

**ACTFL Pre-Workshop Survey Results  
November 2014**

**I can articulate a deep understanding of the concept of culture.**

<b>Level of Agreement</b>	<b>#</b>	<b>%</b>
Strongly Agree	6	19%
Agree	23	72%
Disagree	3	9%
Strongly Disagree	0	0%
Total	32	100%

**I can describe the stages of development of intercultural communicative competence.**

<b>Level of Agreement</b>	<b>#</b>	<b>%</b>
Strongly Agree	2	6%
Agree	10	32%
Disagree	19	61%
Strongly Disagree	0	0%
Total	31	100%

**I can make the connection between cultural products, practices, and perspectives evident in my teaching.**

<b>Level of Agreement</b>	<b>#</b>	<b>%</b>
Strongly Agree	4	13%
Agree	25	78%
Disagree	3	9%
Strongly Disagree	0	0%
Total	32	100%

**I can create teaching activities that make the relationship between culture and language seamless.**

<b>Level of Agreement</b>	<b>#</b>	<b>%</b>
Strongly Agree	5	16%
Agree	15	47%
Disagree	12	38%
Strongly Disagree	0	0%
Total	32	100%

**How often do you integrate cultural lessons into your teaching?**

<b>Frequency</b>	<b>#</b>	<b>%</b>
Daily	9	29%
Weekly	17	55%
Monthly	5	16%
Never	0	0%
Total	31	100%

## ACTFL Pre-Workshop Survey Results November 2014

### What culture topics do you address throughout the courses you teach?

- courtesy, personal space, concept of time, food, concept of family relationships and roles, music, art, literature, celebrations
- As each linguistic point comes up, I try to weave in a cultural reference. I do not do "topics " per se, but rather, a blending of language and how it is impacted by culture. There are times when culture might be discussed extensively, and others where it is just touched upon.
- food, everyday interactions, history, travel, monuments, literature, film, art
- rites of passage, holiday traditions, food and restaurants
- behaviors (practices), language/expression (perspectives), cultural products, geography/environment, events (practices)
- literature, arts, cinema, media and television, politics, everyday life practices
- I try to include dialectal differences, Hispanic Americans and their role in the United States, thematic topics such as what school is like for Latin American and South American students, what meal times look like, Day of the Dead, Christmas traditions, and formalities.
- Day of the dead
- Día de los muertos, Quinceañera, Food
- history, language, geography, modern vs former interests and technologies
- Mexican Independence
- Food
- Greetings, calling, holidays, customs, meal practices, stories
- ELA - Excerpts from short stories which take place around the world. For example, we recently read "Rabbit Proof Fence." We discuss local culture. Science - Sustainability in Africa, how resources are allocated around the globe. Spanish - Culture is discussed weekly
- Food, traditions like Day of the Dead, routines in other countries, ethnicity, family life, etc.
- Food, shopping, religion
- Food, music, family, holidays, celebrations
- Language and culture cannot be taught exclusively: they are dependent on each other for their development and use. Cultures express their being through language and language is developed to express culture. To extract one from the other is farce. The social constructs of different cultures support language development and vice versa. Even when two cultures utilize the same language, that language will develop differently to support the needs of the different cultures. We can teach isolated portions of language but those will be useless without the whole, which includes cultural influence.
- Life, death, business dealings, entering a home, entering a place of worship, various dialects, religious practices, family values, religions, regional politics, & various current events as needed.
- Food, pop culture, holidays and traditions, music and school environment
- Music food dress how to relate to elders and in social aspects.
- How is culture reflected in a language?
- food, festivals and holidays, daily life and rhythms, education, the fine arts (art, cinema, literature)
- mealtimes in Mexico, Day of the Dead, luminarias, Las Polleras of Chile, molas, Las Posadas, Los Tres Reyes, Semana Santa, Cinco de Mayo, The bull fight, intercultural relationships, The Royal Family of Spain, Los Mercados
- Linguistic differences
- Holidays/practices
- How ASL and Deaf education began in the USA.
- Special celebrations ( Day of the Dead, Cinco de Mayo, La Tomatina, Running of the bulls Etc, food, school practices, family practices, young people in Hispanic countries
- food, holidays, places