Integrating Immersive Technologies into Foreign Language Instruction: Case of Ukrainian Language and Culture

INTEGRATING IMMERSIVE TECHNOLOGIES INTO FOREIGN LANGUAGE INSTRUCTION: CASE OF UKRAINIAN LANGUAGE AND CULTURE

BETÜL CZERKAWSKI

University of Arizona
Tucson, Arizona

CONTENTS

PART I
MAIN BODY

In the following chapters, foundational information was provided to better understand the potential of immersive technologies.

1.

INTRODUCTION

Education technology is the science and art of creating effective and efficient instructional environments with the use of technologies. Association for Educational Communications and Technology (AECT), the leading professional organization in the field, defined instructional technology as:

> Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources (AECT, 2007).*

This definition shows the true interdisciplinary nature of the field. To put it simply, educational technology covers a large scope of disciplines including psychology (for learning models and theories), instructional design (for the design of instructional systems), technology (for facilitating the learning process); ethics (for the application of ethical principles for every action taken to design learning processes). Other disciplines also support educational technology, such as economics, philosophy, information sciences and many others.

Just like the knowledgebase of educational technology is highly interdisciplinary, there is also no limitation as to which discipline or subject matter this knowledgebase can be applied. In other words, educational technology provides a framework and educators apply it to their own content matter, whether it is social sciences or languages. Some think that educational technology is a field only for education-related disciplines, this is far from the truth. To put it another way, all academic disciplines can benefit from the techniques and processes employed by the educational technology experts.

Another misconception about educational technologies is that the field is commonly mistaken as using technologies solely in formal educational settings. However, informal learning that occurs beyond the traditional classroom environment also uses educational technologies extensively. In recent years, with the advance of many modern technologies that permeate our daily lives this tendency became even stronger. In addition, many instructors do complain that they or their students do not have access to expensive technologies, or they lack skills or time to create effective experiences with technology. Many innovative ideas float in the field (flipped learning, augmented learning, task-based learning, and many more) and they all sound quite promising to promote student learning, participation and solve all educational problems. However, educational technology alone does not solve all learning problems, but it provides a strong foundation for educators to rely on. Then the question becomes how? How

to use augmented reality in a middle school English classroom? How to teach a foreign language class online with limited technological resources, especially the ones that provide immersive experiences such as 360 videos?

The purpose of this e-book is to answer some of these questions. The e-book shows step-by-step instructions on how to use, integrate and evaluate immersive technologies, such as augmented and virtual reality. The last chapter of the e-book includes examples for technology integration drawn from the Ukrainian language and culture, however, the book is intended for all language and culture instructors. No previous language skill is needed to take full advantage of the book, including Ukrainian. The book will discuss some of the innovative ideas that can inspire and revamp the stagnant learning environments, but its focus is to provide 'how to' information for 'all' language instructors.

Background

Ukrainian language and culture were chosen to provide examples for the technology integration approach presented in this book. Some may wonder why English was not used to attract a larger group of language instructors. The answers to these questions can be found in the personal experiences of the author.

I was a Fulbright Scholar to Ukraine in 2017-2018, where I taught a course about emerging technologies at the Kyiv Polytechnic University. This course was intended as a professional development course for the university faculty

members from all academic disciplines. I also taught a similar course to the undergraduate students, this time with a focus on free and open-source applications. During my time in Ukraine, I was hosted by Kyiv Polytechnic University, Kyiv Linguistics University, National Academy of Educational Sciences of Ukraine, Bogomolets National Medical University, Kyiv Institute for Business and Technology, Kyiv Vadym Hetman National Economic University, Chernihiv State Pedagogical University, and University of Lviv where I met with faculty members and students from various disciplines. They all were interested in the topics I was presenting and asked many questions about how to use modern technologies in their own content areas. Their questions were not much different from the ones I encountered in the U.S., but their enthusiasm was distinct. After this experience, my own education in Ukrainian culture started, where I started reading and studying every aspect of Ukrainian culture. In 2022-2023, I received another Fulbright Scholar grant to Ukraine but due to the current war, I was relocated in Warsaw, Poland. This e-book is the result of the second fellowship, where I respond to my Ukrainian colleagues and their inquiries about "how to use emerging technologies" in their own classrooms. Unfortunately, due to the difficulty for traveling to Ukraine, I could not develop the 360-video activities I originally planned, so in this book I relied heavily on the augmented reality technologies and 360-videos freely available on Ukraine.

The second reason for the selection of Ukrainian is about

the lack of resources available to the Ukrainian learners. By highlighting Ukrainian language and culture may encourage other less commonly taught language instructors and with the help of modern technologies can bridge the gap in lack of sources for their students.

How to Use this Book

This book consists of three sections. In Section 1, background and foundational information is provided for language teachers before they start using immersive technologies in their classroom. To serve this purpose, Chapter 1 presents immersive technologies and their uses in the language classrooms. A literature review is provided to better understand the benefits of using such technologies in the classroom, as well as its limitations. Chapter 2 discusses intercultural competency and the reasons why this concept plays a key role in teaching foreign languages in the 21st century. In addition, this chapter is heavily grounded in the learning design approaches to provide a different perspective on teaching intercultural competency. After this conceptual content, Section 2 presents 'how-to' information. Successful implementation of immersive technologies depends on the understanding of the technical knowledge. Therefore, Chapter 3 focuses on the technical information needed to use immersive technologies, while Chapter 4 offers examples, lesson plans and teaching activities. Section 3 of the book presents a conclusion along with the additional resources for language instructors.

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* For a detailed discussion of the educational technology definitions over the years, see Association for Educational Communications and Technology (2007). Definition. A. Januszewski, & M. Molenda (Eds.), *Educational technology: A definition with commentary* (pp. 1–14). New York: Lawrence Erlbaum Associate.

2.

UNDERSTANDING IMMERSIVE TECHNOLOGIES AND THEIR USE IN LANGUAGE EDUCATION

When describing immersive technologies, two closely related terms, immersion, and presence, are usually considered together. Both terms have roots in human computer interaction or HCI, although different HCI scholars will have different definitions for it depending on the area of HCI they are studying. According to Hein, Wienrich, and Latoschik (2021) immersion is "what the technology delivers in all sensory and tracking modalities and that it can be objectively assessed" (p. 119). It is an objective term, in the sense that it can be observed from the outside, therefore it is measurable. Presence, on the other hand, is a subjective concept, because it is about how individuals react to various immersive technologies and cannot be viewed or observed from outside. Presence is about individual choices, preferences, perception,

and experiences; therefore, it can be different from person to person (*).

Immersion and presence concepts are important in that they help us define augmented and virtual reality technologies. Milgram et al. (1994) viewed immersive technologies on a continuum, ranging from augmented reality (AR), less or low immersive technology, to virtual reality (VR), most and highly immersive technology (See Figure 2.1 for traditional illustration of MR continuum). In other words, augmented reality refers to the enhancement of real-life objects and environments with computer images, while virtual reality is the total immersion in the virtual world, real or imagined. When AR and VR technologies are blended, combining real and virtual realities, it is called mixed reality (MR) technologies. In recent years, another term, extended reality or XR is also commonly used. Lee et al. (2021) describe XR not as a specific technology, but as a broader category of technological advancements that enhances human experience. While XR is the latest of the immersive technologies, due to the convergence of artificial intelligence (AI) with the XR technologies, much more advanced novel applications are also expected to emerge soon, possibly extending the MR continuum even further.
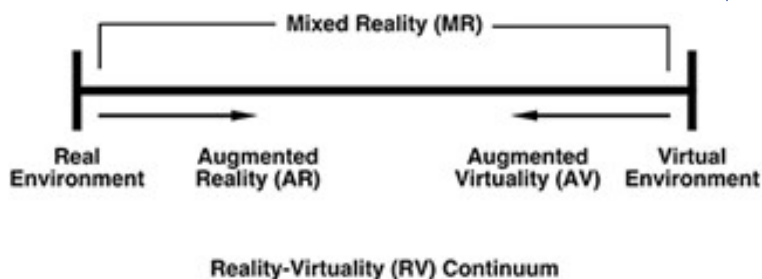
Figure 2.1. Milgram et al. (1994) Reality-Virtuality
continuum

In the past, the concept of immersion in the context of language learning usually referred to either dual language programs, which allowed learners to have increased language experiences or study-abroad programs, where learners lived in the target language country surrounded by language and culture (Blyth, 2018). Today, however, immersion with the use of AR and VR technologies aims to provide virtual immersion experiences that simulate authentic environments. In this chapter, the use of immersive technologies in the context of learning languages and cultures is discussed, to demonstrate affordances as well as limitations of such technologies for language education.

Degree of Immersion

Before discussing the pros and cons of mixed reality technologies, it is important to understand the differences between various levels of immersion, because the immersion level determines the kind of virtual technology that would be

selected for educational use. In the literature, it is becoming common to categorize virtual realities under three categories: non immersive, semi or low immersive and immersive. Most desktop-based games that manipulate virtual worlds using a mouse, are considered non-immersive reality. Most of these applications are so widespread in daily life that they are usually not considered part of immersive technologies. AR and 360 videos experienced via PC or tablet computers are semi-immersive technologies and are viewed as partial immersion into virtual worlds. Fully immersive technologies require wearable technology such as an AR or VR glass or head mount set. While highly immersive, head-mounted VR experiences are also the most expensive VR tools.

Non-Immersive Reality	Semi or Low Immersive Reality	Immersive Reality
No Physical Immersion	Partial Immersion	Full Immersion
Desktop Applications, such as game consoles	Augmented reality 360 VR-Videos	Use of wearable technologies, such as AR or VR glasses or head mount VR sets

Figure 2.2. Level of Immersion

Benefits and Challenges of Immersive Technologies

Some of the reported benefits of using AR and VR technologies in language education are increased immersion and presence (Davis, 2023; Wang, Petrina & Feng, 2018), active participation and interaction (Peixoto et.al., 2021), reduction of learning anxiety and stress (Lowell & Yan, 2023) and increased use of authentic materials (Parmaxi & Demetriou, 2019). Table 2.1. summarizes some of the other research studies and their results to illustrate the benefits. The following summaries are intended as a quick review, rather than an extensive list.

Author/s	Setting	Intervention	Benefits
Bacca-Acosta, et.al, (2022)	EFL classes at the US higher education	Developing embedded scaffolding exercises for EFL	Increased learner performance the scaffoldi tasks are embedded i the design o VR
Legaut et. al., (2019)	Mandarin classroom at US higher education	Developing immersive VR exercises explicit L1 to L2 word–word (WW) paired association learning	Greater accuracy in experimenta group, especially among low achieving learners

Palomeque, et. al., (2018)	Undergraduate tourism class in Spain	ESP classes designed in Second Life using authentic language content	Increased multimodal communica skills in the experimenta group
Repetto, et. al., (2021)	Undergraduate ESL students in Italy	Mobile-Assisted Language Learning activities using 360 VR videos to teach vocabulary	Increased learning gai motivation, interest
Xue & Wang, (2021)	Primary school English classes in China	Develop an AR-based listening material to improve students' phonetics skills	Increased curiosity, joy and attentio to learning materials; increased communica skills

Wang, Petrina, Feng (2018)	English Language School for young adults in China	Chatbot and Time Machine developed in OpenSimulator	Increased Immersion Spatial Prese

Table 2.1. Benefits of AR and VR use in language education

Many current studies were positive on the use of immersive technologies for teaching and learning, but as with any emerging technology, AR and VR have also its disadvantages. For instance, it has been reported that AR and VR present some technical difficulties, such as low-quality images that can cause physical discomfort (Dolgunsöz, Yildirim & Yildirim, 2018); extraneous cognitive load (Bacca-Acosta, et.al, 2022), accessibility issues (Lowell & Yan, 2023), and low-level perceived usefulness of the technology by the students (Repetto et. al., 2021).

Immersive Technology Applications for Language Learning

There are many immersive technology applications, as seen in Table 2.2, for language instruction. These tools can be categorized into four groups. The first category includes virtual reality platforms, which can be used for entertainment or educational purposes. It should be emphasized that these

platforms are not created specifically with students or language learners in mind. All the platforms in this category have a high level of commercial purpose. Therefore, they need significant customization and planning on the educators' part. The second group of tools are created for public use, but they have great educational benefits, such as Google Street View or Google Arts and Culture. The third group includes tools for educational purposes, while the last group is specific to language instruction.

AR and VR Tools Used for Language Learning and Teaching Features and Functions	
1) Virtual Reality Platforms	
VRChat	**Features:** One of the most popular virtual world platforms. It can be used either with a Desktop Mode or with a VR headset. Free to use but requires a $9.99 monthly fee for enhanced features. Recommended age 16+. **Functions:** Chatrooms, meet up spaces, gaming, attaining assets in 3D, avatar customization

Second Life	**Features:** One of the oldest virtual world platforms. Can be used on a desktop. Free to use but to create private spaces (called grids), one needs to pay. Recommended age 16+. **Functions:** Meet up spaces, virtual classrooms

OpenSimulator	**Features:** Open-source platform for developing 3D virtual platforms. Using OpenSimulator, worlds like Second Life can be created. Highly complex system for developers, but if the space is created, it is very easy to use in educational settings with full control over the software with maximum security. Free of charge. **Functions:** Meet up spaces, gaming, virtual classrooms

AltSpaceVR	**Features:** Virtual event hosting service by Microsoft. Mostly a 3D space that works with any VR headset, but a 2D version is also available on PCs. Breakout rooms could be created for simultaneous meeting rooms. The rooms are not moderated, but safety can be assured with the creation of private spaces. Free of charge. All age groups. **Functions:** Meet up spaces, virtual guests, virtual exchanges, collaborative VR environment
2) General Use Programs	

Google Street View	**Features:** Part of Google Maps, Street View presents virtual representation of real locations. 360-videos of various locations are available. Free of charge. Individuals can add their content to Google Street View. (Google's Earth VR provides a full immersion VR experience, however, it is no longer supported, along with Google Cardboards). All age groups. **Functions:** Virtual field trips Example: Ukrainian Rada (content created by a user)

Google Arts & Culture	**Features:** Google's non-commercial initiative, which showcases an extensive collection of real-life cultural artifacts and historical collections to make them accessible to everyone. 360 video tours are available. No advertisement. Free of charge. All age groups. **Functions:** Virtual field trips Example: Your Guide to Kyiv

Metaverse Studio	**Features:** An easy-to-use AR tool for creating experiences. Experiences can be created on a PC, which then can be viewed on mobile devices. Users can view shared content created by the others. Free of charge. All age groups. **Functions:** Educational and trivia games
Adobe Aero	**Features:** An easy-to-use AR tool that comes with database of objects to create experiences. Only available to use on mobile computers. Free of charge. All age groups. **Functions:** Educational games; demos
3) Educational AR and VR	

ClassVR	**Features:** Using a standalone VR headset, educators can create their own AR and VR teaching materials or use the embedded resources with their students. Appropriate for K-12 students. Fee-based, commercial program (It should be noted that there are many similar commercial programs in the market, but ClassVR is included here, because of its widespread use. Another good alternative is Avantis World).
	Functions: Resources to teach and support all content areas.

CoSpacesEdu	**Features:** Using templates, scenes, and objects instructors and learners can create their own virtual spaces. There are existing lesson plans that can be used. Web-based 3-D worlds. Suitable for K-12 learners. Basic features can be used free of charge, but pro version requires subscription. **Functions:** Creating virtual spaces, presentations, simulations, digital storytelling, games

3D AR Book Apps	**Features:** Sometimes called as a-books, children's books viewed through mixed reality interface. One such app is Straight Path Apps. Suitable for early childhood or young readers or beginner level foreign language learners. Fee-based. **Functions:** Story room activities, reading

VirtualSpeech and VirtualOrator	**Features:** VR experiences to improve public speaking skills. Available only for English speakers. Suitable for teenagers or adult learners. Fee-based. **Functions:** Communication and public speaking skills, active listening, presentation skills with immediate feedback, soft skill training, storytelling, meeting space
4) Language Specific AR and VR	

Mondly VR	**Features:** Collaborative learning experiences with a VR set or 2D PC. Chatbots and speech recognition features are available along with the learning scenarios. About 30 languages are available. All age groups can benefit, but most suitable to older children or adult learners. Fee-based. **Functions:** Realistic activities that focuses on communication and all language skills

ImmerseMe	**Features:** Learning scenarios are available at three levels: beginner, intermediate and advanced and four modes: pronunciation, dictation, translation, and immersion. These scenarios use real-life settings. Only nine languages are supported. Suitable for all ages. Fee-based. **Functions:** Supports all language skills
FluentU	**Features:** Immersive VR experiences via authentic videos and interactive exercises. Available in ten languages. Suitable for all ages. Fee-based (but 14-day trial is available). **Functions:** Supports all language skills.

Table 2.2. Immersive Technology Applications and Tools

Immersive Technologies and Intercultural Competence: Research Gap

Due to the increased interest in immersive technologies, many language scholars have been conducting systematic literature reviews to better understand the cumulative impact of the AR and VR technologies. Three of the recent comprehensive reviews reveal similar results. For instance, in a study conducted by Huang, Cheng and Xie (2021) VR technologies are mostly used in teaching vocabulary (28%), followed by speaking (18%) and writing and culture (10% each). Another study revealed that most technology integration studies focused on cognitive learning, such as teaching of vocabulary or speaking skills and affective domain goals, such as motivation, satisfaction or speaking anxiety and discomfort (Hein, Wienrich, & Latoschik, 2021). Finally, Parmaxi and Demetriou (2019) found out that vocabulary learning (23.9%), reading (12.7%), speaking (9.9%) writing (8.5%) are the most used activities with the mobile-AR. These reviews show that language educators mostly use immersive technologies for vocabulary acquisition and practicing speaking skills.

These literature reviews also demonstrated that often students are active in immersive learning activities, while instructors have a more observant role. Another important outcome of similar literature review studies is that more

research has been done in the last decade to study the impact of augmented reality technologies and language learning, compared to virtual reality technologies and language learning. This may be due to ease of use, availability, and low cost of AR technologies. Higher education was also found to be the most active implementation and research field, while K-12 schools clearly lagged. Parmaxi and Demetriou (2019) analyzed the languages used in their reviews, concluding that 63% of the research studies used English as a Second Language or ESL, 14% used Mandarin, while all other languages were in single digits.

Regarding intercultural competence or teaching of culture, only 5% of the studies used immersive technology (Hein, Wienrich & Latoschik, 2021), while Parmaxi and Demetriou (2019) reported 4.2% usage. These results show a very significant research gap in an area with full of potential, especially for languages other than English and Mandarin.

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3.

LEARNING DESIGN FOR TEACHING CULTURE IN THE LANGUAGE CLASSROOM

Culture is defined as "the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time" (Merriam-Webster, n.d.). This definition encompasses a broad range of domains, such as food, music, arts, clothing, religion, literature, and language, which is different from one social group to another. Center for Advanced Research on Language Acquisition (CARLA, n.d.) goes beyond this definition and includes "shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization" as part of culture. Because of the broad range of areas covered by culture, teaching of culture can be a subjective process, as different people can see it differently, adding to the difficulty of incorporating it in the curriculum. Inclusion of culture in the language classroom also has its challenges,

starting from its conceptualization to actual implementation. For instance, what constitutes culture is not universally accepted or a language teacher may have difficulties incorporating it due to lack of training or time constraints.

Language teaching has been traditionally treated as the teaching of four language skills: reading comprehension, writing, speaking, and listening comprehension. However, it is almost unimaginable to separate the culture of the target language from the teaching of language skills because it is not possible to learn language structures in isolation or independent from the context that the language is spoken in. Fortunately, since the 1970s, with an increased emphasis of the cultural studies, there is a strong focus in cultural aspects of language teaching. Starting from the 1990s, many scholars studied the 'cultural' aspect of language learning (Byram, 1989; Kramsch, 1993) to link language and culture together. While the central role of language instruction is to gain proficiency in the target language, being aware of the cultural elements, using them to communicate in foreign languages in a meaningful way, and understanding the multilingual and diverse nature of the societies in the 21st century is new.

In 2014 American Council on the Teaching of Foreign Languages (ACTFL) published a statement on its Global Competence position. This statement starts with the following:

> The ability to communicate with respect and cultural understanding in more than one language is an essential

element of global competence. This competence is developed and demonstrated by investigating the world, recognizing, and weighting perspectives, acquiring, and applying disciplinary and interdisciplinary knowledge, communicating ideas, and taking action (ACTFL, 2014)

In addition, when defining the central roles of language education, ACTFL identified five goal areas: communications, cultures, connections, comparisons, and communities. Culture refers to the learners' use of the target language to "investigate, explain, and reflect on the relationship between the practices and products with the cultures studied" (The National Standards Collaborative Board, 2015, para. 2). In practice, these five goal areas are used to generate educational standards and objectives, that guide foreign language teaching in the United States, which are called World-Readiness Standards for Language Learning. Similarly in Europe, Common European Framework or CEF (2020) included linguistic, sociolinguistic, and pragmatic components as parts of the communicative language competence. Among them, sociolinguistic competency is closely related to the cultural dimensions described in ACTFL goals.

ACTFL's inclusion of culture as one of the main tenets of language education had long-lasting impact on how languages taught in the schools. Since the early aughts, this emphasis generated much scholarly inquiry and intense focus on the culture and its role in the language education. While culture

itself can be broad and somewhat abstract, the intention here is to translate the cultural goals into language standards via intercultural communication and competence, which is described in detail below.

Intercultural Communication and Intercultural Competence

Intercultural communication is a discipline that studies the role of culture in the communication processes. Different social groups, societies and countries use different types of communication methods. Intercultural communication is the effort to understand these differences, studying the social context in which the communication take place. Various disciplines, such as linguistics, anthropology, business, and international education often use the findings of intercultural communication to better understand and value other cultures and societies.

In the context of applied linguistics, competence of an individual's intercultural communication skills is directly related to their language use. When a language learner uses the target language effectively, this also means that they understand the values and norms in which the language is spoken. As a result, the learner responds accordingly, not only by understanding the social differences, but also valuing and respecting these differences. This discussion brings us to the heart of intercultural competence, which is defined as "interacting appropriately and effectively with those from other cultural backgrounds" (Sinecrope et al., 2012).

According to the Common European Framework (2020), intercultural competence skills include:

- the ability to bring the culture of origin and the foreign culture into relation with each other,
- cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures,
- the capacity to fulfil the role of cultural intermediary between one's own culture and the foreign culture,
- to deal effectively with intercultural misunderstanding and conflict situations,
- the ability to overcome stereotyped relationships (p. 104-105).

At the concrete level, cultural goals of language education can only be achieved if they become part of the language curriculum. Including culture as part of language standards is a good start from the learning design perspective, however, more specific teaching strategies are needed, as outlined below. In addition, "teacher trainees need to develop a theoretical and practical awareness of what culture means and in what forms it may be present in the language classroom" (Kovacs, 2017, p. 74). Such cultural awareness can be developed in prospective teachers if they are given enough guidance and training in teaching culture.

One important aspect of culture in the language classroom

is called 'appropriateness.' In the multicultural world we live in, foreign language learners use their language skills in a way that they are aware and respectful of the norms and traditions of the target language. As Kovacs states (2017) "speakers must take into consideration the situation, the circumstances, the topic, the expected level of formality, their partner's level of knowledge, and the culture-sensitive scenarios" (p. 77). Students learn not only linguistics structures of the target culture, but also have insights on the economy, history, folklore, and societal structures. Language educators become moderators for their learners, as they navigate in the target culture through intercultural encounters and exchanges.

Intercultural Competence Models

Because culture encompasses a large portion of human endeavor, to teach intercultural competence skills as an integral part of language instruction is quite tricky. Various authors developed models to systematize the instructional process. Table 3.1 shows a summary of the three most prominent models.

Developmental Model of Intercultural Sensitivity (Bennet, 1993)	Multidimensional Model of Intercultural Competece (Byram, 1997)	Process Model of Intercultural Competence (Deardoff, 2006)

A continuum of how people experience and interpret cultural differences, as they move from an ethno-centric view of the world to the ethno-relative view of the world. The continuum is called *Bennet scale* and has 6 stages: denial, defense, minimization, acceptance, adaptation, and integration.	Teaching of intercultural competence around three components (knowledge, skills, and attitude) along with five values: intercultural attitudes; knowledge; skills of interpreting and relating; skills of discovery and interaction; critical cultural awareness.	Using five components (attitudes, knowledges, skills, internal outcomes, and external outcomes) to promote intercultural competence in the curriculum design, while also integrating assessment of acquired skills.

Table 3.1 Intercultural Competence Models

These models offer a conceptual framework for the curriculum design process, but in terms of implementing such frameworks, learning design process might provide a more specific guideline for the language teachers. (For more on Intercultural Competence Models and Assessment Tools, see: Garrett-Rucks, P. (2016). Intercultural competence in instructed language learning: Building theory and practice. Charlotte, NC: Information Age Publishing.)

Learning Design for Intercultural Competence

As we move from a broader intercultural communication approach to gaining intercultural competence skills in the target language, design of learning activities takes the center stage in teacher planning efforts. As a general framework, language educators can start from creating time and space for cultural exploration of the target language. Then the next step would be reviewing the language standards available to them to guide the planning process (e.g., ACTFL or CEF). When it comes to cultural dimensions, ACTFL uses Cultures Framework, to demonstrate the interplay between cultural products, practices, and perspectives. This framework is shown below. Standards provide a general framework for the goals or aims of education/training but there is also a need to generate more specific learning objectives and outcomes.

CULTURES FRAMEWORK
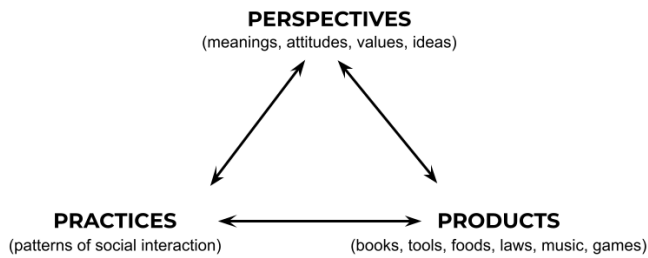
Figure 3.1 ACTFL Cultures Framework (National Standards for Foreign Language Education Project, 2015; Published by permission of ACTFL Copyright Office)

After the standards, educators create learning and teaching activities and complete the planning process with the assessment procedures. Finally, they use formative and summative evaluation processes to get feedback on teaching and student learning so they can improve the instructional processes. The basic steps for learning design are outlined in Figure 3.2..
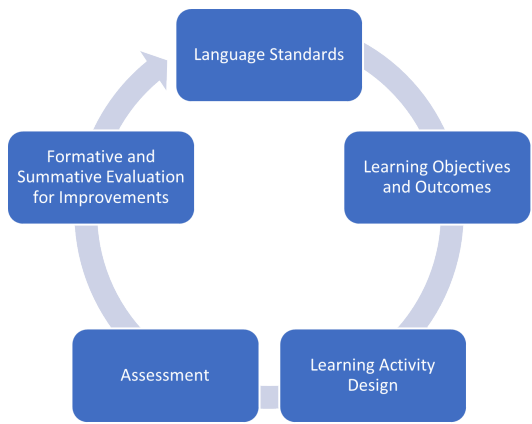
Figure 3.2: A Basic Learning Design Model for Language
Classroom

It should be noted that there are many learning design models out there, but the above model is a simple but easy to follow model for language educators. This model is also comprehensive enough to capture every learning design element, while requiring no background knowledge in learning design to use it. On the other hand, the model is broad in the sense that each of these steps can have sub-steps depending on the goals of instruction. For instance, if the instruction is provided online, the educators can include additional steps under 'learning activity design' to engage students and increase their participation (For a more detailed model for student engagement, See: Czerkawski, B. & Lyman, G. (2016, November). An instructional design model for fostering student engagement in online learning environments. TechTrends. 60(6). 532-539). Finally, this model can be applied to teaching of any subject, and it is not specific to intercultural competence. It will be the 'activity design' step that will differentiate the subject matter and the processes educators follow to create activities for intercultural competence. Because this e-book's main purpose is to highlight activity design process for the intercultural competence, Figure 2.4 offers a more detailed 'Learning Activity Design' model.

The activity design can be viewed as a mini and more

focused learning design process. In recent years, most instructional design approaches came under fire for being too broad and generic. Learning design, with its emphasis on specific activities, tries to remedy these critiques. This discussion between instructional and learning design is beyond the scope of this e-book but interested readers can read Saçak, Bozkurt and Wagner, 2022 for more on this discussion.
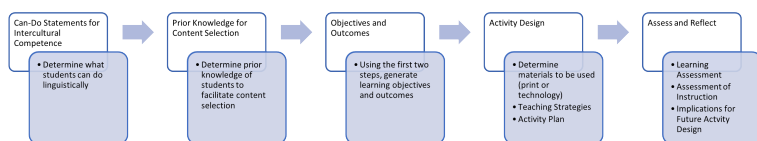
Figure 3.3: Activity Design Framework for Intercultural Competence

Step 1: Can-Do Statements: Determine what your students can do linguistically. ACTFL Can-Do statements can serve as a guide for this step.

Step 2: Prior Knowledge: What do students bring to the classroom before instruction starts? For learning to be meaningful, new information needs to be related to prior knowledge students already have (Gagné, 1985). Knowing students' prior knowledge helps with selection of content for instruction, by choosing topics relevant to the students' background.

Step 3: Objectives and Outcomes: This step is about clarifying performance criteria for the learning activity. ACTFL performance standards can guide educators here, as

they write objectives of the instruction along with the performance outcomes. One advantage of determining learning outcomes is that they do not only help learners understand what they are expected to learn and do, but also help teachers establish the assessment criteria for the instruction.

Step 3 is also the stage where various intercultural competence models can be incorporated. Selecting objectives that focus on knowledge (e.g., sociolinguistic awareness, knowledge of the culture in broader and specific terms, knowledge of self and others, knowledge of interaction modes, knowledge of societal norms), skills (e.g., skills for interpreting and relating, skills to explore and acquire new knowledge about a culture, metacognitive skills for evaluating one's own learning), and attitudes (e.g., respect and value other cultures, general attitude of openness towards foreign cultures) could be used as starting point before planning teaching activities.

Step 4: Activity Design: At this stage, teachers start planning the activity with much detail by elaborating on the procedures to be implemented in the classroom. For instance, selection of existing instructional materials, development of new materials (if needed), technology integration strategies, teaching strategies are part of this step. All this information comes together with the explanation of how they will be utilized to teach the content.

Regarding the teaching activities, the Common Language Framework (2020) suggests following activities to foster

intercultural competence: use of greetings, address forms, conventions of turn-taking, use of expletives, politeness conventions, expression of folk wisdoms such as proverbs, idioms, expressions, register differences, dialect, and accent.

Step 5: Assess and Reflect: The final step in the activity design is two-fold. First, educators determine how the student learning will be assessed. This task is guided by the learning outcomes set up in Step 2. Second, teachers reflect on the way the activity is implemented, so that they can improve future teaching practices.

Learning Design for Technology Integration

While planning and designing language learning activities, an important factor to consider is the way technology will be integrated into the teaching. Considering the continuously evolving nature of educational technologies and diverse learner needs, learning design can help educators systematically plan for available technology resources, so technology use will positively impact the learning process. To guide educators and help them conceptualize the complex technology integration process, over the years many technology integration models are proposed. While the discussion of these models is beyond the scope of this book, one of these models, PICRAT, will be used in this book to assist the educators.

The PICRAT Model of technology integration is one of the most recent models proposed by Kimmons, Graham and West in 2020. The model represents a learner-centered approach while also focusing on the teachers' perspectives about their

own teaching. The authors of PICRAT start from the two key questions relevant to the technology integration: "What are the students doing with technology?" and "How does their use of technology impact the teacher's pedagogy?" They create two axes to respond to these questions. In the teacher axis, there is PIC (Passive, Interactive, Creative) and in the student axis, RAT (Replacement, Amplification, Transformation). Table 3.2 summarizes each of these constructs.

	Creative (Students use technology to construct learning artifacts and master a new knowledge or skill)	Creative-Replacement (e.g., Students make summary notes in MS Word)	Creative-Amplification (e.g., Students make a presentation using Canva)	Creative-Transformation (e.g., Students create a movie to analyze research findings
Student Behaviors				

Interactive (Students interact with the content to engage in exploration, experimentation, collaboration)	Interactive-Replacement (e.g., students search Metaverse Studio or YouTube to identify relevant vocabulary)	Interactive-Amplification (e.g., Students play a culture game on Kahoot	Interactive-Tra... (e.g., Students us... Docs to collabor... research and writ...

PICRAT Model	Passive (Students receive content passively)	Passive- Replacement (e.g., Students listen to a Power Point lecture)	Passive-Amplification (e.g., Students watch a video on target language culture)	Passive-Transfo... (e.g., Students at... online seminar g... expert on the targ...
Replaces (Use of technology to replace a previous practice, usually used in f2f environment)				
Amplifies (Use of technology to improve and augment learning outcomes)				
Transforms (Us... technology to en... ways of thinking...				

Teacher Behaviors

Table 3.2: PICRAT Model for Technology Integration

This model was chosen for a few reasons. First, compared to other broader and conceptual models, PICRAT is highly suitable for lesson planning and smaller-scale activity or task design efforts. Second, the model presents a truly learner-centered approach to technology integration, while balancing learner needs with the educators' pedagogical choices. Third, the model is clear and easy to understand and use. Finally, this model encourages an approach to technology, where technology is a means for achieving learner outcomes rather than being an end.

It should be noted that the purpose of using the PICRAT model is not to foster solely creative and transforming (CR) experiences with the technology, which is shown on the upper right side of Table 3.2. Depending on the learning objectives, an educator can plan a lesson that may look like as following:

- Teacher shares with students a website about Ukrainian cities that uses 360 videos (PA)
- Students use 360 Cities website to view landmarks, important historical monuments, museums in Ukraine (IA)
- Students present a 360 VR exhibition using Google Arts and Culture website on Ukraine (IT)
- Students shoot a 360 video in their school as a reference to discuss cultural similarities and differences with the

Ukrainian schools (CT)

- Students write a reflection of the activity using MS Word (CR)

Learning Outcomes, Technologies, and Teaching Strategies Alignment

One of the best ways to assure achievement of learning outcomes is aligning various aspects of learning design protocol, so designers can visually identify the strengths and weaknesses of their plan. Table 3.3. shows an example of such visualization.

Learning Outcomes (Bloom's Revised Taxonomy)	Teaching Activities	Learning Activities	AR/VR Technologies
Remembering (Recalling basic facts)	Q & A; Repetition Practices; Feedback	Drill & Practice	Repetitive Practices via simple AR activities
Understanding (Explaining)	Educational gaming; Group projects; Social Learning	Playing games to practice simple facts; Presenting an AR/VR activity to others to summarize findings	Locate; Identify and Describe facts, events, and rules within AR/VR activities

Applying (Using information in a novel way)	Active Learning; Discovery Learning; Task-Based Learning; Problem Solving	Escape Room; Virtual Trips	Virtual trips via 360 videos; Solve a mystery or problem
Analyzing (Relating and Connecting ideas)	Connectivist learning strategies; Situated Learning	Test hypothesis; compare new and prior learning	Intelligent tutors; Virtual collaborations; Multi-user VR games
Evaluating (Justifying an argument)	Coaching; Socratic questioning	Simulation games	Playing simulation games; Presentations; Debates over AR/VR activities

| Creating (Producing a new or original work) | Experimentation; Project-based learning | Creating AR and VR products | Individual or Group Portfolios |

Table 3.3. Learning Outcomes-Teaching Strategies Alignment

Chapter 5 presents examples of the activity design process, so the theories and models presented here will be put into action.

Further Reading

• Intercultural Learning Classroom Activities: http://intercultural-learning.eu/wp-content/uploads/ 2018/11/ICL@School-Toolbox-final-1.pdf Although this page is not particularly created for language educators in mind, there are many activities in this toolkit that can be inspiring for foreign languages.

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4.

GETTING STARTED WITH THE IMMERSIVE TECHNOLOGIES

The hype about emerging technologies is never ending. When it comes to the immersive technologies, the hype is even higher. Sometimes educators are really impressed with the possibilities, but they lack the skills to use them. Other times, the issue with the new technology coming into the classroom is the high cost. This is especially true for immersive technologies, such as AR and VR. This chapter presents a wide range of tools that are available to show language educators how to get started with them, from the technical point of view. Most language instructors may not consider themselves particularly skilled at using advanced technologies such as Augmented or Virtual Reality. However, most of the new tools are considerably easy to use.

This chapter is divided into two sections. In the first part, available hardware devices along with the requirements to use them will be explained, so that educators can choose the best tool that fits their needs. In the second part, some helpful tips

will be presented to make the technology adoption process easier.

Hardware Devices for Augmented Reality

Augmented reality can be experienced using different hardware: mobile AR; data glasses; AR headsets; AR glasses and AR contact lenses.

Mobile AR: Mobile AR is the most used hardware to view AR experiences, and only requires a mobile device such as a smart phone or a tablet computer. The mobile AR also is the most convenient and inexpensive way of using AR technologies. The users experience the AR via layers reflected on their mobile devices, where real and virtual images merge together. The AR tools available for mobile AR devices are probably the most mature platforms, so users can select from a wide range of options. However, the immersion or interaction with the virtual environment is quite low with the mobile AR.

Interfaces: Vuforia (AR developer kit)

Applications: Metaverse Studio, Aero, Pokemon Go, Google AR tools, such as Google Lens, Google Translate and Google Maps, Mondly, SketchAR.

Data Glasses: These type of AR technologies are seamlessly integrated into sunglasses, so they look very much like traditional sunglasses. However, in most cases, they can still be easily differentiated from the sunglasses, by the additional cameras attached to them. The users wearing the AR glasses are exposed to additional information in their field of view. Sometimes, audio is used to complement the 3D AR

experience. Compared to the other AR devices, AR glasses are one of the most expensive ones. The platforms for data glasses are as developed as some of the other options. However, in the industries dealing with heavy machinery AR glasses are heavily used for manufacturing , such as maintenance of the equipment, assembly or quality control.

Devices: Amazon Echo Frames, Ray-Ban Stories, Magic Leap 1.

AR Headsets: Sometimes called smart glasses, AR headsets are similar to the data glasses, but they are wearable headsets that provide more immersive experiences than the data glasses. The field of the view is much larger and have features like hand tracking. Hand tracking allows users to touch and grasp virtual objects without using hand controllers. AR headsets are quite expensive tools that are commonly used in chemical engineering, health sciences as well as in military training. The collaboration feature allows its users to work on projects simultaneously.

Devices: Microsoft Hololens, Lenovo ThinkReality A3.

AR Glasses: AR glasses are much more advanced data glasses, where virtual and physical worlds are seamlessly integrated with life size images guiding the users. The current versions of AR glasses are quite expensive. It should be noted that AR glasses are still in the experimental stage.

Devices: In development

AR Contact Lenses: Another wearable technology with limited use but high potential for future development is the

AR contact lenses. Only a few companies produce these lenses. According to Bezmalinovic (2022), AR lenses are mostly used in medical settings, such as treating certain eye diseases. An additional computer device is needed to properly use these lenses.

Devices: Lens Studio, Snap AR, Mojo Lens

Hardware Devices for Virtual Reality

Compared to the various types of AR devices, VR technologies are more homogenous as there are only two types of VR devices that provide extensive immersion in the virtual world. These two types are standalone or tethered VR.

Standalone VR: Sometimes called mobile VR, this type of VR device has all the necessary components integrated into the headset. However, often they are paired with a mobile phone or a computer. Compared to tethered VR, they are less expensive devices.

Examples: Meta Quest 2 (could also be used with a PC) and Meta Quest Pro, Pico 4, Microsoft Hololens, Lenovo Mirage

Tethered VR: Tethered VR headset requires the use of a PC or a game console and cannot function on its own. Because they are attached to a much more powerful device, they do have more advanced head-tracking and motion sensing features.

Examples: HTC Vive Pro2, Samsung Odyssey, Lenovo Explorer, HP Reverb

360 Virtual Reality Videos

360 videos are not new, but with the advances in the Virtual

Reality technologies, they became part of the immersive experiences. Many industries, such as journalism, real estate, and hospitality started experimenting first with the 360 videos (See Further Resources at the end of this chapter for some of the best examples of 360 videos that can be used for educational purposes). Social media platforms, such as Facebook, YouTube, Snapchat, and Instagram all support 360 content.

360 videos are shot from multiple angles, providing an immersive 360 view of the environment. The viewers can either use their computers to view the experience in a less immersive mode and move the video with their mouse, touchpad or touchscreen or use a VR headset for a much more immersed experience. The 360 VR videos can be produced in two ways: with a special 360 video camera or via simulations using computer graphics. An important concept to help understand the difference between two types of 360 videos is sense or perception of depth. If the sense of depth is the same for both left and right eye, the VR experience is monoscopic, while stereoscopic view presents different perspectives for each eye. In this e-book 360 videos are especially emphasized because of their ease of use for language teaching and learning.

360 Cameras: GoPro Max, Insta 360, Ricoh Teta

How to Capture 360 VR Videos

What to Capture– 360 video cameras use two fisheye cameras to capture a 360 view of the environment from multiple angles. Special software is used to assemble separate

images through a process called 'stitching.' While capturing 360 videos, it is important to understand that the special VR cameras capture a wide angle, so pointing or zooming the camera to a person or an object will not work, because the camera will capture an entire environment, not just the object in focus. Therefore, while capturing 360 videos the first thing to pay attention is the placement of the camera to get the best view of the environment.

How to Capture– All 360 cameras are paired with a mobile device, so the users control the capturing process remotely to avoid getting into the video themselves. Some types of cameras can also be attached to smart phones via a selfie stick, allowing the user to capture themselves during an action. The camera can be placed either on a tripod or a smooth surface. To provide the most realistic immersive experience for the viewers, cameras are ideally placed at eye-level, so the users can feel like they are in the video.

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Educational 360 VR Resources

- BBC 360 VR
- BBC 360 YouTube Channel

- New York Times 360 Daily Video
- National Geographic 360 Video Content
- YouTube 360 Channel
- 360 Campus Tours
- My World 360

5.

CONCLUSIONS

The communicative approach has been the foundation of foreign language teaching since the 1970s. This approach focuses less on grammar and translation, while "a holistic approach that teaches through modeling and contextualizing building blocks of language (both lexical and syntactical) in authentic communicative practices (as opposed to utterances of increasing complexity abstracted from their living social and cultural contexts) (Binotti & Chambless, 2023, p. 99). With the advance of emerging technologies, especially Extended Reality (XR) technologies, there is an enormous potential to provide authentic, contextualized, and realistic learning experiences using a more holistic language teaching approach.

In a recently published report (Lee et al., 2021), however, it was stated that there are a few major obstacles for the successful implementation of AR and VR technologies:

- Access (to quality immersive technologies)
- Affordability (cost of technologies)
- Inadequate teacher training (early adopters of immersive technologies can teach themselves how to use these

technologies, but for most people, extensive training is required)

- Interoperability (different structures around different hardware and software, which makes it difficult to operate between platforms)
- Lack of Content (much of the content for existing immersive technologies are developed for non-educational markets, although there are some encouraging developments in health and art related subjects)
- Lack of infrastructure and technology support (most institutionally supported immersive technology projects at higher education are limited to early adopters)

In addition to these obstacles, there is another challenge that face educators: how to design language learning environments using immersive technologies. Learning design has always been an ignored component of the education process and recent discussions around emerging technologies also neglect the importance of laying out clearly what it means to implement a teaching approach with the use of a new technology. The author hopes to bridge this gap, by providing learning design examples and resources for other instructors and researchers, so they, too, can integrate immersive technologies into their curriculum.

Future Steps

Similar to Open Education Resources (OERs), Learning

Object Repositories (LOR) provide free access to educational materials, but LORs focus is on the technical resources, rather than the texts, syllabus or course materials represented in the OERs. There is much need to create a LOR for immersive learning materials, as they can be produced only by a large group of highly specialized teams. With the lack of common technical standards, it may take longer than usual to create such a repository but for immersive learning to be mainstream, they are highly needed.

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PART II
IMPLEMENTATION EXAMPLES

Following 6 lesson plans present implementation examples that language instructors can use.

6.

LESSON PLAN 1: UKRAINIAN CULTURAL TRADITIONS: ARTS AND CRAFTS

Level	**Novice High- Intermediate Low (A2)**
Brief Description of the Activity	Students of Ukrainian and Slavic languages first discuss the difference between arts and crafts. Then they review four different crafts (egg decorating (Pysanky); Hutsul woodworking; Ukrainian embroidery, and Crimean Tatar decorative pattern (Örnek). They discuss the regions these crafts come from, their significance and debate their place in today's world by making connections to American crafts traditions and related social science topics.

Standards	**Communication: Modes of Communication**
	
	Interpersonal Mode: X
	    Interpretive Mode: X
	    Presentational Mode:

	Cultures:
	
	Products: X
	    Practices: X
	    Perspectives: X

	Connections: Social Sciences; Arts
	Comparisons: Ukrainian and American craft traditions
	Communities:

ACTFL World Readiness Standards (Culture)	1. Learners identify and analyze cultural practices and products from authentic materials such as videos and news articles (Intermediate), 2. Learners identify and discuss perspectives reflected in creative works of the culture such as traditional and contemporary music, literature, dance, and art (Intermediate), 3. Learners interpret authentic materials to identify and analyze practices that reflect perspectives of the target culture (Intermediate), 4. Learners experience (read, listen to, observe, perform) expressive products of culture (e.g., stories, poetry music, paintings, dance, drama, and architecture) and explain the origin and importance

	of these products in today's culture (Intermediate).
Language Functions	Analyzing visual products; comparing and contrasting cultural traditions; debating; summarizing main points in writing; finding connections
Language Structures	Adjectives; arts and crafts vocabulary

Learning Objectives	1. Students will gain understanding of major Ukrainian arts and crafts traditions, 2. Students will connect crafts traditions with the geographical locations they come from, 3. Students will compare and contrast Ukrainian and American arts and crafts traditions, 4. Students will discuss how arts and crafts traditions connect to the other aspects of life, 5. Students will debate the significance of arts and crafts in modern life.	
Instructional Procedures	**Learning Activity**	**Immersive Technology**

Gain Attention	Teacher shows arts and crafts page of Authentic Ukraine website and asks students if they know similar crafts in the US culture	Authentic Ukraine Website
Stimulate Recall of Prior Knowledge	Teacher asks students what vocabulary and specific adjectives students remember to talk about and describe arts and crafts	Quizlet Flashcards

Presentation of Content	Teacher presents following four activities using immersive technologies: 1. Egg decorating (Pysanky): 2. Hutsul woodworking 3. Ukrainian embroidery 4. Crimean Tatar decorative pattern (Örnek)	1. Pysanky AR 2. Hutsul 360 images 3. Embroidery 360 images 4. Örnek AR

Elicit Performance and Give Feedback	1. Students are separated into four groups, each focusing on one of the Ukrainian crafts. They examine together each of the crafts and discuss their main characteristics in Ukrainian as well as their geographical origin. They then search for more information online for additional videos and resources.
	
	2) They share their results with the rest of the class,
		Ukrainian Folk Arts (Website)
		    Traditional Crafts of Ukraine (Website)
		    Folklore Ukraine (Website)

	while the teacher provides feedback on their work.	
Transfer of Knowledge	As a class, students identify connections of arts and crafts with the social sciences (e.g., what can we learn about the lifestyles of people who create arts and crafts?) Students also discuss how arts and crafts are connected to their other course work.	Arts and Crafts Movement (Website)

Closure	Individually, each student writes in Ukrainian a brief paragraph about what artifacts or skills they could pass on to future generations from their own culture.	
Learning Assessment	Vocabulary pop quiz Complete Adjectives Exercises	Quiz Dobra Forma-Adjectives
Reflection	Things that went well- Things that did not go well- Improvements for future-	

7.

LESSON PLAN 2: UKRAINIAN MUSICAL INSTRUMENTS

Level	Novice High (A2)
Brief Description of the Activity	Students review Ukrainian musical instruments (trembita, kobza, bandura, turban, lira, sopilka). They listen to an example of dumy, traditional Cossack ballad, and discuss the place and importance of Cossacks in the Ukrainian culture.
Standards	**Communication: Modes of Communication** Interpersonal Mode: X Interpretive Mode: X Presentational Mode:
	Cultures: Products: X Practices: X Perspectives: X

	Connections: Social Sciences; Arts
	Comparisons: Ukrainian and American craft traditions: traditional and modern day musical instruments
	Communities:

ACTFL World Readiness Standards (Culture)	1. Learners list practices observed in a video of a practice from the target culture (Novice) 2. Learners identify and analyze cultural products from authentic materials such as videos and news articles (Intermediate) 3. Learners suggest cultural triangles with reasons connecting practices to associated products and perspectives (Intermediate), 4. Learners experience (read, listen to, observe, perform) expressive products of culture (e.g., stories, poetry music, paintings, dance, drama, and architecture) and explain the origin and importance of these products in today's

	culture (Intermediate).
Language Functions	Description of objects and sounds; cultural comparisons; explanation of traditions; discussion
Language Structures	Accusative case; musical vocabulary

Learning Objectives	1. Students will review traditional Ukrainian music instruments, 2. Students will gain understanding of folk music traditions in Ukraine, 3. Students will discuss the roles Cossacks played in Ukrainian culture, 4. Students will compare and contrast Ukrainian and American folks music.	
Instructional Procedures	**Learning Activity**	**Immersive Technology**

Gain Attention	The teacher plays the video of Kalush Orchestra's song, *Stefania*, and asks students to identify and write a list of the instruments they see in the video. Teacher asks for students to identify all the instruments that are used in the video. Which of these instruments and sounds exist in the American music and	Music video of Stefania by Kalush Orchestra

	which ones do not exist?	

Stimulate Recall of Prior Knowledge	Teacher asks students what musical vocabulary students remember to talk about the music video. Teacher reminds students Ukrainian structure about "to play a musical instrument," other commonly used verbs related to the music and uses of accusative case.	Worksheet: Accusative case chart; List of music related verbs; Playing an instrument vs. playing a sport

Presentation of Content	Teacher presents an overview of various musical instruments using two websites.	Ukrainian Folk Instruments Website
	Teacher also introduces students to Ukrainian Cossacks and altogether they listen to a Cossack dumy.	Cossack AR game Cossack Duma video

Elicit Performance and Give Feedback	Students discuss in small groups what emotions music evokes in people and why such emotions are important in the cultural memory of a country. They also discuss some reasons Cossacks chose to express their emotions through music.	

Transfer of Knowledge	Students discuss how life events inspire musical traditions of a country and find links between music and other social science subjects.	Class discussion
Closure	Teacher summarizes main points of the lesson based on class activities and student discussions.	

Learning Assessment	Students write a paragraph about folk music's role in a country's cultural history. They use 5 verbs, 5 emotions and 5 instruments in their write-up with the correct use of accusative case.	Individual essay
Reflection	Things that went well- Things that did not go well- Improvements for future-	

8.

LESSON PLAN 3: UKRAINIAN LITERATURE: TARAS SHEVCHENKO

Level	Novice Low (A1)
Brief Description of the Activity	Students learn about Ukrainian poet and painter Taras Shevchenko's life and major events in his life from serfdom to freedom. They read a short passage from his most famous work, *Kobzar*, and discuss its importance in the development of Ukrainian language and modern Ukrainian literature.

Standards	**Communication: Modes of Communication**
	
	Interpersonal Mode: X
	    Interpretive Mode: X
	    Presentational Mode:

	Cultures:
	
	Products: X
	    Practices: X
	    Perspectives: X

	Connections: Literature, Art, and Social Sciences, History
	Comparisons: X
	Communities:

ACTFL World Readiness Standards (Culture)	1. Learners use words and phrases to describe what people from the target culture are doing in photos and short video clips and ask simple questions about characteristics of daily life after looking at the photos or short videos (Novice), 2. Learners listen to or read about expressive products of the culture such as children's or traditional songs, selections from the literature commonly read and types of artwork enjoyed and produced by their peer group in the target culture (Novice), 3. Learners create or propose simple cultural triangles connecting practices and products to associated

	products and perspectives (Novice), 4. Learners list and identify practices observed in a video that are outcomes of perspectives of the target culture (Novice).
Language Functions	Providing descriptions of visuals; producing supporting arguments; connecting cultural practices to the products; list cultural practices.
Language Structures	Locative case, vocabulary to express languages and nationalities

Learning Objectives	1. Students will review common uses of locative case in Ukrainian that they already know, 2. Students will review new uses of locative case as well as exceptions, 3. Students will read a short text about Shevchenko's life and create a timeline to summarize what they have, 4. Students will compare and contrast lives of traditional folks artists to those of the modern ones.	
Instructional Procedures	**Learning Activity**	**Immersive Technology**
Gain Attention	Students play an AR game to interesting facts about Shevchenko's life.	AR Game about Shevchenko

Stimulate Recall of Prior Knowledge	Teacher distributes a worksheet for languages, nationalities and how to say the origin of a person in Ukrainian. Students review what they already know about the locative case and identify what is new.	Review Locative Case Grammar worksheet

Presentation of Content	The teacher gives a short presentation about Taras Shevchenko and his life and shows a video about *Kobzar*.	Power Point slides Kobzar Video

Elicit Performance and Give Feedback	The teacher split students into four or five groups. Each group first read a brief text about Shevchenko's life and then create a timeline of important events in his life using the locative case. (After forming new groups of four and five, each group selects 1-2 pictures from the website that displays Shevchenko's	Shevchenko timeline (Infographic) Shevchenko's drawings

	drawings. They then discuss what they see in the pictures and what these drawings tell about the life in Ukraine in those days.)	
Transfer of Knowledge	As a class, students identify a modern day kobzar from different cultures and practice use of languages and nationalities in Ukrainian.	

Closure	Students write a letter to Pan Engelhardt to allow Taras to paint and write (3 uses of locative case and 3 adjectives for describing languages and nationalities).	
Learning Assessment	Students individually complete a crossword puzzle to review some of the new vocabulary they learned in class.	Link to the crossword puzzle Student Letters
Reflection	Things that went well- Things that did not go well- Improvements for future-	

9.

LESSON PLAN 4: PUBLIC LANDMARKS AND THEIR HISTORICAL IMPORTANCE: INDEPENDENCE SQUARE

Level	Intermediate High (B2)
Brief Description of the Activity	Students review two famous landmarks in Ukraine, Independence Square and Carpathian Mountains, using 360 videos to understand how these landmarks reflect cultural beliefs and values of the country. Students tell a story of another landmark from Ukraine after conducting research with a peer.

Standards	**Communication: Modes of Communication**
	
	Interpersonal Mode: X
	    Interpretive Mode: X
	    Presentational Mode: X

	Cultures:
	
	Products: X
	    Practices: X
	    Perspectives: X

	Connections: Geography; Social Sciences; History
	Comparisons:
	Communities:

ACTFL World Readiness Standards (Culture)	1. Learners identify and analyze cultural practices from authentic materials such as videos and news articles (Intermediate), 2. Learners experience (read, listen to, observe, perform) expressive products of the culture (e.g., stories, poetry, music, paintings, dance, drama, and architecture) and explain the origin and importance of these products in today's culture (Intermediate).
Language Functions	Finding relevant information about a topic and presenting results; comparing and contrasting physical locations

Language Structures	Perfective and imperfective verbal forms

Learning Objectives	1. Students will watch a 360 video demonstration and gain understanding of how to view geographical locations and landmarks using the 360-cities Website,
	
	2. Students will discuss importance of landmarks in a given culture,
	    3. Students will work in pairs to identify a landmark in Ukraine and present their findings to the class,
	    4. Students will create a presentation of their findings after receiving feedback from their peers,
	    5. Students will compare Ukrainian landmarks to those ones in their hometowns.

Instructional Procedures	Learning Activity	Immersive Technology and Other Technologies
Gain Attention	The teacher presents two 360-video websites to the students and shows them how to navigate them. She also gives brief information about 360 videos.	360 Cities Website 360 Schools Website

Stimulate Recall of Prior Knowledge	As a class, students discuss what a landmark is what purpose they serve in a culture.	

Presentation of Content	Teacher shows an example 360 video of Independence Square in Kyiv and tells its importance in the Ukraine's modern history. They read all together a brief story about this history. As a class, they identify the uses of perfective and imperfective verbal forms.	Verbal Aspects Worksheet Interesting Facts about Independence Square

Elicit Performance and Give Feedback	Students work in pairs to identify a landmark using Google Map-Street View-3D and learn more about it after conducting an online search. After 20 minutes, each group presents their landmark to the class, while answering at least 3 questions from their peers.	

Transfer of Knowledge	The teacher asks students for examples of landmarks from their hometowns. Are there similarities of the landmarks they have seen in Ukraine to the ones they see in their hometowns?	
Closure	Students discuss reasons for building landmarks and how features of landmarks changed throughout history	

Learning Assessment	After receiving feedback from their peers, each pair creates a brief multimedia presentation using Canva about an Ukrainian landmark.	Canva
Reflection	Things that went well- Things that did not go well- Improvements for future-	

10.

LESSON PLAN 5: CRIMEAN NEWSPAPER: İSMAIL GASPIRALI AND TERCÜMAN

Level	**Advanced Low-Advanced High (C1-C2)**
Brief Description of the Activity	In this activity, students work as journalists to prepare an issue of Tercüman, famous Crimean Tatar journalist and writer, Ismail Gaspırali's newspaper, to report back an imaginary issue from the early 1943. Each student group examines a different aspect of life in Crimea in those days to report, such as culture, arts and crafts, politics, and daily life.

Standards	**Communication: Modes of Communication** Interpersonal Mode: X Interpretive Mode: X Presentational Mode: X
	Cultures: Products: X Practices: X Perspectives: X
	Connections: Social Sciences; Journalism
	Comparisons:
	Communities:

ACTFL World Readiness Standards (Culture)	1. Learners prepare oral and written presentations with attention to the cultural background of the audience (Advanced), 2. Learners identify, examine, and analyze the relationship between cultural products and perspectives by conducting online and library research, observations, and interviews (Advanced).
Language Functions	Summarizing main points in a visual map; conducting research on a given topic; writing a fictional journal article
Language Structures	Putting together all cases used in Ukrainian

Learning Objectives	1. Students will review a digital story map and identify literary themes,
	
	2. Students will write a journal article in small groups,
	   3. Students will discuss importance of major figures in the history of suppressed nations,
	   4. Students will compare and contrast Crimean Tatar experience in different periods of the 20th century.	

Instructional Procedures	Learning Activity	Immersive Technology and Other Technologies and Materials

Gain Attention	Teacher presents digital literary map of Crimean Tatar literature as students explore different authors and their work on the map.	Interactive Crimean Tatar Literary Story Map
Stimulate Recall of Prior Knowledge	On the literary map, students identify some of the literary themes that they studied before. Students read the information in Ukrainian about Crimean Tatar people.	Interactive Crimean Tatar Literary Story Map History of Crimean people

Presentation of Content	The teacher presents a brief presentation about Ismail Gaspırali, his life, and Tercüman newspaper. She states the role of this newspaper in 20th century Crimean society.	Ismail Gaspırali and Tercüman
		
		Ismail Gaspırali: Unity in Language, Work and Opinion
		    A model leader for Asia
		    Ismail Gaspırali: Timeline

Elicit Performance and Give Feedback	Students are separated into four groups (politics, daily news, culture and arts and crafts) and each group writes a news story based on what they have learned.	Student multimedia products

Transfer of Knowledge	Is there any other historical figure such as Ismail Gaspırali, who single handedly shaped a nation's cultural history? What do small nations do when their cultural history is suppressed by bigger nations? Can you think of a similar situation in the US History?	Class Discussion
Closure	Teacher summarizes results of the class discussion.	

Learning Assessment	Each student group presents their news articles to the class.	Student Presentations
Reflection	Things that went well- Things that did not go well- Improvements for future-	

11.

LESSON PLAN 6: UKRAINIAN CUISINE: NEW YEAR TRADITIONS

Level	Novice High- Intermediate Low (A2-B1)
Brief Description of the Activity	Students discuss Ukrainian Christmas traditions (e.g., what people do on Christmas Day, giving gifts, Christmas menu) using interactive images. They compare Christmas traditions in their country to those in Ukraine.

Standards	**Communication: Modes of Communication**
	
	Interpersonal Mode: X
	    Interpretive Mode: X
	    Presentational Mode:

	Cultures:
	
	Products: X
	    Practices: X
	    Perspectives: X

	Connections: Social Sciences
	Comparisons: Comparing Christmas traditions in Ukraine and US
	Communities:

ACTFL World Readiness Standards (Culture)	1) Learners identify and analyze cultural practices from authentic materials such as videos and news articles (Intermediate), 2) Learners identify, investigate, and analyze the function of everyday objects produced in the culture (e.g., household items, tools, foods, clothing) (Intermediate).
Language Functions	Identify information; list items; describe a visual
Language Structures	Adjectives; Christmas vocabulary

Learning Objectives	1. Students will gain understanding of Ukrainian Christmas traditions, 2. Students will form groups and compare Ukrainian and American Christmas traditions, 3. Students will discuss how food traditions are formed.	
Instructional Procedures	**Learning Activity**	**Immersive Technology**
Gain Attention	The teacher plays a Christmas carol from Ukraine and ask students if they know this carol.	Щедрик

Stimulate Recall of Prior Knowledge	Students play an AR game to remember Christmas related vocabulary they already know.	Christmas vocabulary AR game
Presentation of Content	Teacher presents different interactive images where students review the objects in the pictures to identify Ukrainian Christmas dishes.	Interactive image-1 Interactive image-2 Interactive image-3

Elicit Performance and Give Feedback	Students read a text about Ukrainian Christmas traditions. Then they are randomly assigned to two groups. One group (Americans) and the second group (Ukrainians) ask each other about their Christmas traditions.	Ukrainian Christmas Traditions: Text Christmas Traditions (Website)

Transfer of Knowledge	How do traditions about food form? How these traditions are carried over the centuries?	Group Discussion
Closure	As a class, they discuss how Ukrainian Christmas traditions are similar or different to those in the US.	

Learning Assessment	Students individually complete a worksheet that has open-ended questions about Ukrainian Christmas traditions and fill it out based on what they have learned in class.	Christmas Worksheet
Reflection	Things that went well- Things that did not go well- Improvements for future-	

APPENDIX A: LESSON PLAN TEMPLATE

Lesson Plan Template

Level	
Brief Description of the Activity	

Standards	**Communication: Modes of Communication**
	
	Interpersonal Mode:
	    Interpretive Mode:
	    Presentational Mode:

	Cultures:
	
	Products: X
	    Practices: X
	    Perspectives: X

	Connections:
	Comparisons:
	Communities:

ACTFL World Readiness Standards (Culture)		
Language Functions		
Language Structures		
Learning Objectives		
Instructional Procedures	Learning Activity	Immersive Technology
Gain Attention		
Stimulate Recall of Prior Knowledge		
Presentation of Content		
Elicit Performance and Give Feedback		
Transfer of Knowledge		
Closure		

Learning Assessment		
Reflection	Things that went well- Things that did not go well- Improvements for future-	