

Novice Level

ASL Intercultural Communication

Can-Do Statements

INTERCULTURAL COMMUNICATION

The need for language competence in a global society touches every sector of life. From career preparation in an international workforce to citizen diplomacy and national defense to one's role in a social or virtual community, communication across cultures is the key. Learners today must have the linguistic proficiency to communicate with global audiences, insight into the cultural perspectives that shape those audiences, and the ability to behave appropriately in a variety of cultural contexts. The following series of can-do statements organized around the language proficiency levels (*2012 ACTFL Proficiency Guidelines*) guide learners in their development of such linguistic and intercultural competences.

Intercultural competence, therefore, is the demonstration of interaction between the use of language skills and cultural knowledge. The national *Standards for Foreign Language Learning in the 21st Century* highlights the need for learners to understand the relationship between a culture's perspectives and its products and practices. A culture's perspectives reflect the values, beliefs and attitudes of its people. Through contact with products (i.e., monuments, laws, music, etc.) developed by a culture and practices (eating habits, shopping behaviors, use of space, etc.) demonstrated by its people, we come to understand the perspectives (i.e., values, attitudes, beliefs, etc.) of a people.

Demonstrating intercultural competence requires both the ability to use the language and behave appropriately in cultural contexts. This may be particularly challenging for learners in the early stages of language learning who may not have the linguistic skill to address cultural perspectives in the language of study. It is the responsibility of all those who facilitate language learning, be they teachers in FLES, immersion, middle/high school, virtual or after-school programs, to provide opportunities for learners to experience language and culture together. Learners and educators must recognize that language and culture are inseparable. This requires the near exclusive use of the language of study. Thus, as language proficiency grows, so will intercultural competence.

Just as the proficiency level can-do statements of novice, intermediate, advanced, and superior are cumulative in nature for language competencies, they are cumulative for intercultural competencies as well. Learners demonstrate evidence of novice-level competencies first, then add evidence of intermediate-level competencies and so forth. They continually add to their repertoire as they move up the proficiency continuum, applying knowledge of products and practices before developing and applying an understanding of perspectives. The interaction of language and cultural competencies thus results in interculturality.

Unlike the language benchmarks and indicators, the interculturality can-do statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated *novice high* language competencies should also be demonstrating the *novice level* interculturality competencies.

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Investigation of Products and Practices

I can use my language skills to investigate the world beyond my immediate environment.

BENCHMARK: *I can identify some products and practices of the Deaf culture.*

1) I can identify some common products related to home and community life of Deaf and non-Deaf cultures.

This is my goal.

I can do this with help.

I can do this easily.

Sample Learning Tasks in the Target Language:

- *I can...(customized)*
- *I can identify some assistive devices such as flashing doorbells, lights, fire systems, etc. used the in the Deaf community.*
- *I can identify familiar landmarks important to Deaf culture such as the statues of Thomas Hopkins Gallaudet and Alice Cogswell.*
- *I can identify institutions important to Deaf culture such as Martha's Vineyard, Deaf Clubs, Gallaudet University, etc.*
- *I can recognize some traditional and popular songs from the Deaf culture.*
- *I can recognize some oral traditions of visual storytelling such as ABC, number and handshape stories.*
- *I can recognize some similarities and differences between the construction and design of houses for the Deaf, such as providing more light for access to visual communication.*
- *I can identify specific state and national locations, agencies, and Deaf Clubs that provide support and services for the Deaf community.*

2) I can identify some common practices related to home and community life of Deaf and non-Deaf cultures.

This is my goal.

I can do this with help.

I can do this easily.

Sample Learning Tasks in the Target Language:

- *I can...(customized)*
- *I can recognize that background noise may be louder during meal times with the Deaf.*
- *I can recognize that what people wear for certain occasions may distract or impede visual communication.*
- *I can recognize what Deaf time means.*
- *I can identify appropriate ways to greet or take leave of each member of a group where the Deaf are present.*

Understanding Cultural Perspectives

I can use my language skills to recognize and understand others' ways of thinking as well as my own.

BENCHMARK: *I can identify some basic cultural beliefs and values in Deaf culture.*

3) I can identify some beliefs and values related to age, gender, social class and ethnicity in Deaf culture.

This is my goal.

I can do this with help.

I can do this easily.

Sample Learning Tasks in the Target Language:

- *I can...(customized)*
- *I can sometimes tell the way people address each other differently in Deaf culture based on age and social standing.*
- *I can sometimes recognize that signing space may vary depending on signing styles.*
- *I can recognize that use of native language, gender, and age can determine one's role in the family, school, and workplace.*

4) I can identify some characteristics of national Deaf identity.

This is my goal.

I can do this with help.

I can do this easily.

Sample Learning Tasks in the Target Language:

- *I can...(customized)*
- *I can identify some elements of regional differences in ASL.*
- *I can identify symbols that represent Deaf culture.*
- *I can identify the importance of some historical events in Deaf culture represented in national holidays and on monuments.*
- *I can identify major organizations important to the Deaf community.*
- *I can identify major legislation important to the Deaf community.*

5) I can identify ways in which the Deaf culture is globalized.

This is my goal.

I can do this with help.

I can do this easily.

Sample Learning Tasks in the Target Language:

- *I can...(customized)*
- *I can identify some similar leisure activities across Deaf cultures.*
- *I can identify some similar forms of common signaling (applause, referee whistle) across Deaf cultures.*
- *I can identify some common table settings and social interaction across Deaf cultures.*
- *I can identify examples of common technology use across Deaf cultures.*

Participation in Cultural Interaction

I can use my language skills and cultural understanding to interact in a cultural context other than my own.

BENCHMARK: *I can interact at a survival level in some Deaf cultural contexts.*

<p>6) I can imitate some simple patterns of behavior in familiar settings in Deaf and non-Deaf cultures.</p>	<p>This is my goal.</p>	<p>I can do this with help.</p>	<p>I can do this easily.</p>
<p><i>Sample Learning Tasks in the Target Language:</i></p> <ul style="list-style-type: none"> • <i>I can...(customized)</i> • <i>I can imitate appropriate greetings.</i> • <i>I can recognize and imitate table manners.</i> • <i>I can sometimes recognize and imitate culturally appropriate personal space, eye contact, and body language when interacting with others.</i> • <i>I can sometimes identify what is culturally appropriate to say when gift-giving in situations such as in a birthday party, New Year's, a wedding, etc.</i> • <i>I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.</i> 			
<p>7) I can use memorized language and very basic knowledge of the Deaf culture to interact with others.</p>	<p>This is my goal.</p>	<p>I can do this with help.</p>	<p>I can do this easily.</p>
<p><i>Sample Learning Tasks in the Target Language:</i></p> <ul style="list-style-type: none"> • <i>I can...(customized)</i> • <i>I can sometimes ask and answer questions or make simple comments in a familiar cultural context such a family event or a social event with peers.</i> • <i>I can understand and mention a general cultural reference, such as a movie title, author or composer, in a conversation.</i> • <i>I can play a simple board or card game with friends.</i> 			
<p>8) I can use memorized language, and very basic knowledge of the Deaf culture to accomplish simple, routine tasks.</p>	<p>This is my goal.</p>	<p>I can do this with help.</p>	<p>I can do this easily.</p>
<p><i>Sample Learning Tasks in the Target Language:</i></p> <ul style="list-style-type: none"> • <i>I can...(customized)</i> • <i>I can use a videophone to communicate with my peers.</i> • <i>I can recognize and imitate how people count.</i> • <i>I can follow a team's win-loss record from Deaf web sites.</i> • <i>I can sometimes guess a person's emotions based on how they sign.</i> 			