

# ASSESSING INTERCULTURAL COMPETENCE WITH GROUP REFLECTIONS

Presenter: Dr. Amanda Lanier | Michigan State University

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**EXTEMPORE EXTRAVAGANZA 2023 | July 27 12:30pm**

# ASSESSING INTERCULTURAL COMPETENCE WITH GROUP REFLECTIONS

**Dr. Amanda Lanier**

Michigan State University

<https://www.linktr.ee/LanierLingvista>

Extempore Extravaganza 2023

Even if you are successfully integrating language and culture in your courses and cultivating intercultural competence, it can be difficult to track the development of ICC skills and attitudes of ICC over time. Reflection prompts are essential to assessing ICC and raising learners' awareness of their own growth. In this session, we will clarify the components of ICC, apply a process-based framework for planning ICC tasks, and experiment with a smooth and sustainable way to assess ICC through group reflections using rooms and rubrics in Extempore. You will be able to use the model assessment as a template and adapt it to assess learner development in your own intercultural language activities.

ANSWER IN THE CHAT

Why do we teach and learn  
world languages?

It's not just about proficiency...

What do you teach when you teach *culture*?



**FOOD**



**FESTIVALS**



**FLAGS**



One language  
does not equal  
one culture.

# 10 KOREAN CUSTOMS TO KNOW BEFORE YOU VISIT KOREA

BY CHRIS THARP  
APRIL 29, 2009



Kimchi. Photo: Nagyman

Whether you're thinking of coming to Korea for work, or just by on a greater sweep through East Asia, knowing the customs is essential for getting by in this unique

Source: <http://matadornetwork.com/>

Knowledge

Attitudes & Interpretation

npr WKAR-AM news arts & life music programs shop

WORLD

## In Attack's Wake, France Grapples With What It Means To Be French

Updated November 17, 2015 - 9:15 AM ET  
Published November 16, 2015 - 3:47 PM ET

FRESH AIR

Listen to the Story  
Fresh Air 35:05

+ Playlist Download Embed Transcript

People light candles in Marseille, France, as a tribute to the victims of Friday's attacks in Paris.  
Anne-Christine Poujoulat/AFP/Getty Images

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Source: <http://www.npr.org/>



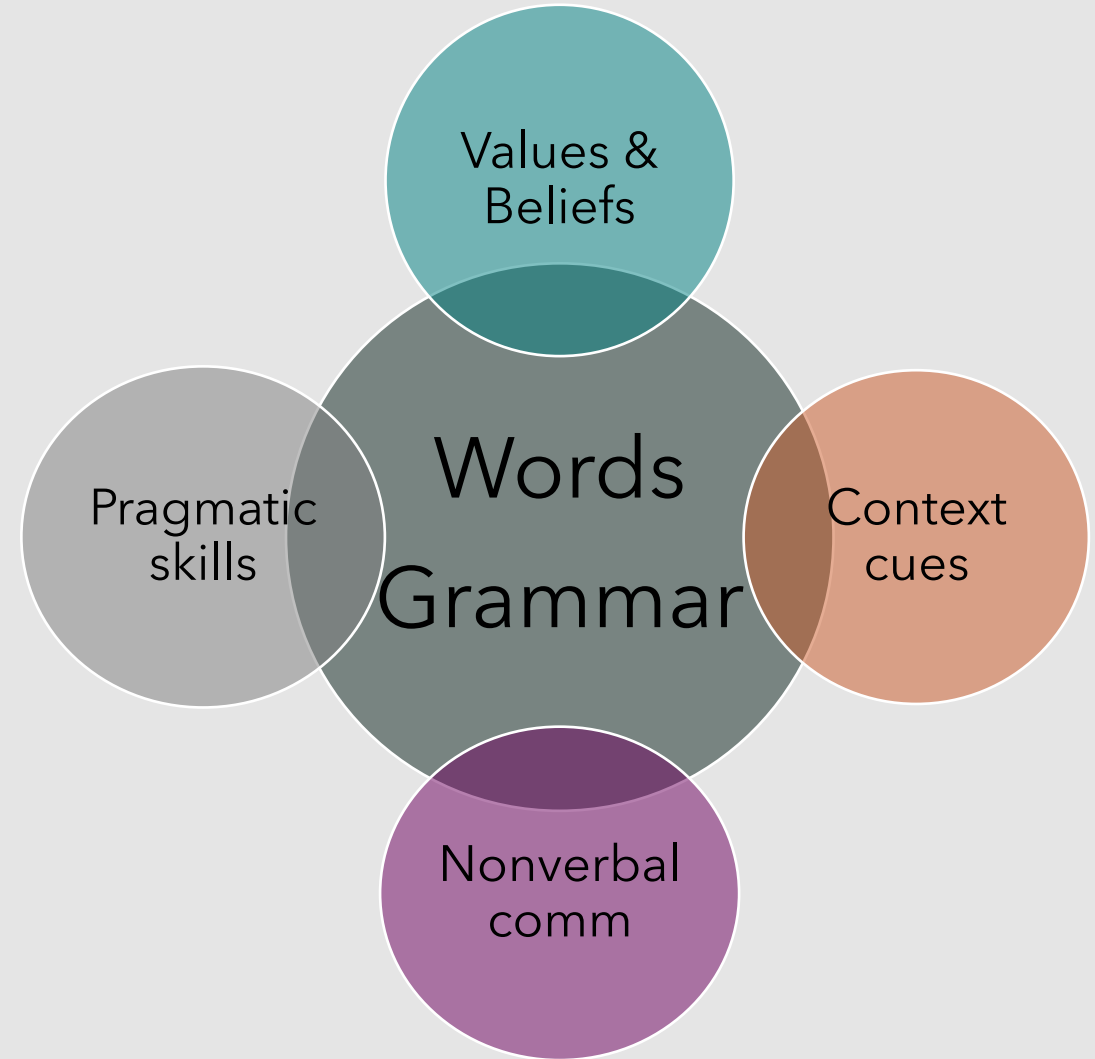
You cannot  
predict what  
cultures  
learners will  
need to know.

# Language and Culture - Outside "the circle"

"Culture erases the circle around language that people usually draw. You can master grammar and the dictionary, but *without* culture you won't communicate. With culture, you can communicate *with* rocky grammar and limited vocabulary.

This statement seems paradoxical because of the circle around language, the circle that exists in most people's imagination...

The circle has to go."  
(Agar, 1994, p. 30)



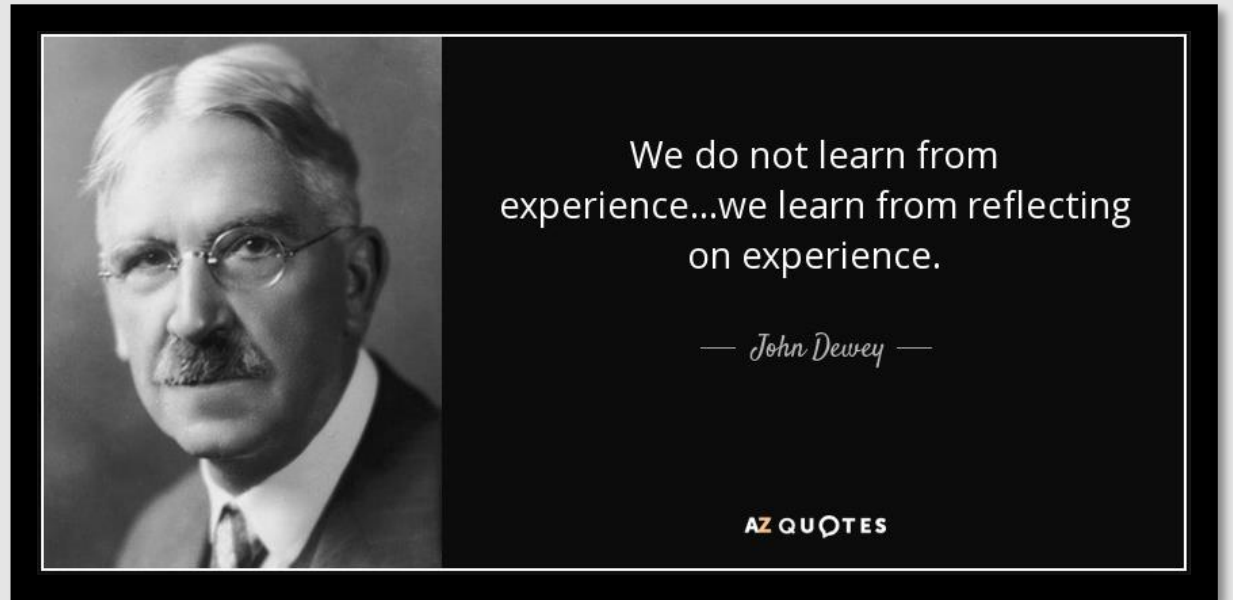




Intercultural  
competence  
empowers  
learners to  
learn, adjust,  
and adapt.

# Reflecting on Intercultural Competence

- Why is reflection so important?
- How can we prompt learners to reflect?
- Should you be reflecting, too?



We do not learn from  
experience...we learn from reflecting  
on experience.

— *John Dewey* —

AZ QUOTES

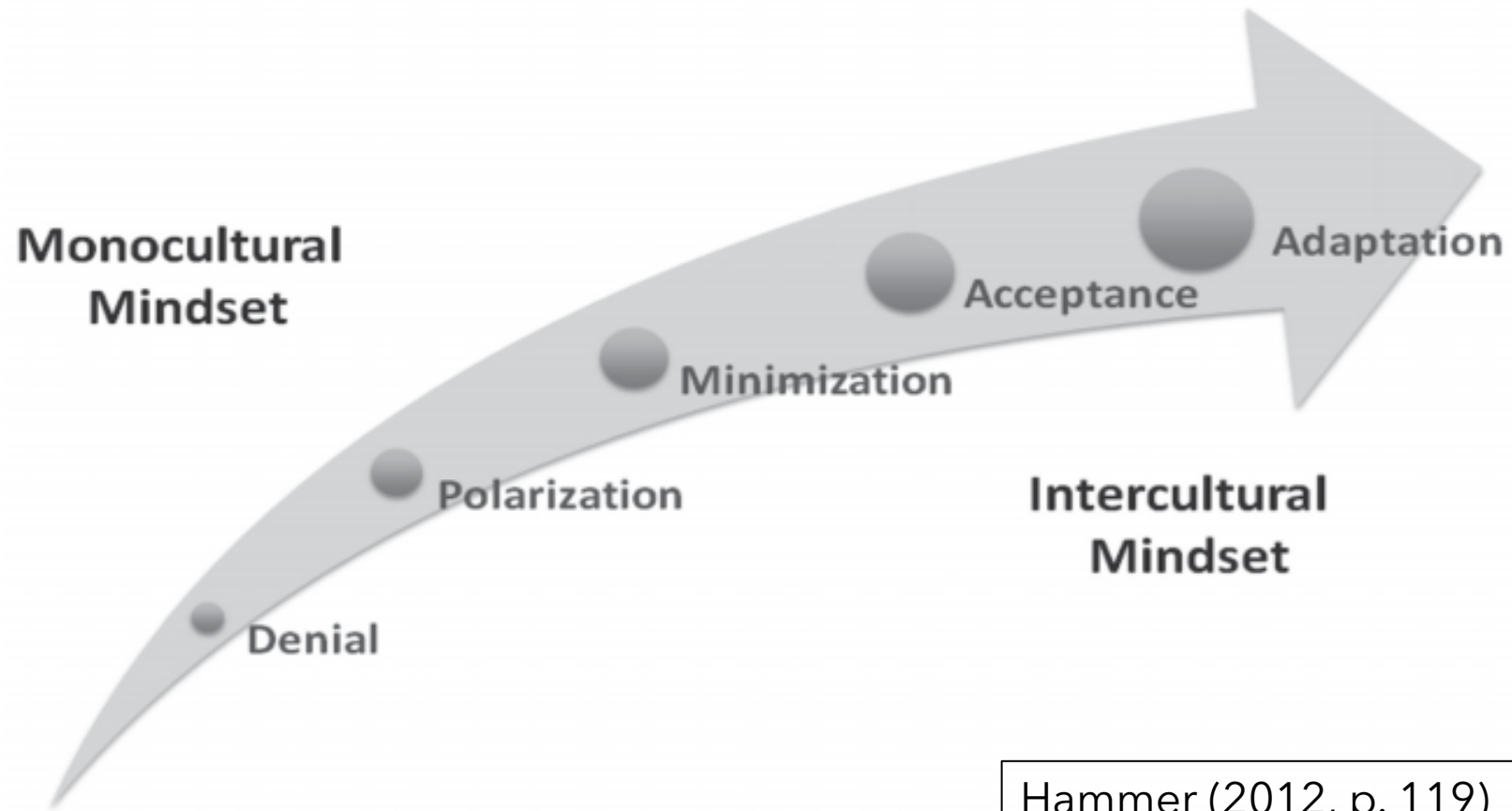


# ICC FRAMEWORKS

How do we  
define ICC  
for language  
learning and  
teaching?

# Intercultural Development Inventory

Intercultural Development Inventory - Milton Bennett



Hammer (2012, p. 119)

# INTERCULTURAL COMPETENCE

The *Savoirs* Framework - Council of Europe

*Intercultural Competence for All* (COE, 2012)

**Cultural Knowledge (*savoirs*)**

**Intercultural attitudes (*savoir être*)**

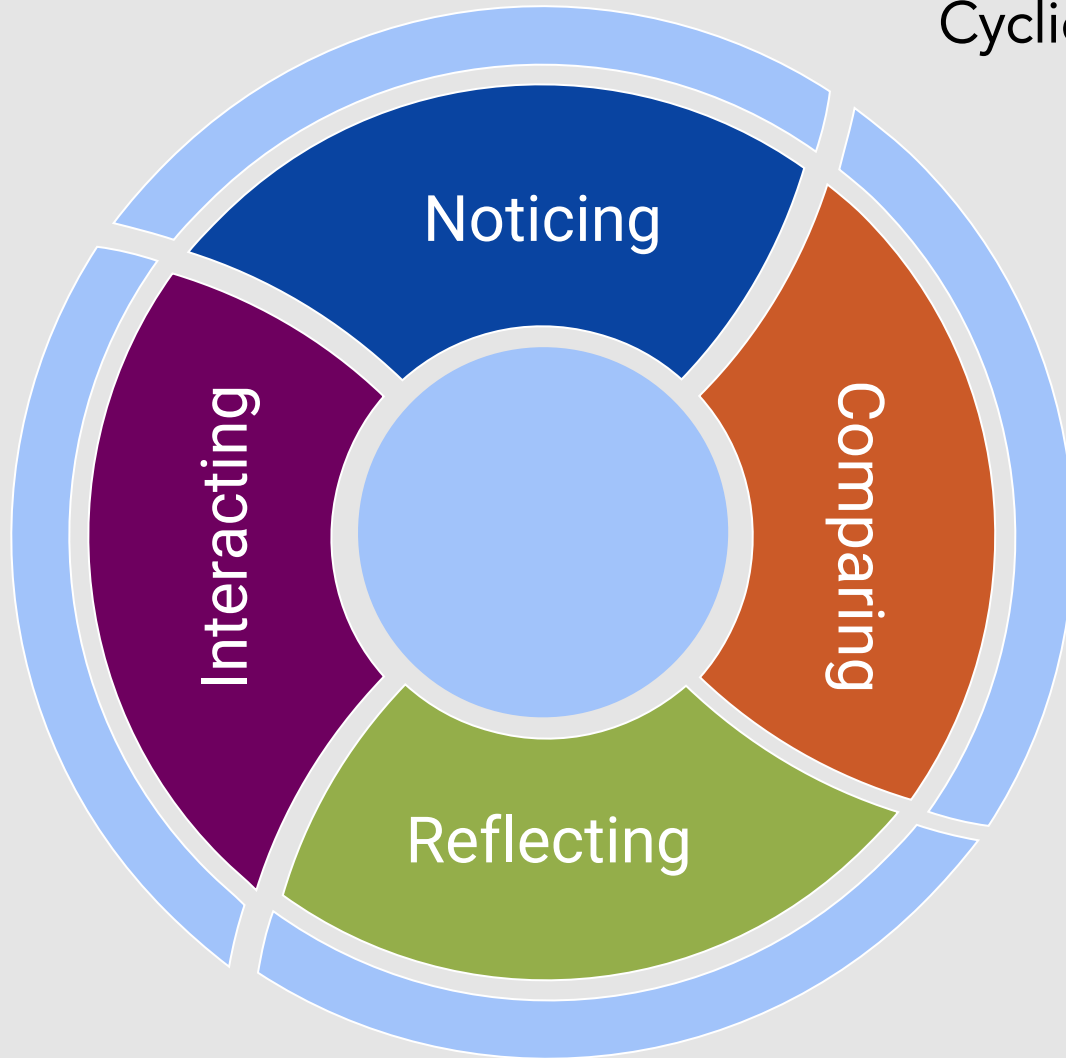
**Skills of interpreting & relating (*savoir comprendre*)**

**Skills of discovery and interaction (*savoir apprendre/faire*)**

**Critical cultural awareness (*savoir s'engager*)**

# INTERCULTURAL COMPETENCE

Cyclical process of development over time:



"It is more important to **study culture as a process** in which learners engage rather than as a closed set of information that he/she will be required to recall."

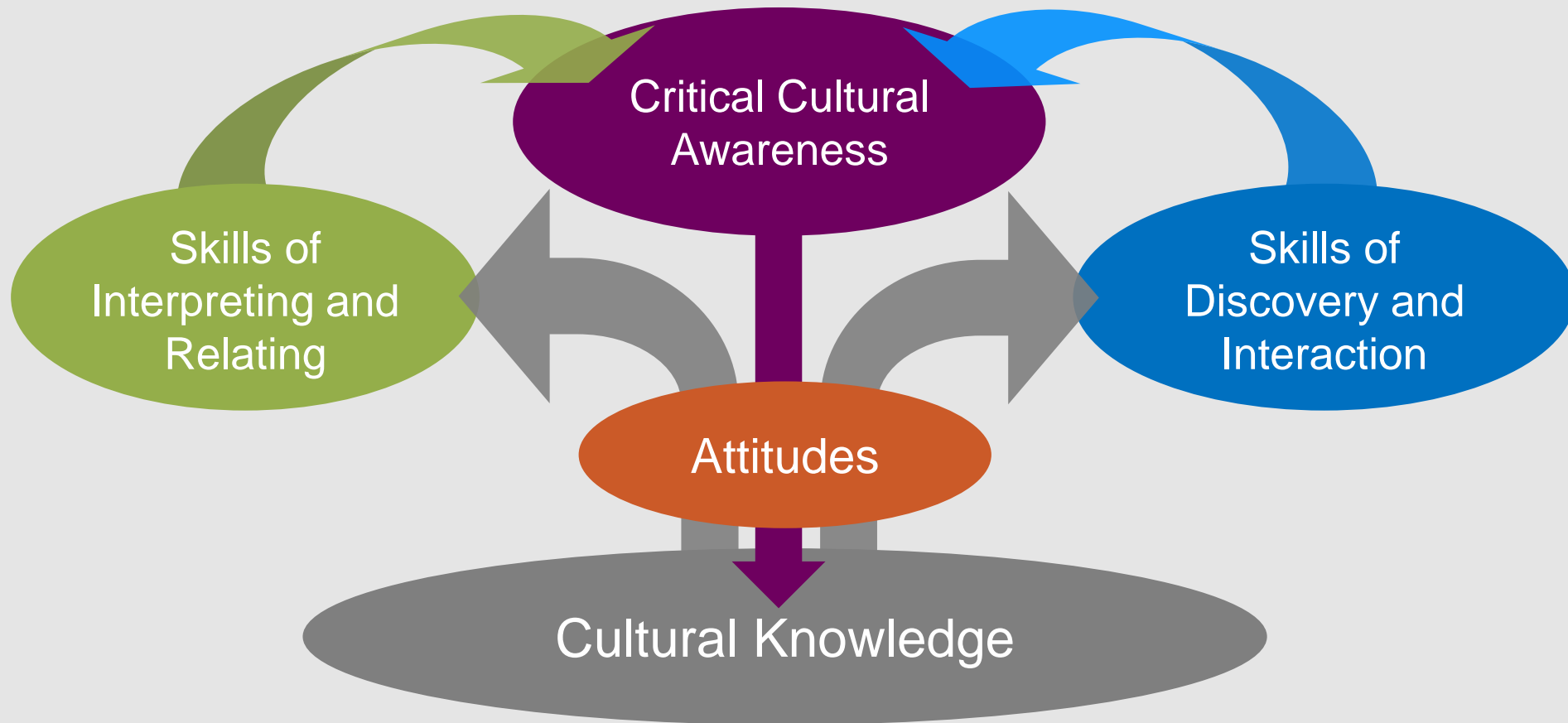
(Liddicoat & Scarino, 2013, p. 23)

Learning involves "a set of **processes** through which **intercultural learners pass many times** as they develop greater complexity of understanding."

(Liddicoat & Scarino, 2013, p. 59)

# INTERCULTURAL COMPETENCE

Cyclical process of development over time:



Adapted from Byram & Zarate (1997);  
Byram, Gribkova, & Starkey (2002)

# DEVELOPING ICC

## Cultural or Intercultural?

Culture in language learning is not an expendable fifth skill...

It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them.

(Kramsch, 1993, p. 1)



CULTURAL  
KNOWLEDGE



CROSS-CULTURAL  
EXPERIENCE



INTERCULTURAL  
SKILLS





# DEVELOPING ICC

## Cultural or Intercultural?

How will that experience lead to intercultural skills?

What stimuli will I provide so they can experience that content?

What content will be the foundation?



INTERCULTURAL SKILLS



INTERCULTURAL ATTITUDES

CROSS-CULTURAL EXPERIENCE



CULTURAL KNOWLEDGE

Are they demonstrating intercultural attitudes?

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# INTERCULTURAL ATTITUDE ADJUSTMENTS

FOR LANGUAGE LEARNERS AND OTHER CROSS-CULTURAL EXPLORERS

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Dr. Amanda Lanier | Michigan State University

What does it mean to be intercultural? It starts with a mindset. Whenever you encounter a person from another culture, anyone and anywhere, you try to think like this:

1. One country does not equal one culture.
2. One language does not equal one culture.
3. I have a culture. In fact, I belong to many cultures at once.
4. There are many cultures represented right here in our class.
5. I can find something in common with people everywhere.
6. I will never know enough "culture" to avoid all cross-cultural blunders.
7. Cross-cultural blunders open up opportunities to understand others more and interact with them better.
8. Even if someone else's cultural belief, value, or practice doesn't make sense to me, it does make sense to them. If I ask with an open mind, they might explain it to me.
9. Language teachers don't know everything about the cultures we are studying. They are fellow travelers, not fonts of endless knowledge.
10. Studying culture is not about learning facts. It is about creating skills so I can keep learning.
11. The skills I learn while studying an additional language can help me in many aspects of my life, no matter how proficient I get (or not), where I live, or what I plan to do for a living.

## Intercultural Attitude Adjustments (Lanier, 2021)

File is available for your use  
Creative Commons License

Attitudes are the filter through  
which other learning must pass.

Learners can develop these  
attitudes in language classes and  
apply them in many other contexts.



# ICC STANDARDS FOR ASSESSMENT

What  
standards  
define how  
ICC  
develops?

# Intercultural Standards & Curricula

## ACTFL

- American Council on the Teaching of FLs

## ILR

- Interagency Language Roundtable (mostly U.S. gov jobs)

## CEFR

- Common European Framework of Reference (Council of Europe)


## School Systems

- National level
- State and local level

# Intercultural Can-Do Statements

From the 2017 update to the NCSSFL-ACTFL Can-Do Statements:

<b>NOVICE</b> PROFICIENCY BENCHMARK	<b>INTERMEDIATE</b> PROFICIENCY BENCHMARK	<b>ADVANCED</b> PROFICIENCY BENCHMARK	<b>SUPERIOR</b> PROFICIENCY BENCHMARK	<b>DISTINGUISHED</b> PROFICIENCY BENCHMARK
--	--	--	--	---

INTERCULTURAL COMMUNICATION		INTERCULTURAL COMMUNICATION				
 INVESTIGATE	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	In my own and other cultures <i>I can</i> explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures <i>I can</i> suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures <i>I can</i> objectively evaluate products and practices and mediate perspectives.	INVESTIGATE
	<i>I can</i> interact at a survival level in some familiar everyday contexts.	<i>I can</i> interact at a functional level in some familiar contexts.	<i>I can</i> interact at a competent level in familiar and some unfamiliar contexts.	<i>I can</i> interact in complex situations to ensure a shared understanding of culture.	<i>I can</i> engage with complexity and pluricultural identities and serve as a mediator between and among cultures.	INTERACT

<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

- Products
- Practices
- Perspectives

Survival → Functional →  
Competent → Complex

The target?  
“pluricultural” and  
“mediator”

# Why do we need to assess intercultural competence effectively?

## CONVEYING COMPETENCE TO OTHERS

- Serves as a credential in education and profession
- Opens doors for educational or professional opportunities
- Leads to opportunities for developing further competence

## USING COMPETENCE *WITH* OTHERS

- Improves social interactions
- Leads to better intercultural experiences
- Allows you to accomplish other goals that require crossing cultural boundaries effectively

Liddicoat & Scarino (2013)



# REFLECTION AND ASSESSMENT IN ICC TASKS

What  
standards  
define how  
ICC  
develops?

**Access this related presentation at:**  
[https://lanier.commons.msu.edu/  
icc-in-flt](https://lanier.commons.msu.edu/icc-in-flt)

# DESIGNING INTERCULTURAL TASKS

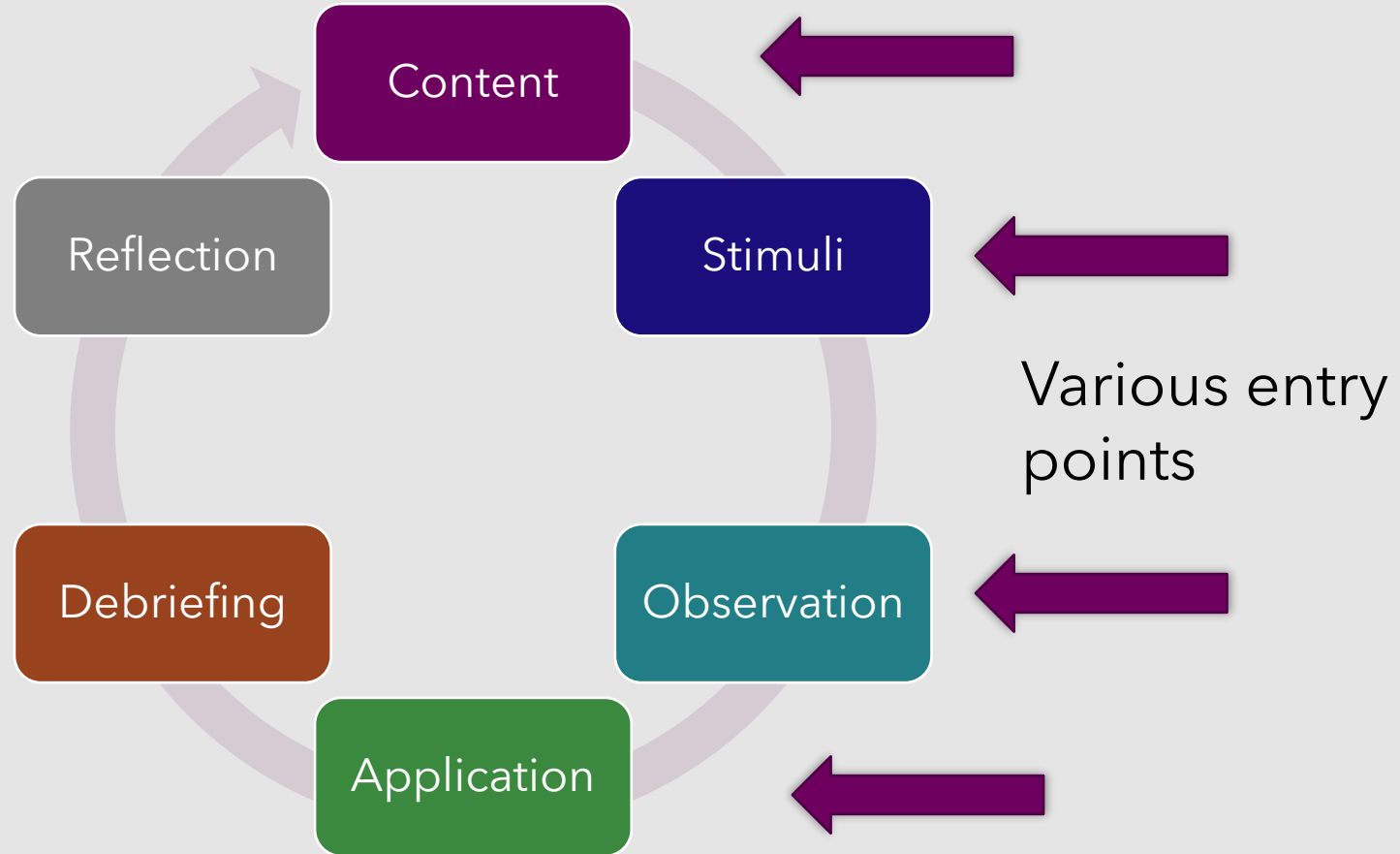
Dr. Amanda Lanier | FLT 815 Teaching Culture and Intercultural Competence



# INTERCULTURAL TASKS

## Planning Process

- How do get started with planning a task in this framework?



# ICC TASK DESIGNS

Find the Intercultural Potential

Choices & Steps

CONTENT

STIMULI

OBSERVATION

APPLICATION

DEBRIEFING

REFLECTION

A football

A red skirt

A healthy drink



Pixabay Football



Dolce&Gabbana



Green Smoothie



# Who does the chores?

DOMESTIC DUTIES

# ICC TASK BRAINSTORM



Choices & Steps
<b>CONTENT</b>
<b>STIMULI</b>
<b>OBSERVATION</b>
<b>APPLICATION</b>
<b>DEBRIEFING</b>
<b>REFLECTION</b>

TASK DESIGN 1
Domestic Duties
Infographic from a magazine showing who typically does what chores

TASK DESIGN 2
Domestic Duties
Interviews with adults about their chores
Report back on content of interviews

TASK DESIGN 3
Domestic Duties
Watch a video and fill in a chart with chores and who does them when

# ICC ACTIVITY DESIGNS

## Reflecting on the Activity

### DEBRIEFING

- In **target language**
- Keep it concrete and specific
- Compile and summarize what the whole class found - help them identify patterns
- Point out connections to culture - what is cultural about this, not random or individual?
- Make them talk, but steer toward the takeaways that you have in mind

VS.

### REFLECTING

- In **native language**
- Can ask questions that are too complex or abstract for their TL proficiency
- Use multiple modes over time - speaking, writing, etc.
- Encourage them to identify and describe how they used intercultural attitudes and skills
- Return to these reflections later to show them their progress

# KASE

## Intercultural Reflection Guide

This activity is similar to the traditional KWL chart, but it is designed to put balanced emphasis on the components of ICC as opposed to the teaching of culture as content.



**K**nowledge Grows

I know more about...



**A**ttitudes Adjust

I adjusted my attitudes about...



**S**kills Improve

I got better at...  
Next time I will...



**E**ngage Yourself

I want to explore more about...

# KASE

## Rubric for ICC Growth

Now what are you looking for  
when you review these  
reflections?



**K**nowledge Grows



**A**ttitudes Adjust



**S**kills Improve



**E**ngage Yourself



# GROUP REFLECTION ON ICC TASKS

Using  
Extempore  
Group  
Activities to  
Elicit Reflection



## Synchronous Room Task Preview

### Assessment Description:

In your target language, discuss what you discovered while completing this ICC task.

### Participants

Online ●

Offline ●

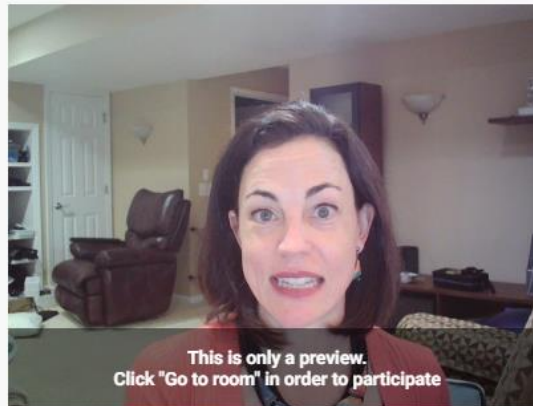
Some participants are not present. Proceed to start the task yourself or wait for other students to join.
























GO TO ROOM

### How it works?

- 1 Click "Go to Room" when you're ready to begin the task.
- 2 Recordings will start automatically when the room is joined.
- 3 To save your recorded response, click the "Submit" button. Rooms automatically save and close after 10-minutes.

Display Name: **Student Lanieramiga**



Microphone signal:                            

FAQ & Troubleshooting

# Assessing Intercultural Competence is not a Chore!

Reflect on the session with Dr. Amanda Lanier:  
<https://extemporeapp.com/pd-extravaganza-2023>

K > Knowledge Gained?

A > Attitudes Adjusted?

S > Skills Used and Improved?

E > Engage Yourself More?

## Try it! Reflect on this Session

Click to join the class and complete activities like a student:

<https://store.extemporeapp.com/n/134f72f2-67d3-4e87-b693-0f9d2bb08c1b>

The screenshot shows the 'Manage Class' section of the extempore app. At the top, there are navigation tabs for 'Classes', 'Gradebook', and 'Commons', with 'Classes' selected. The user's name 'LanierFLT' is visible in the top right. The main heading is 'Manage Class'. Below this, there is a class name field containing 'Assessing Intercultural Competence' and a 'Copy Link' button next to the URL 'https://store.extemporeapp.com/n'. To the right, there are two informational icons: one stating 'This is how your class name will appear for your students.' and another stating 'Share this link with your students to let them sign up for your class.' Below the class name, there is an 'Assessments' section with a plus icon and a note: 'You can drag and drop assessments to change their order.' A filter bar shows 'Show:  Active  Scheduled  Past Due  Draft  Incomplete'. Two assessment entries are listed: 'Debriefing Your ICC Task' (ACTIVE, 1 Questions) and 'Session Reflection - Extempore 2023 Lanier' (SCHEDULED, 1 Questions). Each entry has 'View Rooms' and 'Grade' buttons, along with icons for editing, copying, sharing, and deleting. At the bottom right, there are 'View As Student' and 'Save' buttons.

### Instructor Share Links:

#### Debriefing the ICC Task - Group:

<https://store.extemporeapp.com/instructor/add/6BDDF7A-67C6-45AB-BB42-5569E5DDE05B>

#### Reflecting on the ICC Task - Group:

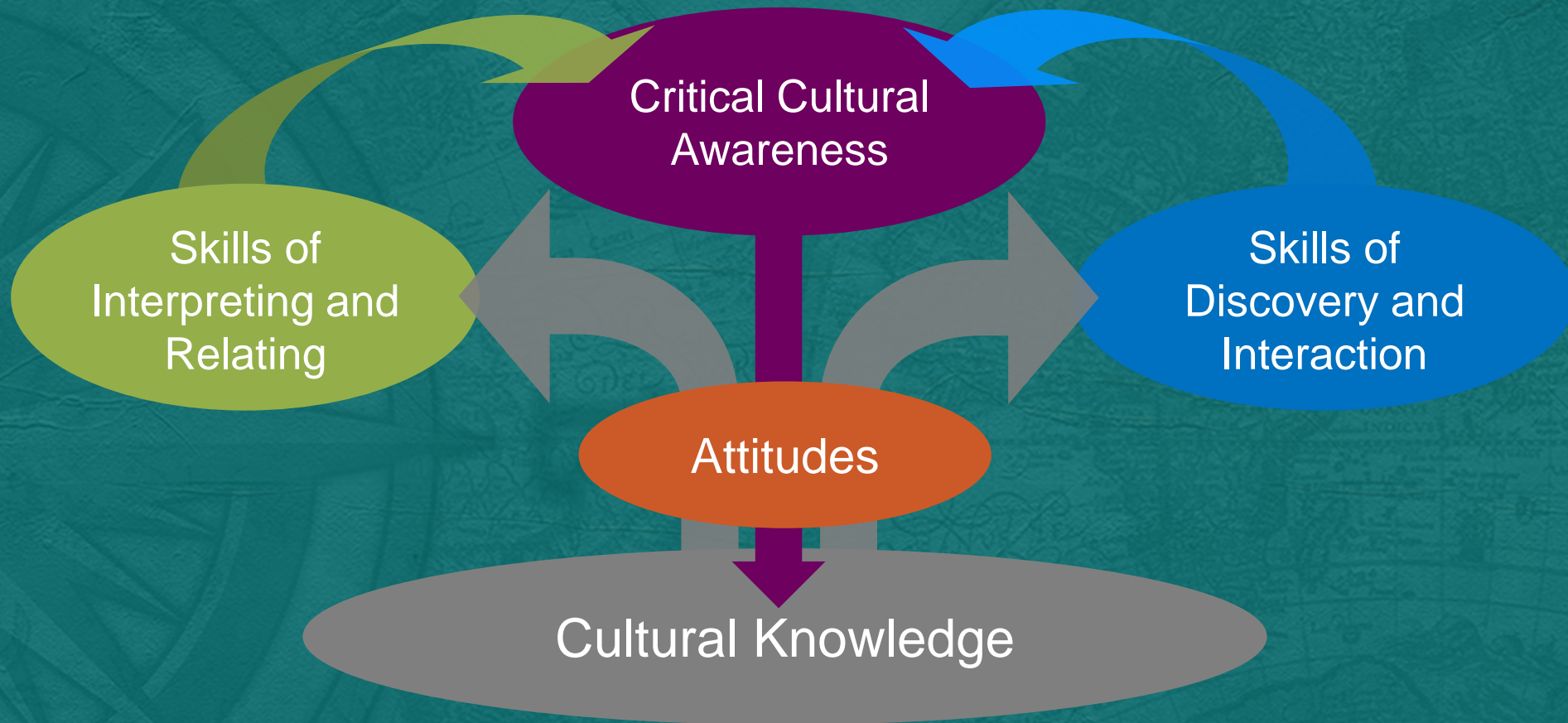
<https://store.extemporeapp.com/instructor/add/185E4AC1-6BAC-464D-8D27-BBC7BBB040FF>

# Assessing Intercultural Competence is not a Chore!

Reflect on the session with Dr. Amanda Lanier:  
<https://extemporeapp.com/pd-extravaganza-2023>

- K > Knowledge Gained?
- A > Attitudes Adjusted?
- S > Skills Used and Improved?
- E > Engage Yourself More?

# AND THE CYCLE CONTINUES...



Adapted from Byram & Zarate (1997);  
Byram, Gribkova, & Starkey (2002)

What resonated  
with you?

What questions  
do you have?

THANK YOU

Connect with me in person or online!

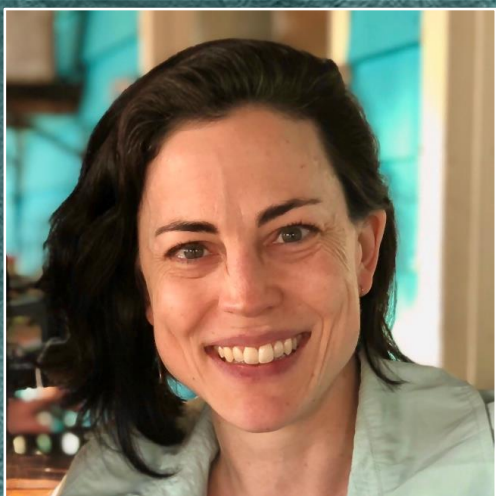
Twitter

LinkedIn

YouTube



\* [linktr.ee/lanierlingvista](https://linktr.ee/lanierlingvista)



## Presenter Bio

Dr. Amanda Lanier is an applied linguist with 20 years of experience in language teaching and 10 years in online learning and program administration. She is the Director of Michigan State University's online graduate programs in Foreign Language Teaching, a project lead for professional development through the National Resource Center for Less-Commonly-Taught Languages (NLRC), and primary investigator on a multi-year study of collaboration and change in world language programs. Her work as a scholar and educator focuses on the intersections of language, identity, culture, and technology, particularly in regard to critical and heritage languages. She is trained as an actor, director, and musician, and she is studying her sixth language. Dr. Lanier shares resources, project updates, and past presentations on her website at: [lanier.commons.msu.edu](http://lanier.commons.msu.edu).

Wakelet Collection:  
**Integrating Language  
and Culture**



# USEFUL LINKS

- **Amanda Lanier's Website: Intercultural Competence in Language Teaching**  
<https://lanier.commons.msu.edu/icc-in-flt/>
- **Wakelet Collection: Integrating Culture and Language**  
[https://wakelet.com/wake/qHVc8WwiO7fpLYIzmp\\_F](https://wakelet.com/wake/qHVc8WwiO7fpLYIzmp_F)
- **LinguaFolio Training Module 5: The Importance of Interculturality**  
<https://ncssfll.org/lfmodules/module5-0/>
- **NCSSFL-ACTFL Can-Do Statements**  
<https://www.actfl.org/educator-resources/ncssfll-actfl-can-do-statements>
- **Council of Europe: Autobiography of Intercultural Encounters**  
<https://www.coe.int/en/web/autobiography-intercultural-encounters>
- **Global Competence**  
<https://asiasociety.org/education/global-competence>

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**Please take a few minutes to complete the  
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**[tinyurl.com/2023PDFFeedback](https://tinyurl.com/2023PDFFeedback)**



**Thanks for attending!**







# ADDITIONAL MATERIALS

Frameworks and Templates



# INTERCULTURAL COMPETENCE

The *Savoirs* Framework - Council of Europe

*Intercultural Competence for All* (COE, 2012)

## Cultural Knowledge (*savoirs*)

- Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and of the general processes of societal and individual interaction.

## Intercultural attitudes (*savoir être*)

- Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. Willingness to relativise one's own values, beliefs, and behaviours. Ability to "decentre".

## Skills of interpreting and relating (*savoir comprendre*)

- Ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.

## Skills of discovery and interaction (*savoir apprendre/faire*)

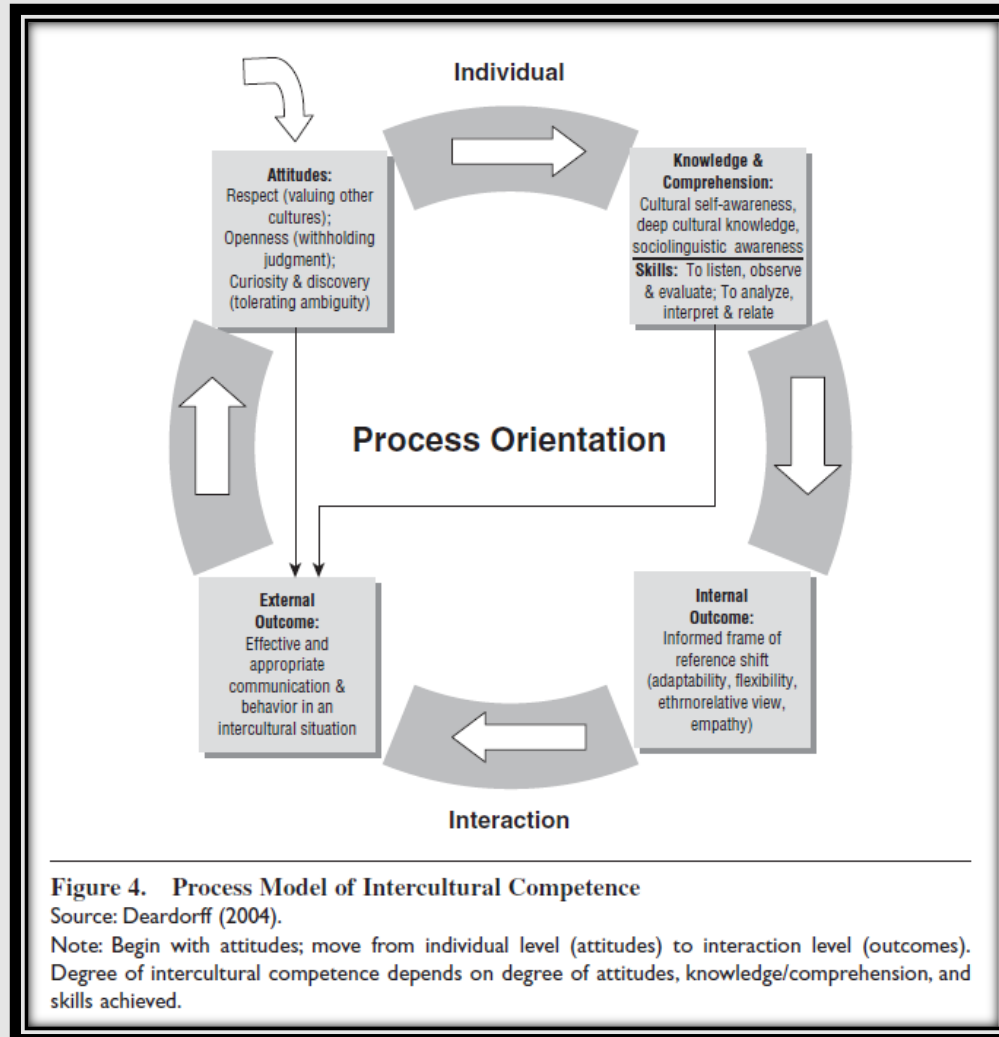
- Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

## Critical cultural awareness (*savoir s'engager*)

- Ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

Byram, Gribkova, & Starkey (2002); Liddicoat & Scarino (2013)

# Intercultural Development is a Process



**Figure 4. Process Model of Intercultural Competence**

Source: Deardorff (2004).

Note: Begin with attitudes; move from individual level (attitudes) to interaction level (outcomes). Degree of intercultural competence depends on degree of attitudes, knowledge/comprehension, and skills achieved.

Measuring Knowledge & Comprehension is easy...

How do we measure...

Internal outcomes?

Attitudes?

Skills?

Deardorff (2006)

# ACTFL Standards for FL Learning



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ACTFL Global Standards (5 C's)

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Proficiency Guidelines

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Performance Descriptors

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Can-Do Statements

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# NCSSFL-ACTFL Can-Do Statements

ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

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PUBLICATIONS

- ▶ The Language Educator
- ▶ Foreign Language Annals
- ▶ World-Readiness Standards for Learning Languages
- ▶ Books
- ▼ Guidelines & Manuals
  - ACTFL Performance Descriptors for Language Learners

NCSSFL-ACTFL CAN-DO STATEMENTS

NCSSFL National Council of State Supervisors for Languages

ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

## CAN-DO STATEMENTS

**NOVICE**  
Presentational

**INTERMEDIATE**  
Interpersonal

<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

*How can I present information to narrate about my life, experiences and events?*

### PERFORMANCE INDICATORS

#### NOVICE LOW

**I can** introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.

#### NOVICE MID

**I can** present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

#### NOVICE HIGH

**I can** present personal information about my life and activities, using simple sentences most of the time.

*How can I exchange information and ideas in conversations?*

### PERFORMANCE INDICATORS

#### INTERMEDIATE LOW

**I can** request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.

#### INTERMEDIATE MID

**I can** exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.

#### INTERMEDIATE HIGH

**I can** exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

## LEARN NC

LinguaFolio training modules BY FAYE ROLLINGS-CARTER · PROVIDED BY NCDPI IN COLLABORATION WITH NCSSFL

LinguaFolio



### LinguaFolio training modules

BY FAYE ROLLINGS-CARTER · PROVIDED BY NCDPI IN COLLABORATION WITH NCSSFL

LinguaFolio is a formative assessment tool that helps learners:

- Assess their language competencies
- Document their intercultural activities
- Become reflective and autonomous in their language learning

Learners may be coming from a number of environments and programs including dual language, immersion, English as a Second Language, heritage language, and world language. Like an artist's portfolio, LinguaFolio displays the learner's competencies in a complete picture of language development and proficiency.

In these training modules you will learn to use LinguaFolio to make language learning more transparent and help learners develop their capacity for reflection and self-assessment — gradually enabling them to assume more and more responsibility for their own learning.

GET STARTED: [TABLE OF CONTENTS](#)

# LinguaFolio Training Modules

## Module 5: The Importance of Interculturality

# Developing a Portfolio



## Intercultural Experiences Overview and Coversheet

Language Learner's Name:

Use this sheet as a coversheet for each set of related encounters. Then use the document "Intercultural Encounters – Reflection" to reflect on specific encounters that occurred during the experience.

### Identify the type of experience

- Hosting a foreign language speaking guest from a partner school, institution, or family
- Participating in a home-stay exchange with a partner school, institution, or family where foreign language is spoken
- Participating in a volunteer service project
- Participating in an immersion language camp/academy
- Traveling for pleasure in a country where the target language is spoken
- Participating in personal interaction in the community or through social media
- Taking a formal course in the language
- Other:

Write a short summary about your experience. Include the following information:

- language spoken
- location
- length of stay
- purpose
- summary of your feelings and reactions during stay



## LinguaFolio Training Modules

A project funded by NC DPI  
In collaboration with NCSFL

### Module 3

#### Learner Log for Intercultural Encounters

Reflect on your cultural competence by keeping a log of each new intercultural encounter. Use this form to label the experience with a title, such as "Lost in Mexico City" and identify what type of experience it is, where it took place, and when. Reflect on how you felt during the experience, what you knew or would like to know and how you acted or would act next time.

**Language Learner's Name:**

**Title for Intercultural Encounter:**

Who:

When:

What:

#### How did you feel?

Describe your feelings during the experience. Did you feel comfortable or uncomfortable? Did you find the experience stressful or rewarding?

Did those feelings change at any time during the experience? Why do you think you felt that way?

What would you tell your friend about this experience?

#### What did you already know and what would you like to know?

Describe what you already knew that you think was helpful in making this experience a more comfortable one.

What would you like to know in order to understand the experience more completely?

#### How did you act and how would you act next time?

Reflect on your reactions to this experience. Did you act in an appropriate manner in this situation?

What steps can you take to learn more about the person's feelings, perceptions, and attitudes?

What could you do next time to make the experience more meaningful?



# ICC ACTIVITY DESIGNS

## Cultural Themes → Intercultural Activities

Theme	Discover
Food	What foods are eaten on special occasions? Why? Observe: How and with whom do people interact in local cafés?
Flags	What do the colors of target culture flags mean? Compare and contrast with the colors and design of your own flag.
Fashion	What is considered stylish for your peers in the target culture? Do your TC peers wear uniforms to school? Why?
Famous People	Provide a list of famous people from the target culture. Students report on biography and counterparts in their own country.
Family Life	What does a peer's personal space look like in the TC? In different regions and socioeconomic levels? Compare.

# ICC ACTIVITY DESIGNS

## Cultural Themes → Intercultural Activities

Theme	Discover	Adjust and Apply
Food	What foods are eaten on special occasions? Why? Observe: How and with whom do people interact in local cafés?	Design a new restaurant and menu that would be both authentic to the target culture* and appealing to your community.
Flags	What do the colors of target culture flags mean? Compare and contrast with the colors and design of your own flag.	Design a flag (or a mascot or a logo) that represents your class. Make a guide to local landmarks for peers from the TC.
Fashion	What is considered stylish for your peers in the target culture? Do your TC peers wear uniforms to school? Why?	Review clothing vocabulary. Then play a game: draw clothing items from a pile, and state where you would wear them. Ask a keypal: What would you wear to school? A party? An interview?
Famous People	Provide a list of famous people from the target culture. Students report on biography and counterparts in their own country.	Using the results of the investigation, debate: Which famous figures should be would be class president? Create a digital display of famous people to share with TC peers.
Family Life	What does a peer's personal space look like in the TC? In different regions and socioeconomic levels? Compare.	Survey your peers and report results: Who does different chores in your home? What are your responsibilities? Compare and contrast with your classmates and then with a TC partner class.



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# MASTER OF ARTS IN FOREIGN LANGUAGE TEACHING ONLINE



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# Thanks for watching!

Dr. Amanda Lanier

Program Director | Foreign  
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