

Documents

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Intercultural communication in the context of Saudi Arab tertiary education

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Abstract

This chapter is a case study of intercultural communication in a tertiary educational setting in Saudi Arabia. Given the fact that educational institutions adopt Western models of education and employ foreign professors, this study aims at shedding light on the patterns of communication in the classroom. The elements of Hofstede's five dimensional model, namely, uncertainty avoidance, individualism/collectivism, and power distance dimensions were applied for the purpose of analysis. The study involved in-depth interviews with 17 female students of a private university in the Eastern Province. While assessing the perception of the students about the communication patterns, it provides recommendations on improving the educational experience of local students taught by Western professors. Ultimately, the findings will contribute in promoting a culturally responsible education characterized by critical thinking skills, individual creativity, and movement out of comfort zones, which will prepare students for the globalized job market's challenges. © Springer Science+Business Media Singapore 2015.

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