the IES ABROAD MAP

for Language & Intercultural Communication







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About IES Abroad

Founded by three optimistic post-World War II students in 1950, IES Abroad is a not-for-profit academic consortium based in Chicago, Illinois. With more than 95 programs in 34 cities throughout the world, IES Abroad is one of the largest, oldest, and most respected third-party study abroad providers. Each year, nearly 6,000 students from our more than 195 college and university partners take advantage of IES Abroad's unmatched academic, cultural, and social experiences abroad. Learn more at www.IESabroad.org.



Nagoya, Japan

Introduction to IES Abroad MAP Series

In 1999, IES Abroad assembled outstanding leaders in both international and U.S. higher education to address the growing need for more effective program development and assessment in international education. The result of their research and analysis was the *IES Abroad Model Assessment Practice* for Study Abroad Programs (IES Abroad MAP), the first evaluation tool of its kind.

Today, these guidelines and assessment methods represent best practices in the field of education abroad and now serve as the benchmark for national standards. Based upon our experience sending nearly 6,000 students abroad annually, as well as our work with colleges and universities, we identified additional areas that would benefit from a similar examination and standardization. The resulting guidelines establish standards in language learning, as well as student health and safety.

The complete IES Abroad MAP series is intended to be shared with college and university administrators in international education, faculty, and governing committees that make decisions regarding education abroad for their students.

- The IES Abroad MAP for Study Abroad Programs (2011, 5th edition)
 Educational tool for designing and evaluating study abroad programs.
- The IES Abroad MAP for Language & Intercultural Communication (2011, 1st edition)
 Guidelines that offer practical strategies for language learning and assessing language learning programs.
- IES Abroad MAP for Student Health, Safety & Crisis Management (expected 2012, 1st edition)

Guidelines for addressing student safety and risk management in study abroad programs.

We encourage the practical application of these guidelines to serve the best interest of all students embarking on the life-changing experience of studying abroad.

Preface

John S. Lucas, Ph.D.

Associate Vice President | IES Abroad

Since 1960, IES Abroad programs have included courses that guide students to greater foreign language fluency, recognizing that such fluency plays a key role in shaping an IES Abroad student's experience.

During IES Abroad's early years, its international partner institutions were responsible for the majority of language instruction. However, this has changed over time, with IES Abroad now offering the majority of language instruction at its Centers. As it has assumed the responsibility for instruction in eight languages, IES Abroad has come to understand that the best language instruction showcases the interconnection between language learning and cultural immersion. To this end, IES Abroad has introduced significant pedagogical innovations to enhance all of its language instruction programs.

Over the last sixty years, research and experience have taught IES Abroad that it is much less useful to teach students about other languages and much more important to teach students how to use these languages in context. Yet despite the importance of cultural context to language learning, until now there has been no pedagogy of language learning to emphasize the importance of this connection for the field of study abroad.

In 2011, IES Abroad is proud to introduce its pedagogical model for language instruction, IES Abroad MAP for Language & Intercultural Communication. This MAP (Model Assessment Practice) establishes key intercultural communication skills that students must master at each





Rome, Italy Delhi, India

language level while also providing suggestions for the teaching of these skills that will lead to student mastery of each skill. This MAP has been developed in the spirit of the *IES Abroad MAP* for Study Abroad Programs which in 1999 introduced the first educational tool for designing and evaluating study abroad programs.

The IES Abroad MAP for Language & Intercultural Communication is based on the conviction that all members of a particular IES Abroad community—from faculty and student affairs teams to host families and Center staff—contribute to students' linguistic and intercultural development. While expert faculty members provide formal language instruction, many others support this instruction by contributing to a student's growing understanding of the host language and culture. For example, the IES Abroad student affairs team helps tour guides, resident assistants, and host families understand how to communicate and interact with students on an appropriate level. An IES Abroad Center's academic team also supports students' language instruction by guiding students to appreciate that learning language and intercultural skills will be necessary to complete an internship, service project, or succeed in a course taught by a local university in the host language. This holistic approach ensures that students acquire communication skills useful at home, in class, and in the local community.

We offer this MAP to our faculty, staff, and host families as they work in concert to guide each IES Abroad student's journey towards greater language proficiency and mastery of intercultural communication.







Cape Town, South Africa

Introduction

Celeste Kinginger, Ph.D.

Professor of Applied Linguistics and French | Penn State University

The IES Abroad MAP for Language and Intercultural Communication is a grassroots endeavor, created against a backdrop of expertise in language and culture education. To compose this document, language educators and researchers from around the globe participated in a collective effort to support and enhance the quality of learning experiences in study abroad. They were challenged to provide answers to fundamental questions: What can students learn? What capabilities can they develop? How do their abilities mature over time? And most importantly, how can the language programs organized by IES Abroad be designed in order to take advantage of the study abroad setting? How should students be guided toward active and meaningful learning, appropriate for their level, at home, in the IES Abroad Center, and in the broader community?

The resulting document represents the views of experienced educators on the potential achievements of language learners at five levels, here termed Novice Abroad, Emerging Independent Abroad, Independent Abroad, Emerging Competent Abroad, and Competent Abroad. Although it is not intended to become a prescriptive statement in any absolute sense, for each level, *IES Abroad MAP for Language & Intercultural Communication* provides concrete examples of particular goals, activities, and teaching strategies. The key innovation of the approach described here is in its insistence, at every level, on the educational value of student engagement in local communicative situations, on the importance of critical reflection on the intercultural, and on the responsibility of IES Abroad instructors and staff to assist students in making the most of their time abroad. In other words, rather than carrying out business as usual in the classroom, and expecting students to make sense of their new environment on their own, this document offers a new approach to the pedagogy of language and intercultural communication in study abroad.

This approach emerges from the enduring professional wisdom of language educators and the theoretical foundations of their field. Since the late 1970's, pedagogical definitions of language have been considerably influenced by the construct of "communicative competence." First articulated by the anthropologist Dell Hymes, this construct was intended to guide research in the ethnography of communication and to illustrate the range of abilities, beyond manipulation of linguistic forms, required for successful communication. In order to participate in a speech community, according to Hymes, a speaker needs to know not only what is grammatically correct, but also what is appropriate, what is feasible, and what people actually do in a given situation. Thus, from the beginning, the prevailing theory of language has enjoyed a strong, substantive link to the study of culture.

When the term was applied to language education, "communicative competence" retained this link through an emphasis on the expression, interpretation, and negotiation of meaning (Savignon, 1983). Communicative competence was initially defined in terms of four interrelated components: 1) grammatical competence, or the ability to use the formal features of the language (e.g., grammar, pronunciation); 2) discourse competence, or the ability to understand and create spoken or written texts that are internally cohesive and coherent within their contexts; 3) sociolinguistic competence, or the ability to use language appropriately; and 4) strategic competence, or the ability to compensate for problems in any of the other areas (Canale & Swain, 1980). In subsequent decades, the model has been reconceptualized for various purposes, such as testing or curriculum design. In some contexts, including the American "proficiency" movement of the latter 20th century, its full educational potential has been overshadowed by utilitarian functionalism. The contemporary relevance of the model has been subject to debate, and various theorists have proposed updated versions. Byram (1997), for example, proposed "intercultural communicative competence," in order to take into account the cognitive and affective dimensions of encountering social and cultural difference. Kramsch (2009) offered "symbolic competence" in part as an attempt to recover the subjective, creative, and poetic dimensions of language learning.

Throughout the intervening decades since its introduction to the field, however, the core message of "communicative competence" has remained: language and culture are inextricably intertwined. In specific, concrete episodes of language learning and use, we find keys to culture. For example, learning to choose a second person pronoun can lead to vast insights on social organization, solidarity, power relations, and hierarchy (Agar, 1994). Conversely, in specific, concrete episodes of culture learning, we find language working in concert with the other meaning making resources of a society, from gesture, gaze, and posture to metaphor, shared textual references, worldview, history, cuisine, dress, poetry... and the list goes on. If we interpret language as meaning-making, there is no dividing line between language and culture. While it may be possible to learn a language without wholeheartedly embracing an associated culture or cultures, it is not possible to learn a language in the true sense without being exposed to the cultural.

This statement is particularly relevant to the language learning experiences of sojourners abroad. However expansive or enlightened its instruction may be, the domestic language classroom rarely places students in communicative situations that are truly consequential, nor does it represent the full array of human self-expression in everyday contexts both banal and sublime. When students go abroad, if they truly desire language ability, their sojourns can offer experiences of the kind that lead to rich and diversified communicative repertoires. One way to examine this difference is through the lens of language socialization, a discipline "articulating the ways in which novices across the life span are socialized into using language and socialized through language into local preferences for acting, feeling, and knowing" (Ochs, 2002, p. 106). Participation, by this definition, is a kind of social identity. In the classroom, assuming all goes well, learners are mainly apprenticed

into the role of "student." In study abroad, on the other hand, and again, if all goes well, there are many roles they can play, many identities they can try on, many more expert participants who can assist them as they learn.

Although rooted in the history of language education, this document is also a timely response to the findings of contemporary research on language learning in study abroad. Research has demonstrated that study abroad can enhance every aspect of language ability, including overall proficiency, each component of communicative competence, and abilities related to different modalities of language use (reading, writing, listening, and speaking) (Kinginger, 2009). One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling for such speech acts in ways that local people do. They can also learn to monitor the appropriateness of their utterances, to strategically vary the register of their speech, to take responsibility for repairing their own speaking problems, and even to choose the right second-person pronoun for the interpersonal or situational context with awareness of the consequences of this choice. In short and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings.

Another consistent finding of the outcomes-based research on language learning in study abroad is of dramatic individual differences. Why do some students display considerable gains in language ability following a sojourn abroad while others do not? Investigations into the potential reasons for these differences have yielded some candidate explanations. It would appear that some students do not seek or find their way into the kinds of participation that would enhance their language and intercultural communicative abilities. Their programs do not foreground language ability, they experience alienation from their host families, they discover that they are in demand as expert users of English, they are drawn into social networks of fellow program participants, or they remain "virtually" at home much of the time, in computer-mediated communication with friends and family. It would also appear that students may have relatively little understanding of the social and cultural aspects of language most readily learned in programs of study abroad. Since they do not know what they are looking for, they do not find it. Clearly, students need guidance in order to become successful learners in programs of study abroad. They need to understand how to become engaged in local communicative situations, why they should do so, and what they can learn if they do. They need help in establishing priorities, planning their use of time, and, especially, learning to interpret their observations in empathetic, or at least dispassionate ways.

The aim of this project has been to define the language learning goals of students enrolled in IES Abroad programs, to trace pathways toward those goals, and to specify the most useful forms of guidance that can be provided – an effort taking place within the broader context of the organization's traditional emphasis on academic excellence. It is much to be hoped that the project will continue to be a living document, generating new insights into the educational potential of international education for students of language and culture.

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Adapting the MAP for Non-Alphabetic Languages

Based on research and practice, we predict that most students will develop listening and speaking skills at a similar pace, no matter what language they are learning. However, students of non-alphabetic languages may need significantly more time to develop reading and writing skills than outlined in this MAP. Chinese and Japanese language instructors on the Task Force identified a number of challenges unique to non-alphabetic languages. These instructors also acknowledged that teaching methods vary widely for these non-alphabetic languages, particularly in approaches to reading and writing.

There are few cognates in Asian languages vis-à-vis the Romance and Germanic languages. While cultural metaphors vary greatly around the world, the Romance and Germanic languages share a great deal more cultural and linguistic heritage with each other than they do with the Asian languages. Complicating matters more, Chinese and Japanese have only recently begun to make inroads as a part of the high school curriculum in some parts of the United States. Therefore, most students reach college with many fewer years of experience with these languages.

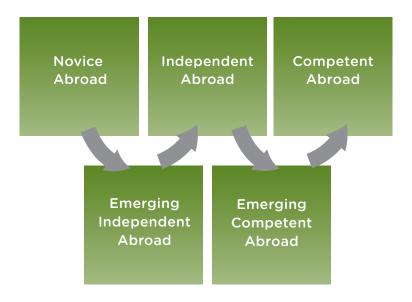
For these reasons, we might expect our students of Romance and Germanic languages to be capable of succeeding in a partner university course taught in the local language sooner than we do for learners of Chinese and Japanese. We introduce the reading of newspapers later for Chinese and Japanese than we do for alphabetic languages, and we make other adaptations and modifications to the MAP.

Rather than load the *IES Abroad MAP for Language & Intercultural Communication* down with detailed footnotes, the Task Force decided to leave the solutions to these problems in the expert hands of the language instructors. IES Abroad's Chinese and Japanese language syllabi explain differences in methodology and approach specific to these linguistic systems. While the pace may be different, the members of the Task Force believe the pathways students follow will be very similar and that the *IES Abroad MAP for Language & Intercultural Communication* will be a useful tool for all language learners.

How to Use this MAP

The *IES Abroad MAP for Language & Intercultural Communication* sets forth realistic goals and objectives for language learners and teachers, and charts a course to greater proficiency.

The five discreet levels of language learning and cultural communication identified by the MAP are:



These five levels help students observe their own progress, as well as assist instructors with dividing their students into groups that move together at a similar pace. For some IES Abroad language programs, these levels may span multiple semesters, based on specific needs.

Each level defines specific outcomes for Intercultural Communication and for the four key language competencies: Listening, Speaking, Reading, and Writing.

Each competency level contains the Student Goals, Teacher Strategies, and Activities that can be used as guidelines or benchmarks for general skills development, as well as how language usage should be progressing at home, at the IES Abroad Center, and in the community.

As language learners achieve the student outcomes in each level with the support of IES Abroad instructors and staff, they move on to the next level in the MAP.

1 Novice Abroad

Novice Abroad

Overview

Novice Abroad learners are inundated with new language and may feel overwhelmed. Many types of behavior, including language, are unfamiliar and possibly even disturbing to students. During this initial phase, everything is new. Some students will be excited and take risks, trying everything. Other students may become overwhelmed and easily frustrated. Language teachers try to help students prioritize what is most important to notice and what is most useful for them to learn in order to meet their everyday needs. They will use a variety of strategies to accomplish this.

Online tools, such as Moodle, may provide interactive spaces for students to see behavior, listen to language, read individual words, read headlines, and try to negotiate meaning in a "safe space." Instructors will also use the classroom as a space to structure practice through role plays, activities, dialogues, structured reading, and written practice to facilitate learning. However, language instructors will not have the time to do everything. The student must also engage with the community and take initiative.

Language Instructors

As students interact with the host culture, language teachers can help them structure their observations by encouraging note-taking or journaling techniques, and by suggesting observation and reporting activities that take them into the community. They can work closely with Center staff and be mindful of culture shock. Some students first express the frustration of facing new cultural challenges in their language class, particularly if they have developed rapport with the instructor.

Language instructors can help students set reasonable goals and build on their success. When students are discouraged, teachers can give them time and space to express these emotions. Then, they can encourage students to try again and provide suggestions for improvement as they venture back into the community.

Journaling

The use of the students' first language in traditional journaling projects and/or in Moodle or other social media can be a highly effective tool to foster observation. Students may benefit from keeping a separate language journal in the host language in which they copy and paste pieces of language they have read into their journals, note what they have understood, and reflect on it. These notes and collections can be used in class as conversation starters.

Journaling can also be done online through Moodle in which students can share their observations and reflections with one another. This helps them feel more connected to the learning community and aware that their challenges and successes are shared with their peers. There are many other creative ways to use this platform and build activities around it.



GENERAL SKILLS • Meets many basic, everyday needs using language and non-verbal communication Student Goals with some level of accuracy, though often needs to use techniques like paraphrasing, repetition, or talking around the point to be understood. • Makes frequent mistakes and experiences communication breakdowns, which causes frustration. • Is aware that trial, error, and further practice is part of the cycle of intercultural • Asks and gives advice on highly concrete and immediate topics of interest and relevance (food, daily life, school, Center activities, getting from point A to point B). · Asks and gives directions. • Interprets basic non-verbal symbols on a sign. • Greets people appropriately. • Can order a meal. • Can offer someone food or a gift. · Can accept or refuse an offer. • Can make an apology with some guidance from an instructor. • Recognizes some inappropriate expressions and behaviors in the host language if they are explained. • Sometimes distinguishes between levels of formality in the language but cannot use this system with any degree of accuracy. • Makes one-sided comparisons ("This looks like something back home"). **Teacher Strategies** • Foster an understanding of the contextual meanings behind linguistic concepts. • Provide explanations and examples of cultural situations that may be obviously strange or difficult for students. • Make use of students' home culture as a bridge to understand new cultural frameworks. • Embed fieldwork activities throughout the entire course. • Ensure that the fieldwork is based on course content and tasks tied to learning objectives. • Ensure that the fieldwork includes the students' own reflections in order to make students aware of the cultural learning goal. • Ensure that the field work has assessable reporting mechanisms. • Before or after performing specific activities, help students reflect on their own habits, customs, and behavior. Activities • Design activities that require students to pay attention to specific linguistic situations (who is addressed with most or least respect, who leads and conducts conversation). • Help students understand the different social roles in the host culture. • Help students notice what specific words or expressions their hosts use for different home situations (giving orders, expressing gratitude). • Embed activities that help students describe the most apparent cultural differences and draw their attention to less evident cultural behaviors. • Encourage students to compare and discuss their own behaviors, customs,

• Help students see themselves as a product of their own culture.

and habits.



	AT HOME		
Student Goals	 Observes and describes hosts' behavior (roles, relationships, meal times). Understands there are differences between cultural stereotypes and generalizations between home and host culture. Is aware of different relationship structures and roles. Uses the home environment to practice the language in a real context. Can observe and describe specific relationships between words and actions in the home environment. Understands and describes local cultural family relationships that apply to the home culture and family. Knows how to behave (what to say, how to address hosts and friends in gatherings) in familiar situations that have been practiced or learned in a classroom setting. Expresses gratitude by using language and appropriate gestures or other behaviors if this behavior has been observed at home or discussed in class (whether and when to give a small gift, make eye contact, bow head). Uses hosts as cultural informants. 		
Teacher Strategies	 Structure activities that involve the interaction with hosts (either as a group or individually based). Encourage students to interact with hosts as a means of learning the host language and culture in an authentic environment. 		
Activities	 Suggest that students interview hosts and take notes. Suggest that students watch television programs, read newspaper headlines, and read comic books both to understand content and to use the accompanying images to facilitate cultural comparisons. Ensure that tasks at home involve observation, description, and opinion of relationships, roles, responsibilities, and daily situations based on cultural habits and routines. 		



	AT IES ABROAD
Student Goals	 Generally knows what to expect and how to behave in social interactional situations (classes at the Center or the partner university, parties, outdoor activities, concerts, plays). Asks for explanations of language and behavior if confused. Meets basic academic needs at the Center. Is familiar with the academic processes of the Center, including those that are related primarily to procedures in home culture and also those that are more local. Uses the Center as a bridge to facilitate comparisons between the home and host cultures. Greets and take leave appropriately from hosts, friends, staff, and classmates. Uses Center staff as cultural informants.
Teacher Strategies	 Make staff aware that they are partners with the language teachers in the project of intercultural growth and learning. By demonstrating how to do things in the culture and by giving honest and helpful feedback, they model behavior and language to help students meet their basic needs. Help those who struggle by reinforcing how important it is to allow oneself to make mistakes but to continue to try again. Help students set realistic expectations of their growth.
Activities	 Design activities in which students interact with staff as "real" speakers. Students can conduct interviews, surveys, and polls to get information about the staff members (interests, hobbies, favorite places to go). Design activities that require students to make requests, apologize, and complete applications at the Center.



	IN THE COMMUNITY
Student Goals	 Generally knows what to expect and how to behave in social and transactional interactions such as shopping, eating out, booking and buying tickets, and getting information from university, customs, banks, tourist information, and other public offices. Can shop and bargain. Experiences communication breakdowns and uses a variety of strategies (gesture, repetition, talking around the point) to be understood. Feels confident to ask when unsure how to behave or if behavior observed from locals is socially appropriate or not.
Teaching Strategies	 Encourage students to take part in all different activities available from parties to religious services, including the most obvious ones such as concerts and plays. Make students identify specific community settings that help them to recognize explicit language use and put into practice specific language skills and tools (listening at a concert, going to the neighborhood grocery store). Foster activities that involve the students' participation in university forums, extracurricular activities, clubs, and language partners.
Activities	 Design activities in which students are obliged to interact with locals, perhaps in specific institutionalized contexts which may better help students focus on language and behavior at the same time. Use the city to carry out language activities that demand some cultural adjustment, such as going to open street markets instead of going to a supermarket. Introduce the notion of critical incident, a case study in which cultural learning occurred or a misunderstanding happened.



	GENERAL SKILLS
Student Goals	 Understands simple statements, requests, descriptions, and questions in specific, relevant cultural contexts (hosts' interactions, Center interactions, studying, shopping, transportation, meals). Generally only understands the speech of members of host community and not other regional or social varieties of language. May need native speakers to repeat or adapt their speed, vocabulary, or style to be understood. Understands that there is variance in register (vocabulary, pronunciation, syntax) depending on the context of the speech and the social status of the speaker, and that this may make understanding difficult. Feels comfortable asking for clarification if something isn't understood.
Teacher Strategies	 Add words to your speech slowly and speed up gradually over time. Use repetition, gesture, and contextual support to facilitate understanding of spoken language. Use authentic and modified-speech materials such as video, YouTube, newscast, podcast, and online learning modules. Make these available on Moodle or adapt for use in class. Pay special attention to national news services with adapted-rate audio programs for non-native speakers of the language. Suggest students keep a language journal and jot words or phrases they hear, and gestures they observe. Students will need to use their native language to annotate these word lists and to record observations.
Activities	 Design activities that elicit observation of verbal and nonverbal behavior. Role play to let students try out simple daily situations. Play out greeting in class even as part of taking roll. Use a learning management system to provide language practice at home and reinforce classroom learning. Make use of social media that have audio-visual components and space for students to log examples of language they hear and to ask questions. Provide pre-listening activities to help students focus on vocabulary and grammar they will hear and help students focus on the topic before listening. Play samples more than once, and follow-up with post-listening activities to reinforce each exercise.



	AT HOME	
Student Goals	 Understands hosts when speaking to them or when hosts are speaking to each other about daily life and basic, familiar cultural topics. Uses context to understand the gist of some simple television programs (familiar dialect, careful speech) such as a news program or a cooking show. Understands simple and uncomplicated conversations about household norms and customs, specifically high frequency requests and questions. Understands that the social status of a speaker affects his or her choice of words, pronunciation, and other speaking habits. 	
Teacher Strategies	 Help students notice what happens on a daily basis in the living environment by practicing observation and listening skills. Encourage students to listen to conversations and notice the most frequent words and structures used in the home. Encourage students to listen to the hosts with each other and to make note of how they use the high-frequency words and phrases they are learning in class. The home is a good place to experience linguistic diversity, colloquial expressions, and slang. Encourage students to use this "living laboratory" to their advantage. 	
Activities	 Provide ample opportunity for asking questions to model what might take place in the home. Encourage interaction with hosts through questionnaires and activities that elicit basic information. Encourage students to interview hosts or to keep notes on what they hear. Provide students the tools to ask permission, and train hosts to be helpful language partners. 	



Listening

	AT IES ABROAD
Student Goals	 Understands 'what,' 'when,' 'where,' and 'why' questions on topics related to the study abroad experience. Understands instructions in language class. Understands the staff, especially when they are speaking about concrete situations, topics of immediate relevance to a student, and subjects covered in class. May need staff to repeat or adapt their speed, vocabulary, or style to be understood. Understands well enough to volunteer for nonprofit organizations if the instructions are clear and simple. Cannot follow a university course in the host language or participate in an internship program for credit.
Teaching Strategies	 Encourage staff to support listening tasks by modifying rate, selecting simple vocabulary, and repeating when necessary. Encourage staff to announce information in the host language, to give simple instructions or requests in the host language, and to support students by using gestures and context. Plan activities that help students succeed by getting their needs met (register for a class, take a field trip, get from point A to B) while building the confidence necessary to move from the support of the Center into the community.
Activities	 Agree with staff to initiate all communication in the host language. Arrange for students to interact with staff. Give them small, fact-finding assignments. Demonstrate that students can use the host language in all aspects of life and that it is a useful tool for accomplishing their goals.



	IN THE COMMUNITY	
Student Goals	 Generally understands native speakers or non-native experts who speak slowly and articulate carefully well enough to meet a variety of basic everyday needs and navigate the city (purchase items, book a ticket, order food, take public transportation). Has difficulty when speech is too fast or interrupted by background noise. In these cases, focuses on key words or phrases to get the gist of the conversation. Can understand well enough to follow simple leisure activities and non-credit classes that repeat the same instructions and use gestures or context to help (exercise class at a gym, yoga, a simple art or cooking class). Does not understand slang or colloquial expressions. Has difficulty understanding people from different regional or social backgrounds than instructors, staff, and hosts. Is often frustrated by communication breakdowns, but realizes that this is part of the learning experience. 	
Teaching Strategies	 Teach students to listen for and identify key words and commonly used structures. Address anxiety issues by keeping expectations reasonable. Students will be able to accomplish much more and will understand much better at home, in their language classes, and at the Center than they do in the community. Explain the effect of speed, vocabulary, and interference (background noise, illness, age, other speakers) on language comprehension. It is not necessary to teach multiple registers, geographic, or social varieties. However, study abroad students will encounter linguistic diversity in the community. Prepare them for this reality and provide listening strategies to help. 	
Activities	 Relate class activities to the students' experience studying abroad. Bring experiences back from the community into the classroom. Use the students' home culture as a point of comparison at this level. When explaining something new in the community, use photos, video clips, social media, or Moodle to provide additional support and practice before the students try to understand language in the community where these supports may be absent and where speech is structured very differently than in a classroom setting. 	



	GENERAL SKILLS	
Student Goals	 Uses simple phrases appropriately in everyday situations at home, at the Center, and in the community. Can provide basic descriptions of familiar subjects (family, classes, interests, activities). Meets and greets effectively, particularly at own social level (hosts, new friends). Speaks mostly in the present time frame. Responds to familiar questions, but may not initiate much conversation independently. Is often not understood by native speakers unless they make an extra effort to understand him or her, or if they have extensive experience working with students of their language. 	
Teaching Strategies	 Use the same phrases and vocabulary initially, rather than providing multiple ways to say the same thing. Play out situations, such as greeting, in class even as part of taking roll. Begin with structured practice. Gradually progress to more unstructured situations as students acquire greater skills. Students at this stage will be overwhelmed with input and will understand better than they can actively communicate. Help students organize information with graphic organizers, charts, and structured practice drills. Help students prioritize language they need right now to get basic needs met. Give students situations in which they can succeed to build confidence. 	
Activities	 Exchange basic information. Role play situations that students face at home and in the community. Ask students to try these situations (purchasing items in a shop, taking a bus or taxi) and report back with their experience and any new words they hear. Use highly structured practice exercises, homework, role play, and simple information-gap activities. As students progress, attempt a few very simple exercises that foster more spontaneity. 	

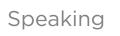


	AT HOME
Student Goals	 Expresses needs by asking questions, and can get what is needed for uncomplicated, everyday situations (food, clothing, laundry). Makes polite requests by using set structures and phrases that have been practiced. Talks about family life, festivals that are celebrated, and other aspects of life at home using simple words, basic grammatical structures, and set phrases. Knows how to use a few set phrases to express politeness, to make a request, to thank hosts, and to greet and say good-bye appropriately.
Teaching Strategies	 Practice typical home situations in class. Encourage interaction with hosts. Students may be able to practice varying their vocabulary and syntax depending upon the context and register. Provide strategies for practicing this at home. Provide suggestions for students to engage the host while at home (offer to help dry dishes, help children with homework, accompany hosts on shopping trips).
Activities	 Have students provide basic info about themselves and their hosts through use of questionnaires. Have students make a schedule for the week and discuss it with their hosts. Encourage students to use pictures of their family, their university, or their friends to help guide them in speaking about themselves.



Speaking

	AT IES ABROAD
Student Goals	 Can introduce self to people at the Center. Can describe basically what is wrong when something is wrong, and can ask for help. Can describe the immediate context (the place where he or she lives and studies). Can do some volunteer work and complete basic tasks if concrete and clear instructions are given.
Teaching Strategies	 Agree with Center staff to initiate all non-emergency communication in the host language. Arrange for students to interact with staff when signing up for activities, registering for class, requesting materials at the library, and learning how to log-on to the wi-fi system. Give students small fact-finding assignments.
Activities	 Have students introduce themselves and ask questions in interview style so that they may then introduce their classmates or hosts. Start and end class with appropriate greetings. Model language behavior by speaking to colleagues and fellow staff members (from the host culture or foreign nationals working there) exclusively in the host language.





	IN THE COMMUNITY
Student Goals	 Uses numbers to express prices and times. Gets basic needs met in a shop. Asks directions, makes reservations, and buys tickets in person, often with the use of gestures and other contextual support. Can take public transportation and taxis. Experiences frequent communication breakdowns and finds that many native speakers have difficulty understanding him or her.
Teacher Strategies	 Build classroom activities around experiences in the community. Send students to specific places where they will encounter situations, contexts, or types of language you want them to experience (open air market, supermarket, movie theater, restaurant, travel agency, plaza, park). Help students think about how to encounter frequently used language with a variety of speakers and in a variety of situations. Set phrases and formulaic language comprise a large portion of our vocabulary in our native language. As students progress, help them acquire meaningful set expressions as well as individual words.
Activities	 Role play and send the students into the community to experience what they have practiced in class. Have students make a reservation. Ask students to report on taking public transportation. Have students keep a language journal to record and report their experiences trying frequently used language in different situations: How do different speakers react to them? What strategies help them communicate effectively (speed, pronunciation, gestures)?



	GENERAL SKILLS
Student Goals	 Reads and understands street signs, simple maps, and product instructions as long as they contain key vocabulary that is familiar. Identifies and understands sentences and deduces meaning from context if it is relevant to own studies and interests. Interprets main ideas in short passages and news headlines, but understanding may be limited to the words or group of words seen in class. Is familiar with the host writing system. Knows how to use dictionaries and online tools appropriately to look up new words.
Teacher Strategies	 Introduce reading strategies to students (using context clues, reading straight through the first time, skimming, scanning). Encourage students to read frequently. Focus on techniques for building a vocabulary through learning word elements of the host language (prefixes, suffixes, roots, radicals, characters).
Activities	 Where available, use cognates from the students' home language to facilitate comprehension. Use techniques to facilitate locating key words, discerning the gist of a sentence. Incorporate graphic interfaces and informational organizers to help students take notes and summarize what they have understood. When creating comprehension activities (multiple choice, short answer, fill in the blank, matching), avoid questions that allow students to locate the answer and copy it without truly understanding the meaning of the passage in question. Help students use a language journal to write down or copy passages they have read and note what they have understood. Have them bring these to class or discuss on online blogs or message boards.



AT HOME	
Student Goals	 Associates reading of a word or group of words with pictures, signs, objects, food containers, or headlines on television or in a newspaper. Reads and understands simple instructions on packages of household items. Reads and understands many commonly used words and phrases on shopping lists. Can read and understand some simple text messages if they do not use slang or unfamiliar abbreviations.
Teaching Strategies	 Encourage students to observe and report any written notes that hosts leave for them. Encourage students to report on products found in their homes and compare them to similar products from their home cultures. Encourage students to read texts with pictures that reinforce language (graphic novels, children's books, magazines, television or movie in host language with subtitles in host language, photo blog captions).
Activities	 Read newspapers and magazines found at home for context. Design activities that make use of the hosts as linguistic informants to help facilitate students' reading comprehension.



	AT IES ABROAD
Student Goals	 Reads and understands words or groups of words but needs assistance to understand meaning completely. Reads signs and short instructions but may need assistance from a teacher, a dictionary, or an online resource to aid comprehension of the whole text. Reads and understands short, simple passages in class, often only after the instructor has provided clarification.
Teaching Strategies	 Post proverbs, short songs, photos, or short descriptions in class so that students can be familiar with the alphabet, script, and diacritical marks. Ask staff to write short notes or instructions in the host language, and ask the students to read. Take time to assist students in their understanding.
Activities	 Design class activities using graphic organizers and note-taking to facilitate reading comprehension. Provide students passages with missing words/phrases and adapted reading material. Use pre- and post-assignment activities to facilitate general understanding of unadapted reading material. Create activities that help students identify key words, core concepts, and use graphic organizers that help structure the information and quiz students on comprehension. Online tools help facilitate reading practice at home.



IN THE COMMUNITY	
Student Goals	 Reads street signs, maps, some words on menus, and signs in stores. Follows written transportation directions. Reads some simple online messages such as a Facebook status update if it uses familiar vocabulary.
Teaching Strategies	Encourage students to read and write down street signs, slogans, graffiti, and other informal written language. Give students opportunities to process things they have written down.
Activities	 Create a simple scavenger hunt that requires students to interpret signs and other items they see in the community and report back. Encourage students to read menus and signs in local businesses and make notes of unfamiliar words and phrases they see repeated frequently.



GENERAL SKILLS	
Student Goals	 Writes sentences and short paragraphs about simple and concrete topics such as him or herself, family, friends, likes and dislikes, and the daily routine. Writes the way that he or she speaks, using patterns from the native language. Writes primarily in the present time frame. Makes frequent errors, and native speakers often do not understand his or her writing. Accepts responsibility for correcting own writing errors to the best of his or her ability.
Teaching Strategies	 Encourage writing in class and at home. Structure questions on Moodle so that students can provide meaningful word and phrase level responses and still complete the task. Gradually increase task complexity. Create opportunities for students to write lengthier pieces instead of focusing on error-free writing. Create some exercises in which the instructor responds to meaning of writing instead of form.
Activities	Set rote exercises that require copying. After correct copying is mastered, increase the difficulty with exercises such as dictation and simple note-taking to foster spontaneous use of the writing system.



AT HOME	
Student Goals	 Can write notes to hosts on concrete topics, such as time and place of dinner or food preference for a meal. Writes postcards from a field trip providing basic travel information. Can send a text message or email to hosts to confirm travel arrangements or meeting times, or to invite someone to meet. Makes shopping lists.
Teaching Strategies	 Design activities that make use of the hosts as linguistic informants to help facilitate students' written expression. Encourage the hosts to leave notes for students and ask the students to leave notes back. These notes are effective ways to communicate basic information such as meal times and food choices.
Activities	 Encourage students to write short notes to the hosts using authentic language. Practice composing and responding to simple text messages students can use at home. Provide students with words, phrases, and abbreviations necessary to compose short text messages.



AT IES ABROAD	
Student Goals	 Fills out basic forms and provides biographical data, course registration details, add/drop requests, and travel details at the Center. Writes emails to staff or fellow students that state basic information, answer a simple question, or make a straightforward request. Writes text messages to answer basic questions or to request information such as the time and place of a meeting.
Teacher Strategies	 Staff should encourage students to communicate via email with them in the host language, particularly to solicit information from them. Request that students respond with answers to basic questions and that they fill out forms (online or paper) in the host language. Encourage students to reply to email and Moodle tasks in the host language. Design email requests and Moodle tasks carefully so students will be capable of responding.
Activities	 Foster use of chat rooms and Moodle to encourage students to use language spontaneously. Do not intervene regarding form in these exercises, rather focus error-correction on aspects of writing that impede communication. Use rote and set exercises in class to focus on form and correct for accuracy in these exercises.



IN THE COMMUNITY	
Student Goals	 Can fill out some simple forms to provide biographical and travel details (to register at a gym, to complete a visa application). Is able to write emails to solicit information from a tourist office or travel agency in simple concrete language. Uses short and concrete messages to communicate with native speakers. Native speakers may still need to make a special effort to understand him or her.
Teaching Strategies	 Use authentic task-based activities. Have students gather information on real estate prices, planning trips, local tourism, host culture politics, upcoming cultural events, or economics and write short summaries of what they have found. Encourage students to write summaries of what they read in language that is more easily comprehensible to them and their peers. Incorporate this material into class.
Activities	 Design activities that require students to gather information by way of emails or short notes addressed to local services (tourist offices, agencies, businesses, entertainment). Use the information gathered to develop reports in class. Foster note-taking and summarization.

2 Emerging Independent Abroad

Overview

Emerging Independent Abroad learners continue to master the tasks of Novice Abroad learners until they can accomplish them with greater ease and fewer miscommunications and breakdowns in communication than before. As students progress, instructors will increase the level of complexity by introducing richer and more vivid vocabulary and more complex structures to stretch students' range of comprehension and expression. By the end of this level, some students will have reached a plateau and will need extra practice and effort to move forward. Many students, however, will begin to show some of the features of Independent Abroad learners.

By this level, many students will have developed enough self-confidence to attempt more complex tasks. As students gain more self-awareness and self-confidence, they will attempt more in the community. Paradoxically, this means they will also experience more miscommunications and frustration. Another challenge at this level is that students will be more proficient orally than they will be in writing. For many students, signs, notices, and other written material in the host language become "white noise." Reading requires effort, and many students will focus on other things.

Advising

Most students at this level will not be capable of following an entire course taught in the host language although some will want to attempt this. Most students will not be capable of undertaking the requirements of an internship for credit, unless the language requirements of the internship are limited or the student makes some use of his or her native language. Highly motivated students willing to put in the extra effort may be able to stretch themselves. Advise on setting realistic expectations, look for the right course or placement that fits the student's true abilities, and be honest with the student about the challenges.

Course Levels

Instructors in the IES Abroad community may find it challenging to design classes for "mixed levels" at this stage. IES Abroad students come from many partner universities with diverging expectations about their abilities and skill level. This is a natural phenomenon. IES Abroad strives to make its learning objectives and methods clear and transparent to students and to its partners through tools such as this one. At the same time, expect that learners will all move through the same stages, but that each learner will move at a slightly different pace.

IES Abroad may further divide this level into various groups if there are enough learners and clearly defined skill levels to do so. Moodle becomes an increasingly effective tool at this level. Make full use of the many online activities, chat rooms, audiovisual materials, and e-learning activities so that students who are capable of moving more quickly have plenty of structured material to work with on their own and so that those who struggle find the additional support available to them.



	GENERAL SKILLS	
Student Goals	 Manages everyday interactions at familiar locations (shops, IES Abroad Center, public offices, local universities, travel agencies, libraries), provided that speakers do not speak too fast or too colloquially and do not change topic expectations suddenly. Solves most daily troublesome situations and meets most of his or her needs with some help. Begins to understand people's expression of emotions according to different contexts, and to develop the ability to respond appropriately. Understands some simple non-verbal symbols and signs, recognizing their meaning. Asks for explanations, recommendations, and advice more confidently than before. Makes informed comparisons between host and home cultures. 	
Teaching Strategies	 Emphasize the importance of grasping sociocultural and contextual meaning underlying linguistic expressions. Provide simple language activities that help students learn the concepts of denotation and connotation of words in the host language so that they start developing sociolinguistic skills. Retrieve students' own experiences of cultural misunderstandings and help them to analyze those situations. Make sure students compare the sociolinguistic behavior in their own language communities to that of the host country. Encourage students to question themselves and the ways in which their own behaviors, values, and beliefs reflect the home culture or are different from it. 	
Activities	 Provide practical exercises in which students can clearly understand the difference between purely linguistic meaning and sociolinguistic meaning using isolated words, full sentences, and expressions that local members of the community frequently use. Help students begin to understand implied meaning, double meaning, and metaphor by starting with the simple vocabulary that they already use frequently and for which they already understand the most basic and concrete meanings. Design activities that help the student to become more socio-linguistically independent. 	



	AT HOME
Student Goals	 Can describe hosts' specific behaviors, habits, and customs and can sometimes figure out with help which ones are unique and which ones are representative of the culture. Understands that individual hosts are not necessarily representative of the host country culture all the time, and makes same distinction with own family and home culture. Is becoming increasingly aware of how to be both a representative of home culture and a unique individual. Challenges self to get involved in host interactions and to express emotions when appropriate. Is becoming more comfortable spending time with hosts the more effort that is made to get to know them. Understands hosts' behavior at home. Can express emotions, worries, and opinions to hosts.
Teaching Strategies	 Structure activities that involve the discussion of communication strategies with hosts. Encourage students to observe specific linguistic behavior in specific situations so that they more accurately understand concepts such as colloquial, informal, and slang in the local variation of the host language. Design activities that help the hosts take part in explaining some communication features of the host culture to the students such as how to agree, disagree, interrupt, break into a conversation, or end a discussion appropriately.
Activities	Design activities in which students need to retrieve the contextual meaning and/or connotation of words by asking hosts their meaning, use, and appropriateness.



	AT IES ABROAD	
Student Goals	 Properly describes work relationships. Distinguishes and tries to imitate language that reflects politeness or formality, and uses the right tone in the right situation. Trusts sympathetic speakers when communicating in the local language at the Center. 	
Teaching Strategies	 Engage students in workshops that reflect on their experience abroad, discussing advantages and disadvantages of various activities they have tried and strategies they have used to communicate. Provide activities that involve host families and students in the discussion of key elements that might cause tension, misunderstanding, or confusion. Discuss communication strategies that provide helpful insights about some sensitive issues that are important in order to avoid misunderstandings on both sides. 	
Activities	 Suggest to staff language activities that imply a brief review of local variations of the host language, either as part of their continuing orientation so that they feel more comfortable and confident, or as part of a workshop that may monitor student involvement and engagement in the local community. When students are frustrated or need help, provide them with tools and support. Try to resolve simple problems in the host language at all times. 	



	IN THE COMMUNITY
Student Goals	 Understands how transactional interactions work and feels comfortable engaging in them. Takes part in social interactional situations with growing self-assurance. Shares simple emotions, opinions, and expectations on familiar topics.
Teaching Strategies	 Allow students to speak openly about the emotions surrounding frustrations in the host culture and the desire to reduce anxiety and avoid situations of misunderstanding. Encourage students to re-engage with their hosts after a misunderstanding has occurred. Teach students to reflect on their experiences and to process them. Rebuild students' self-confidence after a difficult encounter has occurred.
Activities	 Design activities in which students can focus on aspects of everyday speech that present challenges for them. Use the city as the extension of the classroom in order to help students consciously develop some strategies to use when facing more complex social interactions. Foster activities that challenge students to perform tasks that involve interacting with strangers outside institutionalized settings.



GENERAL SKILLS	
Student Goals	 Understands some interactions of moderate complexity, especially when the person is speaking slowly and clearly. Understands direct requests, questions, and basic conversations on familiar and concrete topics about immediate environment. Sometimes understands commonly-used slang expressions or popular phrases if these have been presented in class. Understands speakers from different regions with great difficulty.
Teaching Strategies	 Continue to build on students' listening comprehension by designing tasks of increasing complexity and variety. Introduce variations on the way native speakers or non-native experts complete different tasks already mastered (greeting, leave-taking). Increase your rate of speed to approach "normal" but careful speech in the host language with the understanding that you will still need to repeat and elaborate frequently for students to fully understand once you begin to approach a normal rate of speed. Do not always use the same greetings, requests, and positive reinforcers. Vary your language use including word choice, grammar, and syntax.
Activities	 Use online tools and support systems like Moodle to help students move at their own pace. Introduce fewer structured activities in class and leave these activities for homework. Focus on unstructured activities such as role plays, information gap activities, and simple discussions. Make note of errors, but interrupt only when communication breaks down. Design structured activities on frequent errors students make and assign these as homework.



	AT HOME
Student Goals	 Understands hosts often, but still needs to ask for repetition or clarification at times. Follows fairly long conversations at meals; however, comprehension is greatest on topics of immediate personal relevance such as meal times, daily activities, plans for an excursion, and instructions or explanations about how to go someplace or how to do something. Is beginning to develop awareness of the ways people vary their language use (speed, grammar, word choice) depending on the level of formality, and sometimes recognizes examples of it when listening carefully.
Teaching Strategies	 Send students home with specific tasks and encourage them to work frequently with the hosts. Encourage students to listen to native speakers and non-native experts talking to each other in groups. Provide students with culturally appropriate ways to interrupt and to ask for clarification when they do not understand something in a conversation they have with their hosts.
Activities	 Provide listening exercises on local environment and everyday life with varied speed, dialect, and vocabulary that include electronically recorded audio, online video clips, or live activities with resident assistants and conversation partners. Ask students to listen to dinner-table conversation and report back. Incorporate students' journal entries about what they hear or overhear into class and homework activities.



Listening

	AT IES ABROAD	
Student Goals	 Generally understands simple directions, instructions, and requests from Center staff and resident assistants. Generally follows the main ideas of individual lectures on familiar topics, and understands tours of important cultural sites, particularly if there is a visual presentation. May miss the details of complex discussions and requires frequent clarification and explanation of complex points. 	
Teaching Strategies	 Encourage students to listen to and interact with a variety of people at the Center. Practice interactions with Center staff in class. Encourage staff to model good language skills by speaking to each other and to the students in the host language. Encourage staff to suggest music, news programs, and podcasts that students can listen to on their own. Have staff answer questions when students have not fully understood something they have heard. Remind staff that they may still need to repeat instructions, use circumlocution, and provide contextual support for students at this level. 	
Activities	 Design listening exercises on travel, negotiations, and other topics of relevance to the student. Make simple recordings like news programs available at the Center. Encourage staff to speak with students in the host language on a variety of culturally relevant topics, provide basic information, advice, and requests in the host language. Speak with the students in the host language as much as possible. When students easily comprehend listening activities in class, increase the complexity of the next task. As the class becomes capable, introduce some of the activities from the Independent Abroad level; if the class struggles, return to activities used at this level. Begin to introduce listening activities that feature speakers from different language backgrounds (social, regional, cultural, age, gender). 	



	IN THE COMMUNITY	
Student Goals	 Understands most invitations and basic requests for information. Follows simple negotiations in a shop well enough to purchase items, book tickets, order food, or take public transportation more easily and with fewer communication breakdowns than before. Is not able to follow a university course taught for native speakers but understands well enough to participate in courses with a highly experiential or physical component (cooking, art, dance, music, pottery) that provide some contextual support or some general-interest courses designed for non-expert speakers of the language. Understands the gist of what is said when attending an event in the host language but misses many of the details. 	
Teaching Strategies	 Encourage students to take risks by attending events or taking noncredit classes that are just slightly above their level of comprehension. Encourage students to attend a single lecture or a short talk in the community and report back. Ask questions that help students appreciate how much they have understood even though comprehension is not complete and this may be frustrating for them. 	
Activities	 Design exercises like brief discussions, information gap activities, role plays, and skits that model real communication in the community like going shopping or organizing a trip. Find ways to bring student experience from the community back into the classroom. Vary task complexity of listening activities by introducing additional challenges in the scenarios (when something does not work as planned, when speaking with a native from another region, when talking on the phone, in a noisy setting). 	



Speaking

	GENERAL SKILLS
Student Goals	 Initiates simple conversation. Formulates questions and requests to solve simple everyday problems. Talks about persons and things in the immediate environment and can provide a limited amount of supporting detail. Responds to some questions that ask for an opinion or belief on a topic with assistance and practice. Sometimes makes distinctions of time, but makes frequent mistakes.
Teaching Strategies	 Introduce fewer structured activities in class and leave these activities for homework. Resolve homework questions quickly by using Moodle to respond outside of class and only a few minutes to recap homework activities in class. Focus on unstructured activities such as role plays and simple discussions. Take notes on problems students have, but interrupt only when communication breaks down.
Activities	 Design role plays in groups and pairs in which students take turns initiating conversation. Design circumlocution exercises which will acknowledge the classmate as an appropriate conversation partner (introductions, interviews, tours of places, negotiation of a price, purchasing a ticket). Send students into the community to practice interactions and report back. Provide feedback to help students resolve communication breakdowns they experience in the community and then send them back into the community to practice again.



	AT HOME
Student Goals	 Initiates and sustains simple conversations with hosts using situation-appropriate phrases and vocabulary. Resolves moderately complicated situations (agree/disagree, expressing preferences) involving familiar subjects that were introduced in previous language study. Knows how to interrupt appropriately and ask for clarification when lost in a conversation.
Teaching Strategies	Foster frequent and more complex interaction (respectful disagreements, sharing opinions) with the hosts, roommates, and friends students may have made.
Activities	 Design activities that ask students to describe their living environment, hosts, and roommates. Practice more complicated situations that students face at home beyond basic meal times, greeting, and leave-taking like when an appliance breaks down or when something unexpected happens like illness. Provide simple vocabulary and conversation techniques (how to interrupt, ask for clarification, disagree/agree, how to explain a situation for which you lack the precise vocabulary and structure) that facilitate effective communication at home.



Speaking

AT IES ABROAD	
Student Goals	 Tries to solve most problems at the Center using the host language, but still needs some help from teachers and staff. Cannot take university classes except those with a highly experiential or physical component (pottery, dance) or some general-interest courses designed for non-native speakers of the language. Participates in sports and leisure activities with native speakers such as roommates, classmates, or hosts.
Teaching Strategies	 Design experiential components that challenge students to speak to a variety of people. Practice these situations in class. Work closely with the staff to build a learning community in which the host language is not only studied, but used daily as a tool of communication. Devote some time in class to common breakdowns and provide feedback to help students improve.
Activities	 Use an online journal, blog, or other device and design activities in which students describe and report on excursions and course-related travel in the host environment. Encourage students to describe their classes and the people in them.



	IN THE COMMUNITY
Student Goals	 Issues simple invitations. Conducts simple face-to-face transactions. Holds simple conversations on previously studied topics (weather, sports, health, family, cultural events) with individuals accustomed to speaking with non-native speakers of their language.
Teacher Strategies	 Encourage students to note communication breakdowns and analyze the causes of the breakdowns in their journals. Increase the complexity of the tasks as students gain confidence. Keep the students engaged with the community and stretch them as they are able. Encourage students to join a band, choir, or sports team if they express interest and have appropriate abilities. Encourage students to take non-credit classes, exercise classes, cooking, or art classes in the host language.
Activities	 Design activities around shopping, booking tickets, discussing rules with hosts, or negotiating daily tasks with hosts or roommates so that students can practice initiating conversations. Practice communication strategies for dealing with unexpected situations. Ask students to make specific inquiries about prices in various shops and report back on similarities and differences in the conversations. Send students to the store to find an object matching a description you give them without identifying the name of the object.



	GENERAL SKILLS	
Student Goals	 Reads phrases and short passages and tries to understand meaning. Needs to ask for clarification if unsure about meaning. Reads and understands short paragraphs and sentences related to daily life. Often needs the help of a dictionary when reading texts with unfamiliar vocabulary and on unfamiliar topics. 	
Teaching Strategies	 Develop useful and productive reading tasks that require the students to comprehend the passages in order to complete the task. Make reading relevant and useful to the student. Encourage students to follow a favorite subject (sports, music) in the newspaper by skimming headlines and articles several times weekly. Use reading material, such as song lyrics, from their social register to engage them. Find news items on topics of relevance to the students. 	
Activities	 Assign short news items online or in printed media and ask students to paraphrase and react to the text. Bring current newspaper articles and other realia to class for in-class reading. Encourage students to ask questions of hosts, roommates, or others in the IES Abroad community about reading assignments. Consider testing students on the information that is shared as a part of class in Moodle. Introducing this material into the test gives it importance and value in the mind of your students. Encourage students to create a glossary of vocabulary frequently encountered in daily life. 	



AT HOME	
Student Goals	 Reads short, simple notes left by hosts if the words are common and familiar. Captures the general idea of product directions and descriptions as long as the product and/or description of that product is already familiar. Reads and understands most text messages on everyday topics.
Teaching Strategies	 Encourage hosts to share written materials (newspapers, magazines, advertisements) with students, where appropriate. Encourage students to read and interpret an electricity bill, a note from a neighbor, or an announcement from a building superintendent. Have students ask to borrow magazines, textbooks, song lyrics, or other materials from their host brothers and sisters, roommates, and resident assistants.
Activities	Where appropriate, incorporate material students bring from home into class and into homework activities.



AT IES ABROAD	
Student Goals	 Reads and understands what the language teacher is writing on the board. Reads and understands short paragraphs related to daily life or on familiar topics without assistance from anyone. Reads signs and instructions written for IES Abroad students without help. Reads short, simple paragraphs in class without much additional assistance.
Teaching Strategies	 Encourage the staff to produce all written announcements on Moodle, email, and in print in the host language. Begin to introduce the idea of choice once students have mastered the core vocabulary by helping students choose vocabulary on issues of importance to them.
Activities	 Allow silent reading in class. Prompt students to understand a reading passage through questions. Encourage students to read a passage and ask each other questions for clarification. Engage the students in Moodle by giving them something to read and by testing their comprehension. Ask comprehension questions in class and encourage students to ask you when they have not understood a reading passage.



	IN THE COMMUNITY	
Student Goals	 Reads a menu in a restaurant, but may still need help understanding everything in it. Browses news headlines in print or online and understands the gist of the content. Derives meaning of a paragraph from context if there are photos or other graphics to aid comprehension. 	
Teaching Strategies	 Find creative ways to get students to focus on the written word in the community in all of its forms (notices, signs, announcements, advertisements, graffiti, menus). Make reading in the community relevant and valuable by including reading tasks as a part of graded assignments, quizzes, and tests. 	
Activities	 Encourage students to read newspaper headlines, blogs, online news services, and report their understanding in class either individually or in pairs. Students can also make notes of street signs, announcements, and even graffiti that provide a range of vocabulary and culturally-relevant material for study. These can be incorporated into artistic and audiovisual projects or serve as the subject matter for brief research reports. Encourage students to ask for music from their friends in the host community and to use the song lyrics together with the sung text to aid comprehension. Provide students song lyrics that address contemporary social issues found in the news media so that students can become comfortable addressing topics in a variety of media and from different points of view. 	



	GENERAL SKILLS	
Student Goals	 Makes simple declarative and descriptive statements, makes requests, and responds to questions in writing, referring primarily to the present time and familiar topics. Writes about other time frames with difficulty, and makes frequent mistakes when doing so. Experiences communication breakdowns, though native speakers may understand what is being communicated if they make an effort to do so. Writes the same way he or she speaks, except when using set phrases taken from the written style or when copying from a model text. 	
Teaching Strategies	 Find every possible opportunity for students to write to each other, to you, and to hosts in the community. Show students how to use social media, Moodle, and other media in the host language. Encourage students to interact with local peers, classmates, roommates, and hosts in writing. 	
Activities	 Have students write short paragraphs describing, relating, and reporting on their experiences, varying the format and audience. Have students write for each other and for you on Moodle. 	





AT HOME	
Student Goals	 Communicates with increasing effectiveness through short notes, emails, or text messages. Is mostly understood by hosts when writing about immediate and concrete topics with which he or she has experience (personal preferences, times, dates, travel plans).
Teaching Strategies	Encourage students to write notes to the hosts and to communicate with them via short notes, text message and email if appropriate.
Activities	 Assign students topics for discussion at the dinner table and ask them to write a report on these. Give students interview projects to conduct with their hosts and structured written assignments to report on these interviews and share what they learn with the class.



Writing

GENERAL SKILLS	
Student Goals	 Describes things, relates ideas, and expresses simple opinions in concrete language. Communicates with teachers and program staff by email, social media, or written notes if the topic is concrete and personally relevant. Completes simple writing exercises for class using a word processor, Moodle, or social media website. Participates in online discussions or chats for class on topics previously studied and practiced. Is usually understood by teachers and program staff regarding the main points being communicated.
Teacher Strategies	 Encourage the staff to produce all written announcements on Moodle, email, and other paper-based notices in the host language. Work with information technology support staff to train students to use blogging and chat software. Enlist young people from the host culture to work with the students and provide the correct local colloquial expressions for chatting and blogging with their peers.
Activities	 Assign short blogging and chatting activities on Moodle or Facebook. Model the correct way locals use the language in social media and practice in class first.

Writing



	AT HOME	
Student Goals	 Fills out forms and provides answers in simple sentences to describe background and biographical details, to state preferences, or to express opinions. Writes and responds to messages from agencies or businesses to discuss information such as the price of an item, travel details, the description of an item to purchase, or an event to attend. Communicates simple ideas to native speakers or non-native experts, but still experiences communication breakdowns. 	
Teaching Strategies	 Use the written texts students collect as a stimulus for writing activities. Encourage students to contribute short comments to hosts', roommates', or friends' blogs or Facebook pages, if appropriate. 	
Activities	 Ask students to write their own newspaper headlines, song lyrics, or alternative endings for a skit or short play. Give students fact finding missions in the community that require them to write short requests for information. Show students how to write a business email or letter and practice this in class prior to sending the students into the community. Provide the opportunity to practice writing short, declarative, and descriptive texts with multimedia projects in which students annotate their photographs, journals, or texts they have recorded. Bring current newspaper articles to class for in-class reading and have students write down the main points. 	

3 Independent Abroad

Overview

Independent Abroad learners can function on their own to accomplish most everyday needs required to live in a new culture. They understand most interactions of moderate complexity on a wide range of everyday topics and with a wide range of speakers. When communication does break down, Independent Abroad learners have enough tools at their disposal to resolve these challenges on their own.

Independent Abroad speakers of a language can communicate using a variety of tenses/aspectual distinctions, although we still expect errors and inconsistencies in controlling time changes, topic switches, and other complex features of grammar and communication. This is particularly true for the highly inflected Romance languages. Native speakers understand the main ideas Independent Abroad learners are trying to convey most of the time and usually with only a moderate amount of additional effort. By the end of this level, students should follow fairly long stretches of discourse on moderately complex topics.

Reading comprehension and written expression continue to lag oral expression and listening comprehension to varying degrees. This is especially true for learners faced with languages that do not use an alphabetic system or which vary widely in grammar and syntax from English. Once learners are able to meet their everyday needs, many will reach a plateau and not develop their skills much further. The Independent Abroad level is sufficient for many who seek to "get by." Others will need or want to attempt the challenges of true linguistic competence. For these learners, it is important that they push themselves by placing themselves in situations that are slightly above their level of comprehension and expression. Risk-taking and perseverance characterize learners bound for the Competent Abroad level.



	GENERAL SKILLS
Student Goals	 Describes and interprets gestures and body language, and integrates some of these non-verbal actions into interactions with native speakers. Makes correct assumptions about how people are going to behave in many specific situations. Describes the host culture's habits, norms, and behaviors in a variety of settings, but understands that there are exceptions, and is also aware of the risk that generalizations can lead to stereotypes. Recognizes and describes conversational styles and strategies. Accurately interprets the way time is managed in the host culture. Can distinguish one or more subcultures, and discuss how they vary from the dominant culture. Reports own perspectives, views, and feelings with respect to host culture norms and behaviors. Identifies and discusses the validity of own culture's beliefs, behaviors, and values by comparing and contrasting them with the host culture. Spends less time with program colleagues and establishes relationships with locals in the host language to develop a more comprehensive understanding of communication in the host country.
Teaching Strategies	 Ensure that you involve critical thinking as a key component of course activities and that you include many activities designed to foster reflection. Encourage students to be proactive both in class and in their daily life. Encourage group reflection on critical incidents, and facilitate sessions in which students give each other feedback on their cultural development and awareness.
Activities	 Use task-based field trips and class activities to emphasize the strong relationship between language and culture. Have students report on cultural explorations done on their own and on their experiences of taking part in a variety of activities in the local culture. Design tasks that involve deeper immersion and ask students to report on ways that they have achieved cultural immersion even when they don't know they are being challenged to perform tasks with a higher level of difficulty. Provide tasks that allow students to share personal perspectives, knowledge, and feelings about different aspects of the host culture with classmates so that they can become aware of their culture competence and can learn from each other.



AT HOME **Student Goals** • Takes part in daily life activities of hosts and their family and friends by participating in their social gatherings, interacting confidently with different people involved in each situation. • Thoughtfully handles critical incidents between hosts and self, and between hosts. • Realizes that some misunderstandings can be the result of cultural differences or approaches. **Teaching Strategies** • Use real situations in which students deal with roles, gender, age, hierarchical relationships, and social conventions to communicate in social informal contexts of interaction (not necessarily implying unimportant topics or events) and to determine the type of interactions they are engaged in. • Have students provide examples of a series of different communicative situations involving different speakers and goals. • Involve students in the lives of their hosts or roommates. • Model appropriate cultural behavior in class. • Require students to report on their experiences and have the class interpret and/or analyze them. **Activities** • Develop activities to show that the way their hosts and local friends interact with one another follows sociolinguistics conventions different from those in students' home country. • Design activities that help students deal with critical incidents that occur when they interact with hosts and local friends. • Provide vocabulary, formulaic expressions, and behavior for addressing people in formal and informal styles. • Encourage students to develop strategies for sharing their home culture with their hosts and friends (cooking for them to provide a context for talking about food preferences, talking about the students' own family relationships) so that they can deal with cultural misunderstandings or awkward situations. • Model and practice sensitive situations (when they don't like food, when they don't want to participate in family gatherings) to give students the tools they need in the home.

 Discuss strategies for home interactions and follow up with a discussion of the results of the interaction, providing helpful

feedback when things do not work out as planned.



AT IES ABROAD	
Student Goals	 Acknowledges that professors and staff try to bridge home culture and host culture and turns to them to support understanding of critical incidents in which cross-cultural differences play a role. Understands that even very formal and academic situations may differ significantly from what is expected in the home culture. Feels more confident when interacting with Center and university staff than outsiders and assumes they understand his or her culture better and therefore are more helpful and tolerant of students still developing language ability and intercultural skills.
Teaching Strategies	Use real situations, in which students deal with roles, hierarchical relationships, and social conventions to retrieve and provide information and to pay attention to the type of reactions they get.
Activities	 Develop activities that help students understand that academic settings have their own sociolinguistics conventions. Design activities that allow students to practice dealing with daily situations and critical incidents with Center staff and university faculty. Provide vocabulary, formulaic expressions, and styles of addressing people for situations in which students attempt to get help, request, or demand something (disagreeing with grading system, requesting that university professors answer their mail, scheduling a personal short meeting either as tutorial or brief talk about course topics). Elicit expectations from students about their interactions with faculty and staff, and then have them report and analyze results.



IN THE COMMUNITY **Student Goals** • Knows what to say and to whom with respect to language, socio-cultural, and pragmatic conventions in almost any transactional event such as requesting services, and commenting on the quality of services. • Can complain when not happy with the result of actions or services in culturally appropriate ways. • Negotiates meanings, even when interacting with locals he or she has not met before. • Individually explores the social environment and surroundings, taking part in social activities of different kinds. • Analyzes the degree of success of interactions and assesses weaknesses and strengths from a socio-cultural perspective. **Teaching Strategies** • Encourage students to progressively detach from their learning community and get involved in the host community. • Have the students describe and interpret interactional behavior of different groups in the community. • Promote exploration of a wide range of events and social interactions with friends and family (parties, academic conferences, plays, concerts, movies). • Make students aware that participation in all kinds of activities gives them the opportunity to practice the language while they observe and learn social conventions, language strategies, and culture knowledge. • Foster students' participation at partner universities (university forums, extracurricular lectures, clubs, language partners). **Activities** • Lead activities that require students to approach socio-cultural situations they might otherwise avoid (visit places of worship, religious services, local cemeteries, memorials, hospitals). • Design activities that progressively give students a more personal and independent role when interacting with the local community. Provide some socio-cultural background before activities and events and discuss expectations. • Design post-event activities to test students' comprehension and interpretation of those actions. • Use socio-cultural experience and knowledge to interpret similarities and differences between host culture and home culture.



Listening

	GENERAL SKILLS
Student Goals	 Understands most interactions of moderate complexity. Understands some colloquial expressions and slang. Recognizes some grammatical features and vocabulary that distinguish formal speech from informal speech. Understands native speakers and non-native experts of different ages and social backgrounds, although often has difficulty understanding native speakers from social or geographical backgrounds that are highly unfamiliar. Understands conversations on a wide range of concrete everyday topics (daily life, health, transportation, shopping) and abstract topics covered in class (cultural differences, host country history and political system, family systems, the environment).
Teaching Strategies	 Expose students to speakers from a wide range of backgrounds. Help students identify verbal and nonverbal markers of formality (tone, register, prosodic features). Help students understand a wide range of speakers and comprehend most everyday topics. Vary the range of topics a student can cover. Work on narration and organization of sequences of thoughts and events so that students can understand the logical flow of ideas in a conversation. Increase the length of the spoken texts you use in class and the assignments provided on Moodle or in the community.
Activities	 Develop activities that foster an expansion of the perceptual abilities of student, including attending films, theater performances, conferences, and speeches, and watching television. Stress active listening with activities that foster an understanding of cultural norms for interrupting, asking for clarification, indicating interest, pausing, concluding, and shifting topics. Provide a variety of recorded texts on a range of topics. Encourage students to listen to the radio, podcasts, music, and other media on a daily basis and briefly jot key words they miss. Focus on narrative texts and help students listen for clues that mark shifts in tense and mood. Push students to listen to longer stretches of discourse as they progress. Make authentic texts available and provide structured pre-and post-listening activities on Moodle. Make students accountable for mastering the language itself.



AT HOME	
Student Goals	 Understands hosts and roommates most of the time. Is able to determine the formality or informality of a conversation accurately and understands how hosts are feeling (happy, sad, upset) by recognizing the way language and non-verbal communication work together to show emotional states. Understands most conversations and can communicate well with hosts. Understands hosts when they are speaking to each other in a group. Understands some but not all overheard conversations in which he or she is not participating. Experiences communication breakdowns with hosts infrequently, though miscommunications still occur, particularly involving sensitive cultural questions. Has a variety of strategies for resolving communication difficulties; can and often does ask for clarification.
Teaching Strategies	 Promote interaction with extended members of homestay family and/or peers in a variety of social contexts, so the student can get used to a range of speech varieties and can slowly acquire more context-specific vocabulary and idiomatic expressions. Provide a rubric for students to self-evaluate their level of independence when dealing with different situations at home. Focus on more complex aspects of the living arrangement, negotiating complex situations (disagreements on rules, daily tasks, living arrangements), and resolving intercultural differences.
Activities	 Excerpt pieces of foreign (dubbed) television series with simple plots to focus on language use and intercultural communication. Provide a series of activities that are centered on the living arrangement particular to each student. Show television programs based on the local culture to provide a window on social norms and conventions (the workplace, school). Encourage students to ask their friends, hosts, and roommates questions that elicit a longer narrative or story (where they grew up, what they did in the past, where they have traveled, where they would like to travel, where they plan to go in the future).



Listening

	AT IES ABROAD
Student Goals	 Is able to take courses taught in the host language, and can take university courses designed for non-native speakers. Understands professors when they are explaining assignments, responding to students, or lecturing on topics of increasing complexity. Understands classmates in the host language when working in small groups or when interacting with the professor. Can participate in an internship or service learning project for credit. Identifies formal and informal speech, and is beginning to identify and understand a number of idiomatic expressions that the staff and resident advisers use. Can meet all needs at the Center and resolve most academic challenges in the host language. Understands the student affairs staff when they are giving support on minor health or adjustment issues.
Teaching Strategies	 Provide a series of learning strategies, based on real situations, in which the students will have to process language and determine the type of interaction, ages, and social backgrounds of the speakers. Encourage the staff to organize a wide range of activities on various cultural topics such as dance, music, the arts, and sports. Conduct all walking tours in the host language. Help students resolve minor heath and adjustment issues in the host language, and encourage students to speak with their doctors and other health professionals in the host language as well.
Activities	 Organize class activities in which the student must pay close attention to native and non-native speech. Ask students to listen to texts and provide students with examples that help them determine register and dialect. Assign participant-observer activities in the community, such as volunteering or service learning. Work on narration and logical flow of ideas. Expose students to speakers telling a story or narrating events. Design activities that test comprehension by asking students to arrange the key events in the conversation according to the order in which they occurred. Work with students on how conversations are structured by helping them identify markers of time, markers that indicate a switch in sequence of events, an interruption in the sequence, and the introduction of new information. Reinforce the importance of language as a tool for accomplishing goals. Make students accountable for the information that their classmates bring. Ask students to listen to or watch news programs and hold a news conference for students to present what they learned.



IN THE COMMUNITY	
Student Goals	 Understands most interactions of moderate complexity in person and can understand some speakers with difficulty over the phone. Understands specific and concrete topics like travel arrangements when speaking over the phone. Can understand well enough to resolve many basic problems, but may need help with sensitive cultural questions. Does not always fully understand all of the details in conversations, but communication breakdowns are becoming less frequent. May be able to take a course with native speakers at the local partner university. Is most likely to succeed in survey courses, courses that are not technical, and courses that cover topics he or she has previously studied at partner universities. Understands the need to invest a great deal of extra time and effort to be successful in host partner university courses.
Teaching Strategies	 Encourage students to become fully active participants in community activities. Send students into new and unfamiliar situations in which the language is likely to be different. Encourage students to attend community events (religious services, lectures, political rallies, festivals). Students should become increasingly aware of language varieties (register, geographic and social differences). Encourage students to observe and ask questions about these. Point out what to look for. Promote attendance at plays, movies, speeches, and conferences in which the students will follow a more lengthy narrative.
Activities	 Set up pre-attendance activities that help the students focus on the topic, introduce new vocabulary, and help set the stage for an event. Design post-event activities that elicit and use the students' listening comprehension, either as part of a larger group activity such as a blog or webpage, or in quizzes and tests. Assign listening activities associated with television programs, movies, social events, and online media with which students are familiar.



Speaking

GENERAL SKILLS	
Student Goals	 Describes, relates, and reports on daily routines and activities. Expresses likes and dislikes. Speaks with the distinction of formal and informal forms with some degree of accuracy. Describes own and others' emotional states. Makes distinctions of time with increasing accuracy. Solves problems independently. Begins to narrate sequences of events with some degree of accuracy; however, as the complexity of the events increases, it becomes increasingly challenging to keep up the conversation. Speaks on a wide range of concrete everyday topics (daily life, health, transportation, shopping), abstract topics covered in class (cultural differences, host country history and political system, family systems, the environment), and other topics that are particularly interesting to him or her.
Teaching Strategies	 Encourage students to describe, relate, and report on a variety of topics. Design activities that foster correct use of time when speaking as well as other grammatical features important in the language (word order, morphology). Try to keep students from doing too much interpreting or evaluating of culture. Concentrate on description initially and then move on to narration. Teach phrases and chunks of language that enhance students' ability to sound more authentic.
Activities	 Separate description from interpretation and evaluation. Start demanding narration. Design activities that elicit in-class reports on moderately complex topics. Include comprehension questions in quizzes and tests that assign value to these reporting tasks. Use Moodle as a way to set the stage for complex participant-observer activities in the community. Have students do much of the pre-work necessary online, by practicing listening to, viewing, and responding to the kinds of narrations that they will later need to produce for you and for their classmates orally in class.





AT HOME	
Student Goals	 Participates in, initiates, and responds more fully in conversation at meal times by agreeing or disagreeing and sharing opinions. Expresses needs and wants, especially as they pertain to everyday life.
Teaching Strategies	 Assign conversation topics and interviews with hosts, roommates, and friends. Encourage students to spend more time with their hosts and to engage them in meaningful conversations beyond the daily routine of greeting and saying goodbye. Encourage students to elicit stories from their hosts to they can begin to practice longer conversations that span a range of time frames and topics.
Activities	 Make family histories. Focus on regional and migration history. Foster the ability to report on what others say or do at home and how they interact with each other.



Speaking

AT IES ABROAD	
Student Goals	 Is capable of participating in a partner university course taught for non-native speakers. Can participate in an internship or service learning project for credit. Asks questions in class, expresses agreement and disagreement with the instructor, and can joke with the instructor or fellow classmates where appropriate. Participates in class discussions on a wide range of topics. Interacts with staff without using his or her native language. Resolves basic health and adjustment questions in the host language, and can generally explain what is wrong to a doctor or other medical professional.
Teaching Strategies	 Develop awareness of technological vocabulary presentations. Model effective presentations yourself by using previous presentations or by inviting effective speakers from the community to present.
Activities	 Develop strategies on how to give presentations. Ask students to explain what they are going to do and discuss the content and design of their presentation beforehand. Ask Information Technology staff to plan workshops for presentations. Set clear expectations for effective use of technology and presentation tools. Ensure that the focus of the presentation remains on the material and not on the technical expertise by assigning much more weight to content than to form in the grading process. Assign exercises that follow the academic culture/format (CV, summarize, explication de texte in France, oral exams in Italy).





IN THE COMMUNITY	
Student Goals	 Makes travel arrangements easily in person and with some difficulty on the phone. Conducts transactions and is able to negotiate effectively. Expresses appreciation or dislike for concerts, events, festivals, and other cultural activities. Can tackle and resolve problems. Expresses self well enough to achieve the desired outcome eventually in most situations, though sometimes experiences communication breakdowns in complex situations or with individuals unaccustomed to speaking with non-native speakers of their language. Knows a variety of techniques to help resolve problems and explain him or herself when missing the correct word or expression in the host language.
Teaching Strategies	 Develop vocabulary to allow students to gain more verbal independence. Pay attention to word families so that students can develop their own repertoire.
Activities	 Engage students in actively anticipating, seeking, and acquiring vocabulary that allows them to discuss topics that interest them, thus developing their own personal lexicon. Have students report on activities, excursions, and free time. Build on students' journaling or online blogging by assigning interesting and complex tasks in the community such as interviews or self-guided tours that require them to ask and inquire about the place to gain information that is not easily found in a guide or online.



GENERAL SKILLS	
Student Goals	 Reads and understands short articles and stories where background knowledge plays a major role in understanding. Reads and understands the main idea of complex paragraphs on familiar topics. Reads and understands some longer texts where the chronology of ideas is straightforward.
Teaching Strategies	 Encourage scanning to find detailed information in the host language using a variety of written sources (online, books, magazines, news media). Help students distinguish between reliable sources of information online and those that are less reliable. Point out and discuss different uses of the same word in fixed expressions and phrases to help students learn a word's multiple meanings beyond denotation. Encourage students to guess the meaning of unfamiliar compound words composed of words and roots that they have already learned.
Activities	 Work with students to build, maintain, and constantly update an online library of links to useful and reliable websites that contain culturally relevant information. Introduce the notion of text type, and provide students with examples of a wide variety of text types on the topics you are studying in class. Make reading assignments useful by connecting them to the students' experience. Use the information students learn in reading assignments for practical purposes and test on it so that reading becomes a relevant, useful, and enjoyable part of the students' experience abroad.



AT HOME	
Student Goals	 Can read a long note or letter left by a host or roommate. Understands most notices posted at a dormitory or apartment by the management. Can browse through host siblings' or roommates' textbooks they use in their classes and understand some of the content. Understands many advertisements the hosts receive in the mail or which are publicly posted.
Teaching Strategies	 Involve hosts and roommates in the learning process by asking them to write and leave notes and short letters to the students. Ask the hosts to share written material with the students such as magazines, newspapers, advertisements, or notices received by the residential community managers (where culturally appropriate). Explain to hosts that students need to see a wide variety of texts written for different purposes and for different audiences and that these will become teaching tools for class.
Activities	 Take material students bring from their hosts, roommates, or friends and adapt it for use in class. Design activities using the texts you receive and post these on Moodle or use them as part of a class activity. Ask students to focus on specific features of the text for more concrete activities. Ask students to respond to the text or use it in some way for open-ended and free flowing activities.



AT IES ABROAD	
Student Goals	 Understands everything the language teacher writes on the board. Can attend a presentation and understand the main idea of PowerPoint presentations and other media used in the presentation if it uses familiar language or content. Reads and understands long paragraphs with the help of the instructor on a range of topics. Has no difficulty understanding the staff when they write emails, announcements, or text messages for students at the Center.
Teaching Strategies	 Increase the complexity and type of communication with students beyond basic administration. Provide students with culturally relevant reading material of various types and in a variety of media (online, publications). Encourage students to discover vocabulary independently and select reading material on topics that they choose. Have staff increase the complexity and type of communication with students at this level beyond basic administration.
Activities	Encourage pair work and group work to find the main idea or specific information in reading passage.

Reading



IN THE COMMUNITY	
Student Goals	 Reads and understands new articles and blogs on familiar or personally interesting subjects. Reads and understand chapter-length texts on familiar topics, but academic reading requires a much greater effort. Needs additional assistance and time to re-read professional and academic prose in order to understand the key concepts. Can skim poems, short stories, and other literary texts of personal interest and pull out the main ideas expressed. Makes independent choices about the topics of reading materials
Teaching Strategies	Send students on scavenger hunts to find different texts in the community and analyze them in class.
Activities	Ask students to create mini research projects that require reading and reflection outside the classroom.



Writing

	GENERAL SKILLS	
Student Goals	 Organizes and connects ideas into paragraphs in various time frames, using correct grammar most of the time. Writes simple declarations, descriptions, narrations, requests or refusals, and arguments. Is generally understood by native speakers when writing on familiar topics, despite errors in consistency, time frame, connectors, and other grammatical features. Corrects own writing for tense and aspect agreement. Still writes the same way he or she speaks, for the most part. Can reproduce written styles from models to create simple texts, such as a letter, with some accuracy. Needs online tools or dictionaries to help with writing. Can build vocabulary by combining words or roots to form compound words. 	
Teaching Strategies	 Introduce the notion of text type and provide students with examples of a wide variety of local text types on the topics you are studying in class (explication de texte in France, Schreibproject in Germany). Make writing assignments useful by connecting them to the students' experience. 	
Activities	 Work with students to build, maintain, and frequently update an online library of links to useful and reliable writing tools. Encourage summarizing, reporting, and synthesizing activities. Assign short descriptive and narrative texts that encourage students to research a topic from different angles (interviews, print, online media). Assign journaling, blogging, and online chat activities with Moodle to foster self-confidence in writing. Do not correct for grammar as much as for meaning when grading free-writing activities. Provide language for narration, shifting topic, introducing new topics, comparing, and contrasting. Require narration and description in more formal activities and correct for accuracy. 	

Writing



	AT HOME	
Student Goals	 Fulfills almost all writing needs at home. Can write hosts or roommates fairly lengthy and detailed notes and emails on most topics of daily life, and they usually understand well. Can write hosts or roommates a letter or an email during a trip or field study, narrating the trip with some degree of precision and accuracy. 	
Teaching Strategies	 Involve hosts and roommates in the learning process by asking them to leave notes and short letters to the students. Ask the students to write to their hosts. 	
Activities	 Ask students to observe a conversation and then write down a summary of the conversation with as much detail as possible. Ask students to respond to hypothetical situations at home (an appliance breaks, the family throws a party). 	



	AT IES ABROAD
Student Goals	 Meets nearly all basic writing needs at the Center. Writes brief essays for class that narrate, describe, report, compare and contrast, and summarize on a wide range of topics. Participates in online chats or discussions on class topics and uses Moodle to write to instructors and peers on everyday topics and familiar class topics. Can participate in an internship, using written language to communicate basic information, to narrate sequences of events, and to describe, relate, and report in the present time and in other times with some mistakes. Still writes like he or she speaks, but, with help from native speakers and non-native experts, is able to use written style for business letters, email, or résumés.
Teaching Strategies	 Encourage students to write to each other and to staff in the host language at all times. Encourage staff to involve students in setting up blogs and newsletters that share relevant cultural information and Center announcements. Ensure that writing tutors are available to help students enrolled in courses in the host language or involved in an internship. Assist students in preparing written reports for use at their internship placement sites.
Activities	 Encourage pair work and group work to find the main idea or specific information in the reading passage in courses. Increase the complexity and type of communication with students at this level beyond basic administration at the Center. Design Moodle or in-class activities using texts written by students.



	IN THE COMMUNITY	
Student Goals	 Meets basic writing demands of living in the host culture. Fills out most forms such as applications and surveys using correct language and providing some degree of descriptive detail. Writes short letters that convey an opinion, request information, or ask for assistance or advice using correct style without much extra help. Can take a partner university course taught for native speakers with assistance from a tutor if the course is at a basic or survey level, does not require analytical writing, and covers a subject he or she has previous studied. 	
Teaching Strategies	Ask students to create small written research projects that make use of their observations, readings, oral interviews, and other activities they undertake in the local community.	
Activities	Ask students to create mini research projects that require reading and reflection outside the classroom.	

4 Emerging Competent Abroad

Overview

Emerging Competent Abroad learners are able to meet all of their needs and function independently in the local culture. They are beginning to acquire the subtlety of expression and control of complex structures that characterize Competent Abroad learners. However, Emerging Competent Abroad learners have only partial mastery of these structures and quite often resort to simpler and more direct modes of expression, particularly when negotiating linguistically difficult or unfamiliar situations. Most native speakers understand Emerging Competent Abroad speakers, perhaps with some additional effort at times. However, native speakers will immediately notice that Emerging Competent Abroad speakers are not native speakers.

Emerging Competent Abroad speakers understand local cultural attitudes, values, beliefs, and behavior patterns well enough to make an informed choice about which cultural features they would like to adopt or need to adopt in order to live harmoniously in the local culture. There may, however, be some gaps and inconsistencies in their knowledge, and they lack the depth of understanding and sophistication of those who have spent more time living and working in the local context.

What's Next?

Students who can successfully complete most of the tasks outlined in this MAP are generally capable of continuing their study independently or as part of a graduate program. Many students who have achieved this level will, however, be fully satisfied with their skills and capable of meeting all of their needs in a business setting.



	GENERAL SKILLS
Student Goals	 Recognizes that there are levels and sublevels of culture, and can identify their distinctive sociolinguistic features of behavior and vocabulary (expression of ideas, emotional display, comments, opinions, time management, meals). Compares and contrasts values of own subculture and of home country's subcultures to those in the host country. Reflects on own perspectives, views, and feelings with respect to host culture's norms and behavior. Analyzes the validity of own cultural beliefs, behavior, and norms by comparing and contrasting them with the home culture and other cultures. Values the time spent with locals as a part of the process of self-enrichment and not only from the perspective of improving language skills.
Teaching Strategies	 Reinforce students' confidence by assigning challenging yet manageable tasks which may require them to tap into their sociolinguistic abilities and cultural backgrounds. Provide tasks that involve students sharing personal perspectives, knowledge, and feelings about different aspects the host culture with classmates so that they can evaluate the development of their own culture competence.
Activities	 Use task-based field trips and class activities to make the students aware of the strong relationship between language and culture. Reinforce students' independence by providing them historic and cultural background before they go on field trips, take part in communicative events, or read or listen to excerpts of non-scripted language on their own.



	AT HOME
Student Goals	 Compares family life in host country and back home. Sees similarities and differences, but avoids generalizations and stereotypes. Takes part in daily activities of the host. Tries to personally solve awkward situations by talking with the conversation participants (requesting information, explanations, or clarifications, offering excuses, apologizing). Organizes spontaneous activities with hosts. Asks for and offers help as needed.
Teaching Strategies	 Provide information about social activities in which students can participate that are common activities of the hosts. Focus on linguistic and structural aspects of interactions (how and when turn taking occurs, what they talk about, how topics are developed, who leads interactions, degree of formality/informality).
Activities	 Encourage students to take part in ordinary events in hosts' lives so that they can describe different communicative events. Discuss expectations in class for participation in hosts' events. Design activities that make students focus on and analyze events regarding type of activity (daily mail, birthday celebration, weekend gathering, family dinner conversation), topic of conversation, participants involved, and distribution of roles and participation. Help students initiate and develop the discussion of sensitive subjects at home which are difficult yet important to be discussed (homosexuality, incomes, diseases, religious practices and beliefs).



	AT IES ABROAD	
Student Goals Teaching Strategies	 Accepts different teaching strategies and styles, even those with which he or she does not agree. Feels confident respectfully discussing with staff and faculty some academic styles that feel uncomfortable. Feels confident when interacting with Center and university staff since staff members understand that there might be communication gaps due to cultural differences. Can argue ideas, opinions, and views. Encourage students to use socio-cultural strategies to deal with 	
isacining Strategies	 academic issues. Emphasize the active role students need to take in academic interactions (instigating conversations or short interactions, declaring and arguing for needs, discussing problems, expressing opinions, sharing ideas), provided that most of them occur in mixed settings (not just for locals). Have students compare conversation strategies (how and when turn-taking occurs, how topics are developed, who leads the interaction, degree of formality) in academic settings in the host culture and in their home culture, especially in situations which share the setting but not the goals. 	
Activities	 Use task-based field trips and class activities to emphasize the strong relationship between language and culture. Develop activities that make students analyze the reasons why academic settings have their own sociolinguistics conventions. Design activities that discuss the way students deal with daily situations and critical incidents with Center staff and university faculty so that students can compare and analyze these features with those in their home language. 	



IN THE COMMUNITY	
Student Goals	 Realizes the need to develop some sociolinguistic strategies in order to show empathy when apologizing, complaining, or responding to invitations when interacting with locals. Explores social environment and surroundings to discover social/leisure activities in which to take part. Asks for information, help, or clarification as needed in order to reach goals. Recognizes own limitations as a foreigner, but doesn't think they impede the ability to operate independently. Tries to inform peers of own discoveries as a way to show them the wide range of options available during the experience abroad.
Teaching Strategies	 Reinforce students' detachment from their fellow students and involvement in the host community. Encourage students to discover the way local people get to know one another in absolutely unprompted situations (where, how, possible limitations, how they start conversations).
Activities	 Assign tasks that encourage the students to interact with members of the local community with whom they wouldn't normally interact (priests/preachers, healthcare providers, people of different sexual or gender identity, maids, janitors) so that they need to consciously combine different sociolinguistic skills. Structure activities that monitor students' actual interaction with the local community by making them reflect on the way they have actually improved their communicative skills during these interactions.



	GENERAL SKILLS	
Student Goals	 Understands some interactions of moderate complexity, Understands most types of conversations. Identifies some of the ways speakers indicate formality and informality in their speech. Is aware of a fairly wide range of social and cultural dialects of the language, though does not always understand them equally well. Understands most native speakers and non-native experts, though has some difficulty if there is background noise or interference, or if the conversation is highly unstructured. 	
Teaching Strategies	 Present a wide variety of spoken material at all levels to push the students' abilities. Vary the format frequently and use spoken texts of different registers, sociolects, and dialects. Continue to design pre- and post-listening activities, but allow students to respond to the material with open-ended activities. 	
Activities	 Organize and assign screening of movies outside of class or show selected clips of movies in class. Avoid spending an entire class time viewing movies. Design pre- and post-listening tasks around pieces of film. Use texts (plays, novels) that have later been adapted into movies as a way to approach a topic from a variety of angles and integrate the skills (listening, speaking, reading, writing) by having students read the text, view it, discuss/debate, and respond by developing their own texts or alternative endings. Use Moodle to host a wide range of increasingly complex listening activities for students. 	



	AT HOME	
Student Goals	 Understands hosts, roommates, and peers on a wide range of questions surrounding household norms and customs. Understands hosts when speaking with them or listening to them speak to each other about abstract topics such as politics, culture, or religion. Needs to ask for frequent clarification or explanation on unfamiliar cultural topics. Is often aware of the way in which hosts use the language to change their level of formality, adapting their language to the occasion and the participants in the conversation. 	
Teaching Strategies	 Continue to build on students' skills by taking full advantage of the fact that they are living with local hosts or resident assistants. Encourage students to pay attention to detail and nuance. Encourage full participation in the home environment, even when students' comprehension is incomplete. 	
Activities	Design activities that focus attention on how hosts or roommates use language differently (Are they from different social groups, age groups, regions? What speech forms indicate this?).	



AT IES ABROAD	
Student Goals	 Participates fully in the life of the Center without resorting to the native language. Has no trouble understanding the staff, professors, and language instructors when speaking with them or listening to them speak to others on a wide range of topics. Understands discussions on abstract topics if they are familiar. Understands discussions between other parties if they are fairly straightforward. Follows professors when they make side comments or asides during class. Participates in tours that are conducted entirely in the host language and understands well enough to be able to use the information in a class essay or discussion.
Teaching Strategies	 Design service learning projects, internships, and volunteer opportunities of various levels of complexity. Conduct all tours, visits, and orientation sessions in the host language.
Activities	 Encourage staff to interact fully with the students in the host language and to expect a high level of comprehension. Encourage students to volunteer or participate in an internship or service-learning project organized by the Center.



	IN THE COMMUNITY
Student Goals	 Succeeds in a range of moderately complex university courses designed for native speakers, though it is still best to take courses on topics previously studied or survey courses at a lower level. Recognizes the value and importance of participating in activities even when some things are not fully understood, as this builds comprehension. Follows many unstructured and complex conversations, but does sometimes get lost in the details. Understands non-native and native speakers from different social and cultural backgrounds.
Teaching Strategies	 Encourage students to participate fully in the community and to push themselves to attend events such as concerts, lectures, plays, and movies, helping them understand the value in these activities even when they may feel their comprehension is not complete and this frustrates them. Structure questions and design activities that pull out the information students did glean from events in which they participated so that they realize they have actually managed to understand some level of detail.
Activities	 Design pre-and post-activities, journaling techniques, online discussions, bulletin boards, and video blogs to pull out student understanding and comprehension from their experiences in the host community. Make use of student learning by finding ways for them to share the information with each other and with their friends. Make the sharing meaningful and relevant by asking students to complete at least one activity suggested by their peers and report back on this, sharing their opinions.



Speaking

	GENERAL SKILLS	
Student Goals	 Talks about abstract topics, but only if they are topics previously studied or with which he or she is personally familiar (own beliefs, values, culture). Can make arguments to support a hypothesis or an opinion, although may get stuck sometimes. Can make correct shifts in level of formality some of the time. Is slowly learning to use more complex structures, slang, and humor. Only experiences occasional breakdowns in communication. 	
Teaching Strategies	 Provide richer, more complicated problem-solving situations that require spontaneous speech, varying situations frequently. Challenge students with richer, more complex vocabulary, sentence structures, and connectors. Challenge students to move beyond basic expression to clearer, more precise, richer, and more vivid expression. Challenge students to accomplish tasks in the community and report back with notes on their interactions. 	
Activities	 Have students take a more active leadership role by bringing topics to class to share with their classmates. Use Moodle to provide information and start discussions online, and then bring these into the classroom setting for further development. Request that students repeat similar exercises in the community in different contexts and with a variety of native speakers and non-native experts. Encourage students to participate in creating activities in class. Allow students to choose topics of interest to them and to decide what aspects of the language, especially categories of vocabulary, are of interest to them. 	





	AT HOME
Student Goals	 Participates fully in home life. Discusses abstract topics with increasing ability. Is able to initiate conversation on almost any everyday topic. Can make subtle distinctions, express preferences, and support a hypothesis or opinion on most matters. Still makes some mistakes, but these do not interrupt the flow of conversation. Resolves most challenges or problems at home without help.
Teaching Strategies	 Encourage students to interact with hosts on a daily basis and to bring up new topics of conversation. Encourage students to use the hosts as cultural informants, asking more complicated questions about society and culture, and to report back frequently on these.
Activities	 Assign tasks for the home environment that require students to pay attention to and report back on language use in the home. Focus on high-level skills and foster discussion of complex topics and long interviews.



	AT IES ABROAD	
Student Goals	 Participates fully in the life of the Center using only the host language to ask, answer, describe, explain, and at times make jokes or use irony. Is still more comfortable speaking in the Center than in the community. Takes IES Abroad classes in the host language and can make clear and cohesive oral presentations. Still writes in a way that reflects the way that he or she speaks. Is capable of participating in an internship seminar, connecting theory to practice. 	
Teaching Strategies	 Introduce increasingly subtle and complex analysis techniques in the host language. Provide students with tools for debating a point of view or arguing a thesis in class. 	
Activities	 Develop activities to push students' development of vocabulary and complex structures. Vary the classroom dynamics so that students work in pairs, small groups, and large groups. Work on vocabulary development, register, tone, and style. 	





	IN THE COMMUNITY
Student Goals	 Participates effectively in the host community and expresses self in almost all situations Sometimes speaks more slowly and simply than native speakers and non-native experts, particularly when discussing abstract or unfamiliar topics or in unfamiliar situations. Expresses opinions and preferences, and supports hypotheses with evidence. Is able to use more descriptive and rich language than before. Expresses subtle distinctions of time. Is able to succeed in many university courses designed for native speakers at or near his or her educational background.
Teaching Strategies	 Assign tasks that require students to interact with a wide range of interlocutors. Encourage students to participate in community events (films, lectures, plays, rallies, religious services) in the host language and to compare and contrast the ways in which language is used in different settings.
Activities	 Use task-based activities and role-playing. Encourage debates, exploration, and reporting. Use only materials prepared for native speakers at this level, interpreting only when students have communication breakdowns or miss important details. Model authentic situations. Bring examples from the city into the class. Have students replicate conversations from classroom activities in the local environment (debates, discussions, reports, interviews).



Reading

	GENERAL SKILLS
Student Goals	 Reads textbooks and academic articles for classes taught in the host language as well as a wide range of popular texts for enjoyment. Still needs to reread complex and technical arguments and make notes to comprehend fully. Brings questions to class whose answers help to understand the material more fully. Can read short novels and short stories with some assistance, but may have difficulty with literature from different regional or social varieties of the language. Takes responsibility for choosing what to read based on own interests.
Teaching Strategies	 Require students to read advanced texts as homework and discuss them in class. Encourage brainstorming to trigger relevant background information of the text. Make use of homework time, and ensure students come to class fully prepared. Be aware that while students are beginning to comprehend more fully, they can become easily frustrated by authentic texts. Use Moodle discussions to help students see they are not alone in facing linguistic challenges and to encourage them to help each other. Encourage autonomy in the selection of reading material.
Activities	 Develop pre-reading activities for use on Moodle (threaded discussions, chats) to ensure that students are fully prepared to discuss and debate the readings in class. Intervene in online chats less frequently and only to keep the discussion on track or resolve breakdowns that may occur. Require brief written summaries of passages that students read in the host language.





AT HOME	
Student Goals	 Studies assigned readings independently at home. Sometimes asks hosts or roommates for clarification and assistance. Can handle all reading needs at home (notes to roommates or hosts, instructions, labels, rental agreements). Reads and comments on articles in the newspaper, blogs, and popular magazines.
Teaching Strategies	Ask host families to leave short messages and telephone messages in writing to students.
Activities	Encourage students to read the newspaper and other popular literature along with their hosts and ask for support and clarification.



Reading

AT IES ABROAD	
Student Goals	 Reads and understands more complex academic texts in the host language. Reads and understand emails written in the host language and pen-pals' correspondence. Is able to understand narrative and descriptive short stories and short novels. Reads textbook chapters and articles on a fairly wide range of topics for class, although may need help with more complex passages.
Teaching Strategies	 Send emails to students in the host language. Encourage correspondence with students from the host culture. Focus class on deep, detailed analysis of the language and on building a rich, expansive vocabulary.
Activities	Have students read short stories and give a presentation in the host language.



	IN THE COMMUNITY	
Student Goals	 Reads and understands authentic materials (newspapers, advertisements, brochures, product instructions) on abstract topics, but sometimes needs assistance for deeper understanding. Can sometimes understand passages that are culturally loaded but may need assistance with these topics as well. 	
Teaching Strategies	 Encourage students to identify cultural similarities and differences with their native culture in a culturally loaded passage. Encourage more open-ended questions in class. 	
Activities	 Encourage students to identify different types of texts and determine how and when they are read and by whom. Encourage students to co-create the course content with you by having them study reading habits in the community and investigate different types of texts, then report on these in Moodle, share examples, and create quizzes for each other. Foster autonomy by allowing students to select reading material. 	



	GENERAL SKILLS
Student Goals	 Presents arguments and defends them with evidence. Refutes arguments. Describes, relates, and reports using a variety of different time frames on familiar topics. Is able to use some of the features of formal style. Can distinguish between written and spoken styles when reporting speech. Still writes much the same way that he or she speaks, although is learning to use formal written style more accurately. Is almost always understood by native speakers, with only some misunderstandings. Composes complex paragraphs and short essays to communicate with others on familiar topics and academic interests though may need some assistance at times.
Teaching Strategies	 Continue to build on student interest in writing by assigning informal writing tasks on Moodle. Encourage students to write creative pieces on a wide range of topics relevant to them. Gradually introduce more complex aspects of grammar and style. Introduce formal, academic writing, and help students create essays that are effective according to the host culture's standards, which may differ from the standards with which students are familiar.
Activities	 Design activities to foster greater control and accuracy in grammar. Encourage students to describe, relate, report, synthesize, and analyze in a variety of written styles and from different points of view. Introduce nuance, puns, and humor slowly.

Writing



	AT HOME
Student Goals	 Is able to write hosts or roommates a fairly lengthy email or letter while on a field study or excursion with some degree of descriptive detail. Can write inquiries about housing options. Is able to write an ad to sublet an apartment with a high level of accuracy, if he or she needs to or chooses to live independently. Can write to hosts and roommates on a wide range of cultural topics with a high level of accuracy.
Teaching Strategies	Help students use their journals to write about their observations in the host language.
Activities	 Have students continue to build on their skills by writing to their hosts and friends on an increasingly wide range of topics. Set writing activities that require students to engage with their hosts in writing. Encourage students to ask hosts and roommates to help serve as proof-readers for students.



AT IES ABROAD	
Student Goals	 Writes clear and coherent essays for classes taught in the host language. Still needs help with written style, grammar, and spelling, but writing is becoming more precise and more accurate. Is capable of narrating and developing a basic thesis statement and supporting it with argumentation. Is able to write using a wide range of time frames, and can use a variety of stylistic devices with some level of accuracy.
Teaching Strategies	 As students' journals become more complex and rich, make use of this material in class or share pieces of it (making the texts anonymous) online and in a variety of activities. Encourage students to write all communication with the staff via email or Moodle in the host language. Introduce culturally specific academic style and facilitate development of a thesis and argumentation.
Activities	 Make use of Moodle to assign increasingly complex writing tasks at home and use class time for revision, correction, and discussion of student writing. Encourage students to write to each other as well as to you on Moodle. Break academic writing down into its parts by starting with the development of the thesis statement and building rhetorical and grammatical skills necessary for argumentation of increasing length.

Writing



IN THE COMMUNITY	
Student Goals	 Is able to succeed in a partner university course on a variety of topics taught for native speakers. Writes academic essays for partner university courses on a wide range of topics with the help of a tutor. Writes effective business letters with few errors and inaccuracies. Writes emails asking for advice, requesting information, or responding to a request for information on a wide range of topics. Can write a résumé and cover letter correctly, although may require native speakers or non-native experts to double check for accuracy.
Teaching Strategies	 Provide the linguistic resources to succeed in partner university courses. Foster an awareness of different texts and text types and how reading and writing are used in the community. Encourage students to bring examples of good writing from their homes and from the community, and to respond in writing to what they read.
Activities	Design activities that require students to rewrite what they have read (change the ending of a story, the style, the point of view).

5 Competent Abroad

Overview

Competent Abroad learners are fully able to meet the demands of living and working in the host culture. While their speech and writing patterns still bear traces of their native language and culture, Competent Abroad speakers can communicate accurately, vividly, and expressively with their hosts on most topics. Most native speakers understand Competent Abroad speakers with only a little additional effort at times. While grammatical control and accuracy are not perfect, the Competent Abroad speaker is usually aware of the correct form of the language and makes attempts to adapt his or her style to those of the host language and culture.

The Competent Abroad speaker is able to communicate and comprehend well enough to succeed in partner university courses, to function in a professional setting, and to undertake further personal or professional projects in the host culture. The Competent Abroad speaker understands local cultural attitudes, values, beliefs, and behavior patterns well enough to make an informed choice about which cultural features he or she would like to adopt or needs to adopt in order to live harmoniously in the local culture.

What's Next?

Students who can successfully complete most of the tasks outlined in this MAP are generally capable of continuing their language study independently or as part of a graduate program. At this point, learners have acquired all of the basic functions of the language that native speakers have. Improvement is a question of building upon precision, accuracy, and expressiveness of language use. Suggest that students who are interested in further development review all of their work during the semester, and set goals with them for further language study. The more exposure students have to the language and the more varied and rich this exposure can be, the faster they will develop. The role of the instructor shifts from that of an expert guide to a coach at this point.



GENERAL SKILLS	
Student Goals	 Is able to reflect on the process of becoming more fluent and competent in the host language. Understands that speaking another language implies having cultural background of the language community where the host language is spoken. Understands that a great deal of cultural knowledge is acquired through personal involvement and commitment to the process of learning another language. Understands that generalizations and stereotypes reflect a lack of exposure to different cultural environments. Can share observations on the host culture with locals, showing sensitivity as well as good critical thinking. Appreciates differences as they reflect peoples' approaches to the world. Reflects on home culture and communication patterns. Analyzes specific host culture perspectives and behavior, and relates them to socio-cultural knowledge that has been acquired. Makes informed choices about the local cultural attitudes, values, beliefs, and behaviors and decides which ones to adopt in order to live and work effectively in this new environment.
Teaching Strategies	 Expose students to current sources of information and communication and help them analyze the language used, from lexical and pragmatic perspectives. Teach critical discourse methods that help students reflect on similar phenomena in their own language. Encourage students to take advantage of their language proficiency in order to develop a deeper understanding of the host country and therefore of the macro culture of the host language.
Activities	 Design activities that imply some level of abstraction. Present students with different literary genres. Engage students in challenging activities that further strengthen their language learning interests. Introduce students to oral and written texts in which members of the host culture critique the students' cultures and cultural values in some way. Reflect on cultural critiques, analyze them as products of the local culture, and evaluate the quality of the observations they contain. Help students reflect on their own critiques of the host culture, and on the origins and possible validity of those critiques. Help students reflect upon how it feels to be both observer and observed. Provide activities that involve students in critical thinking, requiring them to reflect on the communicative behavior in their home language and culture and the host language and culture.



AT HOME	
Student Goals	 Understands the way in which hosts and living situation reflect different aspects of the host country from both cultural and socioeconomic perspectives. Knows that hosts only represent a small part of the spectrum of relationships in the host country. Deals with all aspects of family life in the host country, making use of knowledge acquired in the interaction itself and from other reliable sources. Deals with misunderstandings and acknowledges and accepts them as a normal and healthy part of the cultural exploration and adjustment process. Sacrifices some things and makes changes for the benefit of the community, while also being willing to ask others for some accommodations.
Teaching Strategies	 Ask students to observe and analyze host language and behavior, but remind them to avoid making hosts feel uncomfortable. Where appropriate and with guidance, encourage students to involve their hosts in discussions of sensitive topics and taboos when appropriate.
Activities	 Encourage students to research local socio-cultural perspectives and have students share and discuss findings. Have students write paragraphs about their life in the host culture, read the paragraphs in class, and discuss the readers' experiences and those of other students. Have students read accounts of local hosts who have travelled and lived in their country. They can relate to these accounts of cultural adjustment and respond to them in writing or in a class discussion. Encourage self-reflection on the student as a guest. Have students read each others' writing.



AT IES ABROAD	
Student Goals	 Reflects on teaching strategies and styles. Proposes own projects to be developed in the host language. Expresses own ideas, perspectives, and arguments thoroughly and yet tactfully, communicating with others using both language proficiency and sociolinguistic knowledge.
Teaching Strategies	 Help students link up and integrate their linguistic and intercultural skills. Build bridges between the content of courses at the Center and at partner universities. Encourage a reflection on the academic culture and how it varies at the Center and at partner universities. Foster analysis and discussion of academic cultural variables in the success and failure in academic tasks and courses. Facilitate contacts with locals who have studied in other academic contexts.
Activities	 Encourage students to research and lead independent projects such as case studies where they test their cultural and linguistic competence. Elicit student experiences in internships, service learning, or similar activities. Help students interview locals who have also traveled, lived, and worked abroad. Elicit students' interview partners' stories of intercultural learning and help students reflect on and respond to these stories. Gain access to syllabi from other courses in order to design ad hoc language activities that prepare and enable students to succeed in their courses at the Center and at partner universities. Bring the community into the classroom, and take your class into the local community as often as possible.



IN THE COMMUNITY	
Student Goals	 Recognizes different kinds of social networks and understands relationships among their members. Participates confidently in a wide variety of communicative events, consciously adjusting language (register, tenor, tone) according to different settings. Performs any activity (social, academic, professional) a local of the same age and similar socio-cultural background would do with a reasonable degree of success as a non-native speaker.
Teaching Strategies	 Encourage students to take social roles in the community and participate in volunteer work, either in local institutions or individually arranged. Lead students to hypothesize and analyze the relationship between local diversion of the host language and its origins and reasons with content-based tasks.
Activities	 Foster activities that push students to adopt a proactive role in improving their language skills. Request that students reflect on their sociolinguistic needs and the way they can meet them. Promote activities that enable students to talk about and deal with touchy subjects. Elicit students' thoughts on sensitive topics, and help them select those which can be difficult yet are important to be discussed (gender roles, sexual orientation, socioeconomic issues, public health, religious practices, local beliefs). Require students to interact with members of the local community with whom they ordinarily might not come into contact (clergy, healthcare providers, community members of different sexual orientations, people from different socioeconomic levels). Have students exchange information in class and discuss difficulties faced when carrying out interview activities in the community. Focus on and draw conclusions about dialect, sociolects, and idiolects.



Listening

GENERAL SKILLS	
Student Goals	 Understands nearly all types of conversations. Determines the level of formality or informality of what is heard. Is starting to recognize when language is richer, more complex, vivid, or humorous. Appreciates the beauty of the language when hearing it. Is beginning to identify some of the regional, social, and other varieties of language previously heard but not understood. Is aware of a wide range of social and cultural forms of the language, though does not understand all of them equally well. Understands most native speakers even if there is a moderate degree of interference or background noise. Understands at least the main points of overheard conversations as long as there is not too much interference or background noise.
Teaching Strategies	 Focus on intercultural skills and the interaction of language use and behavior in culturally-conditioned ways. Promote the advancement of skills such as the understanding of sociolects and dialects through examples in media. Post audio clips displaying varying dialects or sociolects on Moodle. Invite native speakers and non-native experts to class to speak on various topics. Organize a debate or small group discussions with local university students on topics that are of interest and relevance to both cultures. Promote understanding of complex language structures. Provide the theoretical tools for analyzing the language effectively.
Activities	 Discuss dialects and sociolects with locals and observe the differences that might be perceived by native speakers as opposed to the students. Draw students' attention to the way their hosts describe and define their own culture in terms of regional and social groups. Use only authentic materials at this level. Design activities that take students to a deeper level of understanding. Assign students to listen to radio broadcasts, television programs, and podcasts.



AT HOME	
Student Goals	 Understands hosts and peers in most highly developed and complex conversations. Changes the level of formality when interacting with hosts in culturally appropriate ways, and notices when they change the level of formality in a variety of contexts.
Teaching Strategies	 Promote interaction with the hosts and ask for precise observations about their language use. Ask the students to provide their introspection on how the hosts and peers use the language. Encourage students to engage the hosts in more complex conversations and to listen carefully to them as they speak with the student and to each other. Encourage students to seek out and participate in activities that may be organized by the dormitory or hall of residence.
Activities	 Promote activities that center around the language use at the home and try to elicit common expressions according to things like age groups and professions. Have students write a cultural journal in the host language about their experiences in the home and their interactions with the host. When appropriate, ask students to share some of their experiences with each other on Moodle, in class, or outside of class, as they feel comfortable. Shift the focus at home gradually from shorter, informal dinner table discussions to more complex discourse. Explore the cultural norms for interviewing and make sure students obtain permission before photographing their hosts. Assign listening projects, oral history projects, and longer interviews. Have students record their hosts and use the material in writing assignments.



Listening

AT IES ABROAD	
Student Goals	 Understands professors on a wide range of complex topics. Understands professors' digressions, side comments, and humor when speaking to the whole class, to an individual, or to a specific group of students. Recognizes regional and social variation among the speech patterns of the staff at the Center, for example if some of them come from other regions of the host country. Recognizes when faculty and staff use subtle nuance, eloquence, and humorous effect.
Teaching Strategies	 Promote discussion in class. Bring guest speakers to class so that students can listen to complex topics, and to a variety of dialects present in the language. Choose tour guides, resident assistants, tutors, and others from a range of backgrounds and encourage them to explicitly share with the students their cultural and linguistic differences.
Activities	 Encourage students to take courses with local students and to participate actively both in the course and ancillary activities. Promote service learning, volunteer projects, and other sports or leisure activities the Center organizes with the local community.



	IN THE COMMUNITY	
Student Goals	 Feels very at ease listening to most people in the host community. Can understand and participate in conversations that are highly complex and unstructured. Notices regional and social varieties and understands some expressions from these varieties. Understands a wide range of idiomatic expressions, though does not use them exactly as native speakers use them. Attends plays, concerts, movies, and lectures with a high degree of comprehension. Attends and succeeds in a wide range of university courses designed for native speakers with a similar educational background or level. Understands conversations (lectures, inquiries, digressions, debates) between professors and students or among fellow students on a wide range of topics. Understands some expressions of humor. 	
Teaching Strategies	 Encourage the students to gain further understanding of different social groups and social patterns in the community by encouraging them to inquire about the culture in a more sophisticated and nuanced way. Facilitate the development of the skills of a participant-observer and explore ethical questions of living and working in a different culture and complex cultural questions with the students. 	
Activities	 Require that students develop a plan for exploring the community on their own, and assist them in setting realistic goals for their cultural and linguistic explorations. Define the number and variety of events students should attend and review their plans with them. Suggest activities to prepare students for events they are planning to attend. Send students into new neighborhoods and into more subtle cultural settings. Assign participant-observer activities and longer interviews. 	



Speaking

	GENERAL SKILLS
Student Goals	 Talks about abstract ideas and concepts. Makes mistakes, but generally not ones that interfere with comprehension. Engages in agreement or disagreement and defends an opinion with supporting evidence. Can interpret subjects for a newcomer. Argues opinions on a range of topics such as politics, social life, and philosophy. Makes appropriate distinctions of formality and varies language according to the context. Makes subtle and complex distinctions of time in the host language. Links thoughts together using a range of grammatical devices. Begins to experiment with creative uses of the language.
Teaching Strategies	 Have students present ideas and topics from outside their known environment. Present hypotheses and analyze their structure. Introduce more complex structures for coordination and subordination and devices to improve cohesiveness of oral discourse. Begin to explore style with the students. Continue to practice the skills acquired in previous levels to help students improve their control and spontaneity when using them.
Activities	 Have students contribute to the content of the class by bringing topics that they have researched. Have students agree, disagree, and make arguments on topics they have researched. Study the structures of students' arguments and what effect they have. Raise hypotheses about how to resolve problems.





AT HOME	
Student Goals	 Discusses abstract topics (political and social policies, customs, beliefs, values) and their origins. Expresses careful and informed judgment. Can effectively make or break an argument. Negotiates to solve problems.
Teaching Strategies	 In class, set up debates in which some students present an argument discussed at home and other students present the counter argument. Study the structure of a debate and practice the language necessary. Hypothesize together on solutions for a problem. The problems can be case studies you bring or you can ask the students to bring critical incidents from their life experience, share these with the class, and work on solutions together.
Activities	Invite students to discuss controversial topics raised in class in their home environment.



Speaking

AT IES ABROAD	
Student Goals	 Contributes effectively to the content of the class. Selects, seeks advice about, registers for, participates in, and succeeds in a partner university class, even in abstract topics. Interacts spontaneously with others at an internship or working environment. Can help to solve a problem at the workplace.
Teaching Strategies	 Ask students to describe, interpret, and evaluate issues and their origins. Connect the students' work experience and the theory presented in Internship Seminar courses. Analyze and evaluate how problems were solved in an internship. Present information that deals with the past as a springboard to today's issues.
Activities	 Form the principal content of the course with current events. Have students select materials from a variety of sources and evaluate them for content and form.





	IN THE COMMUNITY
Student Goals	 Succeeds in a wide range of university courses designed for native speakers at a similar educational background or level. Participates in class by adding to inquiries, digressions, and debates between the professor and the students or among fellow students on a wide range of topics. Resolves complex problems and engages in highly complex and unstructured conversations. Speaks effectively with a wide variety of native speakers and non-native experts (age, social class, regional background). Uses colloquial language and humor with increasing effectiveness. Understands a wide range of idiomatic expressions, though does not use them exactly as native speakers use them.
Teaching Strategies	 Engage students in discussions with a variety of interlocutors. Require students to analyze debates on television and to investigate form and argument. Encourage students to build confidence speaking in a variety of formats and to various groups by using formats such as in-class debates, interviews with local hosts, and informal conversations with language partners over coffee
Activities	 Have students comment in class on journals, blogs, and wikis. Organize debates on controversial topics. Engage in different formats of discussion and debate.



Reading

GENERAL SKILLS	
Student Goals	 Reads textbook chapters and academic articles. Follows the main ideas and supporting details of academic texts, though may consult a dictionary for help with unfamiliar words and phrases. Understands the main idea and supporting details when reading many works of literature, though may still consult a dictionary and/or rely on class discussion for more thorough comprehension, particularly with older texts or texts that imitate an unfamiliar regional or social variety of the language.
Teaching Strategies	 Foster a greater appreciation for the written word in all of its forms. Continue to expand upon the range of text types that students can handle. Increase length and complexity of reading assignments gradually. Focus students' attention on the beauty of language and encourage basic literary and cultural criticism.
Activities	 Ask the students to analyze literary texts and discuss cultural elements in class. Encourage presentations where students read, interpret, and evaluate a written work. Encourage students to follow a blog or a variety of blogs on similar topics and discern the individual and cultural style of different writers.



	AT HOME
Student Goals	 Studies assigned class readings independently. Relies on advanced reading strategies in order to enhance comprehension and read a text more efficiently. Reads newspapers and fiction in the host language during leisure time with reasonable speed and comprehension.
Teaching Strategies	 Encourage students to engage actively with their hosts in all aspects of everyday life. Encourage students to read and respond to material (newspapers, magazines) along with their hosts over the dinner table in a more highly developed and free flowing discussion. Encourage students to read a short novel along with hosts, roommates, or friends, and to comment on the book with their reading partner.
Activities	 Ask the students to write paragraphs about their life in the target culture and read the paragraphs in class. Focuses discussion on the experiences of the readers and of other students. Have students read accounts of local hosts who have travelled and lived in their country. Have students relate to written accounts of cultural adjustment and respond to them in writing or in a class discussion. Have students read each others' writing.



Reading

	AT IES ABROAD	
Student Goals	 Understands longer academic prose, informational materials, and instructional texts written in article and book forms. Comprehends more when the reading relates to familiar topics. Reads novels, but needs a dictionary to understand difficult words and assistance in understanding some complex cultural events and behaviors portrayed in them. 	
Teaching Strategies	Focus on culture and cultural elements that would enable students to acquire a deeper cultural understanding.	
Activities	 Build upon cultural approaches to reading introduced in earlier levels (explication de texte in France, Schreibproject in Germany). Gradually introduce longer and more complex texts. Design activities that help students focus on grammatical forms which you are addressing and which serve as models of good writing style. Design activities that explore a topic (politics, religion, art, history) from a variety of points of view (play, movie, local news articles, blog) to foster an appreciation for different rhetorical devices and writing styles. 	



	IN THE COMMUNITY
Student Goals	 Reads and understands the news on a variety of topics related to the target culture. Understands a wide range of written material and text types, though cultural understanding is still not at the level of a native reader.
Teaching Strategies	Have the students read culturally relevant passages of their choice from newspapers or magazines with the intention of describing, analyzing, and interpreting them in class.
Activities	 Encourage students to visit local bookstores and libraries to explore different types of texts. Assign scavenger hunt activities at the library that require students to engage with a variety of texts and types of texts to complete the activity successfully. Design questions that can only be answered by reading a literary passage and taking information from that passage to lead them to the next text. Assign longer reading assignments from local magazines and news sources that foster both an appreciation of journalistic writing and a deeper understanding of local issues. Allow students to choose reading material of interest to them.



Writing

	GENERAL SKILLS	
Student Goals	 Writes academic texts that describe, relate, report, compare and contrast, analyze, and summarize with a high degree of precision and accuracy on a wide range of topics. Experiences some difficulty expressing abstract thoughts, using metaphors, and expressing humor or irony. Distinguishes between the written style and the spoken style, and is learning to use the written style more effectively with practice, though sometimes traces of the spoken style and influence from the native language are evident in his or her writing. Makes occasional errors and inconsistencies that do not usually impede communication. Corrects own writing for style consistencies. 	
Teaching Strategies	 Foster appreciation for and enjoyment of writing by folding informal writing activities into the course and combining with longer, academic writing. Provide students with models of good writing and engage them in writing a variety of texts for you, for themselves, for their hosts, and for each other. 	
Activities	 Develop activities that require students to make use of the oral and written texts you have assigned. Emphasize the importance of good style and control of grammar and syntax by providing models. Develop writing rubrics that further detail exactly what you are looking for in assignments. Break longer research writing projects into smaller tasks that lead students to the completion of the larger goal. Demonstrate how to develop a thesis statement and support it with facts. Design activities that foster the correct use of subordination, coordination, and other complex structures. Develop activities that challenge students to manipulate their texts in various ways, like using different stylistic approaches or literary devices. 	



	AT HOME	
Student Goals	 Writes notes, letters, or emails to hosts when away from the program site describing and reporting on experiences with a high level of detail and accuracy and speed. Writes letters or emails requesting detailed information about a living arrangement (making, negotiating, or refusing an offer) in any type of accommodation. Understands some of the cultural aspects of rental agreements and can generally follow a rental or lease agreement in the host language. Is capable of living independently or extending the stay in the host environment. 	
Teaching Strategies	 Encourage students to engage their hosts, roommates, or friends in writing at any level. Shift the focus to writing critically and reflectively about the students' experience of cultural difference and their experience of being the "other" in the host environment. 	
Activities	 Ask students to write paragraphs about their life in the host culture, post them on Moodle to elicit online responses, and read paragraphs in class. Encourage students to focus on the experiences of the readers and of other students in class discussion. Have students read accounts of local hosts who have travelled and lived in their country. Have students relate to these accounts of cultural adjustment and respond to them in writing or in a class discussion. Encourage self-reflection on the student as a guest. Have students read each others' writing. 	



Writing

	AT IES ABROAD	
Student Goals	 Writes in a way that is understood by instructors and IES Abroad staff most of the time. Uses Moodle and social media effectively in a class to communicate ideas, opinions, and thoughts on abstract and concrete topics with a high level of descriptive detail and precision. Can participate more fully in an internship, and writes useful reports, summaries, and descriptions acceptable in the business environment, though there are some writing errors and imperfections. Experiences much greater difficulty writing highly analytical texts or expanding upon a thought or idea in a work environment. Benefits from working with a tutor, native speaker, or other language expert when writing essays for classes at the Center or at partner universities. 	
Teaching Strategies	 Build upon cultural approaches to writing introduced in earlier levels (explication de texte in France, Schreibproject in Germany). Gradually introduce longer and more complex texts. Help students improve upon their style by expanding the range of rhetorical devices and syntactic structures (subordination, coordination) they have at their disposal. 	
Activities	 Build upon cultural approaches to writing. Introduce longer, and more complex academic writing assignments gradually. Design activities that explore a topic (politics, religion, art, history) from a variety of points of view (play, movie, local news articles, blog) to foster an appreciation for different rhetorical devices and writing styles. Have different members of the class individually or in groups write on the same topic from a variety of styles and approaches. 	





IN THE COMMUNITY						
Student Goals	 Participates in a partner university course taught for native speakers on a wide range of topics. Produces academic texts and research reports, and provides supporting evidence and argumentation on a range of topics. Writes in a style that still reflects the native language. Makes some errors and inconsistencies, but these errors do not usually impede communication significantly. 					
Teaching Strategies	 Encourage students to visit local bookstores and libraries to explore different types of texts. Foster an awareness of cultural uses of the written word in its various forms. Begin to introduce technical, academic, and literary writing. Foster an appreciation for writing that reflects the local cultural attitudes, values, beliefs, and behaviors in some way. Explore travel writing with the students and help them reflect on their own journey as it compares to the journals of culturally-different people. 					
Activities	 Teach students to become keen observers of cultural behavior and to write about their observations. Combine reading and writing activities by sharing the writing of cultural critics or essayists from the local culture and encouraging students to respond to these texts in writing. Have students read and respond to local blogs on topics of interest. 					

Thank You

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