|  | The recommendations presented in this **evolutive document** are not an exhaustive list. Therefore, we invite you to add other methods that you found promising in your classrooms. You can do this by **adding comments** directly on the document and we will make sure to incorporate them in later versions of this document. [Comic icon](https://www.flaticon.com/free-icon/speech-bubble_4081439) created by Freepik - Flaticon |
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| Activities and methods to evaluate intercultural competence in FSL(allow for observation of task-related behaviours and skill development) | Description and notes(educators and peers observe how learners demonstrate specific intercultural skills or attitudes) | Type of *savoir*  |
| --- | --- | --- |
| 1. Language Proficiency Assessment  | Begin by assessing the learner's language proficiency to communicate and interact with individuals from different cultural backgrounds using the target language. This can involve testing their reading, writing, listening, and speaking skills through standardized language tests or assessments. | Savoir  |
| 2. Cultural Awareness Tests  | Create tests or scenarios that assess the learner's awareness of cultural differences, norms, values, and behaviors. This could include multiple-choice questions, short answers, or essay questions that prompt learners to discuss how they would handle culturally sensitive situations. | Savoir - faire  |
| 3. Cultural Knowledge  | Evaluate the learner's knowledge of the culture associated with the target language. This can include questions about history, geography, traditions, customs, holidays, and important cultural figures. | Savoir |
| 4. Role-Playing   Simulations   Games | Design role-playing activities where learners must interact with characters from different cultural backgrounds using the target language. Assess how well they adapt their communication style, address potential cultural misunderstandings, and display open-mindedness. | Savoir- faire |
| 5. Cultural Presentations   Projects | Have learners research and present on a cultural topic related to the target language. This demonstrates their ability to gather information, analyze cultural differences, and communicate effectively. | Savoir |
| 6. Reflective Essays  | Assign reflective essays where learners discuss their experiences interacting with native speakers or individuals from different cultures. Ask them to reflect on challenges faced, lessons learned, and strategies they employed to bridge cultural gaps. | Savoir-être |
| 7. Group Discussions  Debates | Organize group discussions on culturally relevant topics in the target language? Observe how learners engage in cross-cultural dialogues, actively listen to different perspectives, and express their thoughts respectfully. | Savoir-être |
| 8. Cross-Cultural Communication Tasks | Design communication tasks that involve learners interacting with native speakers through written communication (emails, chats) or spoken interactions (audio or video calls). Evaluate their ability to understand context, use appropriate language, and adapt to the communication style of the interlocutor. | Savoir-être |
| 9. Cultural Sensitivity Scenarios | Present learners with scenarios that require them to navigate potentially sensitive cultural situations. Assess their responses for cultural awareness, empathy, and effective communication strategies. | Savoir-être |
| 10. Portfolio Assessment  Journals  Interest inventories  Anecdotal records | Have learners compile a portfolio showcasing their growth in intercultural competence over time. This could include samples of their written and spoken interactions, cultural reflections, and self-assessments. | All three savoirs |
| 11. Self-Assessment  | Encourage learners to self-assess their intercultural competence using rubrics or checklists that outline key components of effective intercultural communication. | Savoir-faire and savoir-être |
| 12. Peer evaluations and feedback  | Incorporate peer evaluations and feedback where learners assess each other's intercultural communication skills. This provides multiple perspectives on their abilities. | All three savoirs |