



FABRIC OF INTERCULTURAL LIVES:

TASKS FOR TEACHING CULTURE WITH GLOBAL IMPACT

Presented by: **Dr. Amanda Lanier** | LanierLingvista.org

Fabric of Intercultural Lives: Tasks for Teaching Culture with Global Impact

PRESENTED BY Dr.Amanda Lanier
lanierlingvista.org | maflt.cal.msu.edu



GUIDING QUESTIONS:

- Should we teach culture or teach interculturally? What is the difference?
- How do we teach interculturally without leaving proficiency behind?
- What are the broader benefits of teaching interculturally in language education?

Photo Credit: Tom Wieden (<https://pixabay.com/photos/store-window-group-to-dye-clothing-213496>)



TEACHING CULTURE OR TEACHING *INTERCULTURALLY*

in World Language Education





FOOD



FLAGS



FESTIVALS

FAMILY LIFE

FAMOUS PEOPLE

What topics
do we teach
when we
teach
culture?



FASHION

How do we make
these topics more
intercultural?

FASHION



Hanbok Dress
[source](#)

TRADITIONAL?



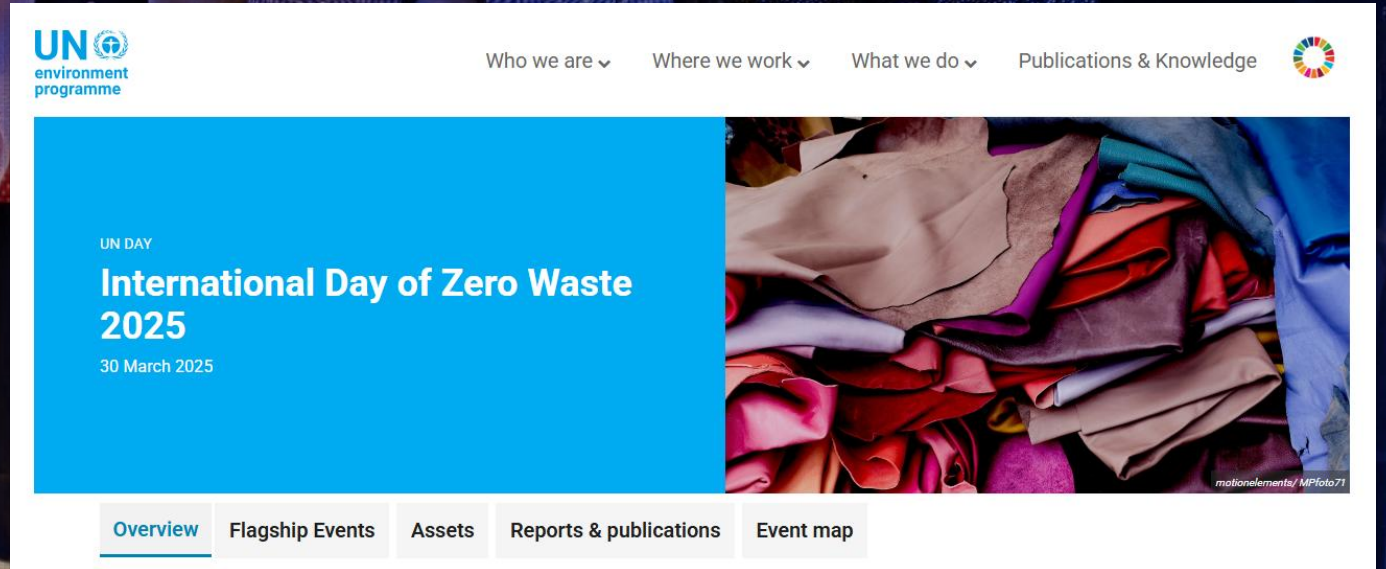
Korean "Street Style"
[source](#)



STYLISH?

How do we make
these topics more
intercultural?

International Day of Zero (Fashion) Waste



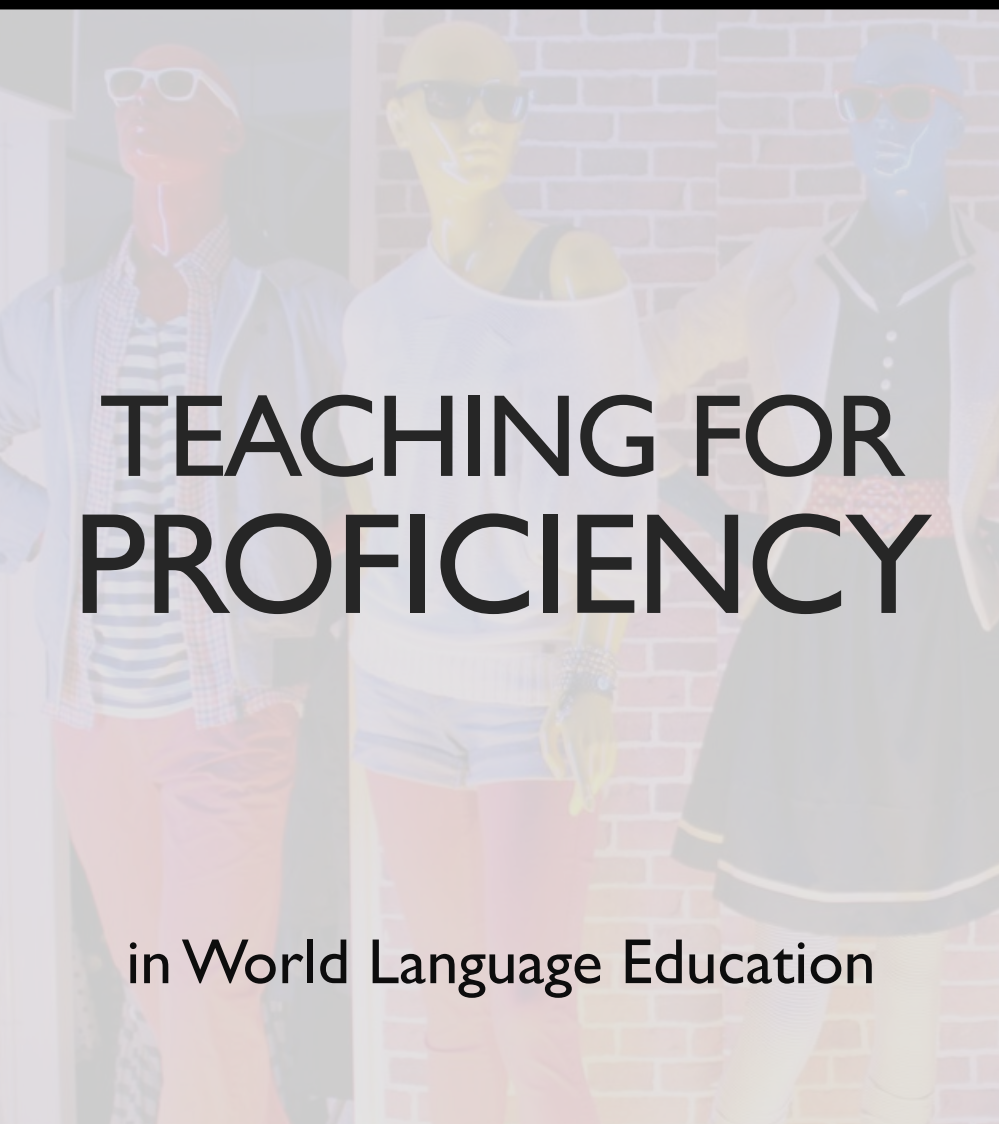
[https://www.unep.org/events/un-day/
international-day-zero-waste-2025](https://www.unep.org/events/un-day/international-day-zero-waste-2025)

Goals for a better world



United Nations Sustainable Development Goals (SDGs)

How many of the 17 goals are relevant?



TEACHING FOR PROFICIENCY

in World Language Education



TEACHING FOR PROFICIENCY

Communicative Language Teaching

TBLT

Task-Based Language Teaching

CBI

Content-Based
Instruction

PBI

Project-Based
Instruction

Comprehension-
Based Methods
(TPRS / CI / ADI)

LSP

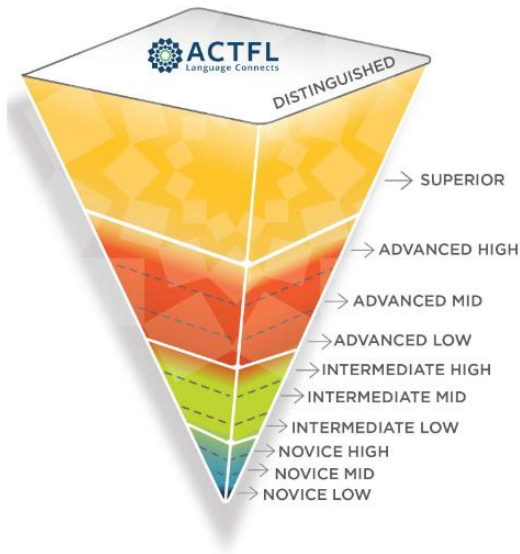
Language for Specific
Purposes (EAP / ESP)

WORLD LANGUAGE STANDARDS

ACTFL

World-Readiness Standards
Proficiency Guidelines
Performance Descriptors
Can-Do Statements

www.actfl.org



CEFR

Common European
Framework of Reference

www.coe.int

Spoken Interaction

Spoken Production

Listening

Reading

Writing

ILR

Interagency
Language
Roundtable

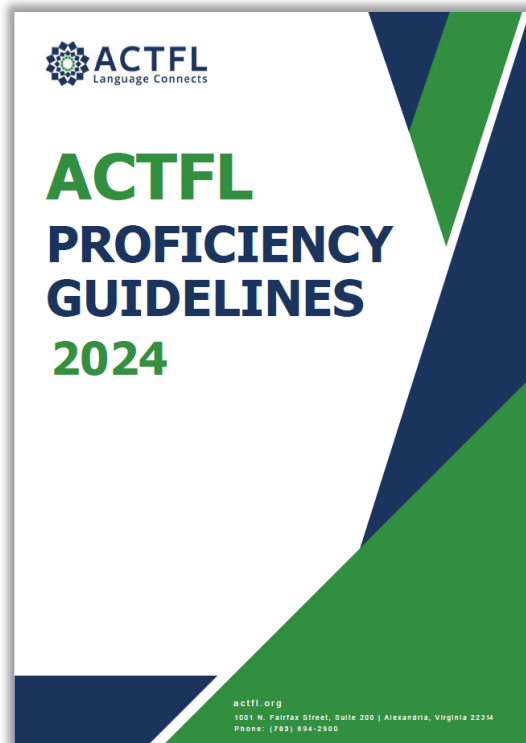
www.govtilr.org



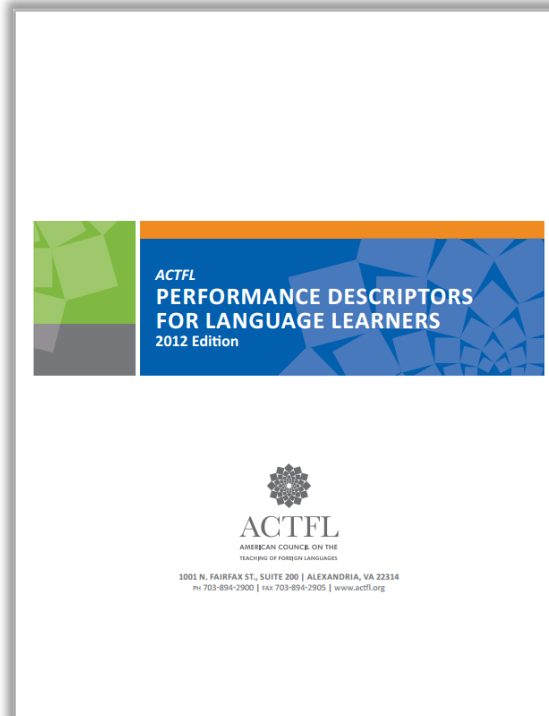
WORLD LANGUAGE STANDARDS

American Council on the Teaching of Foreign Languages

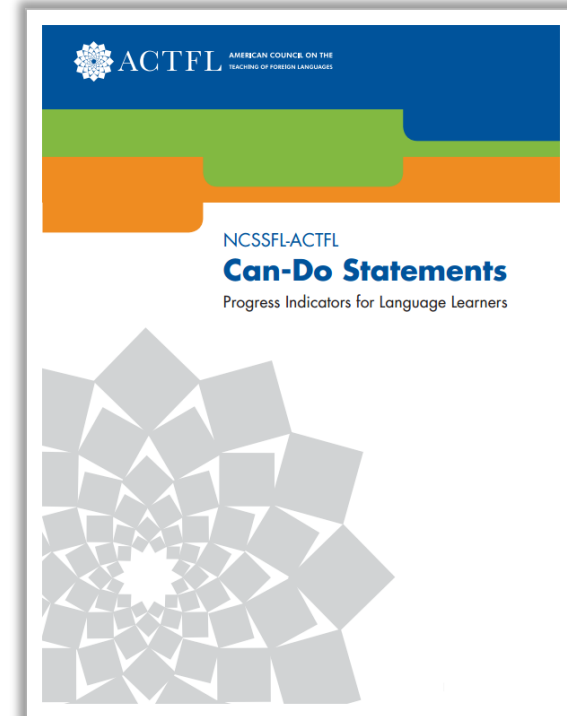
www.actfl.org/educator-resources



(ACTFL, 2024)



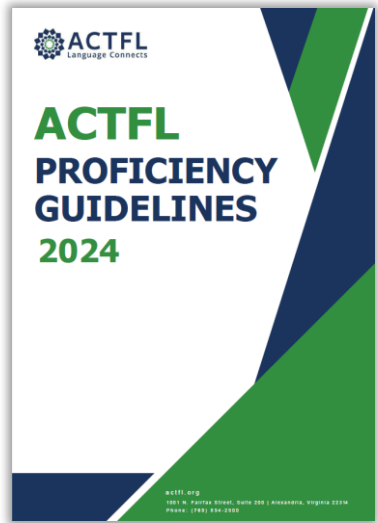
(ACTFL, 2012)



(NCSSFL-ACTFL, 2026)

COMMUNICATIVE SKILLS AND MODES

Proficiency Guidelines (ACTFL, 2024)



Traditional
“4 Skills”

Interpretive

Reading

Listening

Presentational

Writing

Presentation
Speaking

Interpersonal

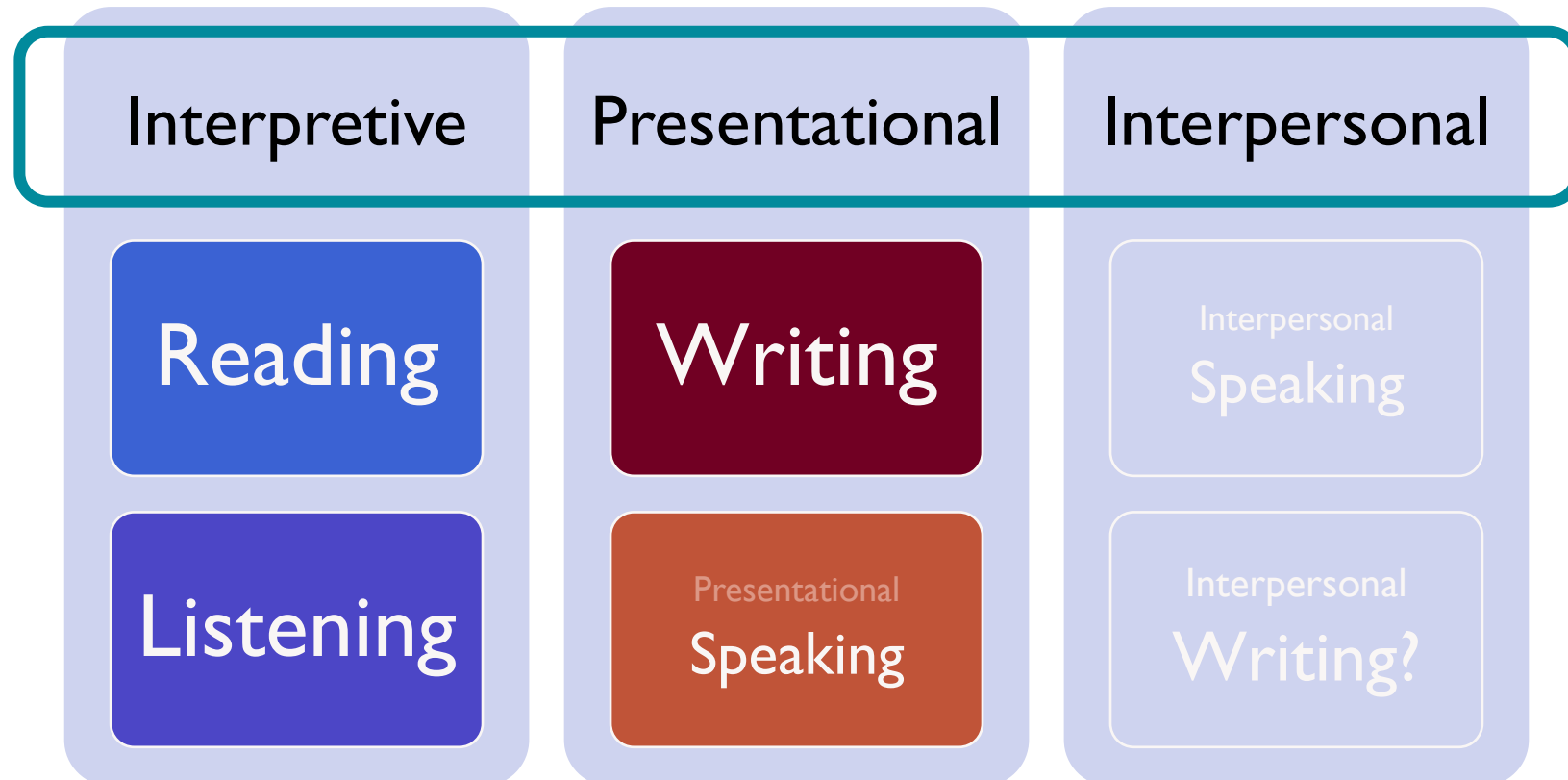
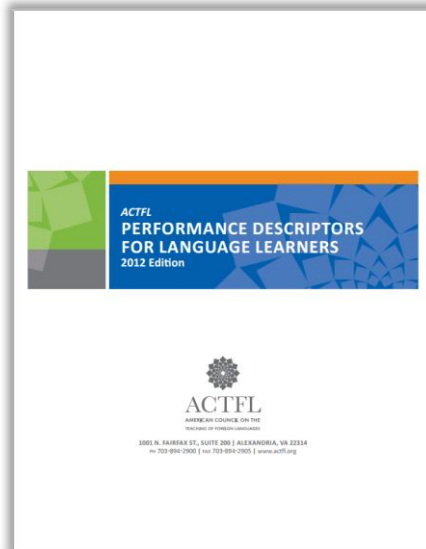
Interpersonal
Speaking

Interpersonal
Writing?

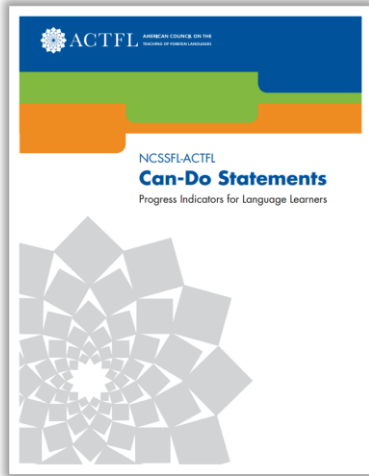
COMMUNICATIVE SKILLS AND MODES

3 “Modes”

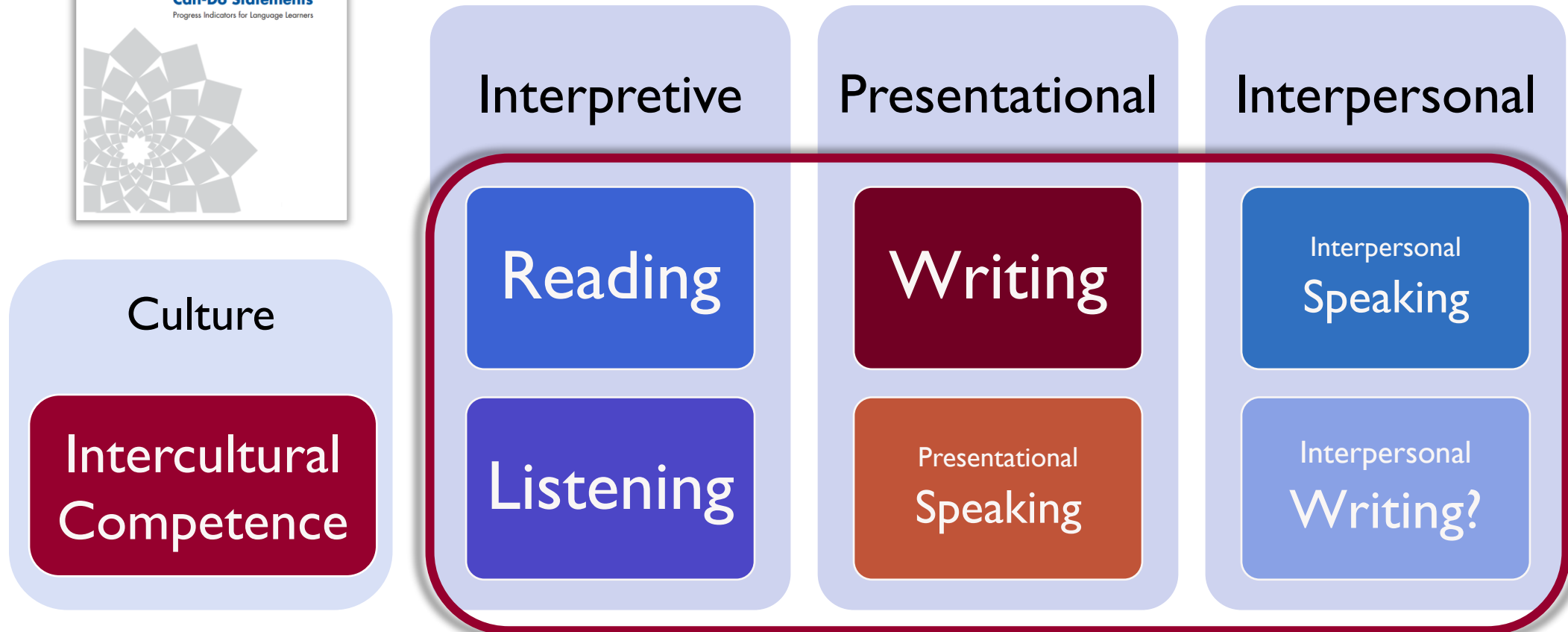
Performance Descriptors Guidelines (ACTFL, 2012)



COMMUNICATIVE SKILLS AND MODES



Can-Do Statements (NCSSFL-ACTFL, 2026)



DEVELOPING ICC

Cultural or Intercultural?

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

(Kramsch, 1993, p. 1)



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



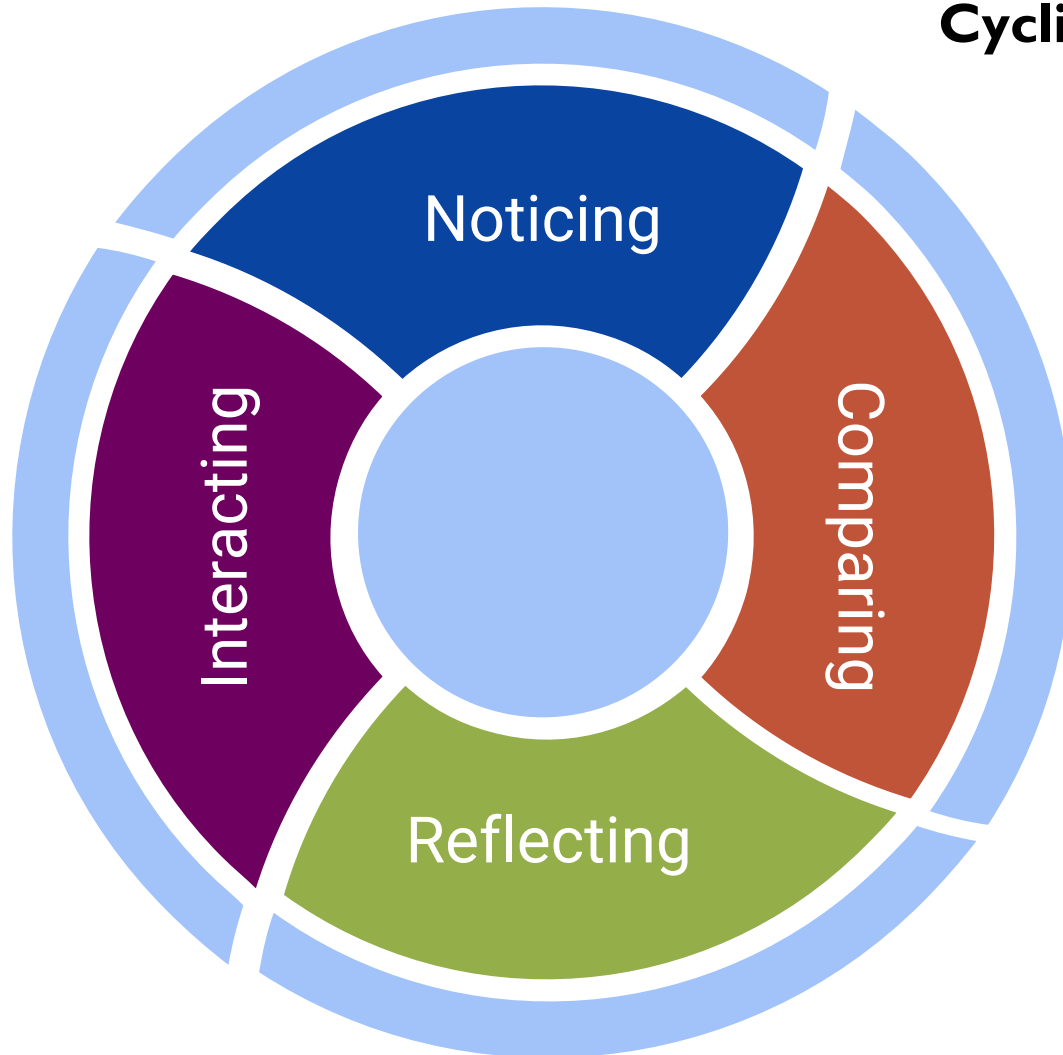
CROSS-CULTURAL
EXPERIENCE



CULTURAL
KNOWLEDGE

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)

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?

ICC > Attitudes

Intercultural attitudes make it possible for intercultural skills to develop.

Intercultural Attitude Adjustments (Lanier, 2021)

File is available for your use

Creative Commons License

<https://lanierlingvista.org/language-teaching/icc-in-flt/>

INTERCULTURAL ATTITUDE ADJUSTMENTS FOR LANGUAGE LEARNERS AND OTHER CROSS-CULTURAL EXPLORERS

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 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*)

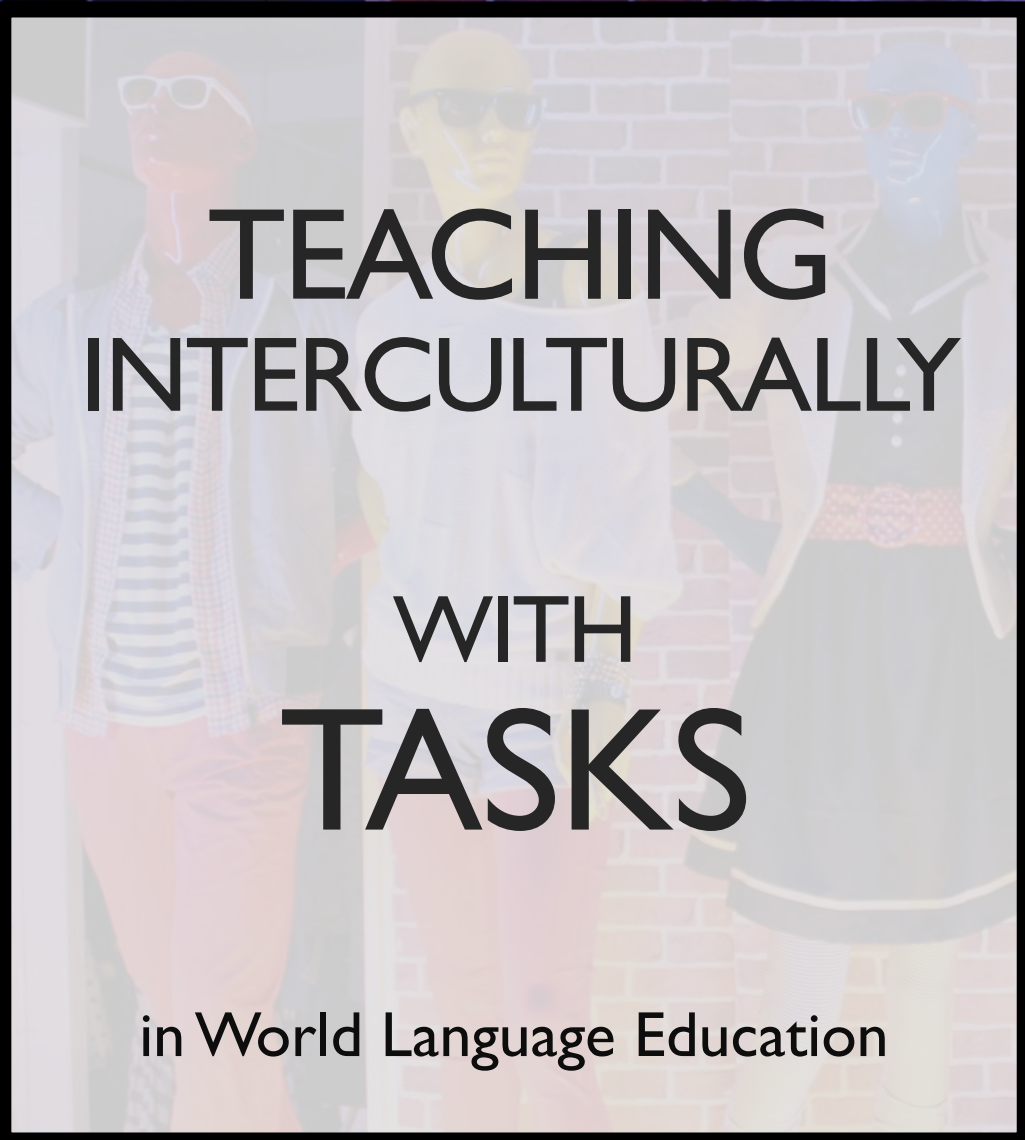
- Ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.

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.



TEACHING INTERCULTURALLY

WITH TASKS

in World Language Education



Task-Based Language Teaching

Does your task RING?



R

- Real-world relevant

I

- Input scaffolds communication

N

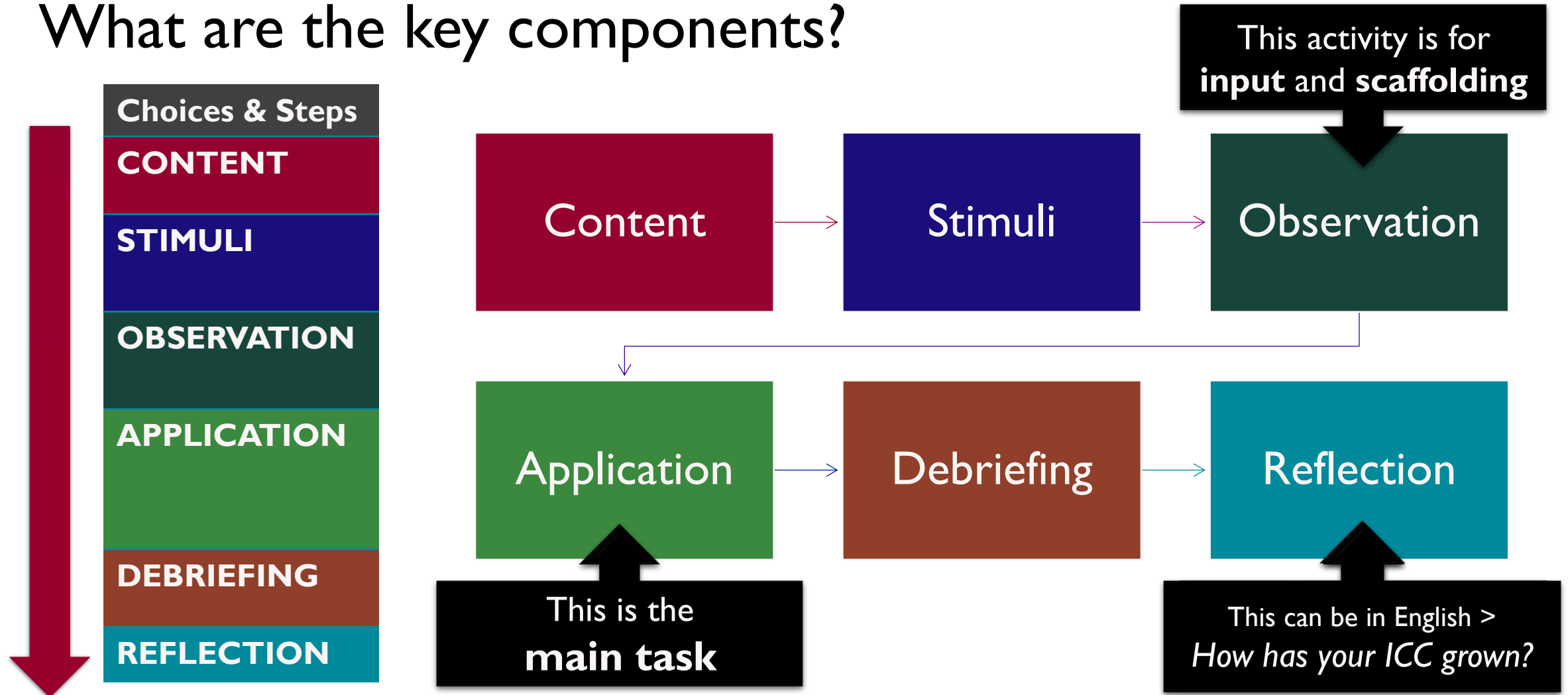
- Need to negotiate meaning

G

- Goal is not grammar-driven

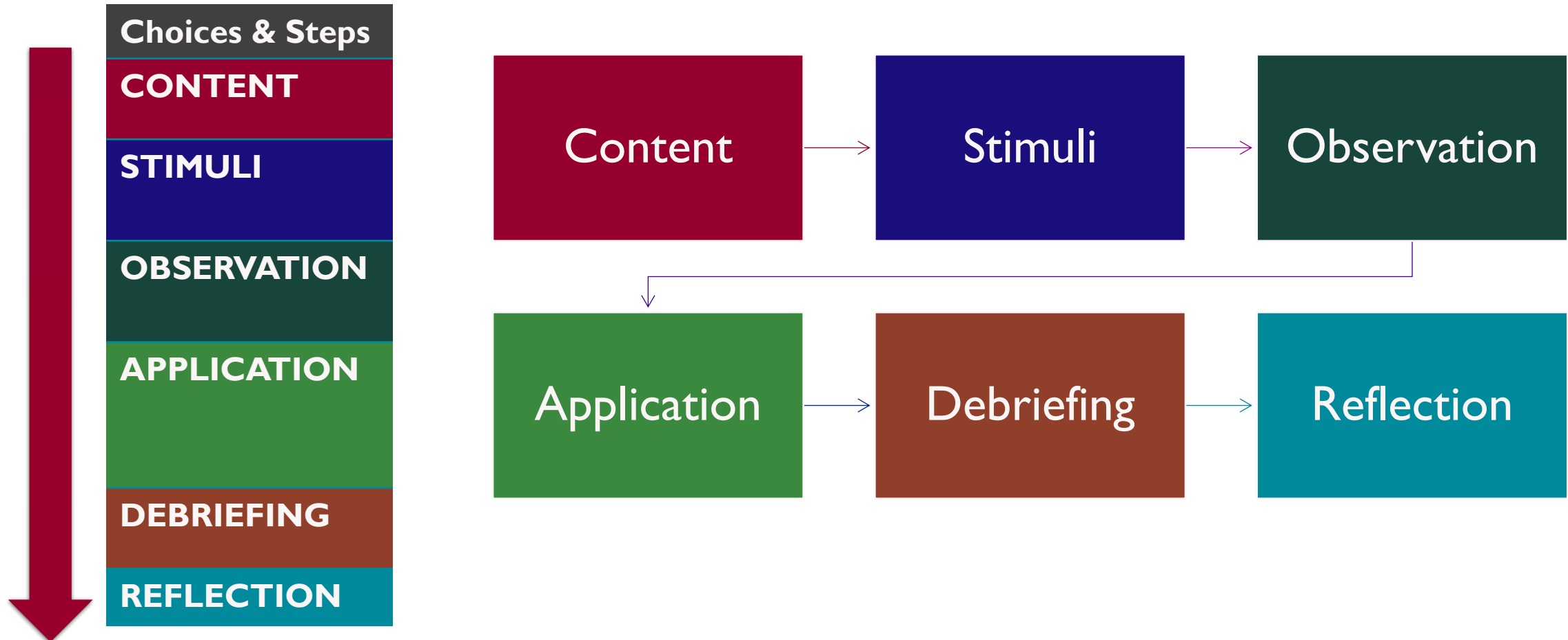
INTERCULTURAL TASKS

What are the key components?



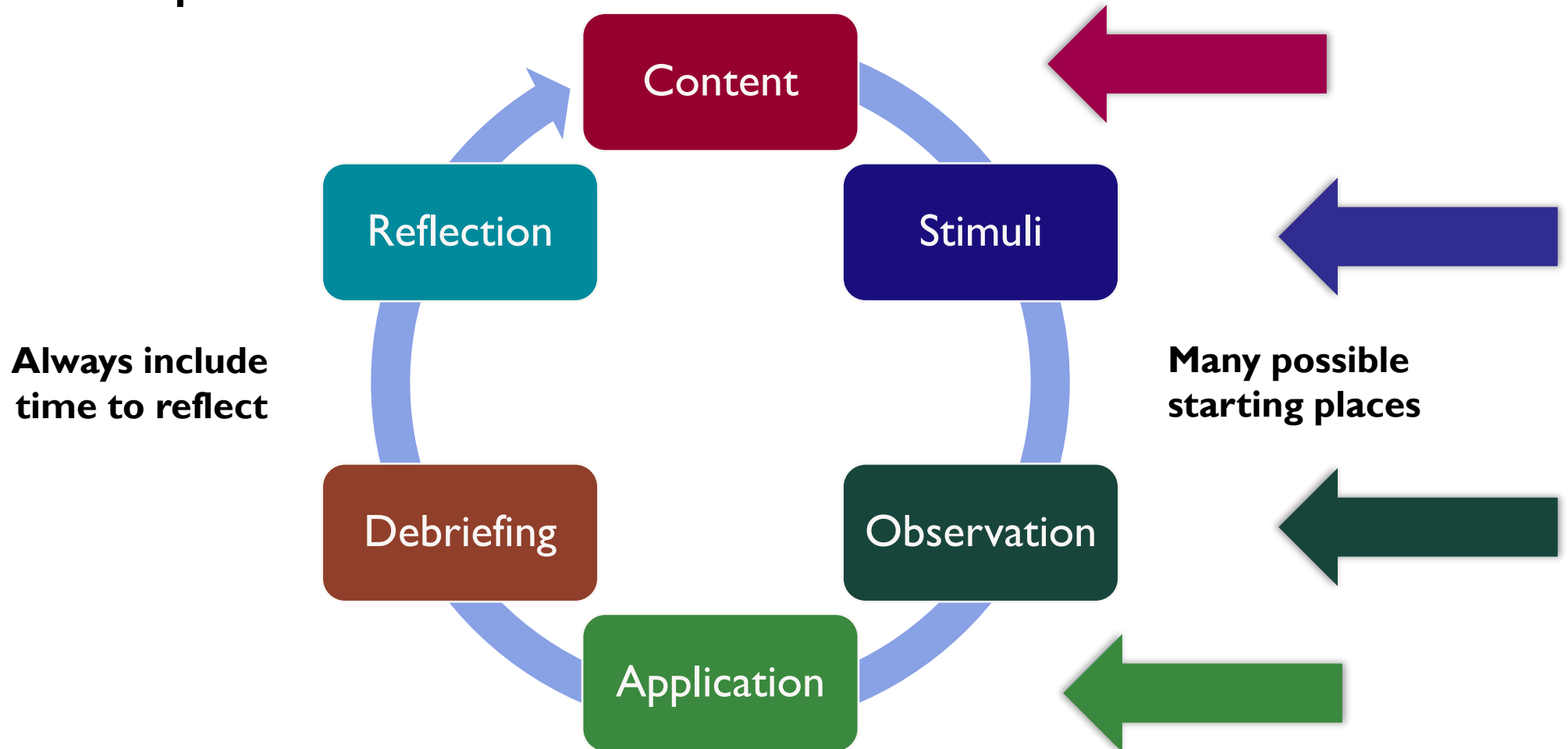
INTERCULTURAL TASKS

How do we plan intercultural tasks?



INTERCULTURAL TASKS

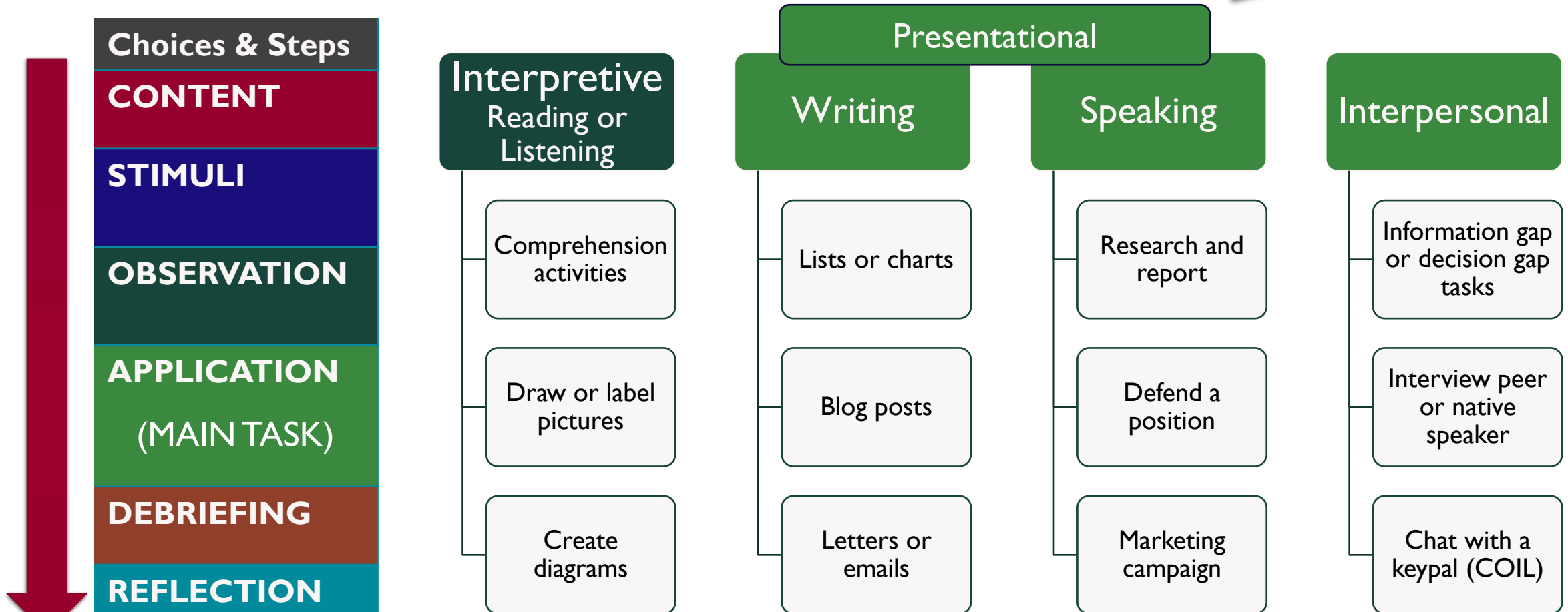
How do we plan intercultural tasks?



INTERCULTURAL TASKS

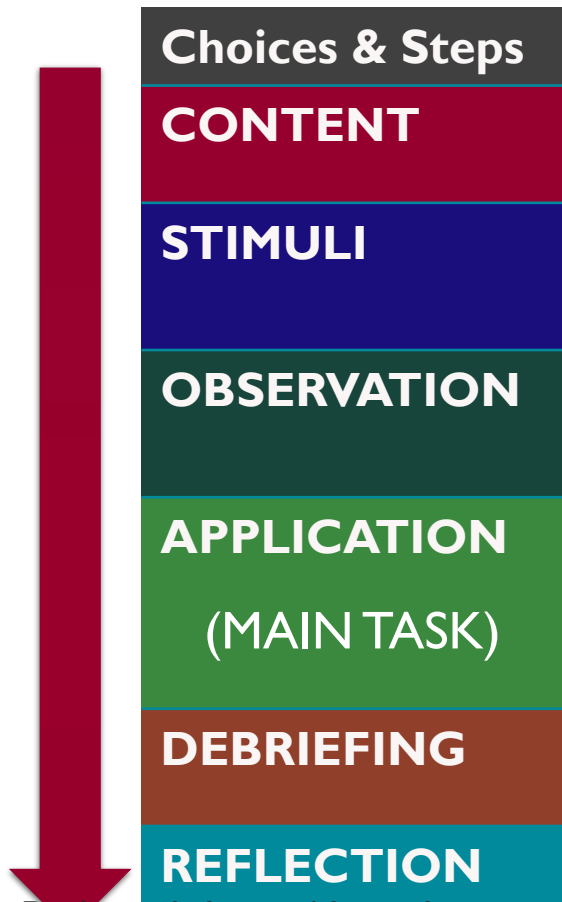
What are some options for intercultural activities?

... and many more!



INTERCULTURAL TASKS

What do we do after the main task, and why does it matter?



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



INTERCULTURAL TASK DESIGNS

WITH FABRIC AND FASHION

in World Language Education



Task Designs

for Teaching Intercultural Competence with Technology

CEREMONIAL CLOTH

INTERCULTURAL TASKS

How is this task intercultural?

CEREMONIAL CLOTH





INTERCULTURAL QUESTIONS:

What do people wear for particular occasions or events in other countries?

How are those norms and expectations similar to my culture? Different from my culture?

MAIN TASK:

Interview an informant (parent or keypal) about a significant item of clothing or outfit and report to class

CEREMONIAL CLOTH

Dr.Amanda Lanier | LanierLingvista.org | MSU MAFLT
Program



Task Designs

for Teaching Intercultural Competence with Technology

DRESS TO IMPRESS

INTERCULTURAL TASKS

Find the Intercultural Potential

DRESS TO IMPRESS

Choices & Steps

CONTENT

STIMULI

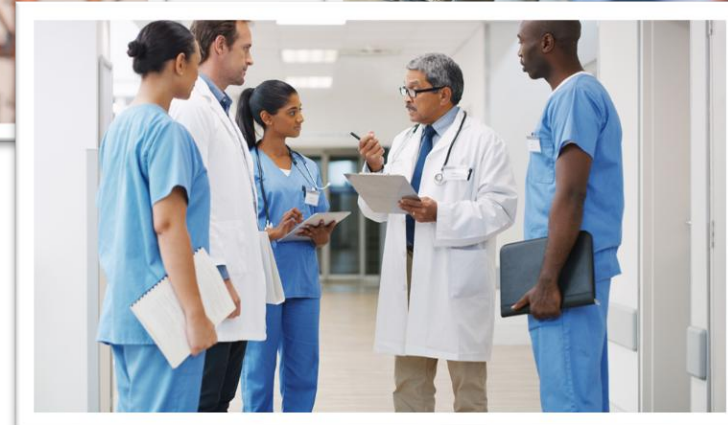
OBSERVATION

APPLICATION

(MAIN TASK)

DEBRIEFING

REFLECTION





INTERCULTURAL QUESTIONS:

What do you wear for specific locations, jobs, or occasions?

Do people from other cultures wear the same things for the same types of occasions? Why or why not?

MAIN TASK:

Blog post giving advice about appropriate ways to dress for specific contexts

DRESS TO IMPRESS



Task Designs

for Teaching Intercultural Competence with Technology

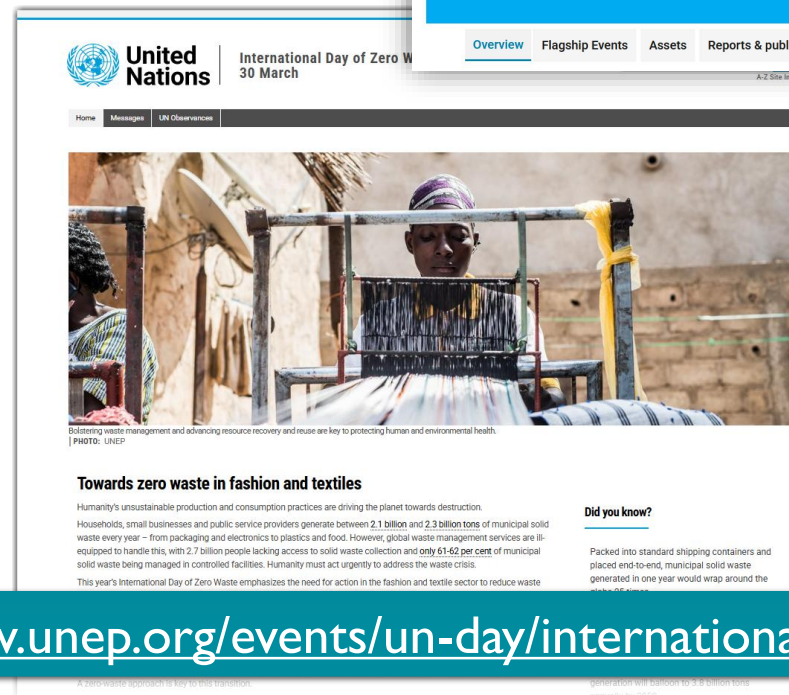
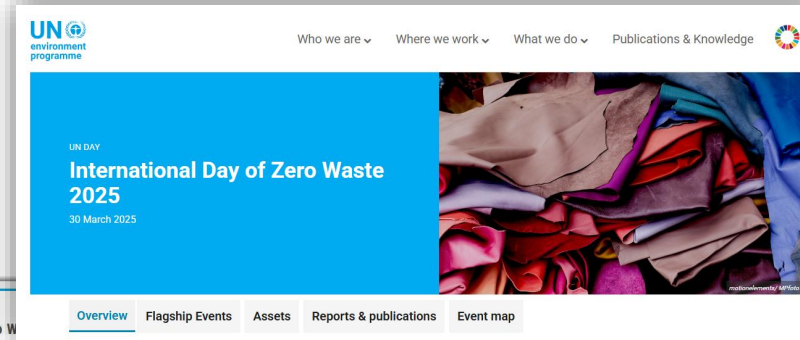
DRESSING TO KILL... THE ENVIRONMENT

INTERCULTURAL TASKS

DRESSING TO KILL... THE ENVIRONMENT



<https://sdgs.un.org/goals>



<https://www.unep.org/events/un-day/international-day-zero-waste-2025>

Download
**Sustainability and
Circularity in the
Textile Value Chain -
A Global Roadmap**

- Full Report
- Executive Summary (English)
- Executive Summary (Arabic)
- Executive Summary (Chinese)
- Executive Summary (French)
- Executive Summary (Spanish)
- Executive Summary (Russian)
- Brands and Retailers - Annex
- Communication and Consumer Engagement Actors - Annex
- Financial Institutions - Annex
- Innovators and Recyclers - Annex
- NGOs - Annex
- Policymakers - Annex
- Raw Materials Producers and Manufacturers - Annex



INTERCULTURAL QUESTIONS:

How does the clothing and fashion industry connect people in many countries?

How does the clothing and fashion industry cause harm to the environment, and how can we reduce that harm?

MAIN TASK:

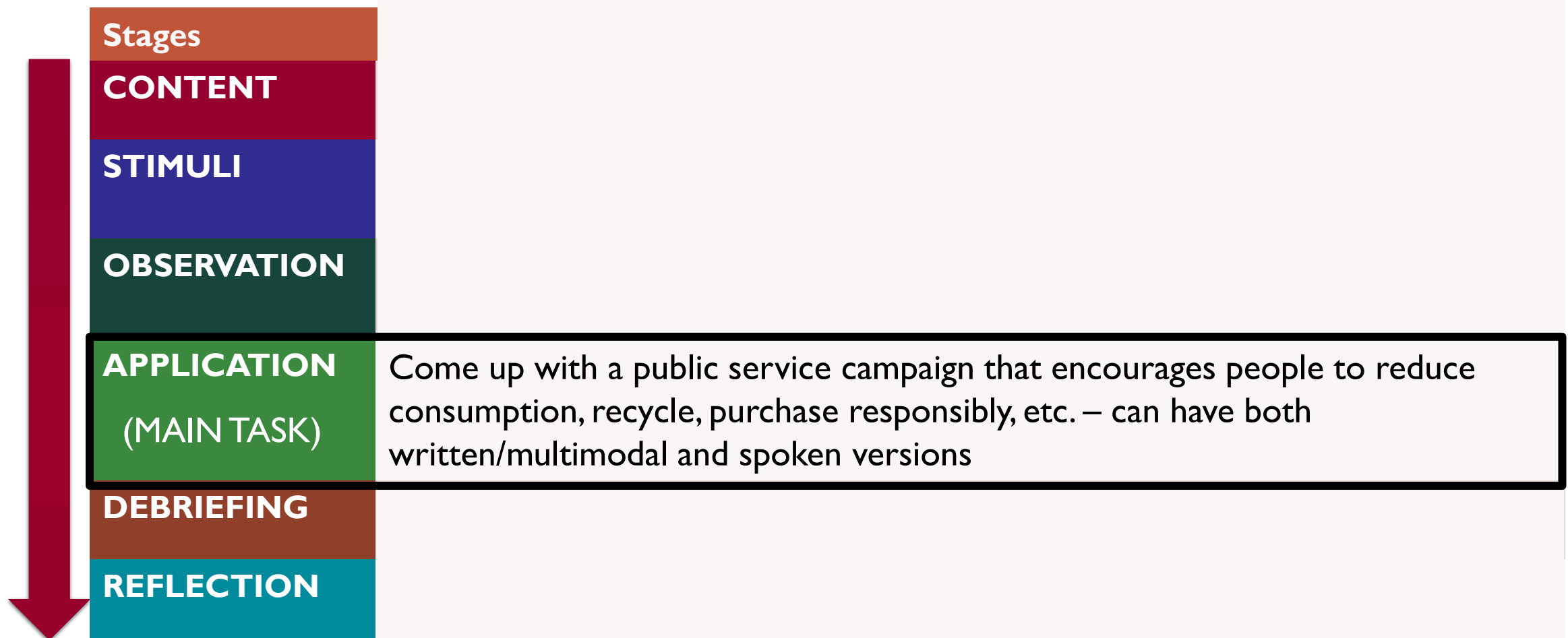
Public service campaign recommending “slow, circular fashion”

DRESSING TO KILL... THE ENVIRONMENT

INTERCULTURAL TASKS

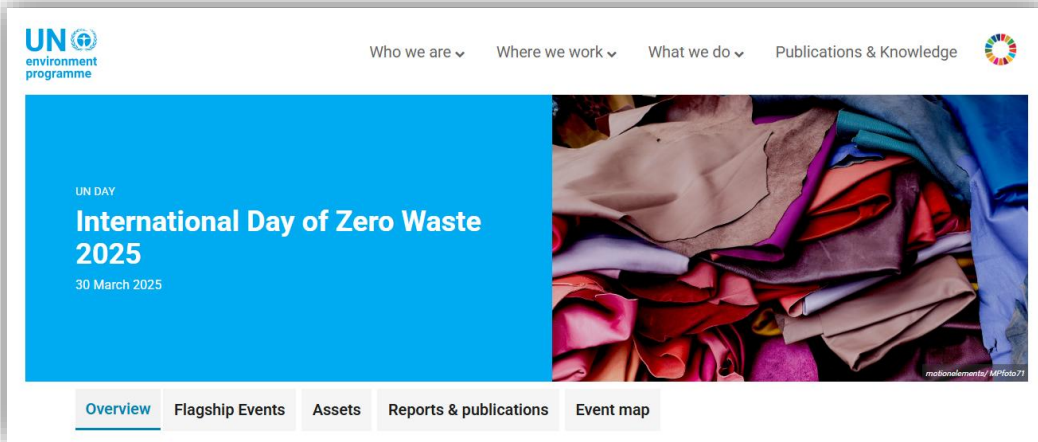
Interpretive → Presentational

**DRESSING TO KILL...
THE ENVIRONMENT**



Task Designs with Global Impact

DRESSING TO KILL... THE ENVIRONMENT



United Nations International Day of Zero Waste 2025

> Towards zero waste in fashion and textiles

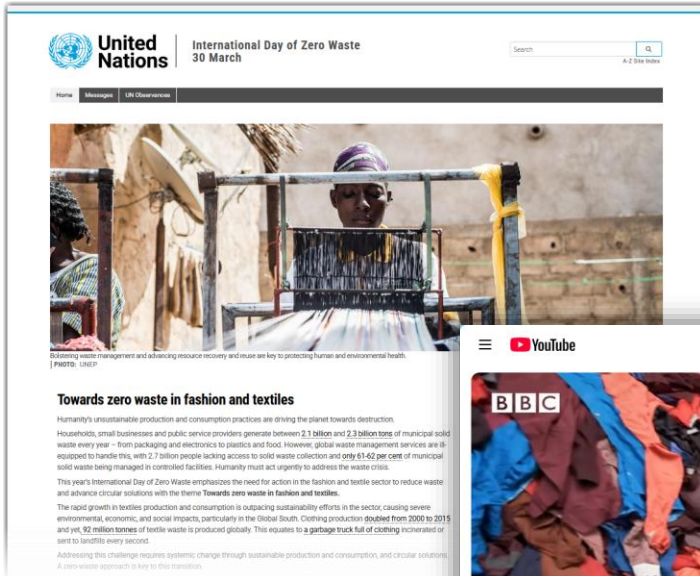
What can learners do with this topic...

- At different proficiency levels?
- In all the communicative modes?
- With content relevant to their target language and cultures?

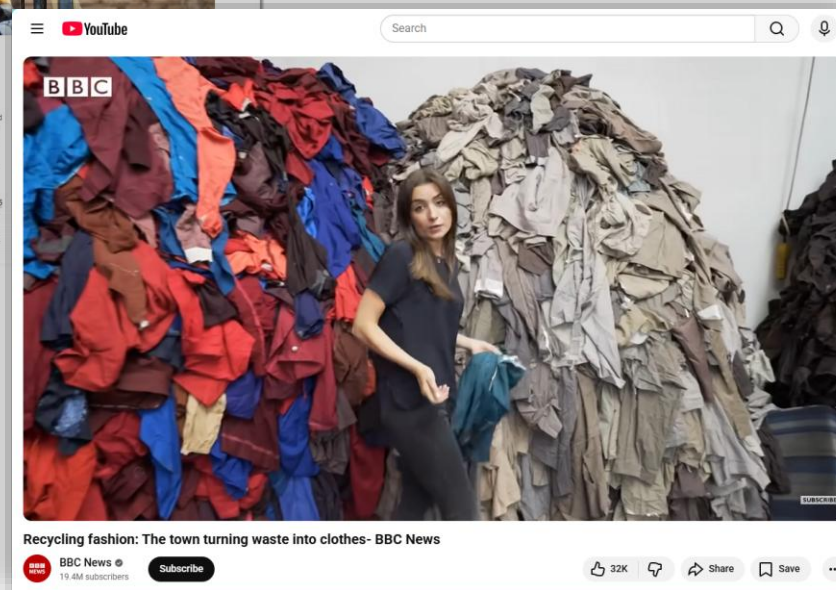
<https://www.unep.org/events/un-day/international-day-zero-waste-2025>

Task Designs > STIMULI

DRESSING TO KILL



UN website, news articles, videos, photos, podcasts, real clothing



- *A global waste crisis is impacting the climate, ecosystems and human health...*
- *Each year, 92 million tonnes of textile waste are generated worldwide — the equivalent of a garbage truck full of clothing being incinerated or dumped in landfills every second.*
- *New circular textile business models could generate US\$700 billion in economic value by 2030.*

Task Designs > Observation

DRESSING TO KILL

> Interpretive Reading

I can..

Answer questions such as:

- What was the 2025 theme of UN Zero Waste Day?
- Why is fashion a problem for the environment?

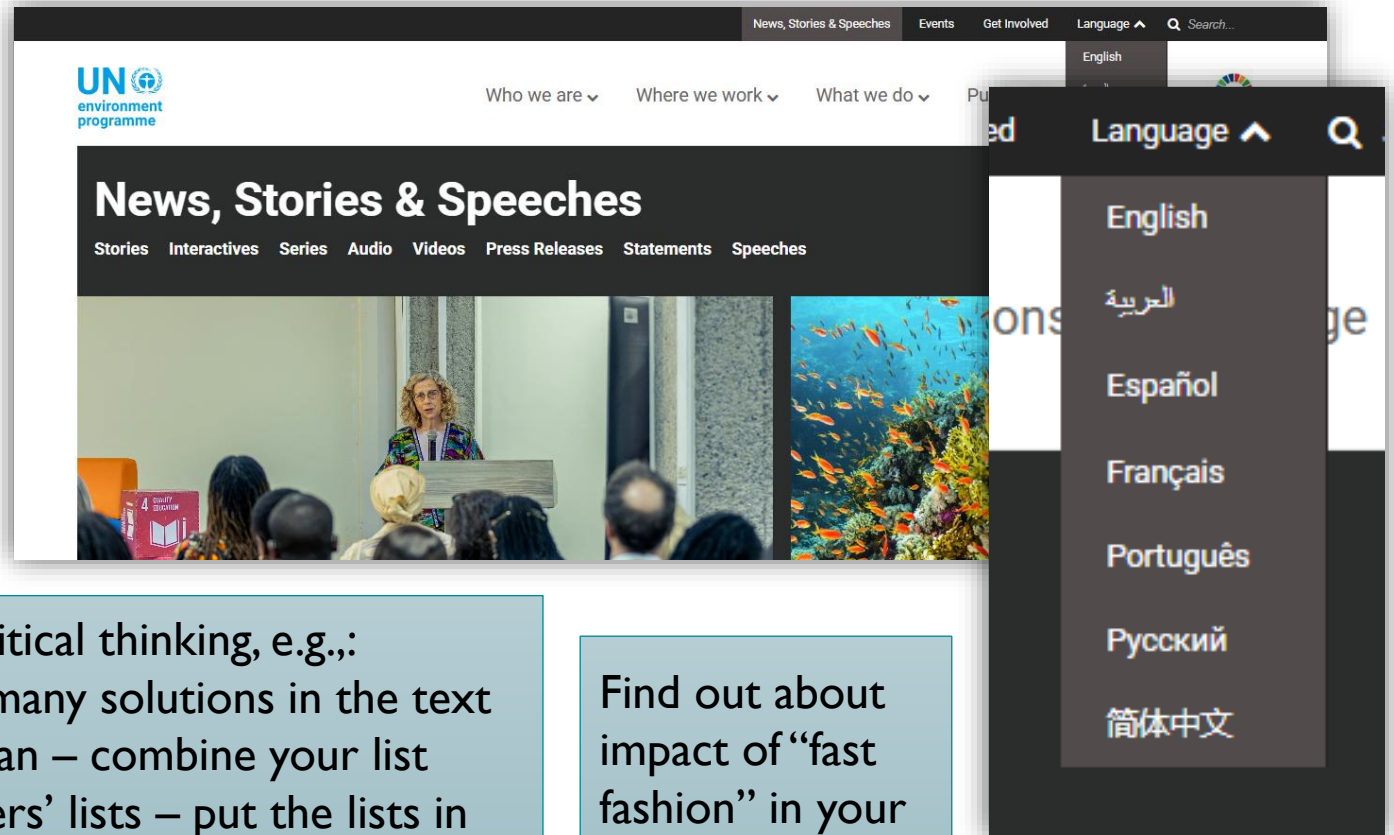
Gather topic-specific language:

- “fast fashion”
- “reduce, reuse, recycle”
- Waste, wasteful, wasted
- Pollute, pollution, pollutant
- Sustainable solutions

More critical thinking, e.g.,:

Find as many solutions in the text as you can – combine your list with peers’ lists – put the lists in order from possible to impossible

Find out about impact of “fast fashion” in your local area



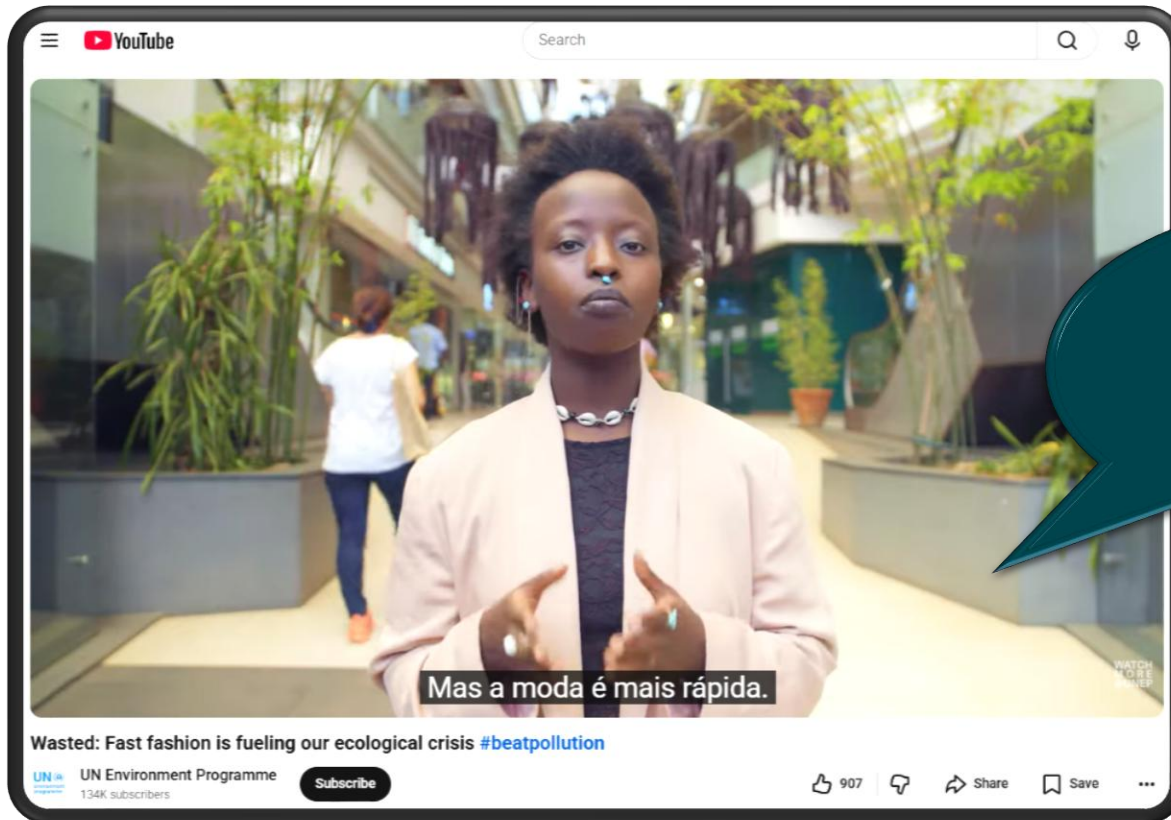
Task Design > Main Task > Interpersonal Speaking

I can..

Do you support fast fashion?

Questionnaire about how long we keep clothing, recycling clothing, wearing used clothing

Brief interviews
“Is your fashion fast or slow? Why?”



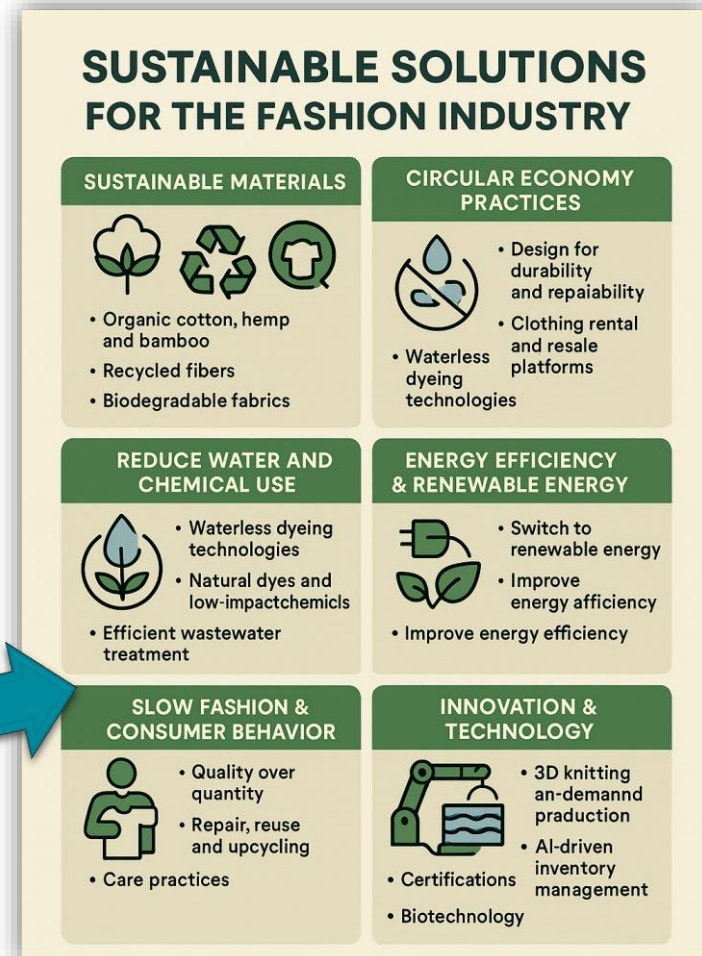
Task Designs > Presentational Writing

I can..

Create an infographic about the environmental harm of fast fashion

Write a blog post or article about sustainable solutions – how to reduce industry waste, reuse clothing, recycle clothing and fabric

Created by
Microsoft CoPilot
(generative AI)



Task Designs > Presentational Speaking



I can..

Deliver a “news” report on what I have learned about fashion waste from reading and/or interviews

Plan and deliver a presentation that persuades my peers to take the steps they can to reduce fashion waste

Global Competence and Global Impact

Investigate the World

Recognize Perspectives

Communicate Ideas

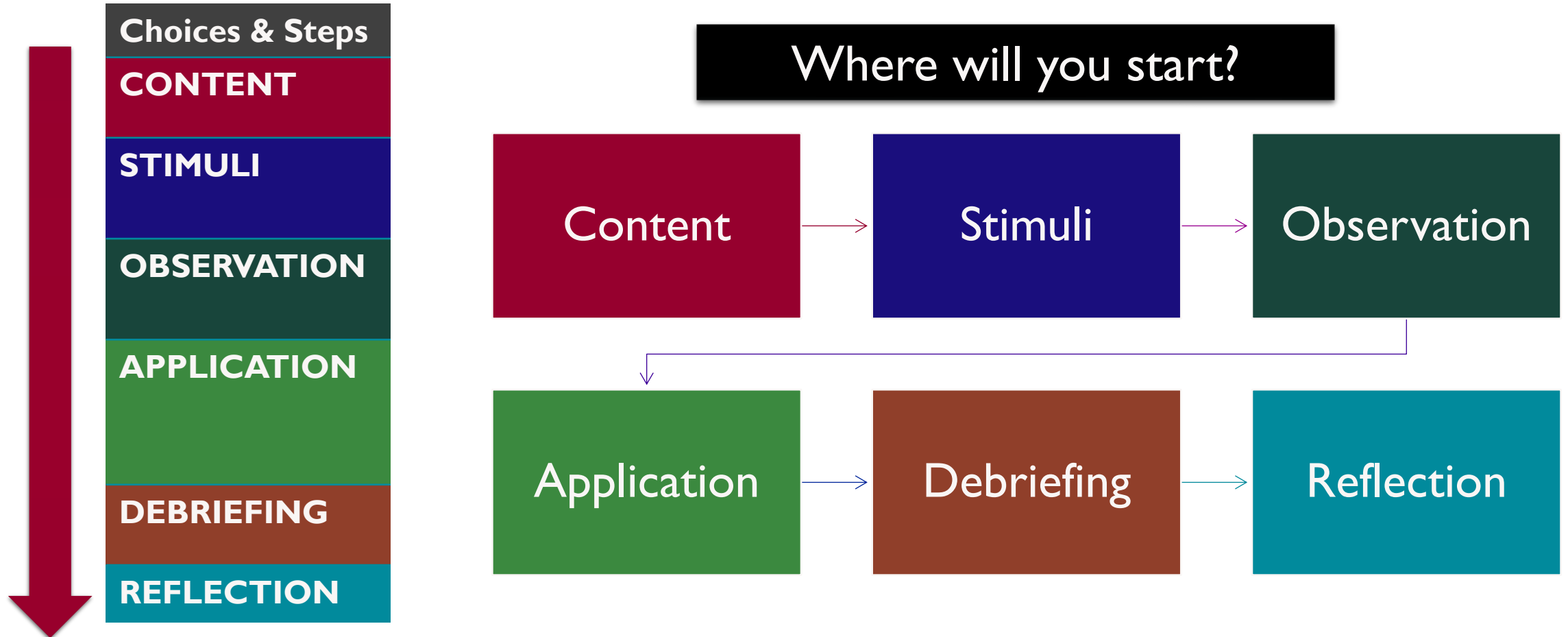
Take Action



[asiasociety.org/education/global-competence](https://www.asiasociety.org/education/global-competence)

INTERCULTURAL TASKS

Planning ICC Task Designs



Two mannequins are displayed in a store window. The mannequin on the left is wearing a light blue jacket over a striped shirt and orange pants. The mannequin on the right is wearing a white off-the-shoulder top and white shorts. They are standing in front of a brick wall.

If we implement
these intercultural
task designs
well...

Proficiency

• AND

Cultural Knowledge

• AND

Intercultural Skills

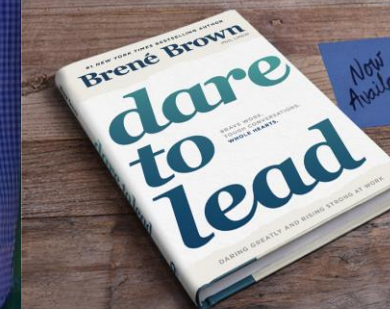
• AND

Global Competence

“If we are to have a globe
worth inhabiting,
we must attend unflinchingly to
the kinds of human beings
that will inhabit it,
and the ways in which they deal
with one another.”



From Howard Gardner's introduction to *Educating for Global Competence* (Asia Society, 2011)



“attend to the human beings”



USEFUL LINKS

- On my website: Intercultural Competence in Language Teaching
<https://lanierlingvista.org/language-teaching/icc-in-flt/>
- Wakelet Collection: Integrating Culture and Language
https://wakelet.com/wake/qHVc8WwiO7fpLYIzmp_F
- NCSSFL-ACTFL Can-Do Statements
<https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements> > Intercultural Competence Can-Dos and Reflection Tool
- The Task Bank – <https://tblt.indiana.edu> > created and curated by Laura Gurzynski-Weiss at Indiana University
- LinguaFolio Training Module 5: The Importance of Interculturality
<https://ncssfl.org/lfmodules/module5-0/>
- Council of Europe: Autobiography of Intercultural Encounters
<https://www.coe.int/en/web/autobiography-intercultural-encounters>
- Global Competence
<https://asiasociety.org/education/global-competence>



THANK YOU

LinkedIn

LanierLingvista.org

Email

MSU MAFLT Program > maflt.cal.msu.edu

Presenter Bio



Dr. Amanda Lanier is an applied linguist with over 20 years of experience in language teaching, teacher education, and program administration. She is an instructor in Michigan State University's fully online Master of Arts in Foreign Language Teaching (maflt.cal.msu.edu) 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 also trained as an actor, director, musician, and dancer and offers wellness education. Dr. Lanier shares resources, project updates, publications, and past presentations on her website at: <https://lanierlingvista.org>.

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<https://sdgs.un.org/gsdrgsd2023>

WAKELET COLLECTIONS: <https://wakelet.com/@LanierLingvista>

Wakelet collection interface for "Integrating Language and Culture" by Lanier, Amanda (@LanierLingvista). The collection contains 25 items, 2 views, and 1 like.

Integrating Language and Culture
Resources for VIVID Fellows and Language Educators Everywhere

QR Code: 

Items in the collection:

- MAFLT FLT 815 Intercultural FLT**
Courses in FLT Curriculum
FLT Course Descriptions All courses in the FLT curriculum are fully online and credit bearing. They are asynchronous, but not canned. You will interact with faculty and peers throughout the 14 week semester. Courses begin in September, January, or May if you...
- MAFLT LATEST POSTS**
Program News
Recent Posts Want to be notified when we publish new content here? Subscribe Events MWLA Book Club - Summer 2023 slankier Posted on June 28, 2023 June 28, 2023 Read Common Ground: SLA Goes to the Classroom by Florencia Hendshaw and Maris...
- Ask the FLT Faculty | #MAFLTThink**
Interactions in Virtual Events
Virtual Sessions with Amanda Lanier On this page you will see various ways of interacting during the presentation. Please listen for instructions in the Zoom or Teams meeting. Surveys and Polls | Currently Active Poll Everywhere How to Participate On the...
- E LANGUAGE FL Technology Innovator**
The Language Flagship Culture Initiative | Tech Center
The Culture App is a series of online modules based on Intercultural scenarios for U.S. undergraduate students of Arabic, Portuguese or Russian. The Culture App modules were designed for use in domestic Language Flagship programs prior to Flagship students' capstone year overseas. They can be used w...
- Intercultural Competence in FLT**
- lanier.commons.msu.edu
- DESIGNING INTERCULTURAL ACTIVITIES**
Designing Intercultural Activities | Lanier 2021
This presentation and the ideas behind it continue to evolve.
See: <https://lanier.commons.msu.edu/icc-4/>
flt/Planning/ICEActivities FLT815_Lanier_S521.mp4
- Intercultural Attitude Adjustments for Language Learners and Other Cross-Cultural Explorers**
A guide to the Attitudes element of the Intercultural Competence framework to support language teachers in guiding learner development over time.

VALUE Rubric for Intercultural Competence

<https://www.aacu.org/value>

Glossary

- **Culture:** All knowledge and values shared by a group.
- **Cultural rules and biases:** Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- **Empathy:** "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In Basic concepts of intercultural communication, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- **Intercultural experience:** The experience of an interaction with an individual or groups of people whose culture is different from your own.
- **Intercultural/cultural differences:** The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- **Suspends judgment in valuing their interactions with culturally different others:** Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from oneself. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- **Worldview:** Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL TASKS

Interpersonal → Presentational

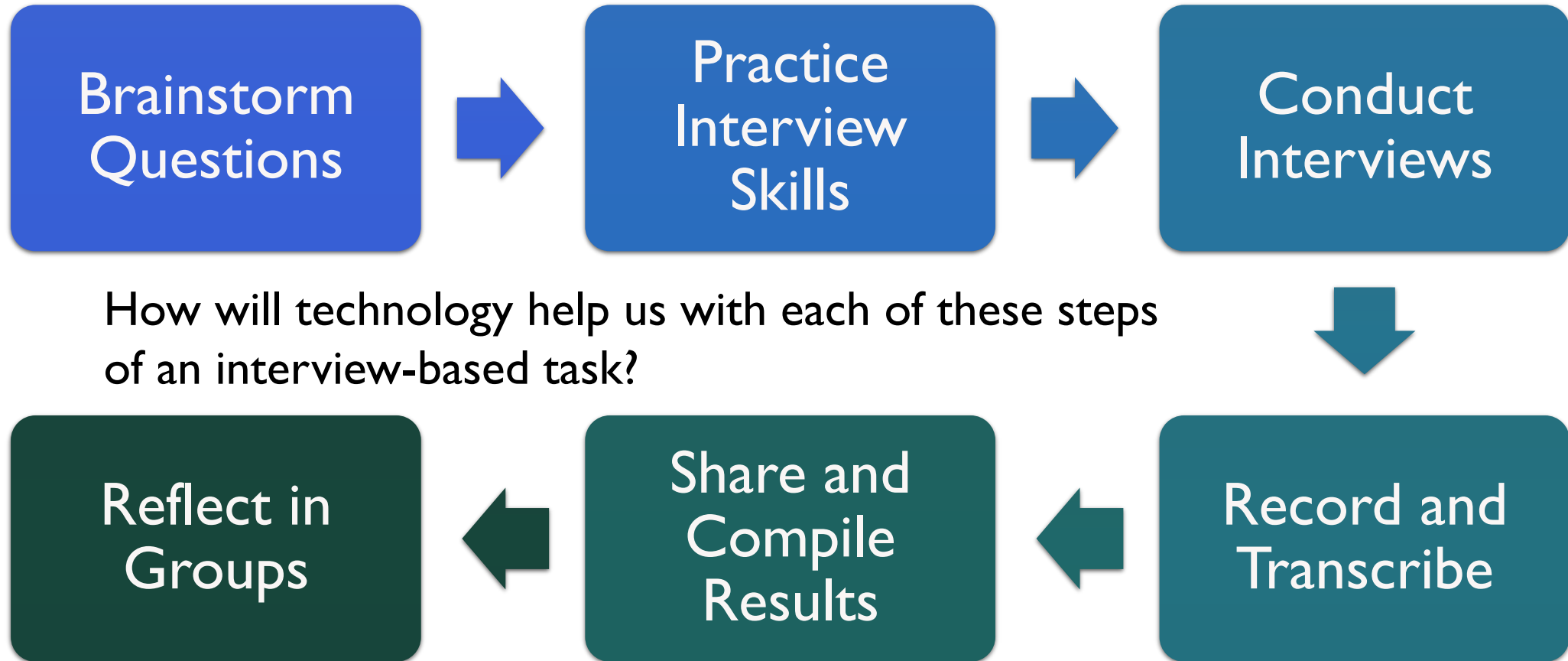
CEREMONIAL CLOTH



Stages	Activities
CONTENT	Clothing and cloth with particular personal or cultural significance
STIMULI	Your own images, stories, and actual items of clothing or cloth / Images or videos (with or without sound) of ceremonial clothing / Written descriptions
OBSERVATION	Picture description / Comprehension activities – listen to and/or read interviews / Web quests for info on particular costumes, robes, or uniforms
APPLICATION (MAIN TASK)	Interview people about significant clothing in relation to moments or roles WHO? Parents, community members, virtual visitors, keypals OUTCOMES? Fill out chart, write report, record presentation, etc.
DEBRIEFING	Compile and compare findings from the interviews → use them as basis for more tasks?
REFLECTION	When and how will they reflect? What do you want them to gain?

INTERVIEW PROTOCOLS

for Tech-Infused
Intercultural Tasks



INTERCULTURAL TASKS

Interpretive → Presentational

DRESS TO IMPRESS

Stages	Activities
CONTENT	Clothing, professions, and interests
STIMULI	Images of people on the job, in job interviews, attending special events, etc. / Blogs and videos about “what to wear” / Actual items of clothing (realia)
OBSERVATION	Describing images or clothing items / Reading and listening activities with the blogs and videos, such as filling out a graphic organizer or labelling a drawing
APPLICATION (MAIN TASK)	Write a blog post that offers advice on what to wear for certain occasions in the target culture (anywhere the target language is spoken) – multimodal, i.e., include images as well as lists / Could do a role play about advice as scaffolding
DEBRIEFING	Compile and compare the blog posts, then work with students to publish them on a website or wiki / Consider a peer review phase
REFLECTION	When and how will they reflect? What do you want them to gain?

WRITING PROCEDURES

for Tech-Infused
Intercultural Tasks

How can generative AI and AI-driven apps make this activity easier and more effective?

List useful words
and phrases related
to topic and genre

Find texts and
images to use as
resources and
models

Organize and
produce instructions
and rubrics

Help you and Ss
generate ideas for
blog post topics

Give students
feedback on drafts
of their blogs

Collate and compare
the students' writing
for general feedback

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