LEVERAGING THE POWER OF THE LANGUAGE & INTERCULTURAL CAN-DOES

CERCLL
November 7, 2018
Dr. Jacque Van Houten
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

<table>
<thead>
<tr>
<th>GOAL AREAS</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td><strong>Interpersonal Communication:</strong> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</td>
</tr>
<tr>
<td><strong>CULTURES</strong></td>
<td><strong>Presentational Communication:</strong> 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.</td>
</tr>
<tr>
<td><strong>Interact with cultural competence and understanding</strong></td>
<td><strong>Relating Cultural Practices to Perspectives:</strong> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</td>
</tr>
</tbody>
</table>
### Communication

<table>
<thead>
<tr>
<th>NOVICE PROFICIENCY BENCHMARK</th>
<th>INTERMEDIATE PROFICIENCY BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td></td>
</tr>
<tr>
<td>I can 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.</td>
<td>I can 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.</td>
</tr>
<tr>
<td><strong>INTERPRETIVE</strong></td>
<td></td>
</tr>
<tr>
<td>I can 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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>INTERPERSONAL</strong></td>
<td></td>
</tr>
<tr>
<td>In my own and other cultures I can identify products and practices to help me understand perspectives.</td>
<td>I can interact at a survival level in some familiar everyday contexts.</td>
</tr>
<tr>
<td><strong>PRESENTATIONAL</strong></td>
<td></td>
</tr>
<tr>
<td>I can 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.</td>
<td>I can interact at a functional level in some familiar contexts.</td>
</tr>
</tbody>
</table>

### Intercultural Communication

<table>
<thead>
<tr>
<th>INVESTIGATE</th>
<th>INTERACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my own and other cultures I can identify products and practices to help me understand perspectives.</td>
<td>I can interact at a survival level in some familiar everyday contexts.</td>
</tr>
<tr>
<td>I can investigate and explore 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.</td>
<td>I can engage with complexity and pluricultural identities and serve as a mediator between and among cultures.</td>
</tr>
</tbody>
</table>
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

Performance Indicators that show progression across each sublevel

(3) Language Functions

Can introduce myself using familiar words and phrases
Can present information about my interests and activities using simple sentences
Can express my preferences on familiar everyday topics using simple sentences
Can give straightforward presentations on a variety of familiar topics using simple sentences

Can present information on both very familiar and everyday topics using a variety of familiar words, phrases, and simple sentences
Can communicate information, ideas, and viewpoints about my life, interests, and activities using simple sentences or in sentences of about 30 words.
Can express my viewpoint on familiar and everyday topics using simple sentences.
Can give detailed explanations on a variety of topics using simple sentences.

Can present information about my life, interests, and activities using a simple sentence. Can express my preference on topics of interest using simple sentences.
Can tell a story about my life, interests, and activities using sentences and series of connected sentences.
Can state my viewpoint on familiar and everyday topics using simple sentences.
Can give detailed presentations on a variety of topics using simple sentences.

Can present information on a variety of familiar topics using simple sentences.
Can tell a story about my life, interests, and activities using a simple sentence. Can express my preference on topics of interest using simple sentences.
Can state my viewpoint on familiar and everyday topics using simple sentences. Can give an opinion on a variety of topics using simple sentences.
Can give detailed presentations on a variety of topics using simple sentences.
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.

<table>
<thead>
<tr>
<th>Performance Indicators - Communication and Intercultural Communicative Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice Low</strong></td>
</tr>
<tr>
<td>How can I present information to narrate about my life, experiences and events?</td>
</tr>
<tr>
<td>How can I present information to give a preference, opinion or persuasive argument?</td>
</tr>
<tr>
<td>How can I present information to inform, describe or explain?</td>
</tr>
<tr>
<td>In my own and other cultures I can identify some typical products related to familiar everyday life.</td>
</tr>
</tbody>
</table>
Groups of 3. Each person takes a row across.

### Performance Indicators - Communication and Intercultural Communicative Competence

<table>
<thead>
<tr>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can I present information to narrate about my life, experiences and events?</td>
<td>I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.</td>
<td>I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.</td>
<td>I can present personal information about my life and activities, using simple sentences most of the time.</td>
<td>I can present personal information about my life, activities and events, using simple sentences.</td>
<td>I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.</td>
</tr>
<tr>
<td>How can I present information to give a preference, opinion or persuasive argument?</td>
<td>I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.</td>
<td>I can express my preferences on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.</td>
<td>I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.</td>
<td>I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.</td>
<td>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.</td>
</tr>
<tr>
<td>How can I present information to inform, describe or explain?</td>
<td>I can name very familiar people, places and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</td>
<td>I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.</td>
<td>I can present on familiar and everyday topics, using simple sentences, explaining how.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>What can I understand, interpret or analyze in authentic informational texts that I hear, view, read?</th>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</td>
<td>I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.</td>
<td>I can identify the topic and some isolated facts from simple sentences in informational texts.</td>
<td>I can understand the main idea and key information in short straightforward informational texts.</td>
<td>I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What can I understand, interpret or analyze in authentic fictional texts that I hear, view, read?</th>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</td>
<td>I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</td>
<td>I can understand familiar questions and simple sentences in conversations.</td>
<td>I can identify the main idea in short straightforward conversations.</td>
<td>I can usually understand the main idea and flow of events expressed in various timeframes in conversations and discussions.</td>
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</tbody>
</table>

*Performance Indicators* - Communication and Intercultural Communicative Competence
### Performance Indicators - Communication and Intercultural Communicative Competence

<table>
<thead>
<tr>
<th>How can I exchange information and ideas in conversations?</th>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</td>
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<tr>
<td>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.</td>
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<tr>
<td>I can exchange information in conversations and some discussions on a variety of familiar topics 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.</td>
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<table>
<thead>
<tr>
<th>How can I meet my needs or address situations in conversations?</th>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.</td>
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<tr>
<td>I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences and questions.</td>
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<tr>
<td>I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.</td>
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<tr>
<td>I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>How can I express, react to and support preferences and opinions in conversations?</th>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.</td>
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</tr>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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</tr>
<tr>
<td>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.</td>
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</tr>
<tr>
<td>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.</td>
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<tr>
<td>I can explain preferences, opinions, and emotions and provide advice on a variety of familiar topics 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.</td>
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</tbody>
</table>
### EXAMPLES: Speaking or Signing

<table>
<thead>
<tr>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
<th>INTERMEDIATE HIGH</th>
</tr>
</thead>
</table>
| 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. | 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. | 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

<table>
<thead>
<tr>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
<th>INTERMEDIATE HIGH</th>
</tr>
</thead>
</table>
| 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. | 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 meeting. | 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.  
I can write a summary of a book. |
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?
<table>
<thead>
<tr>
<th><strong>What is Culture?</strong></th>
<th><strong>What is Intercultural Communication?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on an <em>accumulation of knowledge and facts</em> about the customs, institutions and history of a society other than our own.</td>
<td>Focus on using language and behavior in <em>interactive engagement to understand how cultural facts are related</em> and form the cultural fabric of a society.</td>
</tr>
<tr>
<td><em>Remains external to the learner</em> and does not transform the learner’s existing practices, values, attitudes, beliefs, worldviews.</td>
<td><em>Decenters the learner</em> in an effort to understand both on their own terms and from their own perspective, as well as from the other’s perspective.</td>
</tr>
<tr>
<td><em>Language is a conduit to teach about culture.</em></td>
<td>Language and culture are inextricably linked. <em>Language is culture. Culture drives language.</em></td>
</tr>
<tr>
<td>Kramsch &amp; Nolden, 1994</td>
<td></td>
</tr>
</tbody>
</table>
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
Intercultural Development Continuum
Deardorff
EXTERNAL OUTCOMES
  Behavior & Language
INTERNAL OUTCOMES
  Adaptability, Flexibility, Empathy
KNOWLEDGE & COMPREHENSION
  Skills: listen, observe, interpret, analyze, evaluate
ATTITUDES
  Respect, openness, withholding judgment

Byram
Byram's Model of Intercultural Communicative Competence (1997)
Skills I (savoir comprendre)
Skills II (savoir s'engager)
Knowledge (savoir)

Fantini
Knowledge, attitudes, skills, outcomes
Lessons Learned
# Course Proficiency Targets

<table>
<thead>
<tr>
<th>Mode</th>
<th>End of Course 1</th>
<th>End of Course 2</th>
<th>End of Course 3</th>
<th>End of Course 4</th>
<th>End of Course 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive Listening</td>
<td>?</td>
<td>?</td>
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<tr>
<td>Interpretive Reading</td>
<td>?</td>
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<tr>
<td>Interpersonal Person-to-Person</td>
<td>?</td>
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</tr>
<tr>
<td>Presentational Writing</td>
<td>?</td>
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</tr>
</tbody>
</table>
## Setting Targets

<table>
<thead>
<tr>
<th>Mode</th>
<th>End of Course 1</th>
<th>End of Course 2</th>
<th>End of Course 3</th>
<th>End of Course 4</th>
<th>End of Course 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive Listening</td>
<td>Novice High</td>
<td>Intermediate Low</td>
<td>Intermediate Mid</td>
<td>Intermediate Mid</td>
<td>Intermediate High</td>
</tr>
<tr>
<td>Interpretive Reading</td>
<td>Novice Mid</td>
<td>Novice High</td>
<td>Intermediate Low</td>
<td>Intermediate Mid</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>Interpersonal Person-to-Person</td>
<td>Novice High</td>
<td>Intermediate Low</td>
<td>Intermediate Mid</td>
<td>Intermediate Mid</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>Presentational Speaking</td>
<td>Novice High</td>
<td>Intermediate Low</td>
<td>Intermediate Mid</td>
<td>Intermediate Mid</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>Presentational Writing</td>
<td>Novice Mid</td>
<td>Novice High</td>
<td>Intermediate Low</td>
<td>Intermediate Mid</td>
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</tbody>
</table>
To use the TL to observe & explore authentic products & practices by systemic inquiry to understand a culture’s perspective.

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

Diagram illustrating the relationship between Products, Practices, and Perspective.
Intercultural competences may not naturally grow with the development of linguistic 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
<table>
<thead>
<tr>
<th>WALLS</th>
<th>SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>that may make it difficult to implement intercultural Lessons in the Target Language</td>
<td>How will I go over or around this wall?</td>
</tr>
</tbody>
</table>
Intercultural Communicative Competence

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

**Performance Indicators**

- **Identify**
- **Compare**
- **Explain**
- **Analyze**
- **Evaluate**
<table>
<thead>
<tr>
<th>IC EXAMPLE</th>
<th>NOVICE HIGH</th>
<th>INTERMEDIATE HIGH</th>
<th>ADVANCED HIGH</th>
<th>SUPERIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my own and other cultures I can <strong>identify</strong> how people celebrate local and national holidays or festivals.</td>
<td></td>
<td></td>
<td></td>
<td>In my own and other cultures I can <strong>compare</strong> how the expectations associated with celebrating a holiday or festival influence behaviors.</td>
</tr>
<tr>
<td>I can request &amp; provide information by asking &amp; answering practiced &amp; some original questions on familiar &amp; everyday topics using simple sentences most of the time.</td>
<td></td>
<td></td>
<td></td>
<td>I can discuss &amp; sometimes debate a variety of complex, concrete, &amp; some academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.</td>
</tr>
<tr>
<td>I can exchange information in conversations &amp; some discussions on a variety of familiar &amp; some concrete topics that I have researched using connected sentences often across various timeframes!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOVICE

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.

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).

<table>
<thead>
<tr>
<th>INVESTIGATE</th>
<th>INTERACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my own and other cultures I can identify locations to buy something and how culture affects where people shop.</td>
<td>I can use rehearsed behaviors when shopping in a familiar type of store.</td>
</tr>
<tr>
<td>In my own and other cultures I can identify familiar landmarks and monuments and what they represent to people.</td>
<td>I can act appropriately when purchasing an entrance ticket to a landmark or historical site.</td>
</tr>
<tr>
<td>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.</td>
<td>I can answer simple questions about my study abroad plans.</td>
</tr>
</tbody>
</table>
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 can-do examples.

Choose 3 pairs of Investigate and Interact Can-Do statements that you feel could easily it into your existing curriculum.
How do the Language & IC Can-Do’s work together?
Intercultural Communication

- Communicate
  - In 3 Modes:
    - Interpretive
    - Interpersonal
    - Presentational

- Authentic Cultural Contexts
- Performance-Based Examples
- Proficiency Framework

Culture

Investigate 3 P’s
Interact
Reflect

Language
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....

**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

<table>
<thead>
<tr>
<th>Interpretive</th>
<th>Interpersonal</th>
<th>Presentational</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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**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.

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</thead>
<tbody>
<tr>
<td>I can understand simple questions about family in correspondence among an e-pals.</td>
<td>I can ask and respond to some simple questions about a scientific infographic the members of my family.</td>
<td>I can identify whom I and people in other cultures consider to be part of the family, using a few simple details.</td>
</tr>
<tr>
<td>I can understand someone’s simple descriptions of family photos on Instagram.</td>
<td>I can interact with grandparents a partner to plan who will do what for an upcoming party.</td>
<td>I can tell about my favorite actor or author relative.</td>
</tr>
</tbody>
</table>
In my own and other cultures I can compare how traditions and events influence music and art.

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

In my own and other cultures I can...
- I can...
- I can...

In my own and other cultures 
- I can...
- I can...

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.

<table>
<thead>
<tr>
<th><strong>Self-Check : Unrehearsed</strong></th>
<th><strong>Simple Sentences, Pieces of Information, Familiar Topics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretive</strong></td>
<td><strong>Interpersonal</strong></td>
</tr>
<tr>
<td>I can</td>
<td>I can</td>
</tr>
<tr>
<td>I can.</td>
<td>I can</td>
</tr>
</tbody>
</table>
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.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretive</strong></td>
<td><strong>Interpersonal</strong></td>
</tr>
<tr>
<td>I can understand a pen pal's <em>weekend</em> schedule.</td>
<td>I can interact to arrange a meeting or date.</td>
</tr>
<tr>
<td>I can understand a voicemail with details <em>about a party.</em></td>
<td>I can ask and answer questions about when certain events take place.</td>
</tr>
</tbody>
</table>
**INVESTIGATE**

**Investigate Products And Practices To Understand Cultural Perspectives**

**PERFORMANCE INDICATORS**

**PRODUCTS**

In my own and other cultures *I can* explain some diversity among products and practices and how it relates to perspectives.

**PRACTICES**

In my own and other cultures *I can* explain how a variety of products of public and personal interest are related to perspectives.

**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)*

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

How can I demonstrate intercultural competence?

Investigate

- eating habits at home & in restaurants, both “fast food” and more formal meals.
- similarities & differences in what people eat in different countries.
- foods categories on a country’s national food guidelines, e.g. USDA for the U.S.

Interact

- use healthy eating guidelines from different countries to describe eating habits.
- plan a meal that addresses a culture’s nutritional traditions & national food guidelines.
- exchange lunches with a peer from another culture.

Reflect

- what are considered healthy food habits in the target cultures & in the U.S. & why they may be different.
- how food scarcity or environment affects a country/culture’s diet.

Jefferson County Public Schools, KY
A New Lens for Curriculum

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**

Intercultural activity in TL

Reflection questions at home, in English or the TL

Closing activity in class in TL

---

### Interactions for Intercultural Communication

| Learning Target | Intermediate
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td><strong>Investigate:</strong></td>
<td>In my own and other cultures I can identify and compare the values expressed by the way people celebrate holidays or festivals.</td>
</tr>
<tr>
<td><strong>Interact:</strong></td>
<td>I can adjust the way I dress to make it appropriate for a celebration or event.</td>
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</tbody>
</table>

### 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.
Investigation of my own and other cultures...

- Investigate
- Interact
- Reflect

Using the target language & authentic materials
The IC Learning Process
In my own & other cultures...

Process of Intercultural Learning

1. Notice
2. Compare
3. Reflect
4. Interact
5. Reflect

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**

**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

USA

DAY'S LOUISVILLE

LOUISVILLE'S SLUGGER

KELSI

It's Your Turn!
Reflection

At Home Reflection Questions

In-Class Follow-Up
Interaction in or with others from the target culture

- Interact
- Investigate
- Reflect

Using the target language and culturally appropriate behavior
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

Community social agency

Let's Be #GridPals 🌍

https://www.hellotalk.com/

https://www.interpals.net/

https://www.iearn.org/

https://www.flipgrid.com/

GUEST SPEAKERS

Facebook

INTERPAL

PBL

italki
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

Outside of class, in English or the TL
**Learning Target for Intercultural Communication**

- 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?

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**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 themself and others, regarding the celebration of national holidays and people’s values.

---

**Scarnio & Liddicoat, 2009**
<table>
<thead>
<tr>
<th>Intermediate</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Investigate:</strong></td>
<td><strong>In my own and other cultures, I can...</strong></td>
</tr>
<tr>
<td><strong>Interact:</strong></td>
<td><strong>I can...</strong></td>
</tr>
</tbody>
</table>

**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.
How do we use the can-do's?

Can-Do Statements

BENCHMARKS

Indicators

Examples

Curriculum

PROGRAM COURSE TARGETS

Unit Goals

IPAs

Lessons
ARTICLES

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


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


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
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.
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