

**DEPARTMENT OF ADMINISTRATIVE, HIGHER AND
ADULT EDUCATION STUDIES.**

UNIVERSITY OF NEW ENGLAND, ARMIDALE.

**Title: “Conceptualizing ‘cross-cultural effectiveness’:
practitioners’ concepts and theories and implications
for adult educators in cross-cultural settings.”**

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ABSTRACT:

The researcher has been involved in the field of cross-cultural communication for the last thirty-two years when he first became involved as a teacher of European languages and culture in the high schools of Queensland and was actively involved in the Modern Language Teachers' Association.

In his next career position as Teachers' College Lecturer in the sociological, psychological, and philosophical foundations he was constantly focussed on issues of cultural diversity and cross-cultural teaching and learning and contributed to the development of the Diploma in Multicultural Education.

The next career stage saw him involved in Adult and Vocational Education as a Senior Lecturer working on cross-cultural aspects of adult learning in both workplaces and communities and consulting in countries like Papua-New Guinea, The Kingdom of Tonga, East Germany and Japan as well as becoming active in the international outreach of the Australian Association for Adult and Community Education.

During these latter years he became aware of a growing body of research and theory in the area of cross-cultural communication, particularly under the auspices of the Society for Intercultural Education, Training and Research in the United States. Much of the discourse was confused and contradictory, depending on the discipline and ideological perspective of the writer. Much of it was Euro-centric, if not North America-centric and offered little help to practitioners and those responsible for preparing them in higher education in the Asia-Pacific region. Much of the material encountered viewed 'cross-cultural effectiveness' from a medical model which saw cultural differences as pathological problems to be overcome with doses of inappropriate advice which did little more than reinforce dangerous stereotypes and racist attitudes. With this in mind the researcher set out to use a culturally-appropriate methodology to map the concepts and theories of highly-effective cross-cultural teachers, trainers and managers as a basis for better understanding cross-cultural 'effectiveness' and designing more appropriate teaching and learning strategies to enhance the performance of all cross-cultural workers in adult and community education in Australia and around the world and that definitely includes everyone of us.

This study concludes that 'cross-cultural effectiveness' needs to be reconceptualized from a 'perspective transformation' perspective to bring about any lasting transformational learning which views cultural diversity as a 'resource' rather than a 'problem' and can generate appropriate adult teaching and learning processes which can empower all learners and liberate them from highly dysfunctional racist and stereotypical assumptions which greatly diminish their effectiveness in cross-cultural settings.

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CERTIFICATE OF ORIGINALITY:

I certify that the substance of this thesis has not already been submitted for any degree and is not being currently submitted for any other degrees.

I certify that to the best of my knowledge any help received in preparing this thesis, and all sources used, have been acknowledged in this thesis.

A handwritten signature in cursive script, appearing to read "P. M. ...", written above a horizontal line.

Signature

4. 7. 96

Date