



INTERNATIONAL ARRIVALS

WHAT DO I DO NOW?

WHEN IS HE GOING TO TAKE MY CARD?

HE SEEMS A BIT UNFRIENDLY?

WHOA - PERSONAL SPACE INVASION!

I'M NEXT, WHAT SHOULD I DO?



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CRITICAL INCIDENT TECHNIQUE IN EFL CLASSES

Critical Incident Technique in Intercultural Communication

“A brief description of a critical incident of crosscultural interaction that would probably be misunderstood”
(Hughes, 1986, p. 167)

WHY DO EFL CLASSES NEED CRITICAL INCIDENTS?



Language Ability VS Intercultural Communicative Competence



HOW TO MAKE A CRITICAL INCIDENT?



CHOOSING THE TYPE OF CRITICAL INCIDENT

A critical incident can be based on:

- One's own personal experience
- Someone else's experience
- News
- Popular story (presented from a different perspective)

Narrated Incident

Incident 1

Olivia and Eddie are exchange students at the University of California.

Olivia: *Where are you from?*

Eddie: *I'm from Australia. And you?*

Olivia: *Me too! But, where are you really from? Where is your family from?*

Eddie: *Well, my parents are both South-Korean, but I was born in Australia.*

Olivia: *Korea? Oh my god, I love K-pop. Do you know BTS? They are my favorite band!*

Eddie: *Sorry...I don't know anything about K-pop.*

Olivia: *Are you sure you're Korean? Hahaha.*

Eddie: *Do you have any kangaroos in your back garden?*

Olivia: *Kangaroos? No, I don't.*

Eddie: *Are you sure you're Australian?*

- What do you think of Olivia's reaction? How about Eddie's reaction?
- Have you ever seen or experienced a similar situation?

Illustrated Incident



FOCUS OF FOLLOW-UP DISCUSSION

- Analyze the incident (What do you think is happening/ happened?)
- Share perspectives with others
- Evaluate the incident (Who was at fault? Why?)
- Share own experience in relation to the incident (When possible)
- Share how one would behave if involved in a similar incident



Benefits of Critical Incidents for EFL learners

Enriches **cultural knowledge** and increases **awareness**

Stimulates **critical thinking** skills

Improves **communication skills** in the target language

Allows for **exchange of perspective** between students

“encourages participants to **tell their story**” (Urquhart et al., 2003)

Provides an opportunity to **prepare for a real-life situation** in the comfort of the “third-space”



*Someone who speaks a foreign language well, but doesn't understand the social philosophical content of the language is a **“fluent fool.”***

Milton J. Bennett



