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Critical Incident 1

TianYi is a visa student from XinJiang province in western China. She is starting her EAP program to prepare for university studies in Canada. She arrived two weeks ago with intermediate English skills that she developed in the Chinese school system, but seems to be struggling in her new academic setting. She never participates in class and does not mix with other students. Her host family has recently reported that she spends most of her time in her room with the door closed and they are quite concerned about her.

1. How concerned would you be if you were TianYi's host family?

Not concerned at all 1 2 3 4 5 6 7 Extremely concerned

Why?

- a. What consequences could result from not addressing this situation?
 - b. What benefits might there be to addressing this situation?
2. Why do you think TianYi is reacting in this way? How is she feeling? What is she thinking?
 3. What would you do if you were in the situation of TianYi's host family?
 4. Can you think of any ways of helping or advising TianYi?

Critical Incident 2

Ahmed moved to Canada a year ago with his family and is now in his 3rd year of high school here. The teachers have noticed that he has steadily become more belligerent in class discussions and other interactions and is often very critical of how Canadians and westerners have treated Muslims as well as other ethnic groups. He points to historical injustices such as those committed against the First Nations peoples and blacks, environmental degradation, as well as social problems associated with the 'socialist welfare state', high crime rates, high unemployment rates (and 'laziness'), and moral 'bankruptcy' in order to demonstrate how morally superior and generally how much better his home country's society is than this one.

2. How important do you think it is to address this situation?

Not important at all 1 2 3 4 5 6 7 Extremely important

Why?

a. What consequences could result from not addressing this situation?

b. What benefits might there be to addressing this situation?

3. Why do you think Ahmed is reacting in this way? How is he feeling? What is he thinking?

4. What would you do if you were in the situation of Ahmed's teachers or student services staff?

5. Can you think of any ways of helping or advising Ahmed?

Critical Incident 3

Miho is a Japanese student studying English at a private ESL school and has been studying here for two months. She has always dreamed of living in North America, so she has been happy to realize that dream. This is the first time she has been outside of Japan and the first time that she has had any significant interaction with non-Japanese people except for English conversation tutors back home. Since she has been here, she has come to idealize Canadians and the Canadian way of life, and she has become very critical of Japan and Japanese people. "Canada is safe, beautiful, and relaxed, and the people are friendly and open-minded." "Japan is crowded, noisy, and conservative, and the people are conformist and closed-minded."

1. How important do you think it is to address this situation?

Not important at all 1 2 3 4 5 6 7 Extremely important

Why?

- a. What consequences could result from not addressing this situation?
 - b. What benefits might there be to addressing this situation?
2. Why do you think Miho is reacting in this way? How is she feeling? What is she thinking?
 3. What would you do if you were in the situation of Miho's teachers?
 4. Can you think of any ways of helping or advising Miho?

Critical Incident 4

Rebecca has taught English at high school for many years. Recently, however, she has started a new job as a writing instructor in an EAP program. Last week, she found that she needed to refer one of her Chinese students to the principal because of blatant plagiarism on the essay she had assigned. Now she has just discovered three more cases of serious plagiarism and wonders about how to penalize these students without sending so many of them to the principal. Her main concern is how to maintain standards that are both high and fair for all students.

1. How important do you think it is to address this situation?

Not important at all 1 2 3 4 5 6 7 Extremely important

Why?

- a. What consequences could result from not addressing this situation?
 - b. What benefits might there be to addressing this situation?
2. What does it mean to have high standards? What does it mean to have fair standards?
 3. Why are these students plagiarizing?
 4. How does Rebecca feel? What would you do if you were Rebecca?

Critical Incident 5

Rachel is a new teacher in the ESL program at the local Adult Education centre. She had very positive experiences teaching overseas in Japan and Korea. She found the people there to be 'so polite'. Now, however, she has become quite stressed in dealing with the challenges of a different student cultural demographic. In particular, there are two male Saudi students in her class who vie for attention and 'air time' in class discussions to the extent that other students do not get much chance to speak. On several occasions, they have also challenged Rachel's grammar explanations in class, which flustered her a great deal. More recently they have also challenged her assessments of their writing and other assignments.

1. How important do you think it is to address this situation?

Not important at all 1 2 3 4 5 6 7 Extremely important

Why?

a. What consequences could result from not addressing this situation?

b. What benefits might there be to addressing this situation?

2. Why are these students responding in this way? What are they feeling? What are they thinking?

3. How is Rachel feeling? What would you do in her situation?

4. Can you think of any ways of helping or advising these students?

Critical Incident 6

Jake comes from a military family and is a young university grad who did volunteer service work in India for 8 months. He has recently returned to Canada and started working for a non-profit service organization here. At the organization in India, he found that his roles and responsibilities were clearly and consistently defined. Rules were explicitly set. The staff was expected to adhere to these rules, and consequences for not doing so were understood by all. His experience so far at the organization in Canada has been quite different, and he has found it to be a difficult adjustment. For example, roles and responsibilities seem to develop out of collaboration and negotiation among team members. The same can be said for new initiatives for the organization to take on. Jake has attempted to introduce some of the norms and rules from his previous organization, but with a cold reception. He also has not shown great respect for the competency of his fellow staff. Jake's supervisor, Kendra, was very impressed by his enthusiasm and with his experience when she hired him. However, she has recently heard a few complaints about him from other staff. She is now considering her options for dealing with this situation.

1. How important do you think it is to address this situation?

Not important at all 1 2 3 4 5 6 7 Extremely important

Why?

a. What consequences could result from not addressing this situation?

b. What benefits might there be to addressing this situation?

2. Why do you think Jake is reacting in this way? How is he feeling? What is he thinking?

3. What would you do in Jake's situation?

4. What is Kendra thinking/feeling around this situation? What would you do in Kendra's situation?

5. How would you advise the rest of the team in this situation?

Critical Incident 7

Dan is a principal at an elementary school with a large ESL population. In order to encourage better cross-cultural relations, reduce conflicts, and make diversity a real asset in the school, he has invested in several initiatives. For example, he installed a series of posters throughout the school that depict culturally and racially diverse people enjoying various activities together (ex -- playing basketball, playing music in an orchestra, working on a building project, etc). He has also made sure that the library has some resources in several of the languages of the students. In addition, he initiated an annual multicultural festival day when students can display arts, crafts, and clothing and perform dance and music from their various home cultures. However, he has noticed no improvement in cross-cultural relations among students, nor have teachers appeared to be any more effective in working with the diverse student population.

1. How important do you think it is to address this situation?

Totally disagree 1 2 3 4 5 6 7 Totally agree

Why?

a. What consequences could result from not addressing this situation?

b. What benefits might there be to addressing this situation?

2. Why is his approach not working?

3. What would you do in Dan's situation?

Critical Incident 8

Jakob came from Poland last year with his family and is studying at high school here. After several months of stressful adjustment to his new setting, he has overcome his fear of differences and has 'come out of his shell' and decided to make friends with as many different kinds of people as possible. Last week he introduced himself and started talking to a couple of female Saudi students and wanted to shake their hands as a friendly parting gesture. They have avoided him ever since. Yesterday evening at his home, he greeted his sister's Canadian boyfriend with a welcoming kiss but noticed that he did not seem comfortable around Jakob until later in the evening when Jakob started to ask him about hockey.

1. How important do you think it is to address this situation?

Totally disagree 1 2 3 4 5 6 7 Totally agree

Why?

a. What consequences could result from not addressing this situation?

b. What benefits might there be to addressing this situation?

2. Why do you think Jakob is acting in this way? Why is he not having more success in his interactions? How is he feeling? What is he thinking?

3. How would you try to help Jakob?