

Intercultural Sourcebook Vol 2 Cross Cultural Training Methods V 2

Handbook of Intercultural Training, Volume I: Issues in Theory and Design is a compilation of nine essays dealing with a problem central to today's complex world: "How can people best live and work with others who come from very different cultural backgrounds?" The major focus of the nine essays in this book is the experience of living and working for long periods in other cultures. The book also focuses on other types of cross-cultural experiences, such as majority-minority group relations, training and preparation, and integration. There are analyses of possible experiences people may have, such as stress during adjustments. Other authors in this book address the benefits of intercultural action and integration into a country's educational system. International education is seen to benefit through a greater attention to face-to-face cross-cultural experience. The first seven essays are good descriptions of intercultural behavior and training, while Chapter 8 is an evaluation of cross-cultural training. The last chapter describes the atlas of affective meanings containing 620 concepts from 30 languages/culture communities for use in intercultural training and education. Behavioral and social scientists, trainers and cross-cultural scientists, overseas businessmen, foreign students, diplomats, immigrants, and other people who work in different cultures will find this handbook very helpful.

This volume includes eleven chapters written by well-known specialists in foreign language teaching and interlanguage pragmatics: K. Bardovi-Harlig, D. Boxer, C. Clennell and S. Nichols, A. Cohen, M. A. Dufon, J. House, H. Kobayashi and C. Rinnert, A.J. Meier, M. P. Safont, P. Salazar, and A. Trosborg. The authors bring together both theoretical and empirical studies dealing with pragmatic competence and its teachability: they review the latest studies carried out in the field, examine issues of developmental pragmatics in the classroom, describe various projects and analyses of different pragmatic aspects, provide evidence of the benefits of explicit teaching of pragmatics, and suggest interesting activities to develop learners' pragmatic knowledge.

This book addresses one of the most critical issues facing global business leaders and the multicultural workforce – how to work and relate effectively in the intercultural contexts. The author presents business professionals, practitioners and academics with the Collaborative Intercultural Competence Model. Based on solid theoretical assumptions and real intercultural experiences, this model is to help professionals work more effectively across and within cultures. This book expands the traditional presentation of existing knowledge by providing a unified discussion of intercultural communication and its conceptual foundations. The book offers readers with a contemporary insight into the intercultural competence phenomenon and highlights the basis for its experience-based inquiry, assessment and development. A distinctive feature of Intercultural Competence in Organizations is its comprehensive coverage of the intercultural

competence framework from both communication and organizational behavior perspectives. This book does not cover traditional areas of international business, international management, global management strategy and policy and cross-cultural comparative management, but focuses on theoretical foundations of intercultural competence and intercultural competence research and practice. The author describes the complex nature of intercultural competence in a straightforward format which helps professionals, practitioners and students to envision a variety of intercultural situations in which they may behave competently. Thus, the conceptual acumen of this title is to understand the premises of intercultural competence, embrace its theoretical assumptions, see its practical applicability, and advance individual intercultural competence. Featuring examples and skill development exercises, this book will be appealing to professionals, practitioners, students, academics and policy makers in the field of international business, management and communication. "Dr. Matveev challenges his readers to develop their intercultural competence so as to make themselves more effective, more humane and more socially skilled in a world that increasingly involves extensive contact across various groups of people." --from the Foreword by Richard W. Brislin, University of Hawaii "Dr. Matveev creates an awareness of intercultural competence by exposing the reader to the theoretical concepts and practical tools. Business people and academics will use this book to recognize and leverage the benefits of cultural diversity." --Berthold Mukuahima, Director of Human Capital, Ohlthaver & List Group, Namibia "Dr. Matveev reveals how intercultural competence of professional multicultural teams helps in achieving corporate competitive advantage and longevity in a challenging globalized world. This book is very useful for managers, scholars and students who want to elevate the efficacy of intercultural relationship in their professional and personal lives." --Sre?ko ?ebon, Management Board Member, Sava Reinsurance Company, Slovenia /div

Traditionally, internationalization efforts in higher education have been rooted in (neo)liberal transactional models that restrict or compromise the space for meaningful exchanges of socio-cultural capital. Recently, researchers and practitioners in the international education field have taken issue with programming and practices in education abroad; international student recruitment; and internationalization of the curricula that perpetuate systems of imbalance, fossilize prejudices, adversely impact host communities abroad, and limit student learning to the confines of the Western epistemological traditions. As a result, scholars and practitioners are creating new paradigms for engagement and exchange. *People-Centered Approaches Toward the Internationalization of Higher Education* is an essential scholarly publication that examines the praxis of internationalization in higher education with empirical research and relevant models of practice that approach the topic critically and responsibly. The book innovates and (re)humanizes internationalization efforts, including education abroad, international recruitment, international scholar and student

services, and internationalization of curriculum, by focusing on the people and communities touched, intentionally and unintentionally, by said efforts. It is ideal for higher education faculty, education professionals, academic advisors, academicians, administrators, curriculum designers, researchers, and students.

Bringing together leading experts and scholars from around the world, this Handbook provides a comprehensive overview of the latest theories and research on intercultural competence. It will be a useful and invaluable resource to administrators, faculty, researchers, and students.

Intercultural Sourcebook Vol 2 Cross-Cultural Training Methods Nicholas Brealey

Focusing on the actual experiences of L2 students who travelled from their homes to foreign lands as part of a faculty-led, short-term SA program, the author explores the linkage between intercultural awareness and sensitivity, language development (e.g., sociopragmatic awareness), and identity reconstruction in young adult L2 learners.

Rightshore® - a registered trademark of Capgemini - is about organizing the distributed delivery process that embraces on-site, nearshore and offshore services. This book describes successful global delivery models utilizing industrialized methods to deliver SAP® projects from India. The first part is devoted to management concepts, service offerings and the peculiarities of working together with India. The second part features eight case studies from different industries and from around the world describing how India delivery centers have been successfully deployed in SAP® development projects. A central purpose of this book is to question the claims commonly made about the educational benefits of study abroad.

Traditional metrics of enrollment increases and student self-report, and practices of structural immersion, are being questioned as educators voice growing uncertainty about what students are or are not in fact learning abroad. This book looks into whether these criticisms are justified—and what can be done if they are. The contributors to this book offer a counter-narrative to common views that learning takes place simply through students studying elsewhere, or through their enrolling in programs that take steps structurally to “immerse” them in the experience abroad. Student Learning Abroad reviews the dominant paradigms of study abroad; marshals rigorous research findings, with emphasis on recent studies that offer convincing evidence about what undergraduates are or are not learning; brings to bear the latest knowledge about human learning and development that raises questions about the very foundations of current theory and practice; and presents six examples of study abroad courses or programs whose interventions apply this knowledge. This book provokes readers to reconsider long-held assumptions, beliefs and practices about teaching and learning in study abroad and to reexamine the design and delivery of their programs. In doing so, it provides a new foundation for responding to the question that may faculty and staff are now asking: What do I need to know, and what do I need to be able to do, to help my students learn and develop more effectively abroad? Contributors: Laura Bathurst Milton Bennett Gabriele Weber Bosley John Engle Lilli Engle Tara Harvey Mitchell Hammer David Kolb Bruce La Brack Kris Hemming Lou Kate McCleary Catherine Menyhart R. Michael Paige Angela Passarelli Adriana Medina-López Portillo Meghan

Quinn Jennifer Meta Robinson Riikka Salonen Victor Savicki Douglas Stuart Michael Vande Berg James Zull While the authors who have contributed to Student Learning Abroad are all known for their work in advancing the field of education abroad, a number have recently been honored by leading international education associations. Bruce La Brack received NAFSA's 2012 Teaching, Learning and Scholarship Award for Innovative Research and Scholarship. Michael Paige (2007) and Michael Vande Berg (2012) are recipients of the Forum on Education Abroad's Peter A. Wollitzer Award.

The current volume presents new empirical data on well-being of youth and emerging adults from a global international perspective. Its outstanding features are the focus on vast geographical regions (e.g., Europe, Asia, Africa, North and South America), and on strengths and resources for optimal well-being. The international and multidisciplinary contributions address the complexities of young people's life in a variety of cultural settings to explore how key developmental processes such as identity, religiosity and optimism, social networks, and social interaction in families and society at large promote optimal and successful adaptation. The volume draws on core theoretical models of human development to highlight the applicability of these frameworks to culturally diverse youth and emerging adults as well as universalities and cultural specifics in optimal outcomes. With its innovative and cutting-edge approaches to cultural, theoretical and methodological issues, the book offers up-to-date evidence and insights for researchers, practitioners and policy makers in the fields of cross-cultural psychology, developmental science, human development, sociology, and social work.

This book is a theoretical and practical discussion of intercultural communication and interaction and is aimed at academic courses as well as professional development programmes. It focuses, from a critical perspective, on the intercultural dynamics established between the members of multicultural groups/teams in various types of work environments.

"This book is both a snapshot of streaming media in higher education as it is today and a window into the many developments already underway, forecasting of areas yet to be developed"-- Provided by publisher.

If young people are to be adequately prepared for a complex and interdependent global society, educational experiences must consider the broader world in which teachers and their students live. Teachers can be central to the process of intercultural development, and must encourage and model an intercultural orientation for their young students as well as for their communities. A critical dimension of achieving intercultural understanding and competence is personal experience. In *Beyond Tourism*, Kenneth Cushner examines the development of intercultural competence through various dimensions of student travel and intercultural encounters, both for the classroom teacher conducting group travel as well as individuals embarking upon student exchange programs, intensive summer experiences, and international student teaching. The author examines: aspects of cross-cultural orientation, trip planning and preparation, intercultural adjustment, in-country experience and post-experience impact through his experiences of organizing and leading international and intercultural educational programs for children, pre-service, and in-service teachers on all seven continents. Cushner integrates current research on the intercultural experience and relates it to his personal travel experiences while providing guidelines to enable educators to integrate reflective travel as an active part of the educational

experience of young people. Multicultural, social studies, and foreign language teachers, international educators and study abroad officers, and those interested in experiential education will find this book invaluable.

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 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.

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.

Multilingualism, including bilingualism, has become internationally important today because of the increasing interdependence between countries, regions and continents, and because of increasing concern with preserving linguistic and cultural diversity. This book is a comprehensive introduction to research on multilingualism. Although psychological aspects predominate, it provides a multidisciplinary perspective on the individual and societal consequences of multilingualism, bringing together insights from linguistics, pedagogy, cognitive neuroscience, sociolinguistics and psycholinguistics. The book underlines the normality of speaking and using more than one language, and serves to dispel many myths and fears in this regard. Besides theoretical issues, it also provides recommendations on how to promote multilingualism in children from a dominant language group, and how to

maintain all languages of students from ethnic communities by means of education.

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

"Building Better Students discusses issues surrounding workforce readiness in the 21st century. Leading experts from psychology, education, and the workforce present cutting edge research on the topic. By synthesizing the latest thinking on a febrile topic, this volume stands at the forefront of offering promising new directions for reducing the emerging skills gap"--

In a global market where international teams, initiatives, and joint ventures are increasingly common, it is extremely important for people to integrate themselves in new cultures. Strategies for selecting and training people on global perspectives are critical for managing business. In this book, the authors develop the idea of cultural intelligence and examine its three essential facets: cognition, the ability to develop patterns from cultural cues; motivation, the desire and ability to engage others; and behavior, the capability to act in accordance with cognition and motivation. They explore the fundamental nature of cultural intelligence and its relationship to other frameworks of intelligence.-Back cover. In an effort to enhance the quality of education, universities and colleges are developing programs that help faculty and staff internationalize curriculum. These programs will purposefully develop the intercultural perspectives of students. Curriculum Internationalization and the Future of Education is a critical scholarly resource that examines the steps taken to diversify a number of courses from various disciplines and addresses the challenges with curriculum internationalization. Featuring coverage on a broad range of topics, such as active learning, student engagement, and grounded globalism, this book is geared towards academics, upper-level students, educators, professionals, and practitioners seeking current research on curriculum internalization.

"Why haven't we been successful in finding sustainable solutions?" is a question that this book attempts to address. This book questions the appropriateness of current approaches to international conflict mediation/peacebuilding and whether today's practitioners have the necessary patience, passion, and training to manage twenty-first century conflicts. This book also examines whether the current approaches to the mediation of international conflict and peacebuilding, as well as the education in these fields, effectively consider the influence of the post-Cold War environment and whether they address sub-national conflicts caused by the continually increasing social inequality within societies, among parties with different cultural, religious, racial, ethnic, and linguistic backgrounds. The narratives of the lived experiences of this book's contributors are used to illustrate the challenges associated with achieving sustained global peace in the twenty-first century. Using the author's conversations with the contributors to the book, as well as educators, this book suggests that a universally adopted answer to the book's underlying question has not yet been established. Therefore, the objective of this book is to start a public conversation about reforming the current education and practices used in the mediation of international conflicts and peacebuilding. The author hopes that these reforms will enable practitioners in integrating the message of the youth uprisings across the globe in finding sustainable resolutions to social inequality-based conflicts within their societies and among countries across the globe. As all of the citizens of the world continue to live in the midst of conflicts erupting across the globe, this book brings to the surface the urgent and acute need for finding better approaches to address this century's social inequality-based conflicts. This book seeks to bring hope and to energize individuals with different cultural,

religious, ethnic, racial and linguistic backgrounds, as well as individuals with different professional and personal lived experiences to collaboratively work together to achieve sustainable global peace. The author hopes that this book will foster among students, educators, and practitioners a better understanding of international conflict mediators' approaches for accommodating the inter?relationship between culture and the mediation of international conflicts.

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 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

Leaders represent a necessary part of any organizational structure, and leadership styles can vary greatly between individuals. Servant leadership is one such leadership style which is helping individuals guide and encourage others within their organization. Servant Leadership: Research and Practice explores the concept of rethinking the leader-subordinate relationship structure through the dissolution of an authoritarian leadership style. This book supports current and future leaders through relevant discussions on methodologies and tools in support of servant leadership, and is designed for use by business managers, executives, scholars, and upper-level students.

Explores the role of expatriates in the mobilization, nurturing and sharing of knowledge between their original country and the MNCs' host countries. This title includes topics that are related to the management of knowledge and the tools, methods and practices that can be customized to facilitate the transfer of knowledge in MNC settings.

Inhaltsangabe:Abstract: The increasing international interconnection of the world s economics has the consequence that more and more German employees have to stay abroad for a longer time. The south-east Asian and especially the Chinese economic environment are gaining a bigger and bigger role also for the German textile market due to a strong economic growth, the low wage level especially in the manufacturing branch this is an important decision factor - at approximately EUR 0,32 per hour and the size of a potential market. The low wage level will not rise in the near future. China as a market is not interesting at the moment because the purchasing power is not large enough at the present. The fact that China s economic importance is growing requires a new kind of approach to enter the market in any kind of way. Since Germany is a country with only few raw materials the requirements of manpower have changed. The requirements regarding the qualification of the labour rise and the so-called human-capital develops into one of the factors with the biggest influence on economic growth and employment. China does require special skills regarding management, communication and intercultural interactions. In the last years the persons in the responsible departments became aware of this. A relatively new area of research has become more and more important for the human resource departments in German companies: the intercultural preparation of employees and expatriates. Expatriates fill the key positions for the exchange of information between the parent company and the office abroad. For a successful expatriation a profound preparation regarding intercultural communication and behaviour is needed. The better the preparation the better will be the expatriation for the company and the expatriate. A failed dispatch abroad can cost the company approximately 125.000, - per employment. However, the consequences for the expatriate can also be disastrous: social and professional decline and depression and others. This work

has the aim to answer the following questions: How can well designed training programs look like? What kinds of possibilities do exist? Who does offer intercultural trainings in Germany? How are employees in German textile and clothing companies prepared in practice compared to other industries? Is the investment in the intercultural trainings useful, efficient and worth it? To find answers to these questions the second [...]

This volume provides a strong theoretical introduction to the field of intercultural communication, offering practical examples of classroom activities, as well as presenting empirical research which demonstrates that intercultural communicative competence (ICC) can be developed effectively in specially tailored courses adjusted to the needs of learners. It presents a novel model of intercultural sensitivity assessment, and outlines the results of research into intercultural communicative competence conducted among the students of English Language Studies in state colleges in Poland. The cultural component in developing ICC as an extra-linguistic determinant is assigned particular prominence in the book. A thorough analysis of the empirical material collected from participant observation, the administered questionnaires and interviews allowed the most common values and attitudes held as components of intercultural sensitivity to be identified. The obtained findings are subsequently analyzed to predict the potential areas of communication misunderstandings and failures between Polish learners of English and representatives of other cultures.

Written in a highly accessible style and in four parts, this book provides rapid and authoritative access to current ideas and practice in intercultural communication. It draws on concepts and findings from a range of different disciplines and uses authentic examples of intercultural interaction to illustrate points.

Expanding and building on the measures included in the original 1994 volume, *Communication Research Measures II: A Sourcebook* provides new measures in mass, interpersonal, instructional, and group/organizational communication areas, and highlights work in newer subdisciplines in communication, including intercultural, family, and health. It also includes measures from outside the communication discipline that have been employed in communication research. The measures profiled here are "the best of the best" from the early 1990s through today. They are models for future scale development as well as tools for the trade, and they constitute the main tools that researchers can use for self-administered measurement of people's attitudes, conceptions of themselves, and perceptions of others. The focus is on up-to-date measures and the most recent scales and indexes used to assess communication variables. Providing suggestions for measurement of concepts of interest to researchers; inspiring students to consider research directions not considered previously; and supplying models for scale developers to follow in terms of the work necessary to produce a valid and reliable measurement instrument in the discipline, the authors of this key resource have developed a significant contribution toward improving measurement and providing measures for better science.

Accessible and lively introduction to the management of cross-cultural communication for undergraduate and postgraduate business students. Drawing on the latest research and incorporating the author's own extensive experience of working in different cultural settings, it addresses the core theory and practice. An essential course companion.

This comprehensive book examines both the principal methods used in cross-cultural training and a selection of techniques and instructional devices. Six methods are examined in twenty articles: roleplays, contrast-culture training, simulation games, critical incidents, the culture assimilator and case studies. In each, a lead article traces the development and use of the particular method; several articles then offer specific applications. *Intercultural Sourcebook* provides both a framework for conceptualizing the training methods covered and guidelines for

applying them in one's own work. Each article is written by an experienced trainer; in fact, the author list comprises a "who's who" in the field. Thorough, practical and enlightening, this book will define the field for years to come.

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.

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.

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

Featuring contributions from some of the world's most renowned cross-cultural management theorists and commentators, this breakthrough text explores the cross-cultural dynamics within organizations. The book examines the evolving role of cultural diversity in the workplace, the application of cultural comprehension to organizations, and the measurement of various aspects of intercultural competence.

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

"This book focuses on the societal, social, political, economic and philosophical perspectives of transformative models

and how digital learning communities foster critical reflections and perspective change, building a better understanding on how online educators/designers/tutors/learners can talk about injustice and inequality to a virtual group"--Provided by publisher.

Offers a wide-ranging overview of the issues and research approaches in the diverse field of applied linguistics Applied linguistics is an interdisciplinary field that identifies, examines, and seeks solutions to real-life language-related issues. Such issues often occur in situations of language contact and technological innovation, where language problems can range from explaining misunderstandings in face-to-face oral conversation to designing automated speech recognition systems for business. The Concise Encyclopedia of Applied Linguistics includes entries on the fundamentals of the discipline, introducing readers to the concepts, research, and methods used by applied linguists working in the field. This succinct, reader-friendly volume offers a collection of entries on a range of language problems and the analytic approaches used to address them. This abridged reference work has been compiled from the most-accessed entries from The Encyclopedia of Applied Linguistics (www.encyclopediaofappliedlinguistics.com), the more extensive volume which is available in print and digital format in 1000 libraries spanning 50 countries worldwide. Alphabetically-organized and updated entries help readers gain an understanding of the essentials of the field with entries on topics such as multilingualism, language policy and planning, language assessment and testing, translation and interpreting, and many others. Accessible for readers who are new to applied linguistics, The Concise Encyclopedia of Applied Linguistics: Includes entries written by experts in a broad range of areas within applied linguistics Explains the theory and research approaches used in the field for analysis of language, language use, and contexts of language use Demonstrates the connections among theory, research, and practice in the study of language issues Provides a perfect starting point for pursuing essential topics in applied linguistics Designed to offer readers an introduction to the range of topics and approaches within the field, The Concise Encyclopedia of Applied Linguistics is ideal for new students of applied linguistics and for researchers in the field.

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 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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