

A thick black L-shaped frame surrounds the text. The top horizontal bar is on the left, the left vertical bar is on the left, and the bottom horizontal bar is on the right.

LEVERAGING THE POWER OF THE LANGUAGE & INTERCULTURAL CAN-DOS

CERCLL

November 7, 2018

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Intercultural Communicative Competence



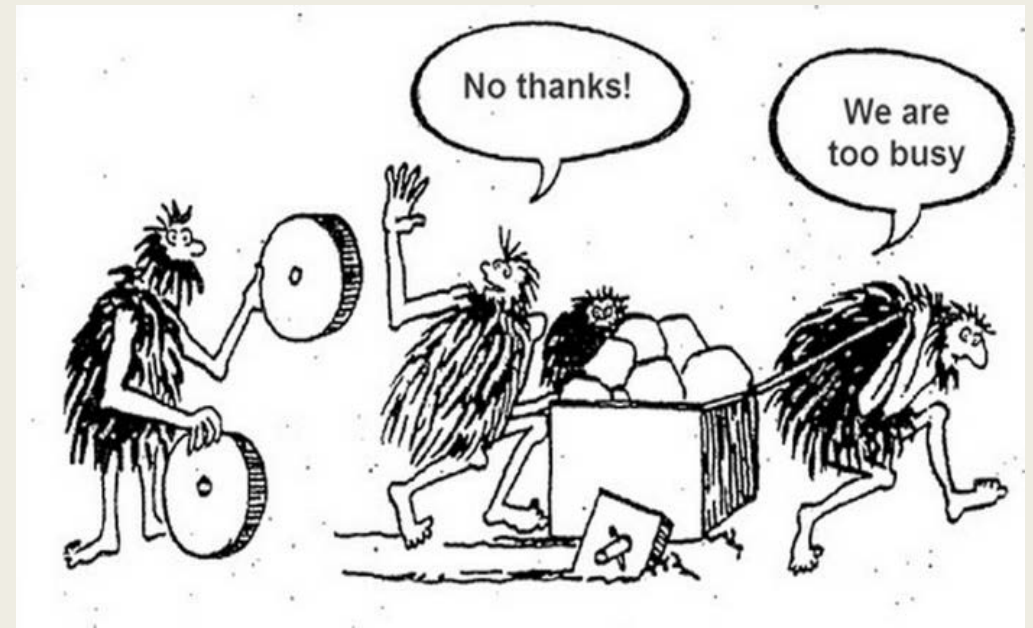
*Language
Proficiency
+
Intercultural
Competence*

Language Proficiency and Intercultural Competence



You don't have to
reinvent the wheel.

One Step at a Time



Find your “ $i + 1$ ”

i = Where am I now?

$+ 1$ = How can I grow a little bit in this area?

Today's Learning Goals

- I can explain how the IC Can-Dos are organized and what their purpose is.
- I can demonstrate instructional strategies that build intercultural competence.
- I can use the IC & language Can-Dos to create a unit framework that develops learners' intercultural and competence and language proficiency.
- I can design activities that engage learners in deep reflection about cultural perspectives.






WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES


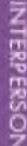

GOAL AREAS	STANDARDS		
<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication:</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication:</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication:</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CCULTURES</p> <p>Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	

NCSSFL-ACTFL CAN-DO STATEMENTS
PROFICIENCY BENCHMARKS



Communication


	NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK
COMMUNICATION		
 INTERPRETIVE	<i>I can</i> identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	<i>I can</i> understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
 INTERPERSONAL	<i>I can</i> communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	<i>I can</i> participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
 PRESENTATIONAL	<i>I can</i> present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	<i>I can</i> communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

NCSSFL-ACTFL CAN-DO STATEMENTS
PROFICIENCY BENCHMARKS

	ADVANCED PROFICIENCY BENCHMARK	SUPERIOR PROFICIENCY BENCHMARK	DISTINGUISHED PROFICIENCY BENCHMARK
COMMUNICATION			
 INTERPRETIVE	<i>I can</i> understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.	<i>I can</i> interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.	<i>I can</i> interpret and infer meaning from dense, structurally sophisticated texts on a wide range of global issues and highly abstract concepts, with deeply embedded cultural references and colloquialisms and dialects that are spoken, written, or signed.
 INTERPERSONAL	<i>I can</i> maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.	<i>I can</i> participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.	<i>I can</i> interact, negotiate, and debate on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the conversation, using spoken, written, or signed language.
 PRESENTATIONAL	<i>I can</i> deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.	<i>I can</i> deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.	<i>I can</i> deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the audience, using spoken, written, or signed language.

Cultures

INTERCULTURAL COMMUNICATION		
 INVESTIGATE	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.
 INTERACT	<i>I can</i> interact at a survival level in some familiar everyday contexts.	<i>I can</i> interact at a functional level in some familiar contexts.

INTERCULTURAL COMMUNICATION			
 INVESTIGATE	In my own and other cultures <i>I can</i> explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures <i>I can</i> suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures <i>I can</i> objectively evaluate products and practices and mediate perspectives.
 INTERACT	<i>I can</i> interact at a competent level in familiar and some unfamiliar contexts.	<i>I can</i> interact in complex situations to ensure a shared understanding of culture.	<i>I can</i> engage with complexity and pluricultural identities and serve as a mediator between and among cultures.

What are the Language Can-Do Statements?

Deconstruction of the Communication Standard:
Interpretive, Interpersonal, Presentational

Communicative and functional interaction
within authentic language settings

Performance-based examples that promote proficiency

Framework for teachers and learners to customize -
Not a curriculum or checklist!

World Readiness Communication Standard (ACTFL)

COMMUNICATE EFFECTIVELY IN MORE THAN 1 LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS FOR MULTIPLE PURPOSES

- Interpersonal Communication: Learners interact and negotiate meaning in spoken signed or written conversations to share information, reactions, feelings and opinions
- Interpretive Communication: Learners understand, interpret and analyze what is heard, read, and viewed on a variety of topics.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, and viewers.



Can-Do Statements for Communication

Mode of Communication

Proficiency Benchmark

(3) Language Functions

Performance Indicators that show progression across each sublevel

		Presentational Proficiency Benchmarks																
		NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED						
		I can present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken, written or signed language.			I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.			I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written or signed language.			I can deliver extended presentations on hypothetical or abstract issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written or signed language.	I can deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the audience, using spoken, written or signed language.						
		Performance Indicators																
		LOW			MID			HIGH			SUPERIOR	DISTINGUISHED						
		I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.			I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.			I can present personal information about my life and activities, using simple sentences.			I can present personal information about my life, activities, events and other social experiences, using sentences and series of connected sentences.	I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.	I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.	I can tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major frames.	I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.	I can present clearly-articulated, coherent and detailed narrations on complex, abstract issues and hypothetical issues.	I can narrate succinctly and precisely, often using historical or cultural references to engage an audience whose cultural attitudes, expectations and perspectives may be different from my own.	
		How can I present information to narrate about my life, experiences and events?																
		LOW			MID			HIGH			SUPERIOR	DISTINGUISHED						
		I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.			I can express my likes and dislikes on familiar everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.			I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.			I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.	I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.	I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.	I can present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.	I can deliver a clearly articulated and well-structured argument, refute counterarguments, and give extensive supporting evidence on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.	I can tailor a sophisticated presentation to advocate my own or another's point of view or to persuade an audience whose attitudes and cultural perspectives may be different from my own.
		How can I present information to give a preference, opinion or persuasive argument?																
		LOW			MID			HIGH			SUPERIOR	DISTINGUISHED						
		I can name very familiar people, places and objects using practiced or memorized words and phrases, with the help of gestures or visuals.			I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.			I can present on familiar and everyday topics, using simple sentences most of the time.			I can present on familiar and everyday topics, using simple sentences.	I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.	I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.	I can deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.	I can deliver clearly articulated and well-structured presentations to various audiences on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.	I can deliver sophisticated presentations with accuracy, efficiency and effectiveness on global and highly abstract concepts in my field of expertise, adapting my language to the characteristics of the audience and embedding cultural perspectives.
		How can I present information to inform, describe and explain?																

Three Language Functions for each mode and sub-level:

- Interpretive: *What can I understand, interpret or analyze in authentic:*
 - *informational texts*
 - *fictional texts*
 - *conversations and discussions in which I'm not a participant*
- Interpersonal: *In conversations or discussions, how can I:*
 - *exchange information and ideas*
 - *meet my needs or address situations/complications*
 - *express, react to, and support preferences and opinions*
- Presentational: *How can I present information to:*
 - *narrate about my life, experiences and events*
 - *give a preference, opinion or persuasive argument*
 - *inform, describe or explain*

Language Proficiency Norming Activity

Highlight/underline the words that show growth.

PRESENTATIONAL

Performance Indicators - Communication and Intercultural Communicative Competence




	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
How can I present information to narrate about my life, experiences and events?	I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.	I can present personal information about my life and activities, using simple sentences most of the time.	I can present personal information about my life, activities and events, using simple sentences.	I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.	I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
How can I present information to give a preference, opinion or persuasive argument?	I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.	I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.	I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.	I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
How can I present information to inform, describe or explain?	I can name very familiar people, places and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.	I can present on familiar and everyday topics, using simple sentences most of the time.	I can present on familiar and everyday topics, using simple sentences.	I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.
How can I	In my own and other cultures I can identify some typical products related to familiar everyday life.			In my own and other cultures I can compare products related to everyday life and personal interests or studies.		

Groups of 3. Each person takes a row across.

PRESENTATIONAL

Performance Indicators - Communication and Intercultural Communicative Competence



	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
<p>How can I present information to narrate about my life, experiences and events?</p>	<p>I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p>I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p>I can present personal information about my life and activities, using simple sentences most of the time.</p>	<p>I can present personal information about my life, activities and events, using simple sentences.</p>	<p>I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.</p>	<p>I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.</p>
<p>How can I present information to give a preference, opinion or persuasive argument?</p>	<p>I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p>I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p>I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.</p>	<p>I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.</p>	<p>I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.</p>	<p>I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.</p>
<p>How can I present information to inform, describe or explain?</p>	<p>I can name very familiar people, places and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p>I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p>I can present on familiar and everyday topics, using simple sentences most of the time.</p>	<p>I can present on familiar and everyday topics, using simple sentences.</p>	<p>I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.</p>	<p>I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.</p>

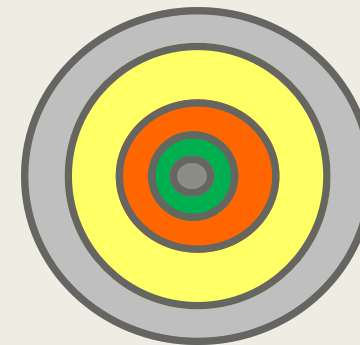
Language Can-Do Statements contain Contexts and Language Type for each mode and sublevel

– WHAT CAN I DO? Contexts/Topics:

- NOVICE: me, my life, familiar and everyday topics and situations
- INTERMEDIATE: familiar and some researched concrete topics;
familiar situations, sometimes with a complication
- ADVANCED: familiar and unfamiliar concrete topics across time frames

– HOW DO I DO IT? Text/Language Types:

- NOVICE: words, phrases, simple sentences
- INTERMEDIATE: series of connected sentences
- ADVANCED: paragraphs



	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
What can I understand, interpret or analyze in authentic informational texts that I hear, view, read ?	I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.	I can identify the topic and some isolated facts from simple sentences in informational texts.	I can identify the topic and related information from simple sentences in short informational texts.	I can understand the main idea and key information in short straightforward informational texts.	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.
What can I understand, interpret or analyze in authentic fictional texts that I hear, view, read ?	I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.	I can identify the topic and some isolated elements from simple sentences in short fictional texts.	I can identify the topic and related information from simple sentences in short fictional texts.	I can understand the main idea and key information in short straightforward fictional texts.	I can usually follow the main story and actions expressed in various timeframes in paragraph-length fictional texts.
What can I understand, interpret or analyze in conversations in which I'm not a participant?	I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.	I can understand familiar questions and simple sentences in conversations.	I can identify the main idea in short conversations.	I can identify the main idea and key information in short straightforward conversations.	I can usually understand the main idea and flow of events expressed in various timeframes in conversations and discussions.



	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
How can I exchange information and ideas in conversations?	I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may form paragraphs and a variety of questions, often across various time frames.
How can I meet my needs or address situations in conversations?	I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences and questions.	I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.	I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may form paragraphs and asking a variety of questions often across various timeframes.
How can I express, react to and support preferences and opinions in conversations?	I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	I can express my preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences and questions.	I can express, ask about, and react to preferences, feelings or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.	I can express, ask about, and react with some details to preferences, feelings or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions.	I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

EXAMPLES: Speaking or Signing**INTERMEDIATE LOW**

I can... (customize with specific content).

I can describe a school or workplace.

I can present a brief summary of something from a book I've read.

I can state multi-step instructions for completing a process, such as preparing a recipe.

I can briefly summarize or retell a story.

I can give a description of a place I have visited or want to visit.

INTERMEDIATE MID

I can... (customize with specific content).

I can create an online video about my school or workplace.

I can present a brief outline of a current or past event.

I can present about a topic from an academic subject, such as science, math, art, etc.

I can describe how to plan and carry out an event in the target culture, such as a party or celebration.

I can give a brief history of a famous person, landmark, or cultural event.

INTERMEDIATE HIGH

I can... (customize with specific content).

I can compare school or learning environments and curricula to determine what is valued in my own and other cultures.

I can explain the series of steps taken to complete a task or experiment and describe the results.

I can leave a voicemail for someone who was absent explaining what took place in class or on the job.

I can present my qualifications and goals for an academic program, training, or job.

I can make a presentation about the history and current status of a school, organization or company.

EXAMPLES: Writing**INTERMEDIATE LOW**

I can... (customize with specific content).

I can develop a simple survey for my peers, about my school or another topic.

I can write basic instructions on how to make or do something.

I can write questions to obtain additional information about something I read online.

I can write an outline or draft of a presentation that I plan to present orally.

I can write a simple profile of a famous athlete, celebrity, or historical figure.

INTERMEDIATE MID

I can... (customize with specific content).

I can write an announcement for the school newspaper or a work newsletter.

I can write a short report about a topic I have learned about or researched on the job or in school.

I can write an email or memo to explain or clarify something that has happened or will happen.

I can compose a simple letter, response, or article for a publication.

I can write the minutes or a debrief of a club or

INTERMEDIATE HIGH

I can... (customize with specific content).

I can write a comparison of school or learning environments and curricula to determine what is valued in my own and other cultures.

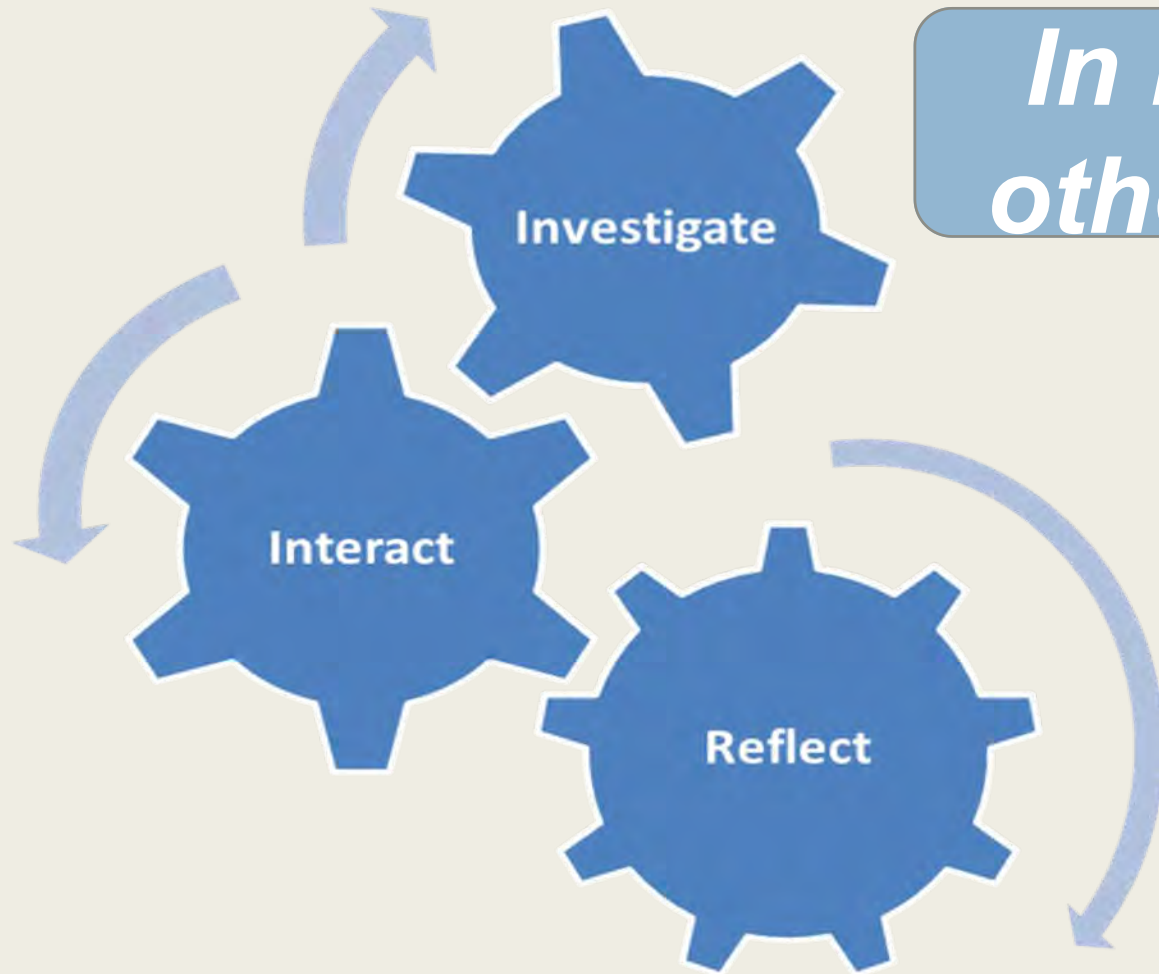
I can compose communications for public distribution about the status of an ongoing event.

I can summarize in an email what has been happening in the community for someone who is new or has been away.

I can summarize in writing a conversation or interview that I had with someone.

NCSSFL-ACTFL

Intercultural Can-Do Statements



In my own and other cultures...

Personal Focus for a Unit

- Write down an essential question or an important issue around which you would like to build a unit.

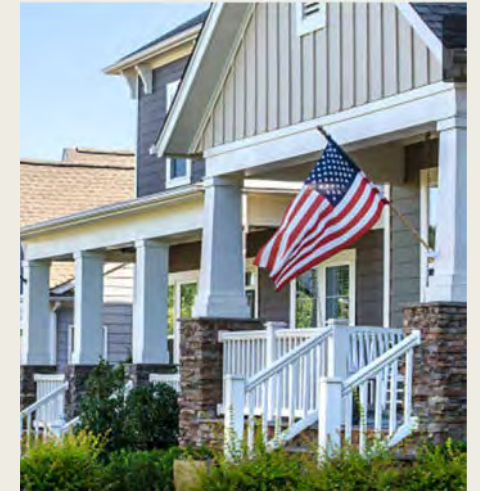
Examples:

how do people celebrate, healthy life styles, respecting the environment, taking care of pets, the global workplace

- As we go through today's learning, think about how you can integrate this topic with the Can-Do statements for language and interculturality to help your students “investigate, interact and reflect” at a deeper level.

What is Culture?

What is Intercultural Communication?



What is Culture?

Focus on an *accumulation of knowledge and facts* about the customs, institutions and history of a society other than our own.

Remains external to the learner and does not transform the learner's existing practices, values, attitudes, beliefs, worldviews.

Language is a conduit *to teach about culture.*

Kramersch & Nolden, 1994

What is Intercultural Communication?

Focus on using language and behavior in *interactive engagement to understand how cultural facts are related* and form the cultural fabric of a society.

Decenters the learner in an effort to understand both on their own terms and from their own perspective, as well as from the other's perspective.

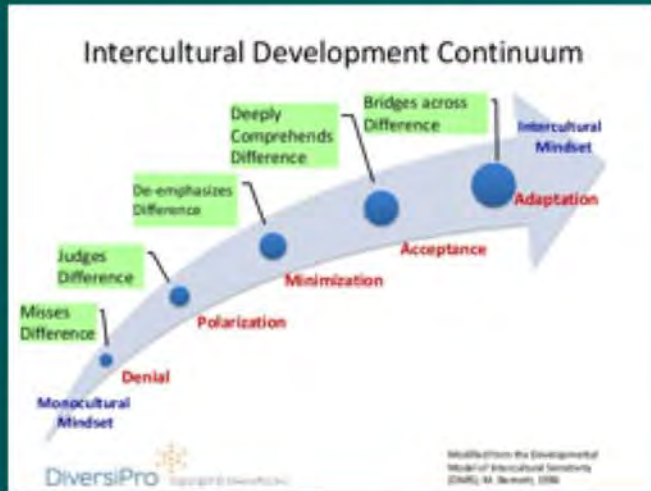
Language and culture are inextricably linked. *Language is culture. Culture drives language.*

Learner Dispositions on the Path to Interculturality

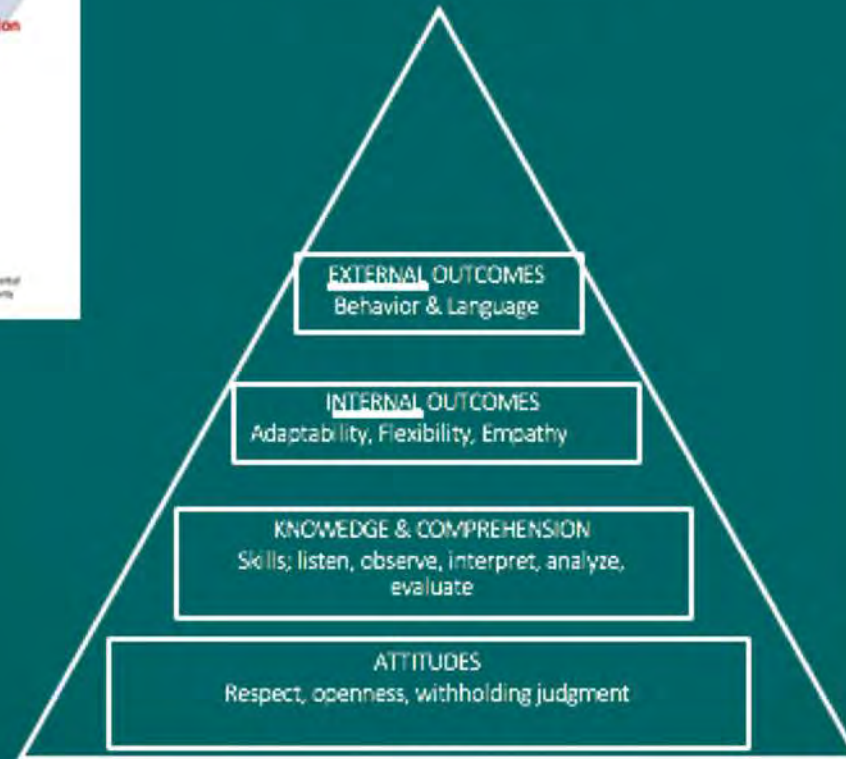
- Awareness of self: personal perspectives and values.
- Curiosity to explore diverse perspectives and value intercultural experiences.
- Sensitivity and empathy toward understanding the perspectives of others.
- Development of a decentered perspective and ability to withhold judgment.
- Transformation.

Theoretical Framework

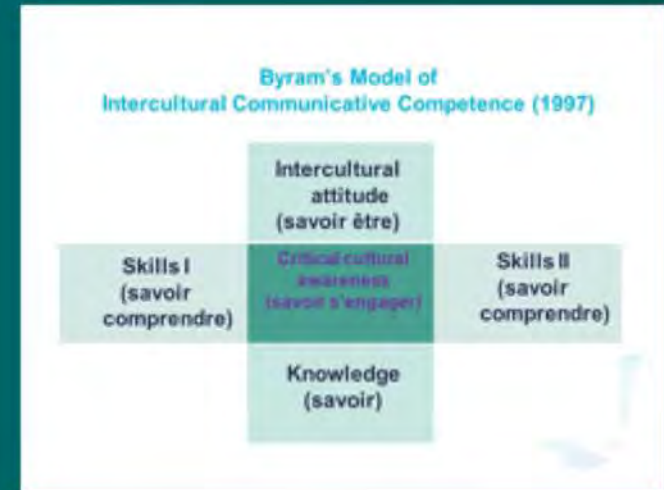
Bennett



Deardorff



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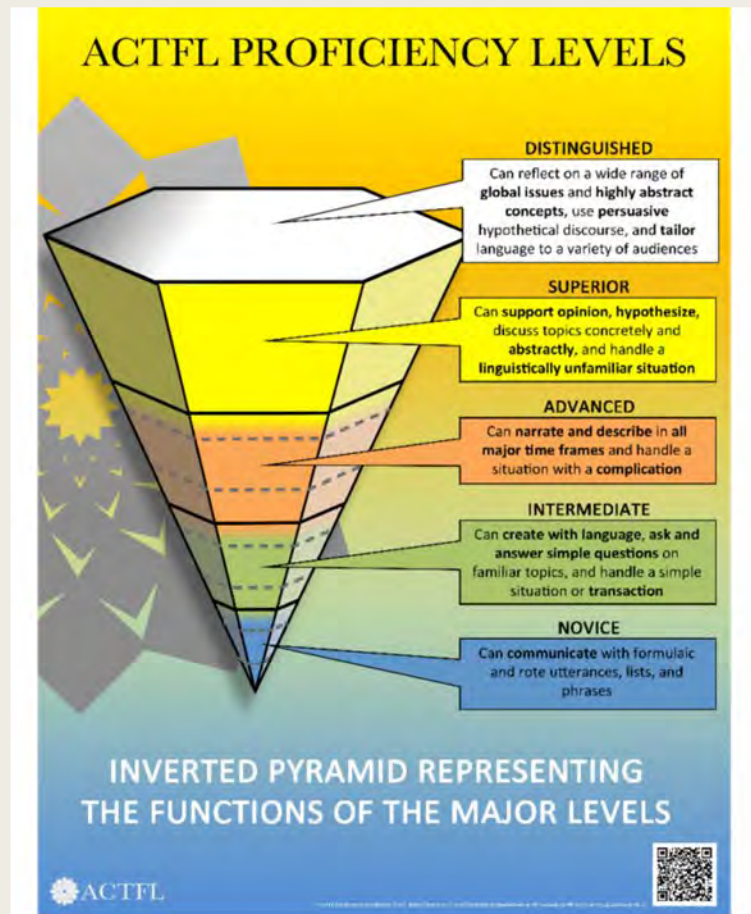


Fantini



knowledge, attitudes, skills, outcomes

Lessons Learned



Course Proficiency Targets

Mode	End of Course 1	End of Course 2	End of Course 3	End of Course 4	End of Course 5
Interpretive Listening	?	?	?	?	?
Interpretive Reading	?	?	?	?	?
Interpersonal Person-to-Person	?	?	?	?	?
Presentational Speaking	?	?	?	?	?
Presentational Writing	?	?	?	?	?

Setting Targets



Mode	End of Course 1	End of Course 2	End of Course 3	End of Course 4	End of Course 5
Interpretive Listening	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
Interpretive Reading	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid
Interpersonal Person-to-Person	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate Mid
Presentational Speaking	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate Mid
Presentational Writing	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid



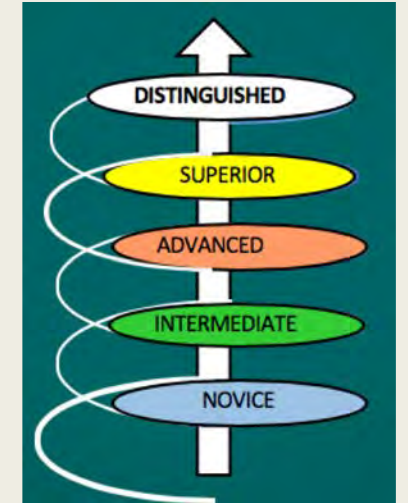
Investigate

To use the TL to observe & explore authentic products & practices by systemic inquiry to understand a culture's perspective.



Interact

To use the TL to communicate or do things with other people & have an effect on each other.



PROFICIENCY BENCHMARKS

Performance Indicators

Examples



INVESTIGATE

Reading between the lines

Listening beyond the words

Experiencing & reflecting

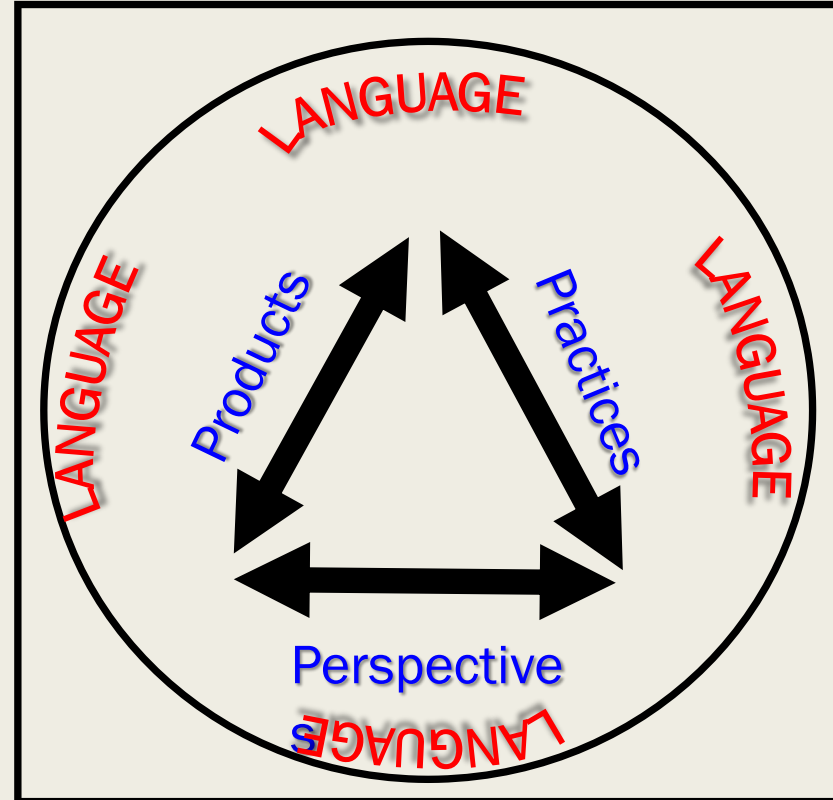
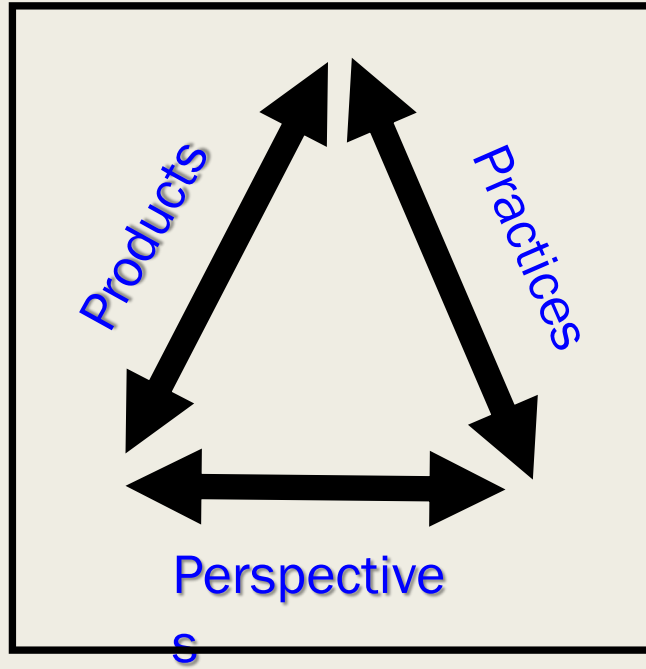


INTERACT

Not learning *about* the language—*using* the language

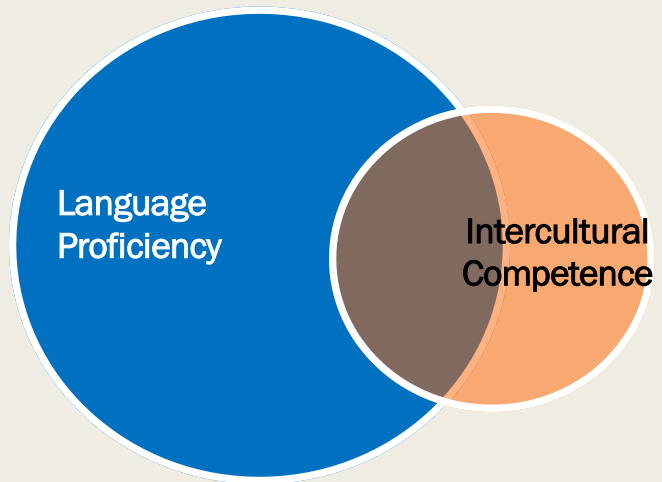
Communicating with the native speaker

Moving Toward Intercultural Communication

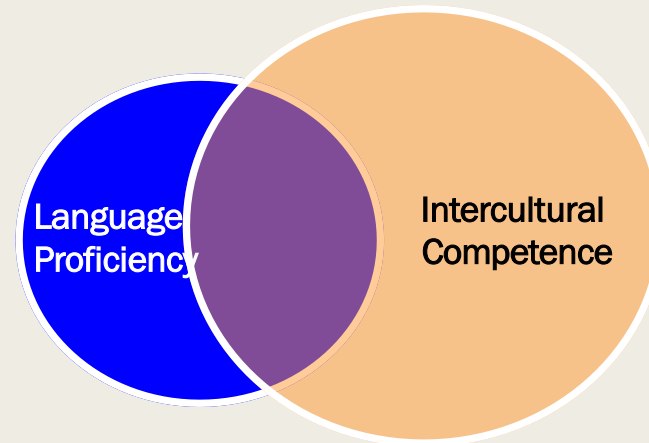


Development of Intercultural & Linguistic Competences

Novice

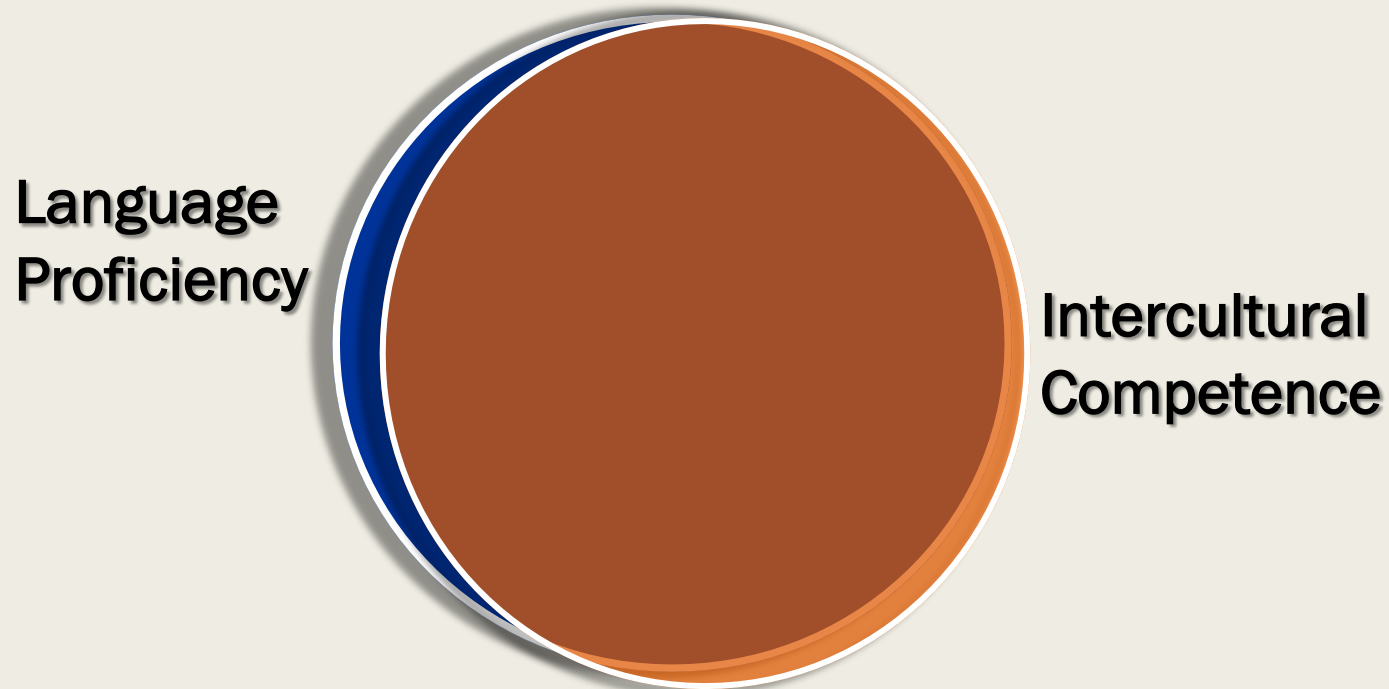


Novice



Intercultural competences may not naturally grow with the development of linguistics skills. Jackson, 2011

Intercultural Communicative Competence (ICC)



- Learners use the target language to investigate, explain and reflect on the relationship among products, practices and perspectives of their own and other cultures.
- Learners use language and behavior to interact effectively and appropriately with others in and from another culture.

World Readiness Culture Standard (ACTFL)

INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

- **Relating Cultural Practices to Perspectives:** Learners use the language to **investigate, explain, and reflect on the relationship between the practices and perspectives** of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to **investigate, explain, and reflect on the relationship between the products and perspectives** of the cultures studied.



Intercultural Communicative Competence

Language
Proficiency



Intercultural
Competence

WALLS

that may make it difficult to implement
Intercultural Lessons in the Target Language

SOLUTIONS

How will I go over or around this wall?

Intercultural Communicative Competence



Language
Proficiency
+
Intercultural
Competence



WALLS

that may make it difficult to implement
Intercultural Lessons in the Target Language


SOLUTIONS

How will I go over or around this wall?



INTERCULTURAL COMMUNICATION

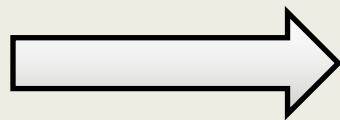
 <p>INVESTIGATE</p>	<p>In my own and other cultures I can identify products and practices to help me understand perspectives.</p>	<p>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.</p>
 <p>INTERACT</p>	<p>I can interact at a survival level in some familiar everyday contexts.</p>	<p>I can interact at a functional level in some familiar contexts.</p>



	NOVICE	INTERMEDIATE
	<p>PROFICIENCY BENCHMARK</p> <p>In my own and other cultures I can identify products and practices to help me understand perspectives.</p>	<p>PROFICIENCY BENCHMARK</p> <p>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.</p>
<p>PRODUCTS</p>	<p>PERFORMANCE INDICATORS</p> <p>In my own and other cultures I can identify some typical products related to familiar everyday life.</p>	<p>PERFORMANCE INDICATORS</p> <p>In my own and other cultures I can compare products related to everyday life and personal interests or studies.</p>
<p>PRACTICES</p>	<p>In my own and other cultures I can identify some typical practices related to familiar everyday life.</p>	<p>In my own and other cultures I can compare practices related to everyday life and personal interests or studies.</p>

INTERCULTURAL COMMUNICATION

 <p>INVESTIGATE</p>	<p>In my own and other cultures I can identify products and practices to help me understand perspectives.</p>	<p>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.</p>
 <p>INTERACT</p>	<p>I can interact at a survival level in some familiar everyday contexts.</p>	<p>I can interact at a functional level in some familiar contexts.</p>



	<p>PROFICIENCY BENCHMARK</p>	<p>PROFICIENCY BENCHMARK</p>
<p>INTERACT</p> <p>Interact With Others In And From Another Culture</p>	<p>I can interact at a survival level in some familiar everyday contexts.</p>	<p>I can interact at a functional level in some familiar contexts.</p>

<p>LANGUAGE</p>	<p>PERFORMANCE INDICATORS</p>	<p>PERFORMANCE INDICATORS</p>
<p>BEHAVIOR</p>	<p>I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</p>	<p>I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.</p>
	<p>I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</p>	<p>I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.</p>

ACTIVITY

- **READ page 5 of** the 11 x 17 version of the Communication and Intercultural Can-Do Statements
https://www.actfl.org/sites/default/files/CanDos/Can-Do_Benchmarks_Indicators-wide.pdf

1. SELF-ASSESS YOUR INTERCULTURAL COMMUNICATIVE COMPETENCE.

2. NOTICE and HIGHLIGHT

What are the key phrases that show how language progresses as learners move from Novice to Superior? (both Communication and Intercultural Can-Dos)

INVESTIGATE INVESTIGATE PRODUCTS AND PRACTICES TO UNDERSTAND CULTURAL PERSPECTIVES	NOVICE Benchmark	INTERMEDIATE Benchmark	ADVANCED Benchmark	SUPERIOR Benchmark	DISTINGUISHED Benchmark
	In my own and other cultures I can identify products and practices to help me understand perspectives.	In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.	In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures I can suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures I can objectively evaluate products and practices and mediate perspectives.
PERFORMANCE INDICATORS					
INVESTIGATE PRODUCTS	In my own and other cultures I can identify some typical products related to familiar everyday life.	In my own and other cultures I can compare products related to everyday life and personal interests or studies.	In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.	In my own and other cultures I can analyze how products of personal and public interest are related to perspectives.	In my own and other cultures I can evaluate a wide range of concrete and abstract products from different viewpoints.
INVESTIGATE PRACTICES	In my own and other cultures I can identify some typical practices related to familiar everyday life.	In my own and other cultures I can compare practices related to everyday life and personal interests or studies.	In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.	In my own and other cultures I can analyze how practices within informal and formal situations are related to perspectives.	In my own and other cultures I can evaluate a wide range of concrete and abstract practices from different viewpoints.
	identify	compare	explain	analyze	evaluate
INTERACT INTERACT WITH OTHERS IN AND FROM ANOTHER CULTURE	NOVICE Benchmark	INTERMEDIATE Benchmark	ADVANCED Benchmark	SUPERIOR Benchmark	DISTINGUISHED Benchmark
	I can interact at a survival level in some familiar everyday contexts.	I can interact at a functional level in some familiar contexts.	I can interact at a competent level in familiar and some unfamiliar contexts.	I can interact in complex situations to ensure a shared understanding of culture.	I can engage with complexity and pluricultural identities and serve as a mediator between and among cultures.
PERFORMANCE INDICATORS					
INTERACT WITH LANGUAGE	I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.	I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.	I can suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.	I can show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture.
INTERACT WITH BEHAVIOR	I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.	I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.	I can adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.	I can transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.

Self-Assessment: Independence Day

	NOVICE HIGH	INTERMEDIATE HIGH	ADVANCED HIGH	SUPERIOR
EXAMPLE	In my own and other cultures I can identify how people celebrate local and national holidays or festivals.	In my own and other cultures I can compare how the expectations associated with celebrating a holiday or festival influence behaviors.	In my own and other cultures I can explain how the expectations associated with celebrating a holiday or festival influence behaviors.	In my own and other cultures I can analyze the historical origins and evolution of holiday or festival practices.
LANGUAGE	<i>I can request & provide information by asking & answering practiced & some original questions on familiar & everyday topics using simple sentences most of the time</i>	<i>I can exchange information in conversations & some discussions on a variety of familiar & some concrete topics that I have researched using connected sentences often across various timeframes .</i>	<i>I can discuss & sometimes debate a variety of complex, concrete, & some academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations</i>	<i>I can discuss and debate a wide variety of complex issues and abstract ideas using precise, sophisticated, and academic language.</i>



NOVICE

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures I can identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures I can identify some typical products related to familiar everyday life.
	PRACTICES	In my own and other cultures I can identify some typical practices related to familiar everyday life.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	I can interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	BEHAVIOR	I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

EXAMPLES: Linking Investigation and Interaction

I can... (customize with specific content).

INVESTIGATE	In my own and other cultures I can identify locations to buy something and how culture affects where people shop.
INTERACT	I can use rehearsed behaviors when shopping in a familiar type of store.
INVESTIGATE	In my own and other cultures I can identify familiar landmarks and monuments and what they represent to people.
INTERACT	I can act appropriately when purchasing an entrance ticket to a landmark or historical site.
INVESTIGATE	In my own and other cultures I can identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture.
INTERACT	I can answer simple questions about my study abroad plans.

Progression Across Levels

Novice

I can access simple information about transportation options based on my location

Intermediate

I can choose an appropriate means of transportation based on my location, needs and local options.

Advanced

I can discuss why certain cultures place a priority on environmentally-friendly transportation.

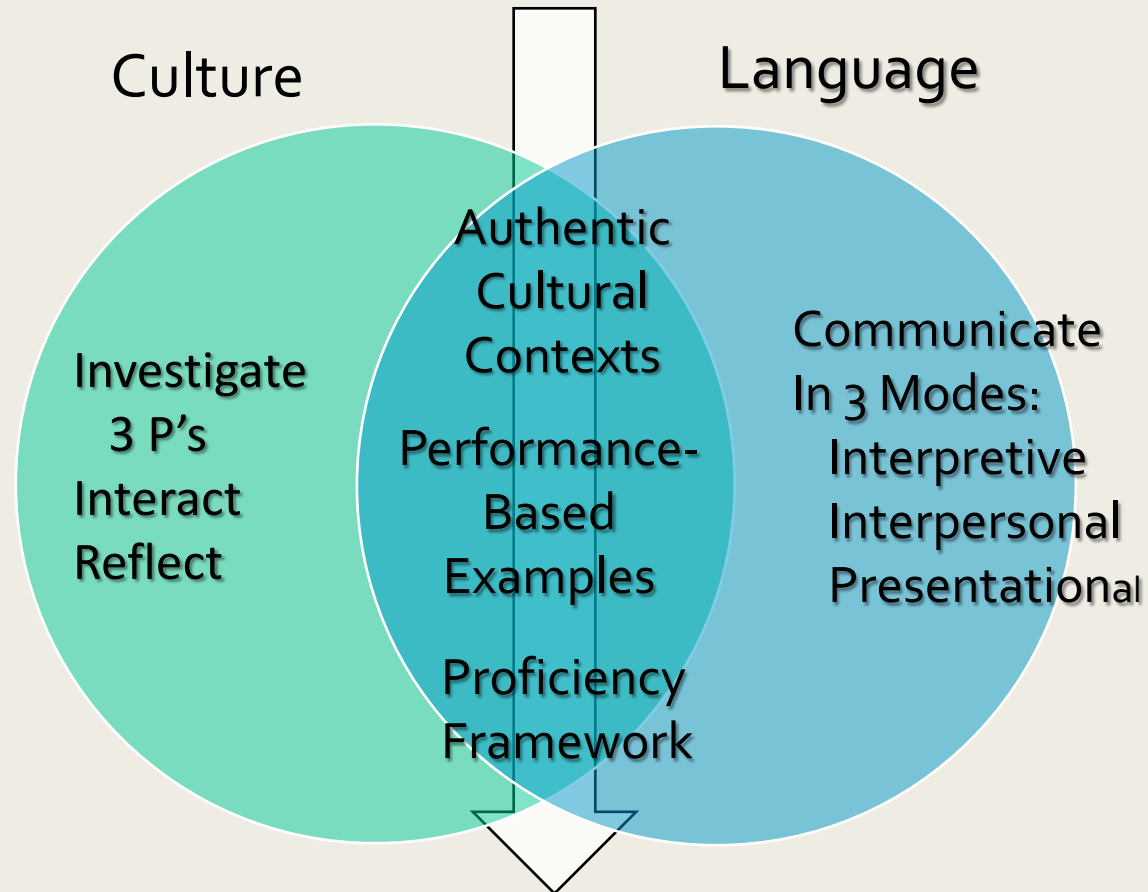
Activity

Look at the IC **Novice** can-do examples.

Choose 3 pairs of Investigate and Interact Can-Do statements that you feel could easily fit into your existing curriculum.

How do the Language & IC Can-Do's work together?

Intercultural Communication



Customize the Language Can-Do's

Novice High

I can follow directions in a Scavenger Hunt.

I can exchange texts with a friend about local music venues.

I can describe where I work and what I do.

Customization

I can....

I can....

I can....

Self-Check

INTERPRETIVE

INTERPERSONAL

PRESENTATIONAL

Customize the IC Can-Do's

Novice

Investigate

In my own and other cultures I can identify how people travel & why they choose a certain transportation

Interact

I can access simple information about transportation options based on my location.

Investigate

In my own and other cultures

- I can...
- I can...

Interact

In my own and other cultures

- I can...
- I can...

What is your family like?

Novice

INVESTIGATE: In my...I can identify whom people consider to be part of their family.

INTERACT: I can appropriately address members of a family that represent different generations & genders.

Self-Check: Rehearsed, Familiar Topics, Everyday Life, Memorized Phrases & Simple Sentences

Interpretive

Interpersonal

Presentational

--	--	--

What is your family like?

Novice

INVESTIGATE: In my...I can identify whom people consider to be part of their family.
INTERACT: I can appropriately address members of a family that represent different generations & genders.

Self-Check: Rehearsed, Familiar Topics, Everyday Life, Memorized Phrases & Simple Sentences .

Interpretive

I can understand simple questions about family in correspondence among an e-pals

I can understand ~~someone's~~ simple descriptions of *family* photos on Instagram.

Interpersonal

I can ask and respond to some simple questions about a ~~scientific infographic~~ the members of my family.

I can interact with *grandparents* ~~a partner~~ to plan who will do what for an upcoming *party*.

Presentational

I can identify whom I and people in other cultures consider to be part of the family, using a few simple details.

I can tell about my favorite ~~actor~~ ~~or author~~ *relative*.

Customize the IC Can-Do's

Intermediate

Investigate

In my own and other cultures I can compare how traditions and events influence music and art.

Investigate

In my own and other cultures

- I can...
- I can...

Interact

I can talk about similarities and differences between art and music festivals with a peer from another culture.

Interact

In my own and other cultures

- I can...
- I can...

How do people across cultures have fun?

IC Intermediate

INVESTIGATE: In my...I can compare how people express time and think about it in similar and different ways.

INTERACT: I can consider socially appropriate times and punctuality when inviting someone to go out informally.

Self-Check : Unrehearsed

Simple Sentences, Pieces of Information, Familiar Topics

<u>Interpretive</u>	<u>Interpersonal</u>	<u>Presentational</u>
I can	I can	I can
I can.	I can	I can.

How do people across cultures have fun?

IC Intermediate

INVESTIGATE: In my...I can compare how people express time and think about it in similar and different ways.

INTERACT: I can consider socially appropriate times and punctuality when inviting someone to go out informally.

Self-Check : Unrehearsed

Simple Sentences, Pieces of Information, Familiar Topics

<u>Interpretive</u>	<u>Interpersonal</u>	<u>Presentational</u>
I can understand a pen pal's <i>weekend</i> schedule.	I can interact to arrange a meeting or date.	I can write plans for spending a day in a new town.
I can understand a voicemail with details <i>about a party</i> .	I can ask and answer questions about when certain events take place.	I can make announcements about when to start and stop <i>a sports match</i> .

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives		In my own and other cultures I can explain how diversity among products and practices and how it relates to perspectives.
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.
	PRACTICES	In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.
INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	I can interact at a competent level in familiar and some unfamiliar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.
	BEHAVIOR	I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

EXAMPLES: Linking Investigation and Interaction

I can... (customize with specific content).

INVESTIGATE	In my own and other cultures I can describe the cultural influences on the design of houses, buildings and towns.
INTERACT	I can adjust my personal space and body language accordingly when interacting with others in a business, school or work environment..
INVESTIGATE	In my own and other cultures I can describe and explain how landmarks and monuments contribute to national identity.
INTERACT	I can manage my non-verbal reactions and personal space when in a crowded environment such as standing in line.
INVESTIGATE	In my own and other cultures I can explain how beliefs and values are reflected in educational testing, ceremonies and certificates.
INTERACT	I can complete the requirements of an undergraduate course in the target culture.
INVESTIGATE	In my own and other cultures I can explain how a culture's concept of time influences decisions in business, education, and social scheduling.
INTERACT	I can consider how people within a culture regard time when participating in a business or social event.
INVESTIGATE	In my own and other cultures I can explain messages expressed in music and art.
INTERACT	I can share my interpretations of a piece of art or music with someone else while respecting theirs.
INVESTIGATE	In my own and other cultures I can explain how people's practices or values contribute to environmental problems or solutions.
INTERACT	I can write a blog entry about how to respect and conform to local environmental practices and respond to comments.
INVESTIGATE	In my own and other cultures I can explain the values reflected in a literary or social media text.

Curriculum Template

Jefferson County Public Schools

How do people across cultures get & stay fit & healthy?

Eat right, Get Fit!

LEVEL 2B BENCHMARKS

- ✓ I can understand the main idea in short, simple messages & texts on familiar topics when I listen & read.
- ✓ I can ask & answer questions in a conversation about a number of familiar topics using simple sentences.
- ✓ I can present information on most familiar topics using a series of simple sentences when I speak & write.

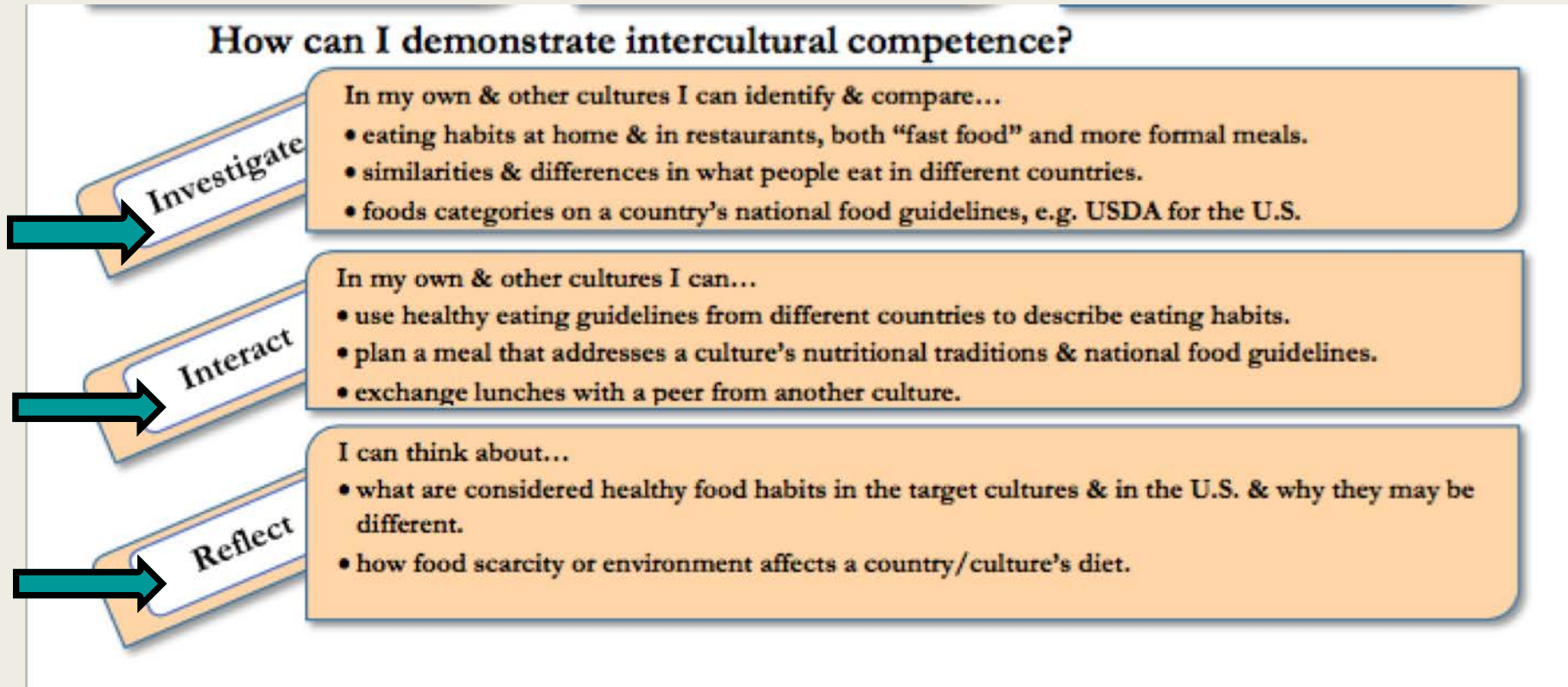
PROFICIENCY GOAL ⇨ *Intermediate Low*

Novice Low Novice Mid Novice High **Intermediate Low** Intermediate Intermediate High Advanced Low

What will I be able to do with language?

Interpretive	Interpersonal	Presentational
<p>I can understand pieces of information &/or the main idea when reading/listening to...</p> <ul style="list-style-type: none">• someone describing to me what is in a meal.• food advertisements.• simple news stories about food & health.• nutrition labels.• flyers for a grocery store & food packages.• an article about food & nutrition.• _____	<p>I can have an oral or written conversation to share information, express feelings &/or state opinions about...</p> <ul style="list-style-type: none">• ingredients in a dish.• whether something is healthy or unhealthy & why.• healthy food choices using healthy eating guidelines.• my dietary needs• _____	<p>I can present information orally or in writing to explain, persuade or narrate...</p> <ul style="list-style-type: none">• a description of my eating habits.• advice about healthy eating habits.• a daily diet for a healthy lifestyle.• about eating habits of people in other countries.• a description of traditional &/or typical foods.• _____

Curriculum Template



A New Lens for Curriculum

Theme/Essential Question _____

Proficiency Targets
Level _____

How can I use my language to show what I know about culture?



- I can...
- I can...



- I can...
- I can...

What will I be able to do with language?



- I can...
- I can...
- I can...

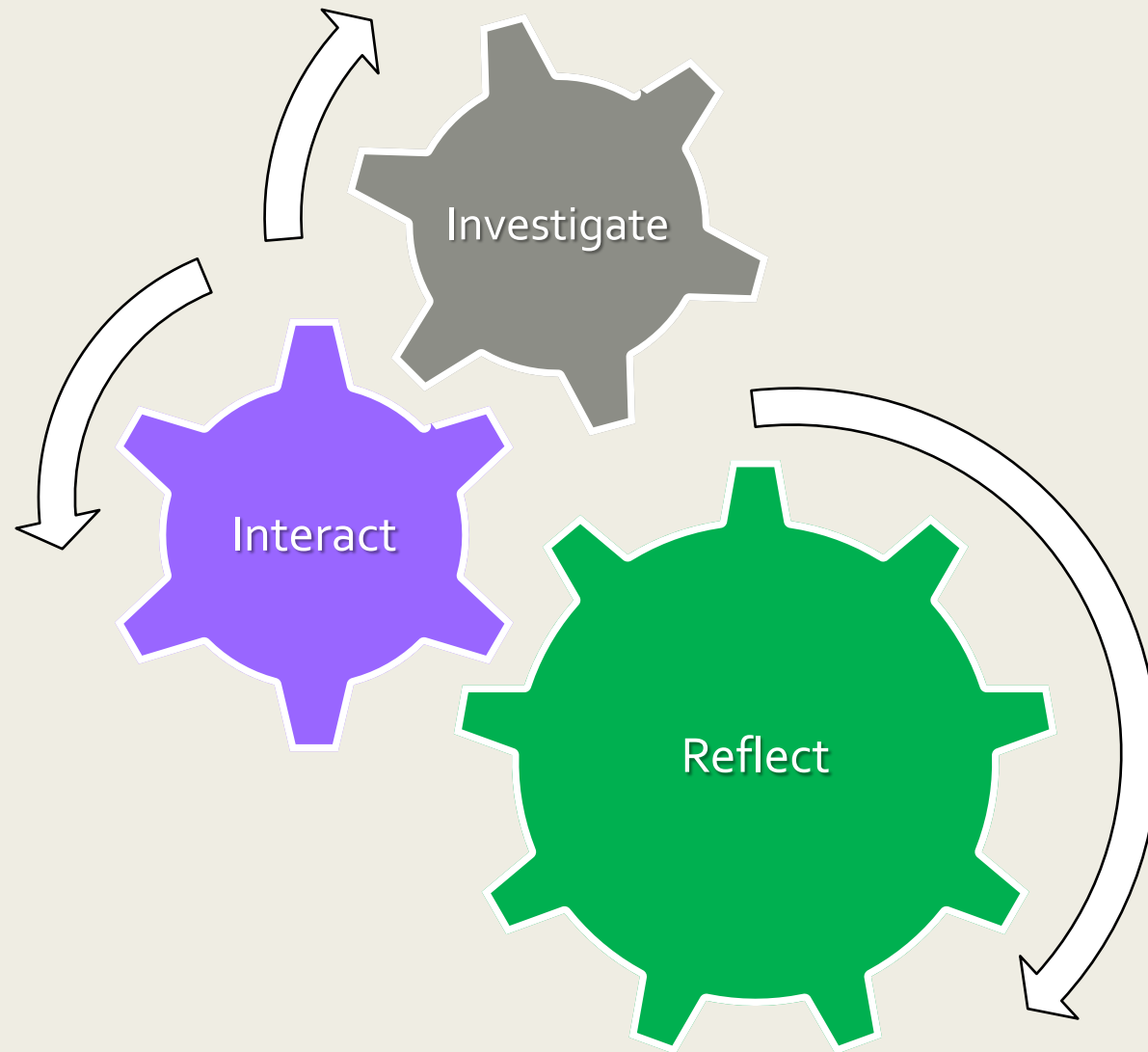


- I can...
- I can...
- I can...



- I can...
- I can...
- I can...





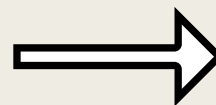
IC Lesson Reflection Tool

Intercultural Can-Do Statement



INTERMEDIATE High School	
Learning Target for Intercultural Communication	<ul style="list-style-type: none">• Investigate: In my own and other cultures I can identify and compare the values expressed by the way people celebrate holidays or festivals.• Interact: I can adjust the way I dress to make it appropriate for a celebration or event.

Intercultural activity in TL



Reflections *(at home, in English or the target language)*

Learners journal about the 4th of July, answering the questions:

1. Why does your family celebrate this holiday?
2. What are a few of the traditions associated with its celebration in your family?
3. Does everyone in your town celebrate this holiday and if so, do they celebrate it in the same way? Why or why not?
4. What underlying values does this holiday represent for you?
5. What is a similar holiday that exists in <target culture>?
6. How does <target culture> celebrate this holiday?
7. How is this similar to the way you celebrate?

Reflection questions at home,
in English or the TL



Intercultural Activities *(in class, in the target language)*

- The teacher:
 - a. Skypes with a personal friend from the target culture;
 - b. has learners Skype or correspond with a peer class in the target country;
 - c. invites a target language speaker or native-speaking ESL or exchange student to the class, to tell about how s/he/they celebrate their national holiday.
- Learners ask prepared and impromptu questions about why and how the holiday is celebrated and what the holiday represents. Additional questions could be asked to find out what the native speaker's knowledge and impression are about the celebration of July 4th in the U.S.
- Learners create a Venn diagram that illustrates the holidays' celebrations and their values.

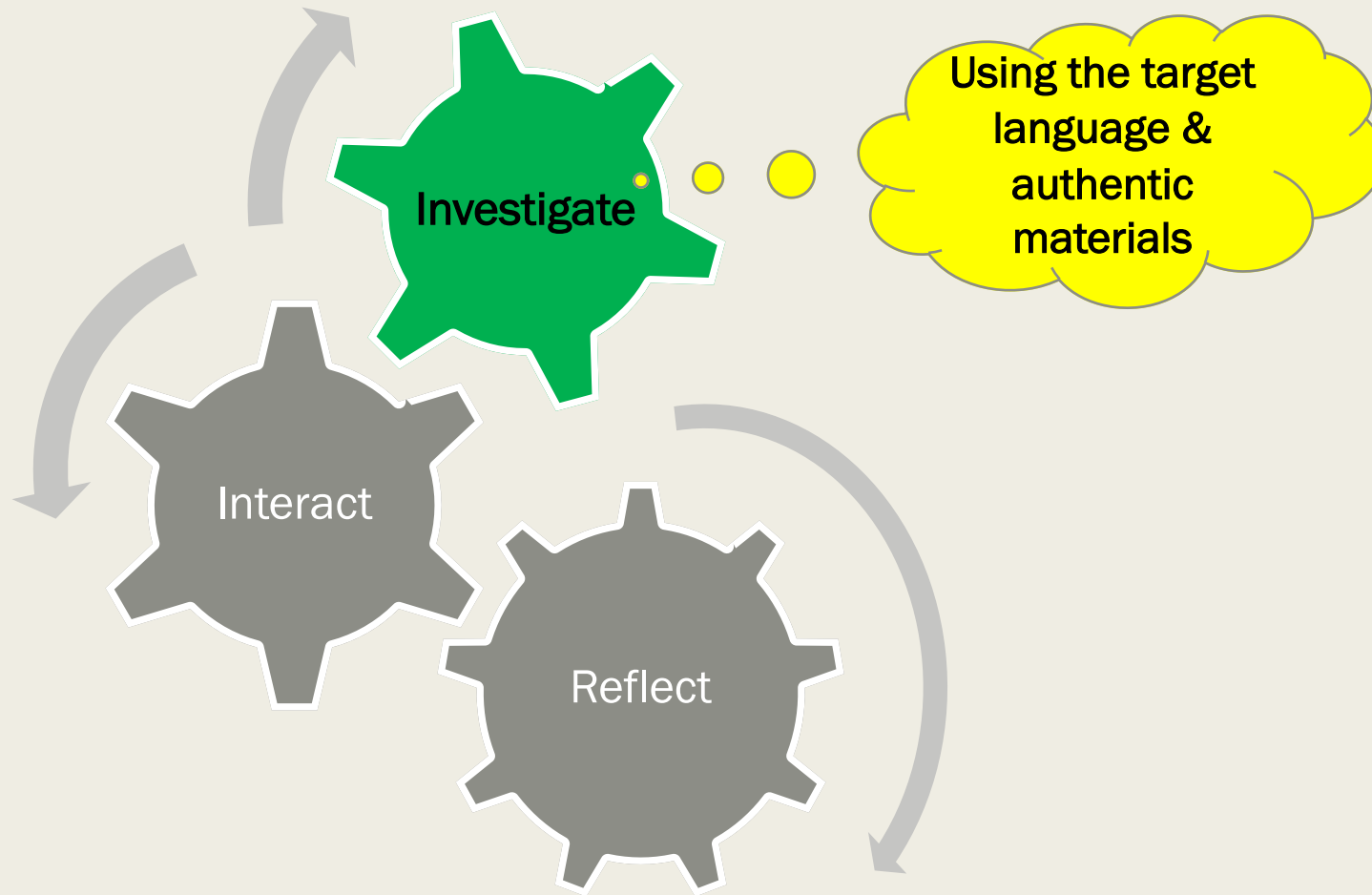
Closing activity in class in TL



Reflections *(at home, in English or the target language)*

Learners write about insights they have gained about themselves and others, regarding the celebration of national holidays and people's values.

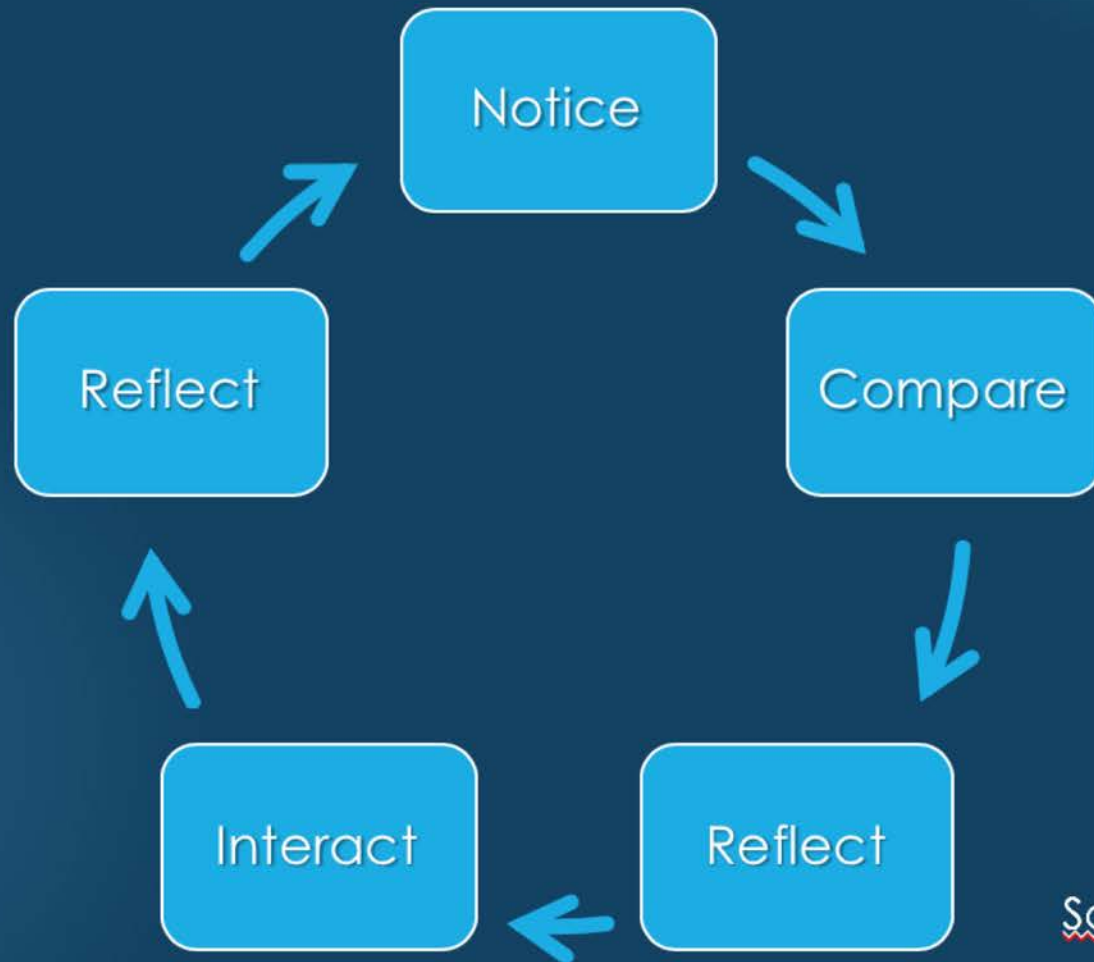
Investigation of my own and other cultures...



The IC Learning Process

In my own & other cultures...

Process of Intercultural Learning



Scarino & Liddicoat, 2009†

Notice and Compare: Investigate



A Week's Groceries: Notice & Compare

USA



Ecuador



France



Germany



1. What could this look like in my classroom, across the modes? Across Novice-Intermediate-Advanced?
2. What vocab or grammar/structures could be embedded naturally, in context?
3. How could students interact in an authentic context? 4. What reflection questions could they answer?

Reflection Questions after Investigation

Sample Reflection Questions – in English or the Target Language

A week's worth of groceries in the USA and in Turkey (2 photos):

1. What do you notice about the groceries in the USA?
2. What do you notice about the groceries in Turkey?
3. Make comparisons between what you notice in both pictures (food, clothing, house, etc.).
4. Why do you think people in the USA buy these kind of groceries?
5. Why do you think people in Turkey buy these kind of groceries?
6. What type of groceries does your family buy? Is it more similar to the USA photo or to the Turkey photo?
7. Would you be able to adjust to eating foods similar to the Turkish groceries?
8. What might be the reaction of a Turkish student visiting a grocery store for the first time in the USA?
9. What new insights have you learned about yourself from thinking about this?
10. Do you see yourself or your thoughts changing in any way based on talking about these pictures?



Sample Reflection Questions – in English or the Target Language

Independence Day

NOVICE

1. What are a few of your family's traditions associated with the celebration of Independence Day?
2. How do people in your city or country celebrate Independence Day? How do people in (target culture) celebrate Independence Day?
3. Which traditions from (target culture) would you enjoy and/or not enjoy? Why?
4. Which traditions from our country do you think a (target culture) person would enjoy and/or not enjoy? Why?
5. What have you learned about yourself and others from thinking about this? Do you see any changes in you that might happen?

INTERMEDIATE

6. Compare the traditions in your country and in (target culture) for celebrating Independence Day.
7. Why does each culture celebrate the way they do? What does it say about what each culture values?
8. What insights have you gained about yourself and others from thinking about this? Do you see any changes in you that might happen?

ADVANCED

9. How do the historical or current cultural expectations and values associated with Independence Day affect the way people in your city or country celebrate, compared to how people in (target culture) celebrate?
10. What insights have you gained about yourself and others from thinking about this?
11. Do you see yourself or your thoughts changing in any way based on talking about this?

Sample Reflection Questions USA/ Target Culture?

- What do you notice about the groceries?
- What about the home, the families?
- Why do they buy these particular foods?
- What does your family buy?
- Could you get used to eating _____ food?
- How would a _____ student react to American food?
- What insights have you gained?

Notice and Compare: Investigate



CUBA



U S A



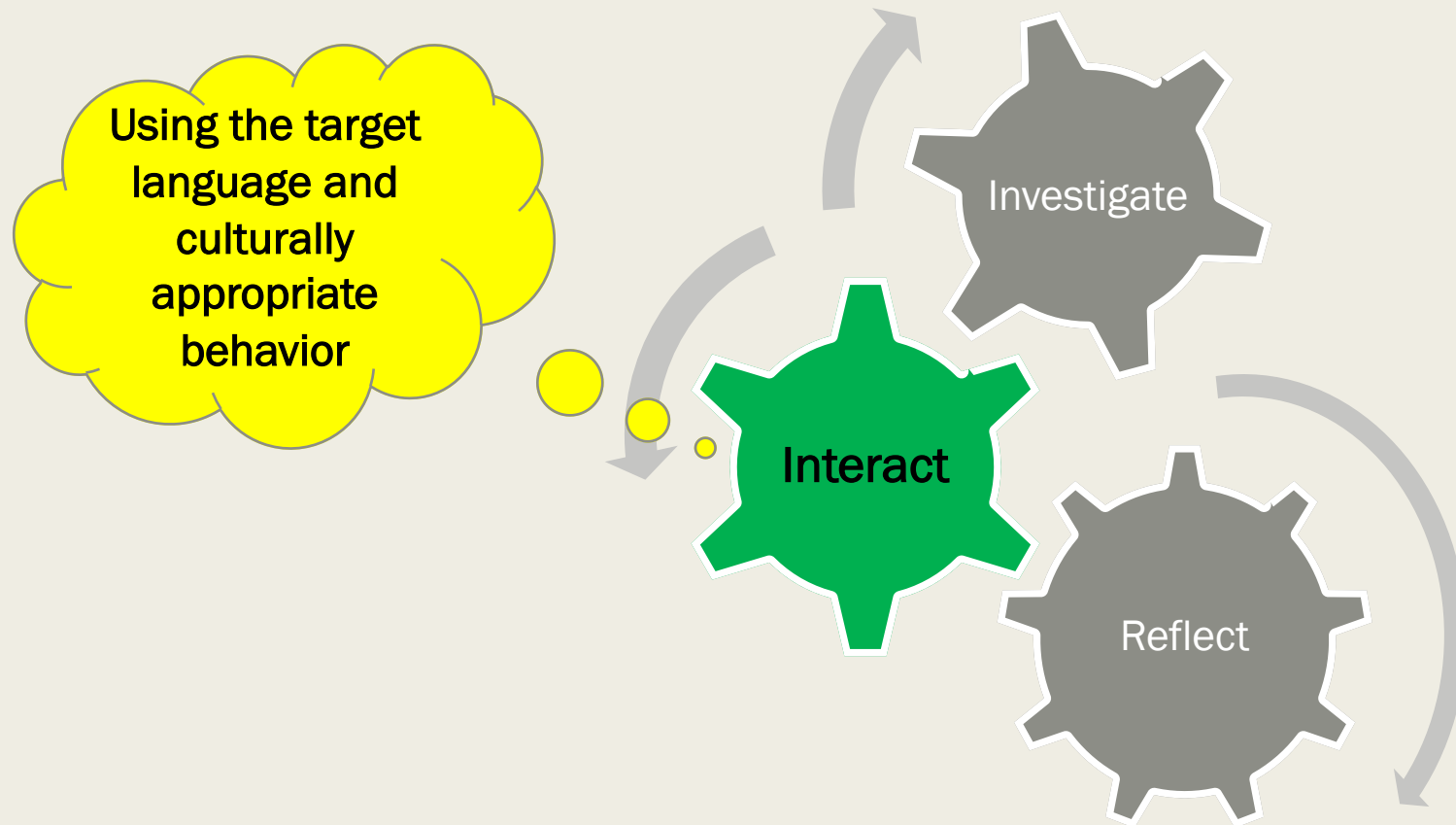
Reflection

At Home Reflection Questions

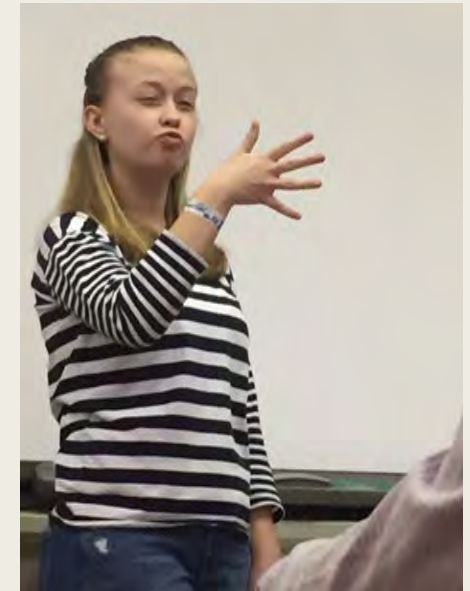
In -Class Follow-Up



Interaction in or with others from the target culture



From Investigate to Interact



Reflection

Choose one of the “Interact” opportunities.

How would you guide reflection
with questions

- at home?
- in-class?



Interaction Preparation

To what extent does the interaction

- address an appropriate, targeted proficiency (sub) level?
- provide cultural knowledge and context?
- provide an opportunity to use the target language in an authentic context?
- provide an opportunity for learners to use authentic materials or resources?

Interaction Opportunities



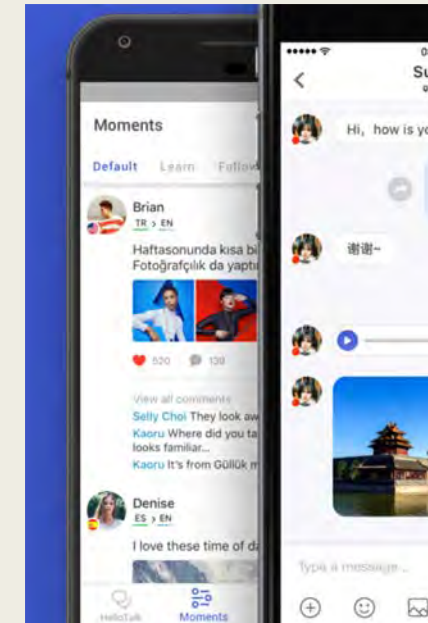
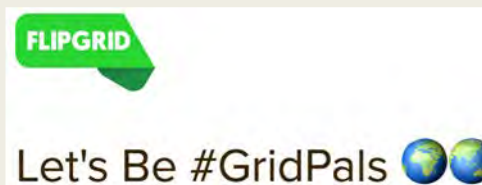
<https://www.interpals.net/>



Community social agency



**GUEST
SPEAKERS**



<https://www.hellotalk.com/>

Post-Viewing Activity

Viewing: What did you notice about...

- ▶ how people were dressed?
- ▶ where/how people sat/stood/moved?
- ▶ people's body language?
- ▶ how people related to each other (facial reactions, eye contact, physical contact)?
- ▶ the room/building/transportation/city/countryside?
- ▶ people's actions/reactions/emotions?



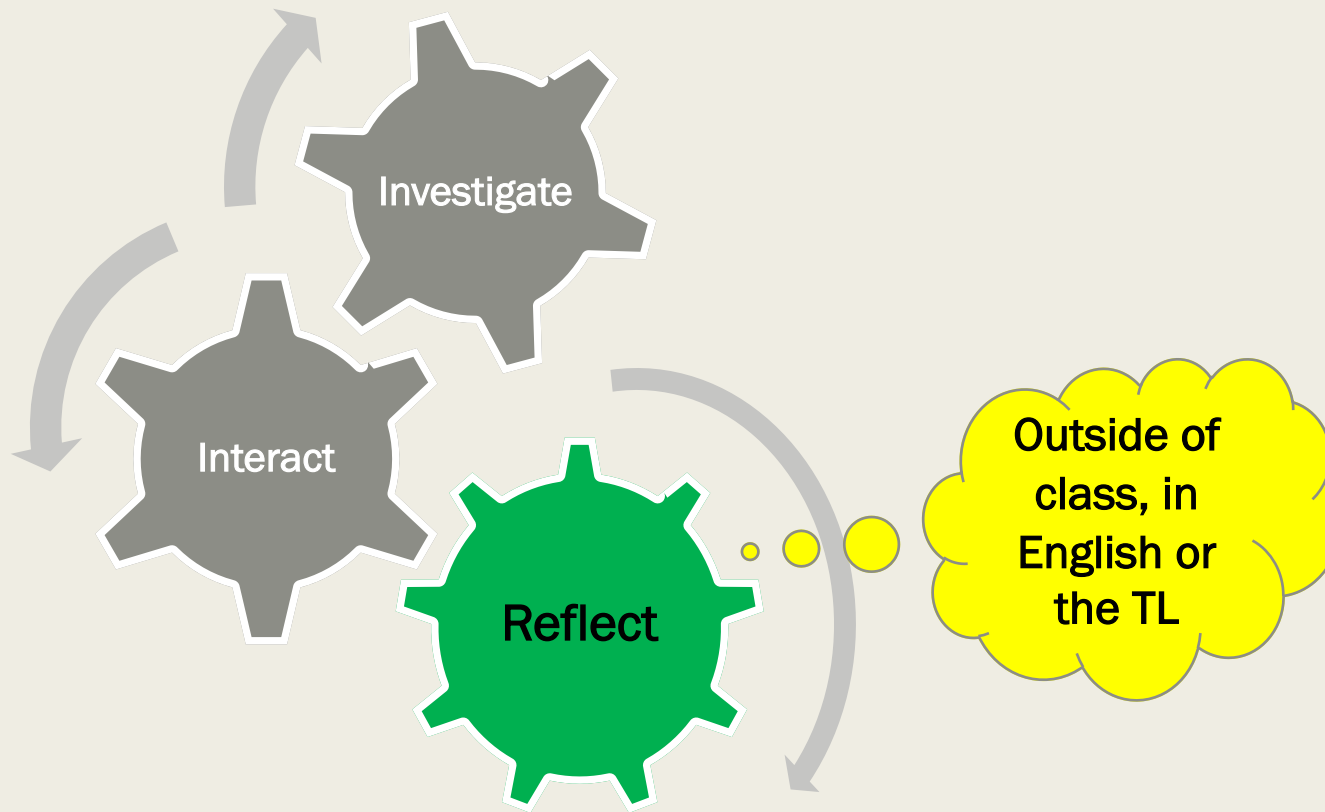
Communicative Interaction

What did you notice/think about...

- ▶ your attempts to communicate?
- ▶ the speed/accent/accuracy/word choice of others' speech?
- ▶ people's actions/reactions/emotions to what you and/or others said?
- ▶ What surprised/confused/irritated you?



Deeper Reflection of my own and other cultures



INTERMEDIATE High School	
Learning Target for Intercultural Communication	<ul style="list-style-type: none"> • Investigate: In my own and other cultures I can identify and compare the values expressed by the way people celebrate holidays or festivals. • Interact: I can adjust the way I dress to make it appropriate for a celebration or event.

Reflections *(at home, in English or the target language)*

Learners journal about the 4th of July, answering the questions:

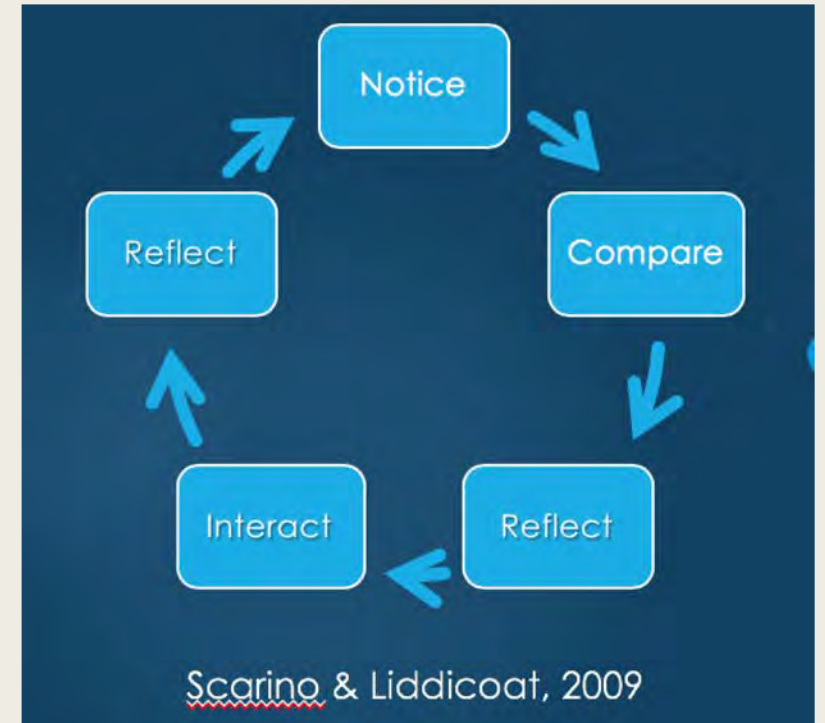
1. Why does your family celebrate this holiday?
2. What are a few of the traditions associated with its celebration in your family?
3. Does everyone in your town celebrate this holiday and if so, do they celebrate it in the same way? Why or why not?
4. What underlying values does this holiday represent for you?
5. What is a similar holiday that exists in <target culture>?
6. How does <target culture> celebrate this holiday?
7. How is this similar to the way you celebrate?

Intercultural Activities *(in class, in the target language)*

- The teacher:
 - a. Skypes with a personal friend from the target culture;
 - b. has learners Skype or correspond with a peer class in the target country; or
 - c. invites a target language speaker or native-speaking ESL or exchange student to the class, to tell about how s/he/they celebrate their national holiday.
- Learners ask prepared and impromptu questions about why and how the holiday is celebrated and what the holiday represents. Additional questions could be asked to find out what the native speaker's knowledge and impression are about the celebration of July 4th in the U.S.
- Learners create a Venn diagram that illustrates the holidays' celebrations and their values.

Reflections *(at home, in English or the target language)*

Learners write about insights they have gained about themselves and others, regarding the celebration of national holidays and people's values.



Intermediate College

Investigate:
In my own and other cultures I can...

Interact:
I can...

Reflections (at home in English or the target language)

Learners:

Intercultural Activities (in class, in the target language)

The instructor:

Learners:

Reflections (at home in English or the target language)

Learners...



Watch the Rick Steves video clip of the Camino de Santiago, then answer the following questions.

- What different types of landscapes did you notice in the video?
- What buildings did you notice?
- When did the Camino
- Where do Pilgrims stay on the Camino? What is the Spanish word for where they stay?
- What contributes to the communal spirit of the Camino.
- Why do the people interviewed say they want to do the Camino?

Reflection:

What benefits do you think people derive from doing the Camino?

What benefits might towns along the way experience? What drawbacks?

How could doing the Camino increase your intercultural communicative competence? (Intercultural communication competence, ICC, is understanding others' perspectives and being able to use language and behavior to negotiate between them and your own.)

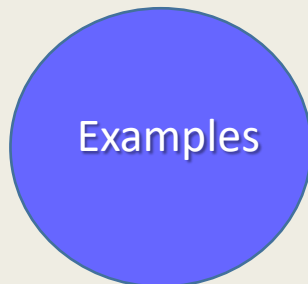
What would you have to do if you were a pilgrim on the Camino to insure your intercultural growth?

Do we have anything similar to the Camino in the U.S.? in other countries? If so, how is it similar to or different from the Camino?

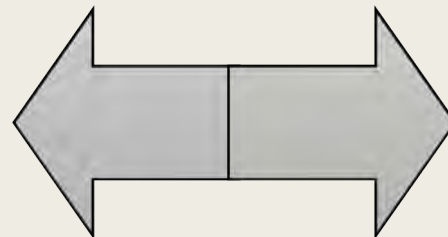
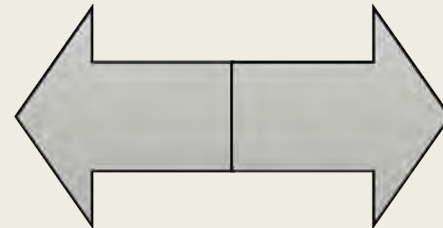
In Class: depending on the lesson topic, the teacher could draw on what was learned in the video to support the lesson goals. For example, if the lesson focused on Traveling to Spain, the students could **use the target language** to find Iberia flight times and costs to the starting point of the Camino and back; explore what towns the Camino passed through and what cultural differences (food, traditional dress, language, customs) the various regions have; role play a pilgrim asking for a room at an *alberge* or directions along the way, etc.



Can-Do Statements



Curriculum



ARTICLES

Language Educator, January/February 2018: From Culture to Intercultural Communication

Language Educator, September 2017: Using the Newly Revised Can-Do Statements to Make Learning Transparent

Dimension, 2015: NCSSFL-ACTFL Can-Do Statements: An Effective Tool for Improving Language Learning Within and Outside the Classroom. Moeller, A.J., Yu Fei.

Moeller, A. J. Building Intercultural Competence in the Language Classroom, 2014

Language Educator, January 2014: From Fact to Function: How Interculturality is Changing our View of Culture

NNELL, Spring 2013 Issue: *Building Intercultural Competence Through Language Learning*

Language Educator, September 2017: Using the Newly Revised Can-Do Statements to Make Learning Transparent

Dimension, 2015: NCSSFL-ACTFL Can-Do Statements: An Effective Tool for Improving Language Learning Within and Outside the Classroom. Moeller, A.J., Yu Fei.

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TODAY'S LEARNING GOALS

- I can explain how the IC Can-Dos are organized and what their purpose is.
- I can help learners personalize their learning and increase their language proficiency by setting intercultural and communicative competence goals.
- I can demonstrate instructional strategies that build intercultural competence.
- I can create learning opportunities that foster intercultural communication.

감사합니다 Natick
Grazie Danke Ευχαριστίες Dalu
Thank You Köszönöm
Спасибо Dank Tack
谢谢 Merci Seé
ありがとう

Obrigado

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