Promoting Intercultural Communication Competencies in Higher Education

Part of the Advances in Higher Education and Professional Development Book Series

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Description:

Any educational environment involves the interaction of diverse groups and individuals. To foster productive and effective communication, it becomes imperative to understand people’s different linguistic and cultural backgrounds, as well as their value systems.

Promoting Intercultural Communication Competencies in Higher Education is a pivotal reference source for the latest scholarly material on the presence of cultural diversity in educational contexts and how to promote effective dialogues in these environments. Highlights extensive coverage on topics relating to intercultural learning, such as social identity, gender diversity, and formative feedback.

Readers:

This book is ideally designed for academics, upper-level students, educators, professionals, and practitioners seeking pedagogical research on communication between diverse cultural groups.


Topics Covered:

- Autoethnography
- Educational Administration
- Formative Feedback
- Gender Diversity
- Language Learning Classrooms
- Online Learning
- Professional Skills Development
- Social Identity

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Dr. Grisel García-Pérez has been teaching languages for 41 years and still says she genuinely enjoys what she does. She considers teaching to be a privileged position that demands humility, respect, and love. Her primary research interest is in the area of second/foreign language teaching and learning. Within this area, she has carried out investigations on e-learning, speech analysis, text analysis, and most recently on intercultural communication and intercultural awareness. At present she is investigating how intercultural development, sensitivity, competence, and communication are interconnected with language learning.

Dr. Constanza Rojas-Primus teaches Spanish and Intercultural Studies in the department of Language and Cultures at Kwantlen Polytechnic University, BC, Canada. She holds a Master in Sociolinguists and a Ph.D. in Spanish and Latin American Studies. She is also a Certified Interculturalist and an Intercultural Development Inventory Qualified Administrator. She has published many academic articles and is the author of Lengua ritual y sincretismo: dinámicas de hibridación en el discurso mágico-religioso Palo Monte (2009). Her current research focuses on the integration of intercultural communicative competence into her Spanish classroom to better understand the role language education may play in developing students’ global competences at her university.