Building Interculturality in STARTALK Programs

Jacque Van Houten, Jefferson County, KY
Session Goals

- I can define interculturality for learners, parents and other stakeholders.
- I can recognize the alignment of intercultural can-do statements with ACTFL proficiency levels.
- I can plan activities that lead learners to develop interculturality.
- I can envision ways to assess and document interculturality.
Think, Pair, Share

Discuss what you know about interculturality.
# National Cultures Goal

<table>
<thead>
<tr>
<th>1996</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>Gain Knowledge and Understanding of Other Cultures</td>
<td>Interact with cultural competence and understanding</td>
</tr>
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</table>

What is similar? What is different? What is new? What is the message?
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1996</td>
<td>2.1 Students demonstrate an understanding of the relationship between practices and perspectives of the culture studied.</td>
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<tr>
<td>2013</td>
<td>Relating cultural practice to perspectives. Learners use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied.</td>
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<tr>
<td>1996</td>
<td>2013</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>2.2 Students demonstrate an understanding of the relationship between products and perspectives of the culture studied.</td>
<td>Relating cultural products to perspectives</td>
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<td>Learners use the language to investigate, explain, and reflect on the relationship between products and perspectives of the cultures studied.</td>
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The Culture Triangle

**PERSPECTIVES (WHY?)**
(Meanings, attitudes, values, ideas)

**PRACTICES (HOW?)**
(Patterns of social interactions)

**PRODUCTS (WHAT?)**
(Books, foods, laws, music, etc.)
Definition

Interculturality

a dynamic process of active participation in communication guided by an awareness and understanding of culture.
Interagency Language Roundtable
Intercultural Communication

0. No Competence
0+ Memorized Competence
1. Elementary Competence
2. Limited Working Competence
3. Professional Competence
4. Superior Competence
5. Professional Competence

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ACTFL Performance and Proficiency Guidelines for Language Learners

- **Superior**
  - Can support opinions, hypothesize, discuss abstract topics and handle a linguistically unfamiliar situation.

- **Advanced**
  - Can narrate and describe in past, present, and future and handle a complicated situation or transaction.

- **Intermediate**
  - Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.

- **Novice**
  - Speech limited to memorized material.

- **No spoken language communication skills**
Novice Interculturality

Language Proficiency

Cultural Knowledge
Intermediate Interculturality

Language Proficiency

Cultural Knowledge

Interculturality
Superior Interculturality

Language Proficiency

Cultural Knowledge

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Distinguished Interculturality

Language Competency

Cultural Knowledge

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Byram’s Model

Five kinds of knowledge

- Attitudes
- Knowledge of social groups
- Knowledge of interpreting & relating
- Knowledge of discovery & interaction
- Critical cultural awareness
The Role of Culture in Language Education
Discuss

Consider how learners discover culture.

Where do they encounter culture, formally or informally? How do they know it’s culture?

How do they express that knowledge in the target language?
interculturality
Video Clip

Arabic presentation

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Intercultural Competencies

• Investigation of Cultural Products & Practices (CPP)

• Understanding of Cultural Perspectives (CP)

• Participation in Cultural Interaction (CIA)
Investigation

Novice Benchmark

N.CPP. I can identify some products and practices of cultures.

Learning Indicator

N.CPP.2 I can identify some common practices related to home and community life of other cultures and my own.
Investigation

Sample Learning Targets

• I can identify some common eating habits.
• I can identify what people wear for certain occasions.
• I can express the time and date as locals do.
• I can use appropriate greetings for some holidays.
• I can…
Cultural Perspectives

Intermediate Benchmark
I.CP. I can compare familiar cultural beliefs and values.

Learning Indicator
I.CP.1 I can describe some basic cultural viewpoints.
Cultural Perspectives

Sample Learning Targets

• I can talk about the individual role of family members and the importance of birth order.
• I can give examples that show the importance of academics vs. sports.
• I can describe the importance of education.

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Cultural Interaction

Novice Benchmark

N. CIA I can function at a survival level in an authentic cultural context.

Learning Indicator

N. CIA. 2 I can use memorized language and very basic cultural knowledge to interact with others.
Cultural Interaction

Sample Learning Targets

• I can sometimes ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers.

• I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation.

• I can play a simple board or card game with friends.

• I can...
Collège Pasteur

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Cultural Encounter Analysis

To what extent does the encounter
a. address an appropriate, targeted proficiency sub level?

b. provide cultural knowledge and context?
Cultural Encounter Analysis

To what extent does the lesson c. provide an opportunity for learners to use the target language? in an authentic context?

d. provide an opportunity for learners to use authentic materials/resources? In authentic context?

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Video Clip

Interculturality
Video Clip

2nd graders make "Burro's Tortillas"
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Teacher’s Role

1. Cultural goals can best be met by giving learners experiences with the culture rather than by talking about cultural facts and artifacts.
Teacher’s Role

• 2. identify cultural information to integrate with language and subject content by considering the categories of cultural products and practices and considering the perspectives they represent.
Teacher’s Role

• 3. Culture requires careful and systematic planning, to provide developmentally appropriate information and experiences at each developmental level and a well-designed sequence of instruction.
Teacher’s Role

• 4. As you plan lessons that incorporate cultural products and practices, you are also building a foundation of awareness of the perspectives of the culture.
# Planning the lesson

<table>
<thead>
<tr>
<th>Language Target</th>
<th>Cultural Target</th>
<th>Intercultural Target or Experience</th>
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<tbody>
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Assessment

• How can the learners’ interculturality be assessed or self-assess?
Partner Schools

- http://www.elanguages.org/
- http://www.connectallschools.org/node/132295
- www.us.iearn.org
- http://wws.peacecorps.gov/wws/correspond

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### Session Goals

<table>
<thead>
<tr>
<th>This is a Goal</th>
<th>I Can Do With Help</th>
<th>I Can Do</th>
<th>Evidence</th>
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Resources

*Language Educator*, January 2014: *Focus on Cultural Proficiency*

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

*KY Standard for World Language Proficiency*

*SC Standard for World Language Proficiency*
http://ed.sc.gov/agency/programs-services/63/
Resources

- http://www.govtilr.org/
- http://lfonetwrok.uoregon.edu/linguafolio-jr/
- www.ncssfl.org

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Contact Info

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Thank You
**KENTUCKY STANDARD for WORLD LANGUAGE PROFICIENCY**

**STANDARD:** Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. Through learning the language, they will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.

### Core Competencies

<table>
<thead>
<tr>
<th>Language Competencies</th>
<th>Intercultural Competencies*</th>
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<tbody>
<tr>
<td>1: Interpretive Listening and Reading</td>
<td>4: Investigation</td>
</tr>
<tr>
<td>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</td>
<td>I can use my language skills to investigate the world beyond my immediate environment.</td>
</tr>
<tr>
<td>2: Interpersonal Communication</td>
<td>5: Perspective</td>
</tr>
<tr>
<td>I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.</td>
<td>I can recognize and understand my own and others’ ways of thinking.</td>
</tr>
<tr>
<td>3: Presentational Speaking and Writing</td>
<td>6: Action</td>
</tr>
<tr>
<td>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.</td>
<td>I can use my language skills and cultural understanding to improve my world.</td>
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*Research suggests that growth in intercultural competencies is best charted through personal reflections and not delineated on a vertical proficiency scale.*

### Core Performance Skills: Beginning – Novice Mid

<table>
<thead>
<tr>
<th>Interpretive Listening</th>
<th>Interpretive Reading</th>
<th>Interpersonal Communication</th>
<th>Presentational Speaking</th>
<th>Presentational Writing</th>
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<td><strong>Learner Benchmark</strong></td>
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<tr>
<td>1. NRM.L I can understand some everyday words, phrases and questions about <em>milk</em>, <em>food</em>, <em>man</em>, <em>woman</em>,</td>
<td>1. NRM.R I can understand familiar words, phrases, and simple sentences.</td>
<td>2. NRM.IC I can interact with help, using words, phrases and memorized expressions. I can answer simple questions on very familiar topics.</td>
<td>3. NRM.PS I can provide basic information about myself and my immediate surroundings, using words and phrases, and memorized expressions.</td>
<td>3. NRM.PW I can provide some basic information on familiar topics in lists, phrases, often using memorized expressions.</td>
</tr>
<tr>
<td>Learning Indicators</td>
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</tr>
<tr>
<td>1. NRM.R I can read simple</td>
<td>2. NRM.IC I can introduce myself</td>
<td>3. NRM.PS-I can present personal</td>
<td>3. NRM.PW-I can fill out a</td>
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