

SESSION OVERVIEW

Topic	Intercultural Competence Case Studies	Duration: 50 minutes
Trainees	New teachers	Rooms required: 1 workshop room
Outcomes	<ul style="list-style-type: none"> ● Trainees will be able to think of numerous reasons why different situations occurred (i.e. not jump to conclusions); (ii) be comfortable with ambiguity. 	
Rationale	<ul style="list-style-type: none"> ● Teachers will work in a multicultural environment and will need to alter their communication style for both colleagues and students 	
Preparation	<ul style="list-style-type: none"> ● Print copies of the intercultural scenarios ● Prepare the picture “Intercultural Ice Berg” 	

PROCEDURAL NOTES

WARM UP

Eliciting Aim: trainees will see that people from different cultures will view the same situation in different ways	<ul style="list-style-type: none"> ● Elicit how people drive in regular conditions (multi-tasking, music, phone, eating, etc.) compared with icy conditions (complete concentration, slow speed, etc.) Elicit how this is similar to communication in normal and intercultural conditions. 	Flexibilities: Show half of the trainees the picture of the young woman and the other half the picture of the old woman (below). Finally show the composite. Elicit that culture predetermines us to see things in a particular way.
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PRACTICE

Intercultural Scenarios Aim: trainees will practice thinking slowing and not jump to conclusions	<ul style="list-style-type: none"> ● Ask trainees to view each of the intercultural scenarios in groups. For each scenario, trainees should think of five reasons as to why the situation occurred. ● Trainer elicits five reasons for each scenario on the board. Trainer can ask follow up questions to the trainees ● Elicit which answer is kindest / least kind to the person in the story. Trainer does not tell the trainees why these situations occurred 	Flexibilities: The intercultural scenarios could be discussed as a whole group activity Trainer can prompt trainees if they have difficulty thinking of different reasons.
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WRAP UP

Review Aim: trainees will be aware of how to act in an intercultural situation	<ul style="list-style-type: none"> ● Trainees are asked why (i) they had to think of 5 reasons for each situation; (ii) why the trainer did not “give them the answers” ● Trainer elicits that to be effective in intercultural situations trainees need to (i) think slow (i.e. not jump to conclusions); (ii) be comfortable with ambiguity 	Flexibilities: Trainer could present the reasons instead of eliciting
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CATHY'S DINNER

Cathy is an international teacher. Her colleagues are very nice to her and always invite her out for dinner or give her things as presents etc. however, one day, she was having a chit-chat with her Chinese colleague and her Chinese colleague asked her.

Colleague: so Cathy how old are you?

Cathy said: I am 28.

Collague: Are you married? Do you have a boyfriend? You must have a boyfriend. Is he in your home country?

Cathy: No no, I am single.

Colleagues: Really? You know, you should get married because you are 28 now, not very young.

Cathy was confused and annoyed at her colleagues and decided not to go for dinner with them again.



ALEX'S NEW JOB

Alex has been working as an English teacher in Guangzhou for the past two months. This is Alex's first time in China - he is keen to learn the about Chinese culture and the language and has enrolled on a course of Mandarin classes.

There are twenty members of staff in Alex's school, four of which are from the UK and Canada. Alex has a strong working relationship with his fellow international colleagues with whom he often socialises with outside of work. Alex however, finds it difficult to build relations with the rest of the staff. This is partly due to members of staff rarely meeting, aside from at official meetings and functions, and partly due to staff seeming reluctant to speak to him.

When Alex met a Chinese colleague the other day during break time, his colleague politely excused himself stating his English was poor and was reluctant to engage in further conversation.



JERRY'S DATING DILEMMA

Jerry is a single guy who recently arrived in China and has been working as an English Teacher for a few weeks. His female colleagues– with good intention – wish to set Jerry up on a date with fellow single members of staff.

Jerry, unwilling to seem rude in refusing their kind gesture, feels very uncomfortable with the arrangement and is unsure of what to do.



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YVONNE'S FEEDBACK

Yvonne senses that her Customer Service team no longer trusts her since she gave a member of the team direct feedback a week ago. Upon placing a new student in a class during test week, Yvonne approached the class's consultant at lunch time in the staffroom and said "Please don't place students in my class during a test week again. I know that this is against the standard operating procedure in our school."

Since this incident the Yvonne has noticed that none of the customer service team are willing to make small talk with her.



ANGELA'S ADVICE

Angela has just arrived in her center after completing a TEFL training course. During her first week, she notices a hand out prepared by one of her Chinese colleagues for their students. Being, interested, Angela asks to take a look. Angela noticed several grammatical errors on the sheet. She also noticed that the activity on the handout is based on translating from English to Chinese and back again, something she was told not to do in her TEFL course.

Angela, wanting to put the students' education first, decided to mark some of the grammar mistakes on the sheet and print out an article on communicative language teaching for her colleague and leave it on her Chinese colleague's desk, so they might be able to improve their teaching. Her colleague didn't thank her after, which she thought was odd.

A few weeks later, Angela noticed the same handout being printed. She was frustrated that her colleague hadn't taken her advice.



MARK'S INVITATION

Mark has become friends with a group of local staff at his EF school in China, and one day they invite him to go out to for dinner at a local restaurant. Mark willingly accepts the invitation. When they first get to the restaurant, some of the staff talk to Mark, asking him what he thinks of the food and the restaurant. However, soon they begin talking just to each other, making jokes Mark doesn't understand. They speak Chinese so that Mark can't follow the conversation. For a long time Mark sits there silently. Finally, Mark tells the group he needs to get back to school and then leaves.



XIAO SUN'S COMPLAINING COLLEAGUES

Xiao Sun is a Chinese teacher who has just joined a training school as an English teacher. She was looking forward to working in an international setting, learning about other cultures and other schools of thought. She hopes that this will help prepare her for studying or working abroad in the future.

However, since starting in her new position, Xiao Sun has found her colleagues to be quite rude. In the staffroom, they spend a lot of their time talking about how dirty China is, how rude Chinese people are and making fun of the students. Xiao Sun was expecting something quite different from this when she interviewed for an applied for this teaching position. She is now rethinking her career plans and considering staying in China instead of moving abroad.



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