A Guide to using i-Culture
Creating Authentic Cultural Experiences
A Guide to using i-Culture

What is i-Culture?

i-Culture is an online resource for high school students studying Spanish, French or German. It works in conjunction with any language program to:

• Provide a complete, authentic cultural immersion experience
• Expand the culture presented in their textbooks
• Keep the culture alive and current
• Expose students to authentic materials through news articles, songs and videos

These cultural experiences take place within a controlled environment where all the content has been curated and purposefully leveled, providing teachers with ready-to-use materials. Language learners of all abilities and curricula can benefit from assets 100% in the target language that lead to oral and cultural proficiency. i-Culture is comprised of four separate components: i-Videos, i-News, i-Songs and i-Passport.

i-Videos

These monthly documentary-style video depict the lives of teenagers in their native countries. Topics include daily routines, family and school life, hobbies, holidays, and life around town and in the city.

Main Features:

• Comprehension activities
• Personal-response questions presented by the actor
• Advanced activity for more proficient students
• Expansion Internet activity
• Podcast-ready video files
• Full script of the video provided with a list of difficult words
• Ability to print or e-mail results
• Searchable archives

i-News

The three weekly current event news articles are of high interest and relevance for students. They are available in basic and advanced levels.

Main Features:

• Articles recorded by native speakers
• Two practice activities per article
• Podcast-ready audio files
• Over 900 archived articles searchable by topic
• Ability to print or e-mail results

i-Songs

The monthly contemporary and traditional songs can be accessed in listening mode and also in "karaoke" style.

Main Features:

• Printable song lyrics (full script of the song provided)
• Biography of the original artist who made the song famous
• Rewind and fast forward buttons
• Podcast-ready audio files
• Vocabulary-building word list
• Cloze activity
• Ability to print or e-mail results
• Searchable archives

i-Passport

Two native speakers host a simulated monthly Internet program and take students on virtual tours of cities and regions of the target culture. The teens engage in amusing banter as they guide students through the highlighted regions. Students hear, see and learn interesting historical and cultural facts about the people and places visited.

Main Features:
• Comprehension activities
• Link to Google maps for exact location of the city or region
• Written text about the geography and culture of the target city
• Expansion Internet activity
• Podcast-ready video files
• Full script of the video provided with a list of difficult words
• Digital audio recorder/player
• Ability to print or e-mail results
• Searchable archives

All videos, songs and articles are archived at the end of each week/month, and available at any time for teachers to connect with the themes being studied in class.

Why i-Culture?
• i-Culture is 100% in the target language.
• Research shows that the degree of language proficiency is directly related to the amount of exposure to the target language.
• ACTFL suggests a recipe for success: 90% use of target language at all levels of instruction during instructional time.
• Students engage with culture.
• The language immersion sets students on the pathway to proficiency.

How does i-Culture work?

Access to i-Culture is included with your Passport account. There is no need to sign-on or for a password, and there are no separate student accounts. Simply click the link in Passport and the i-Culture home page for your language–Spanish, French, or German–opens (Figure A). From here you have easy access to all of the assets either by the quick links at the top of the page or by scrolling down through the “slices”.

By default, the current assets for each slice are displayed. Use the “Collapse” button under the asset icon to close the current feed. Click “Expand” to open any set of archives for easy browsing, or use the search function available for each slice.

Click on the image of the article, video, or song you want to display and a modal window will pop open (Figure B). From within this window you have access to various tools which may include quizzes, Internet activities, personal questions, advanced activities, transcriptions and song lyrics, artist biographies, and the option to email or print results for the teacher.
To assign, students can simply be referred to the appropriate archive asset and date. It is also possible to send students a link to the archived activity by opening the modal window in a new browser window and then copying the URL. You can then paste this URL into an email to your students. The most recent articles are immediately accessible in Passport by clicking on the image of the asset within the “Expand” slice. If the teacher wishes to review students’ results, have them print or email them by using the button.

**ACTFL Standards**

*Interpretive Communication* (formerly 1.2)  
*Presentational Communication* (formerly 1.3)  
*Interpersonal Communication* (formerly 1.1)  
*Relating cultural practices to perspectives* (formerly 2.1)  
*Relating cultural products to perspectives* (formerly 2.2)  
*Making Connections* (formerly 3.1, 3.2)

**Classroom Integration**

**Use i-Culture to implement ACTFL’s IPA (Integrated Performance Assessments) Standards**

**i-Videos**

**Interpretive:** Review content using the 5 W’s: Who, What, Why, When, Where.  
Give three possible titles and ask students to choose the most appropriate one.  
Give the topic and brainstorm related vocabulary students might see.

**Interpersonal:** Have students recreate dialogs from video situations  
Assign pairs or groups of students to role play the scene.  
Assign pairs of students to make a list of cognates for their partners to translate.

**Presentational:** Tell students to write a character sketch about one of the people in the video.  
Ask students to write in a culture journal reflecting on products, practices and perspectives.  
Have students write a paragraph giving a solution to a situation or a different ending.

**i-Passport**

**Interpretive:** Create a cluster chart that students complete with notes from the video.  
Create a matching activity using context clues.
**Integration**

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**Interpersonal:** Have pairs of students create dialogs about a trip to the target area. Have students role play with the script. Tell students to reflect on cultural differences observed.

**Presentational:** Assign a culture journal entry summarizing new information (products, practices) and/or a reflection on a cultural perspective. Challenge students to create a travel poster or brochure for the region highlighted. Assign follow-up research on a specific place, festival, or food. Have students reflect on why this would or would not be an attractive place to visit.

**i-News**

**Interpretive:** Have students listen and summarize without looking at the text. Have students complete a graphic organizer. Have students practice note taking. Teach/review the strategy of using context clues to clarify meaning.

**Interpersonal:** Assign one student to play the role of a reporter who asks questions of another student based on the text. Have students write questions for a partner to answer. Challenge students to write a list of new vocabulary and share with a partner or the whole class.

**Presentational:** Have students write a news article based on a similar event in the local community using the i-News article as a template. Charge students to find related articles in the archives and add new perspectives while creating a timeline. Have students find related articles on the Internet and report new information to the class.

**i-Songs**

**Interpretive:** Create a cloze activity in which students see the lyrics with words missing and then fill in the blanks while listening. Give a brief summary of the song using Wordle – tell if it is sad or happy and why.

**Interpersonal:** Put students in pairs and have them create a conversation from the lyrics. Create questions and answers based on the topic of the song.

**Presentational:** Have students research the artist or a cultural aspect of the song and present findings. Have students lip-sync!