

Intermediate 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 common patterns in the products and practices of the Deaf culture.

1) I can explore and reference current and past examples of authentic 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 understand the main idea and characters of short stories, folk tales, or graphic novels.*
- *I can recognize and reference famous artists and their works.*
- *I can understand the main idea of a movie clip or documentary.*
- *I can talk about a historical figure.*
- *I can have a simple conversation about a festival.*
- *I can summarize the contributions of a culture in a blog or multimedia presentation.*

2) I can compare and contrast some common products of other cultures and my own.

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 describe similarities and differences in artwork.*
- *I can have a simple conversation about education for the Deaf.*
- *I can provide basic information about national, regional, and local Deaf organizations.*
- *I can identify similarities among folk tales.*

3) I can compare and contrast some behaviors or practices of other cultures and my own.

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 compare and contrast eating habits.*
- *I can compare and contrast how people participate in Deaf community sporting events.*
- *I can compare and contrast how families interact.*
- *I can compare and contrast how people celebrate.*
- *I can compare and contrast how my peers socialize.*

Understanding Cultural Perspectives

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

BENCHMARK: I can compare familiar cultural beliefs and values of Deaf culture.

4) I can describe some basic cultural viewpoints of 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 describe the roles of family members who are Deaf and of those who are hearing.*
- *I can describe the differences between a family with no hearing members to that of a family with one or more Deaf members.*
- *I can describe the educational philosophy for Deaf learners.*
- *I can make simple comparisons about the roles of the hearing and Deaf in American society.*
- *I can describe how the Deaf culture views some major historical events differently.*

5) I can make some generalizations about 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 identify cultural stereotypes or exaggerated views of Deaf culture.*
- *I can compare some modes of communication and/or language within the Deaf community.*
- *I can categorize the characteristics of the Deaf community in simple terms.*
- *I can determine what types of entertainment are popular in Deaf culture.*

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 functional level in a familiar context in Deaf culture.*

<p>6) I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.</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 usually accept and refuse invitations in a culturally appropriate way.</i> • <i>I can usually offer and receive gifts in a culturally appropriate way.</i> • <i>I can usually request assistance in a culturally appropriate way.</i> • <i>I can respond in a culturally accepted way when someone sneezes, toasts, or pays me a compliment, etc.</i> • <i>I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, and agreeing, when talking with others.</i> 			
<p>7) I can recognize and refer to elements of historical and current Deaf culture.</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 refer to an historical event that is significant in Deaf culture.</i> • <i>I can describe the outcome of elections relevant to the Deaf culture.</i> • <i>I can talk about the popularity of an oral tradition.</i> • <i>I can ask and answer questions about examples of Deaf literature.</i> • <i>I can mention the significance of a work of art in conversation.</i> • <i>I can describe the difference between past and current styles of signs.</i> 			
<p>8) I can sometimes recognize when I have caused a cultural misunderstanding and try to correct it.</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 identify the appropriateness of topics and usually participate in conversations about them when attending a social or family event.</i> • <i>I can sometimes recognize when I have acted or signed too formally or informally and try to correct it.</i> • <i>I can sometimes recognize when I don't maintain eye contact appropriately.</i> • <i>I can adjust my communication with a new or disabled signer.</i> • <i>I can demonstrate patience when communicating with a new or disabled signer.</i> • <i>I can sometimes recognize when my attempt at humor is misguided.</i> 			