



Is Interculturality Relevant in Immersion Programs?

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interculturality

Session Goals



- I can define interculturality.
- I can explain its relevance for immersion learners.
- I can align intercultural can-do statements with proficiency targets.
- I can plan opportunities for intercultural encounters.

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Think, Pair, Share



What is the purpose of immersion programs?

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Benefits



Inside Language Community

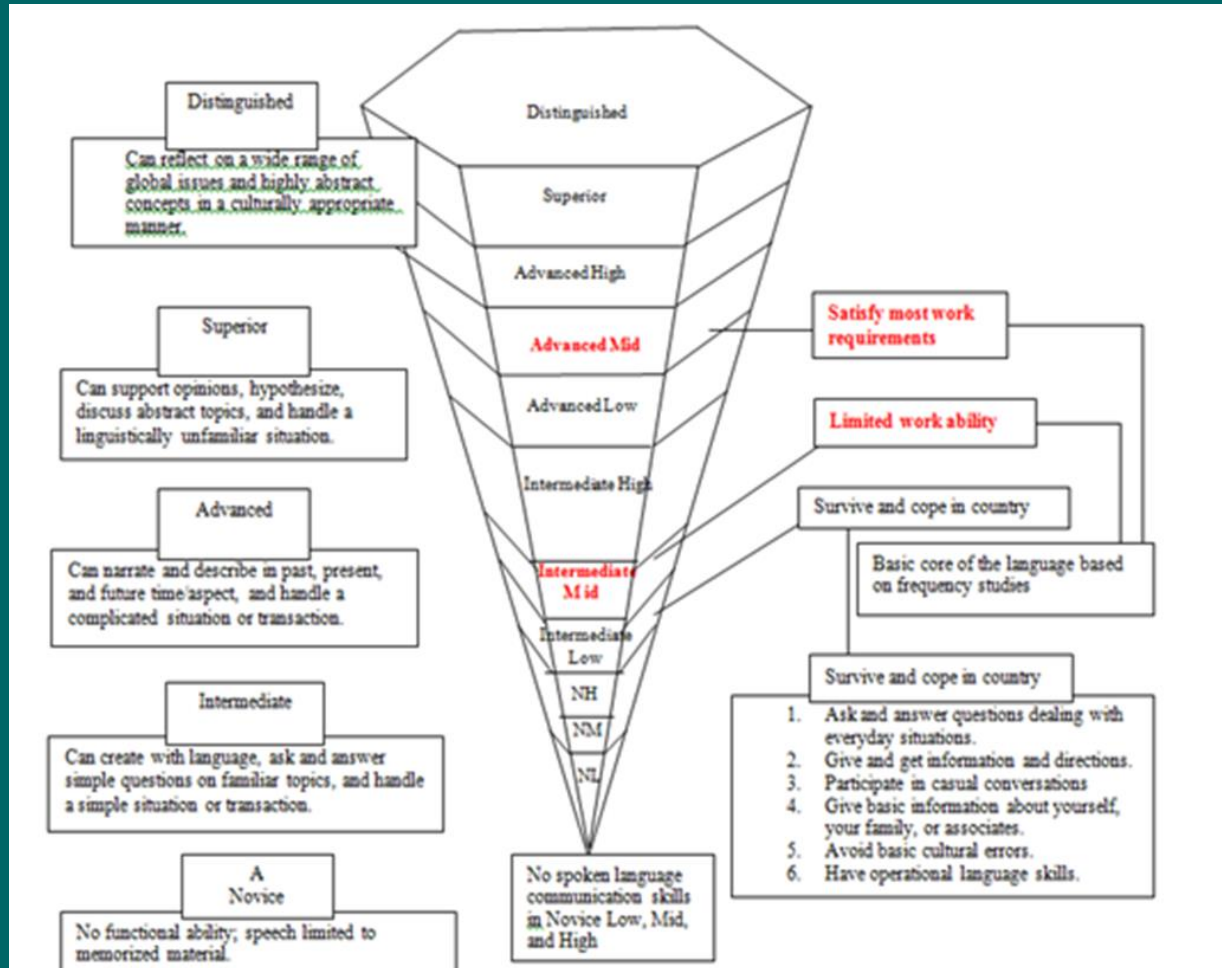
- High proficiency levels
- Cognitive development
- Improved literacy
- Preparation for global work market
- 21st century skills & global competence

Outside

- Improved achievement (test scores)
- Closing achievement gap
- Preparation for global job market
- Cultural competency

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Workplace Proficiency



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Workplace Demands



Proficiency Levels Needed in the Work World

Proficiency Level	Functions	Corresponding Jobs/Professions Who	Who has this level of proficiency?
Superior	<i>Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation</i>	Interpreter, Accountant Executive, Lawyer, Judge, Financial Advisor	Educated native speakers; students from abroad after a number of years working in a professional environment
Advanced High Advanced Mid Advanced Low	<i>Narrate and describe in past, present and future and deal effectively with an unanticipated complication</i>	University professor of foreign languages ----- Doctor, Sales representative, Social worker ----- Customer service representatives, Police officers, school teachers	Students with masters degrees or doctorates ----- Native speakers who learned Spanish in the home environment ----- Graduates with Spanish degrees who have lived in Spanish-speaking countries
Intermediate High Intermediate Mid Intermediate Low	<i>Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions</i>	Aviation personnel, telephone operator, receptionist ----- Tour guide, cashier -----	Graduates with Spanish degrees who have not lived in Spanish-speaking countries ----- After 6 years of middle/high school, AP ----- After 4 years of high school
Novice High Novice Mid Novice Low	<i>Communicate minimally with formulaic and rote utterances, lists and phrases</i>	----- -----	----- ----- After 2 years of high school ----- -----

Global Professional



**Academic
Content**

**Global
Competency**

**Language
Proficiency**

Interculturality

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Academic Content



COMMON CORE STATE STANDARDS for MATHEMATICS

Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

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Next Generation



3. Interdependent Relationships in Ecosystems Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1), (3-LS4-3)

Scale, Proportion, and Quantity

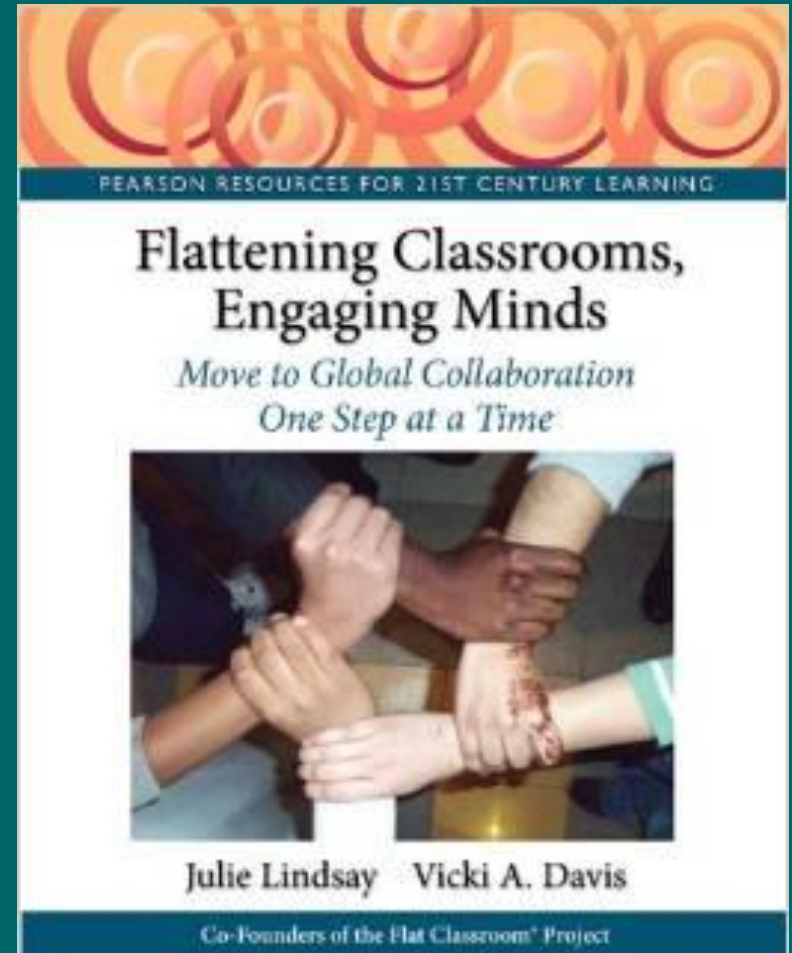
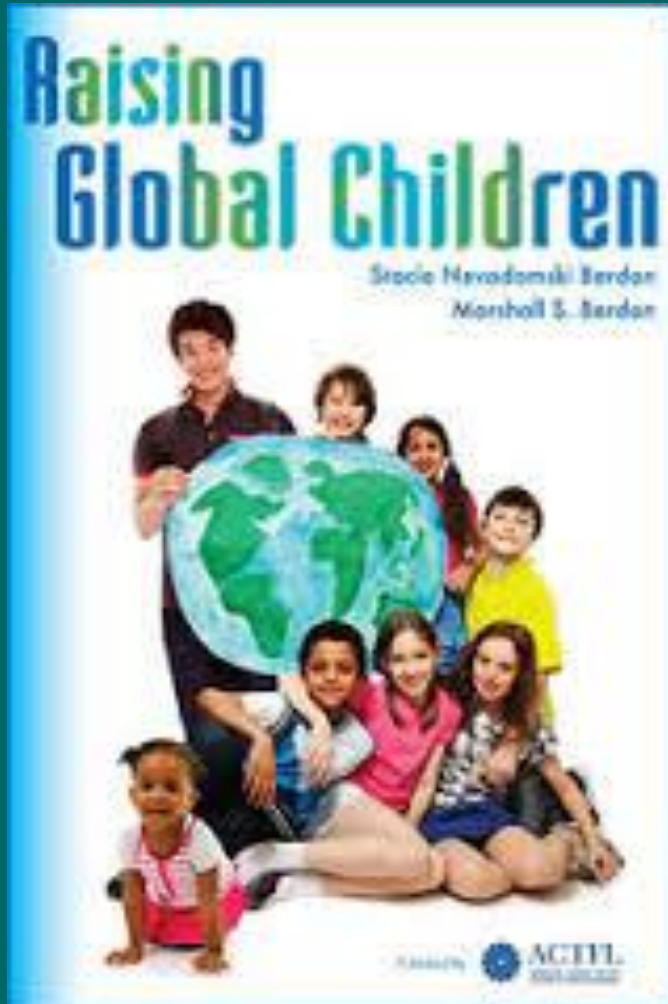
- Observable phenomena exist from very short to very long time periods. (3-LS4-1)

Systems and System Models

- A system can be described in terms of its components and their interactions. (3-LS4-4)

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Global Competence



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EdSteps Matrix



EdSteps

GLOBAL COMPETENCE MATRIX

Global Competence is the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance.

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
<p>Students:</p> <ul style="list-style-type: none"> Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions. Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question. Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions. Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions. 	<p>Students:</p> <ul style="list-style-type: none"> Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective. Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives. Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge. Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives. 	<p>Students:</p> <ul style="list-style-type: none"> Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication. Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies. Select and use appropriate technology and media to communicate with diverse audiences. Reflect on how effective communication affects understanding and collaboration in an interdependent world. 	<p>Students:</p> <ul style="list-style-type: none"> Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions. Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences. Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken. Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.

Global Competence

The cover of a report titled 'Educating for Global Competence: Preparing Our Youth to Engage the World'. The cover features a photograph of a woman and two children looking at a globe. The text on the cover includes the logos for CCSSO (Council of Chief State School Officers) and Asia Society, and the title 'Educating for Global Competence: Preparing Our Youth to Engage the World' by Veronica Boix Mansilla & Anthony Jackson. At the bottom, it mentions 'Council of Chief State School Officers' EdSteps Initiative & Asia Society Partnership for Global Learning'.

CCSSO
Council of Chief State School Officers

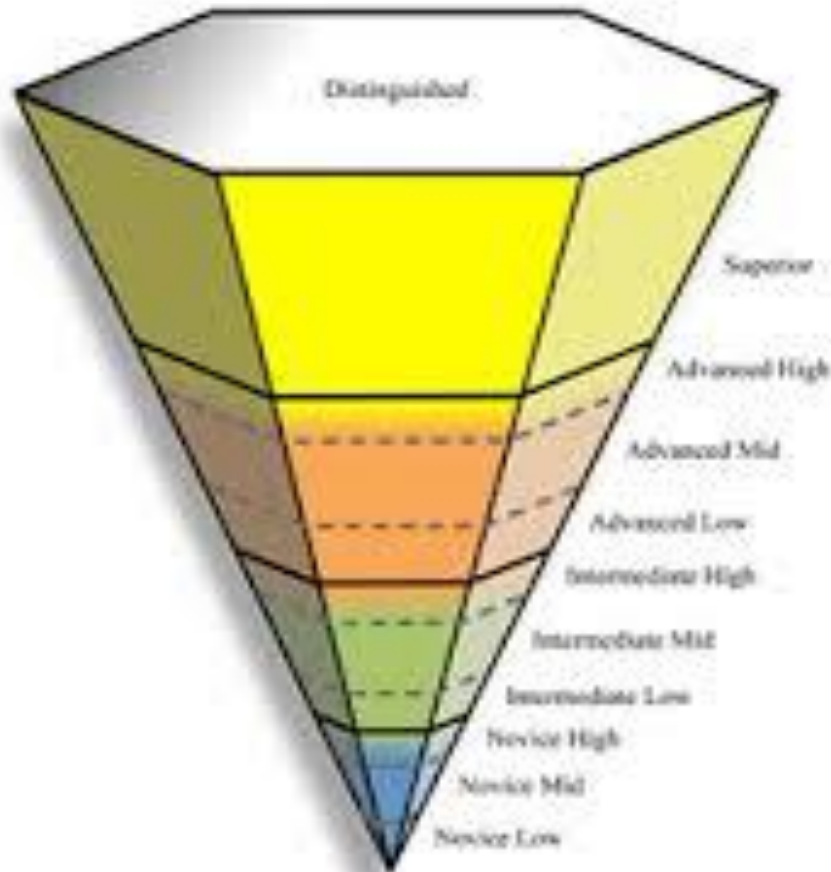
Asia
Society®
Partnership for
Global Learning

Educating for Global Competence:
Preparing Our Youth
to Engage the World
Veronica Boix Mansilla & Anthony Jackson
Council of Chief State School Officers' EdSteps Initiative & Asia Society Partnership for Global Learning

“Global competence is the capacity and disposition to understand and act on issues of global significance.”

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Language Proficiency



ACTFL

Assessing Proficiency: ACTFL Rating Scale with
Global Benchmarks and Standards including Distinguished

UT Language Proficiency Targets



UTAH DUAL LANGUAGE IMMERSION
Providing a world of opportunities for students.

Utah Dual Language Immersion Proficiency Targets

FRENCH, PORTUGUESE & SPANISH

Grade	Listening	Speaking	Reading	Writing
1	Novice Mid	Novice Mid	Novice Low	Novice Low
2	Novice High	Novice High	Novice Mid	Novice Mid
3	Intermediate Low	Novice High	Novice High	Novice High
4	Intermediate Low	Intermediate Low	Novice High	Novice High
5	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
6	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
7	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
10	Advanced Low	Advanced Low	Intermediate High	Intermediate High
11	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
12	Advanced Mid	Advanced Mid	Advanced Low	Advanced Low

CHINESE

Grade	Listening	Speaking	Reading	Writing
1	Novice Low	Novice Low	Novice Low	Novice Low
2	Novice Mid	Novice Mid	Novice Mid	Novice Mid
3	Novice High	Novice Mid	Novice Mid	Novice Mid
4	Novice High	Novice High	Novice High	Novice High
5	Intermediate Low	Novice High	Novice High	Novice High
6	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Low
7	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
8	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid
9	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
10	Intermediate High	Intermediate High	Intermediate High	Intermediate High
11	Advanced Low	Intermediate High	Intermediate High	Intermediate High
12	Advanced Low	Advanced Low	Advanced Low	Advanced Low

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DE Language Proficiency Targets



	<i>Kindergarten</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
<i>Listening</i>	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Intermediate-High	Advanced-Low
<i>Speaking</i>	Novice-Mid	Novice-High	Novice-High	Intermediate-Low	Intermediate-Low	Intermediate-Mid
<i>Reading</i>	Novice-Low	Novice-Mid	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Low
<i>Writing</i>	Novice-Low	Novice-Mid	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Low

SPANISH

	<i>Kindergarten</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
<i>Listening</i>	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Intermediate-High	Advanced-Low
<i>Speaking</i>	Novice-Mid	Novice-High	Novice-High	Intermediate-Low	Intermediate-Low	Intermediate-Mid
<i>Reading</i>	Novice-Mid	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High
<i>Writing</i>	Novice-Mid	Novice-High	Novice-High	Intermediate-Low	Intermediate-Low	Intermediate-Mid

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JCPS Language Proficiency Targets



Jefferson County, KY High School Proficiency Benchmarks

Mode & Skill	End of 1 st year of study	End of 2nd year of study	End of 3rd year of study	End of 4th year or AP study
Interpretive Listening	Intermediate Low	Intermediate Low	Intermediate Mid-3	Intermediate Mid-4
Interpretive Reading	Novice High	Novice High-4	Intermediate Low	Intermediate Mid-2
Interpersonal Person-to-Person	Novice High	Intermediate Low	Intermediate Mid-2	Intermediate Mid-3
Presentational Speaking	Novice High	Intermediate Low	Intermediate Mid-2	Intermediate Mid-3
Presentational Writing	Novice High	Intermediate Low	Intermediate Mid-2	Intermediate Mid-3

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Culture in Immersion



How do learners encounter
Culture in an immersion program?

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Academic Content



COMMON CORE STATE STANDARDS for MATHEMATICS

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How Chinese Multiply



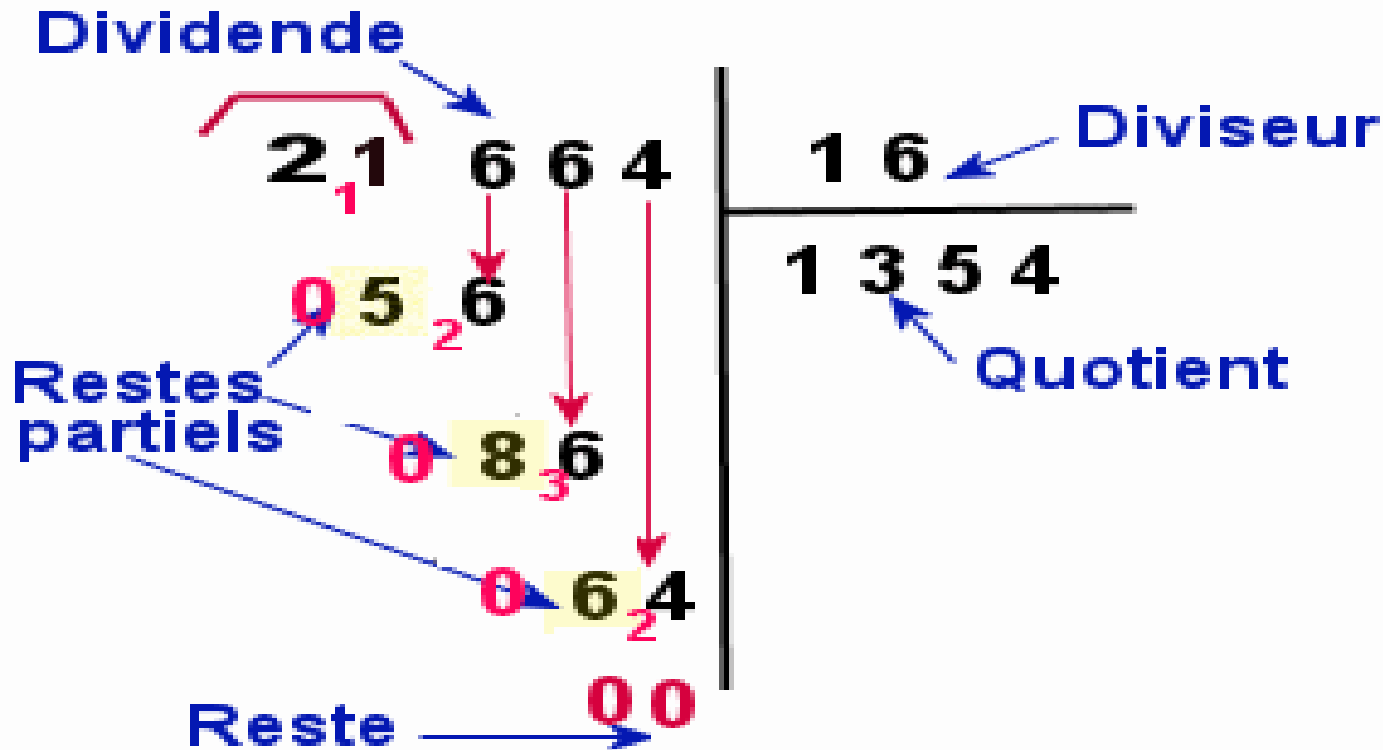
Click to play



<https://www.youtube.com/watch?v=SO-qULaAwMY>

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Division French Style



<https://www.youtube.com/watch?v=XAtqiJ1o10k>

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Next Generation



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Next Generation



ESS2.D: Weather and Climate

- Scientists record patterns of the weather across different times and areas so that they can make predictions. (3-ESS2-1)
- Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)

ESS3.B: Natural Hazards

- A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

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Next Generation



S-PS1-4

- Develop a model that predicts and changes in particle motion, temperature, and a state of pure substance when thermal energy is added or removed.
- The changes of state that with variations in temperature or pressure can be described and predicted using these modes of matter.

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Leonardo da Vinci

Examples



CCSS.MATH.CONTENT.3.MD.D.8
Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.



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National Cultures Goal



1996

Gain Knowledge
and
Understanding
of Other
Cultures

2013

Interact with
cultural
competence and
understanding

interculturality

National Cultures Goal

1996

2013



Gain Knowledge
and
Understanding
of Other
Cultures

Interact with
cultural
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understanding

interculturality

National Cultures Goal



1996

2013

2.1 Students demonstrate an understanding of the relationship between practices and perspectives of the culture studied.

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.

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National Cultures Goal



1996

2013

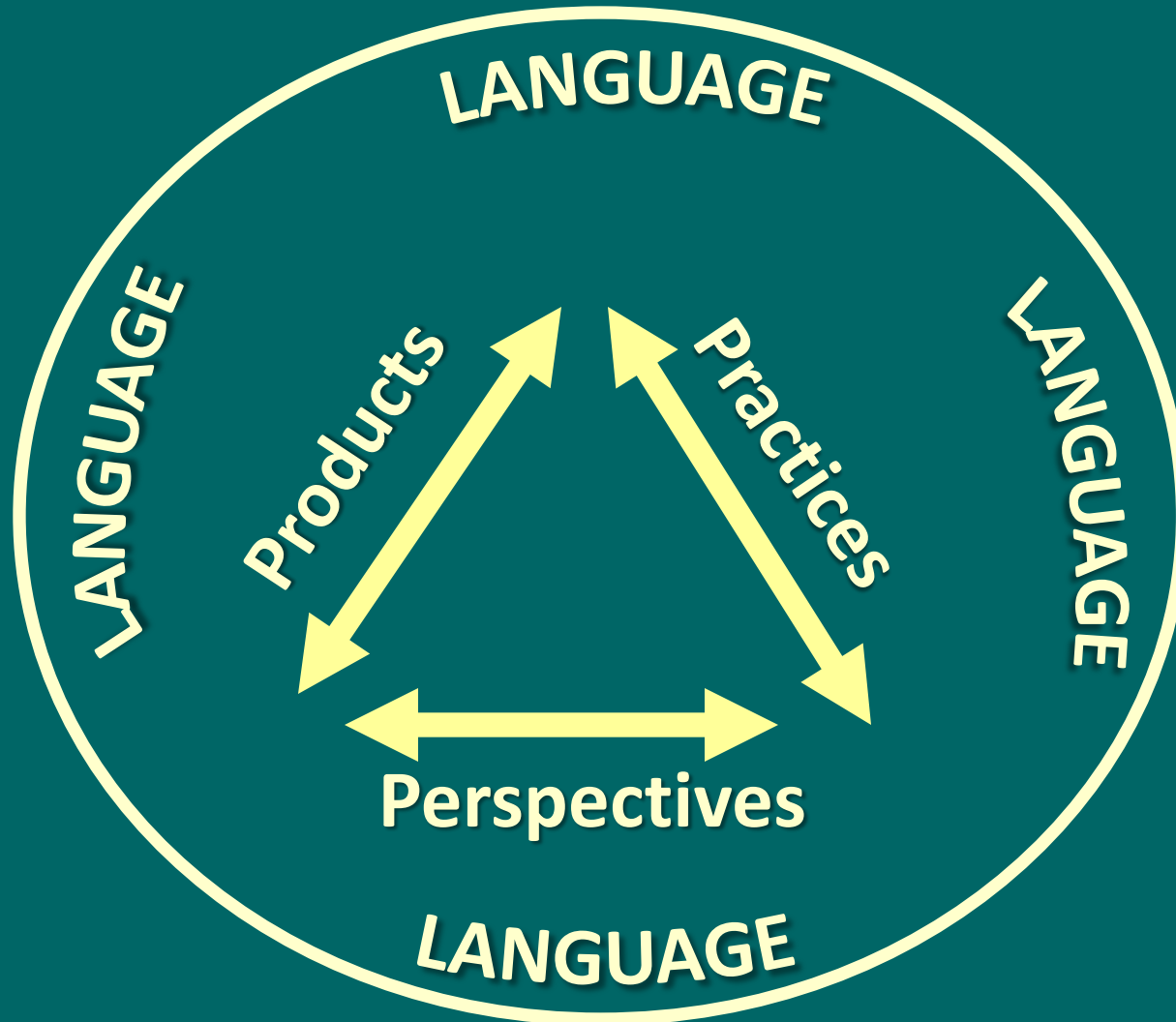
2.2 Students demonstrate an understanding of the relationship between products and perspectives of the culture studied.

Relating cultural products to perspectives

Learners use the language to **investigate, explain, and reflect** on the relationship between products and perspectives of the cultures studied.

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interculturality

Definition



Interculturality

a dynamic process of active participation in communication guided by an awareness and understanding of culture.

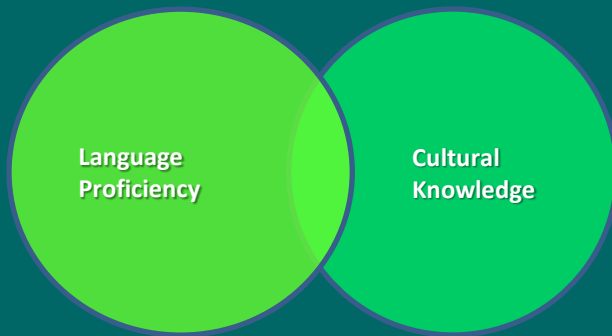


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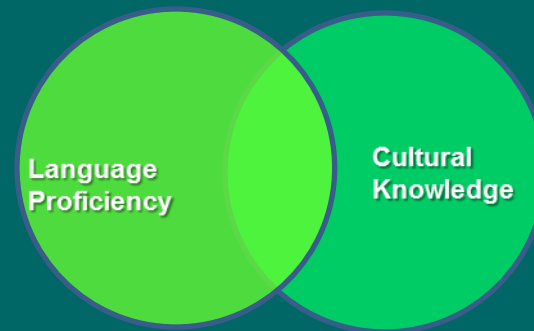
Proficiency & Interculturality



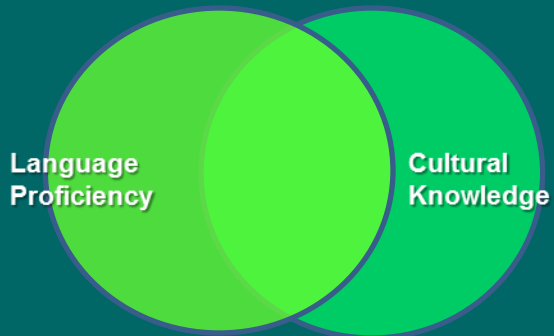
Novice
Interculturality



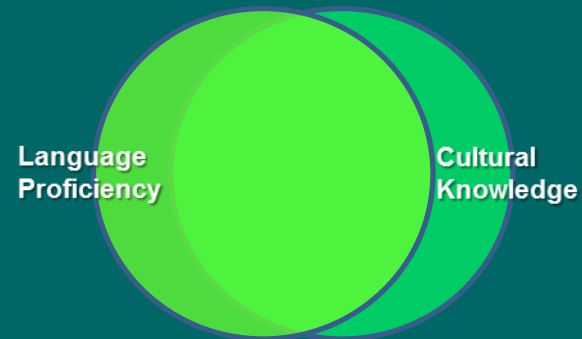
Intermediate
Interculturality



Advanced
Interculturality



Superior
Interculturality



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Core Competencies



CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<p>1. Interpretive Listening (IL) and Reading (IR)</p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.</p>	<p>4. Investigation of Cultural Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultural Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Participation in Cultural Interaction (CIA)</p> <p>I can use my language skills and cultural understanding to interact in a cultural context other than my own.</p>

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Intercultural Benchmarks



INTERCULTURAL COMPETENCIES			
Investigation of Products and Practices	<i>N.CPP</i> <i>I can identify some products and practices of cultures.</i>	<i>I.CPP</i> <i>I can identify common patterns in the products and practices of a culture.</i>	<i>A.CPP</i> <i>I can explain some diversity among the products and practices in other cultures and my own.</i>
	<i>N.CP</i> <i>I can identify some basic cultural beliefs and values.</i>	<i>I.CP</i> <i>I can compare familiar cultural beliefs and values.</i>	<i>A.CP</i> <i>I can analyze and explain some cultural perspectives of individuals and institutions within a society.</i>
	<i>N.CIA</i> <i>I can function at a survival level in an authentic cultural context.</i>	<i>I.CIA</i> <i>I can interact at a functional level in familiar cultural contexts.</i>	<i>A.CIA</i> <i>I can interact at a competent level in familiar and some unfamiliar cultural contexts.</i>

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Indicators & Targets



INTERMEDIATE INTERCULTURAL COMPETENCIES

<p>Learner Benchmark Investigation of Products and Practices</p> <p><i>I.CPP</i></p> <p><i>I can identify common patterns in the products and practices of a culture.</i></p>	<p>Learner Benchmark Understanding of Cultural Perspectives</p> <p><i>I.CP</i></p> <p><i>I can compare familiar cultural beliefs and values.</i></p>	<p>Learner Benchmark Participation in Cultural Interaction</p> <p><i>I.CIA</i></p> <p><i>I can interact at a functional level in familiar cultural contexts.</i></p>
<p>Learning Indicator</p> <p>I.CPP.1 I can explore and reference current and past examples of authentic cultural products and practices.</p>	<p>Learning Indicator</p> <p>I.CP.1 I can describe some basic cultural viewpoints.</p>	<p>Learning Indicator</p> <p>I.CIA.1 I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 time vs. money. • I can make simple comparisons about the roles of men and women in society. • I can describe the importance of religion. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can usually accept and refuse invitations in a culturally appropriate way. • I can usually offer and receive gifts in a culturally appropriate way. • I can usually request assistance in a culturally appropriate way. • I can respond in a culturally appropriate way when someone sneezes, toasts, pays me a compliment, etc. • I can use some appropriate cultural conventions such as body language,

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Adapting the Lesson



Grade 3 Geometry: Reason with shapes and their attributes.

- Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).
- Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

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Adapting the Lesson



Basic Immersion	Immersion + Culture	Immersion + Interculturality
Teach the shapes in Spanish using colored, plastic manipulatives, etc.	Teach the shapes using authentic manipulatives (e.g. target culture buildings, food boxes, toys, etc.)	With a partner school in the target culture , exchange pictures and descriptions of shapes that are found in/on local buildings.

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Adapting the Lesson

Science Standard

- 4ESS2-1 Make observations or measurements to provide evidence of effects of weather on erosion.
- W4 7 Conduct short research projects through investigation.

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Adapting the Lesson



Basic Immersion	Immersion + Culture	Immersion + Interculturality

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flatconnections.org



“Flat encounters is about working with the world for positive change through collaboration and co-creation that builds understanding and leads to action.”

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Partner Schools



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

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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

<http://education.ky.gov/curriculum/wlang/Pages/Curriculum-Documents-and-Links.aspx>

SC Standard for World Language Proficiency

<http://ed.sc.gov/agency/programs-services/63/>

Session Goals



This is a Goal

I Can Do With
Help

I Can Do

Evidence

- I can define interculturality.
- I can explain its relevance for immersion learners.
- I can align intercultural can-do statements with proficiency targets.
- I can plan opportunities for intercultural encounters.

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Contact Info



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감사합니다 Natick

Grazie Danke Ευχαριστίες Dalu

Thank You Köszönöm

Grazie Спасибо Dank Gracias

谢谢 Merci Seé
ありがとう

Obrigado

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