

Advanced 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 explain some diversity among the products and practices in Deaf and non-Deaf culture.*

1) I can explain some of the factors that contribute to why products and practices differ between the 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 explain how art is influenced by the experiences of an artist from the Deaf culture.*
- *I can explain how popular ASL poems and storytelling can reflect the Deaf culture.*
- *I can explain how celebrations are influenced by the Deaf Culture.*
- *I can explain how creators of TV advertisements market their products to the Deaf community.*
- *I can describe cultural elements of the Deaf community as portrayed in films.*

2) I can explain how peoples' practices and behaviors reflect the 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 explain how disciplining children differs in the Deaf culture (eye contact, proximity, signing space, stamping, visual cues, etc.)*
- *I can explain why greetings in the Deaf culture may include hugging and handshaking.*
- *I can explain why leave-taking takes longer in the Deaf culture.*
- *I can explain why descriptive details are important in some topics in ASL.*
- *I can explain how bonding occurs in Deaf schools and organizations.*
- *I can explain the challenges of the Deaf to assimilate socially or professionally.*
- *I can explain why the sense of community is so important in the Deaf culture.*

3) I can explore topics of personal and professional interest.	This is my goal.	I can do this with help.	I can do this easily.
<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 research some facts about the genealogy of Deaf members of my family.</i> • <i>I can research how communication has evolved in ASL.</i> • <i>I can research study or internship opportunities where ASL is used to participate in and to reach the Deaf community.</i> • <i>I can gather information about topics of personal interest such as hobbies, sports, ASL literature, and entertainment in Deaf culture.</i> • <i>I can research career options and job opportunities in other countries.</i> 			

Understanding of Cultural Perspectives

I can recognize and understand other's ways of thinking as well as my own.

BENCHMARK: *I can analyze and explain some cultural perspectives of individuals and institutions within Deaf culture.*

4) I can explain how peoples' actions reflect their cultural beliefs.

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 explain why Deaf people place importance on having Deaf individuals hold high office in Deaf organizations and businesses.*
- *I can explain why Deaf people spend more time at meals than others.*
- *I can explain why people hold certain members of the community in higher regard than others.*
- *I can explain why people in the Deaf culture might prefer marrying within the Deaf community.*

5) I can explain how social, political, religious, and economic institutions reflect cultural beliefs.

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 explain the challenges of accessing health care in the Deaf community.*
- *I can explain the impact of the oralism movement in educating the Deaf.*
- *I can explain the impact of the institutionalization of the Deaf that took place in the past.*
- *I can explain why members of the Deaf community might seek out a signing ministry.*
- *I can explain the issues of a political campaign as presented in a vlog.*
- *I can explain the practice of how businesses meet the needs of the Deaf community.*
- *I can explain the challenges of accessing the legal and judicial systems in the Deaf community.*

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 competent level in familiar and some unfamiliar cultural contexts within the Deaf community.*

6) I can comfortably interact and converse with peers and colleagues at school, work, or play.	This is my goal.	I can do this with help.	I can do this easily.
<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 collaborate on a project with peers from the Deaf culture.</i> • <i>I can interact appropriately when a member of a Deaf community is a guest in my home (setting a "Deaf" table: ample lighting, clear table, proper etiquette, etc.)</i> • <i>I can engage in social conversations at a sporting event with Deaf peers weighing the need for social interaction and the interest of the game.</i> • <i>I can differentiate between appropriate and inappropriate topics and participate in conversations about most of them.</i> 			
7) I can interact with Deaf people in some situations outside of my normal routine.	This is my goal.	I can do this with help.	I can do this easily.
<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 participate in a professional meeting in a somewhat unfamiliar situation, such as a job interview.</i> • <i>I can participate in a community service learning project, such as volunteering at a health fair for the Deaf community.</i> • <i>I can participate in a dialogue with a visitor from the Deaf community.</i> • <i>I can interview someone for a research project or news article.</i> • <i>I can carry on a conversation with someone during a job shadowing experience.</i> 			

8) I can understand that a cultural faux pas has occurred and understand how to correct it.	This is my goal.	I can do this with help.	I can do this easily.
<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 recognize when something is culturally inappropriate from the use of language, sign choice, or body language.</i> • <i>I can sometimes recognize when my facial expressions cause misunderstanding.</i> • <i>I can understand why simultaneous communication may be offensive to the Deaf.</i> • <i>I can understand why a comment I made was offensive and decide how to sign next time.</i> • <i>I can understand why it is important to support rather than lead the Deaf community in issues of importance to them.</i> • <i>I can understand why members of the Deaf community might prefer relationships with other Deaf community members.</i> • <i>I can apologize to repair a relationship.</i> 			