments of the countries mostly affected by migration. This handbook builds and expands on the previous editions by presenting the rational and scientific foundations of intercultural training and focuses on unique approaches, theories, and areas of the world. In doing so, it gives students, managers, and other professionals undertaking international assignments a theoretical foundation and practical suggestions for improving intercultural training programs.

The Handbook of Experiential Learning is a comprehensive resource that draws together contemporary thought and practice on a wide range of

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experiential learning applications from the best-known authorities on the topic. In this book, volume editor and leading experiential learning expert, Mel Silberman presents a contemporary review of experiential learning in the workplace complete with models, applications, and innovative uses. The handbook covers a broad range of experiential learning methods including: Games and simulations Action learning Role-play and Improv Story-telling Adventure activity Reflective practice Creative play It also describes the use of experiential learning in topics such as technical skills, leadership, team building, diversity and cross-cultural training, and emotional intelligence.

In today's globalized world of international contact and multicultural interaction, effective intercultural communication is increasingly seen as a pre-requisite for social harmony and organisational success. This handbook takes a 'problem-solving' approach to the various issues that arise in real-life intercultural interaction. The editors have brought together experts from a range of disciplines, including linguistics, psychology and anthropology, to provide a multidisciplinary perspective on the field, whilst simultaneously anchoring it in Applied Linguistics. Key features: provides a state-of-the-art description of different areas in the

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context of intercultural communication presents a critical appraisal of the relevance of the field offers solutions of everyday language-related problems international handbook with contributions from renown experts in the field

This informative Field Guide to Intercultural Research is specifically designed to be used in the field, guiding the reader away from pitfalls and towards best practice. It shares valuable fieldwork challenges and experiences, as well as insights into key methodological debates and practical recommendations relevant to both new and seasoned researchers.

The testing and assessment of language competence continues to be a much debated issue in foreign language teaching and research. This book is the first one to address the testing of four important dimensions of foreign language education which have been left largely unconsidered: learner autonomy, intercultural competence, literature and literary competence, and the integration of content and language learning. Each area is considered through a theoretical framework, followed by two empirical studies, raising questions of importance to all language teachers: How can one test literary competence? Can intercultural competence be measured? What about the integrated

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assessment of content-and-language in CLIL and teaching? Is progress in autonomous learning skill gaugeable? The book constitutes essential reading for anyone interested in the testing and assessment of seemingly largely untestable aspects of foreign language competence. "The title of this book is well chosen. Despite the apparent oxymoron, this collection of papers succeeds in addressing important issues of educational policy and theory with the precision born of empirical work combined with discussion of principles. This book will open new options for testers, for teachers and for those who make policy decisions." Michael Byram, School of Education, University of Durham, UK

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