Focus Learning with Can-Do Statements

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Paradigm Shifts in Teaching and Learning Language

- Learning about language
- Using language to communicate
- Accessing content through language
Evolution of National Standards for Teaching and Learning Culture

- Students gain knowledge and understanding
- Students interact in culturally appropriate ways
- Students use language to build relationships
Identify desired results – What are the learning targets?
Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
CULTURES - Relating Cultural Practices (Products) to Perspectives: Learners *use the language* to investigate, explain, and reflect on the relationship between the practices (products) and perspectives of the cultures studied.

CONNECTIONS - Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while *using the language* to develop critical thinking and to solve problems creatively.

COMPARISONS - Language Comparisons: Learners *use the language* to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

COMMUNITIES - School and Global Communities: Learners *use the language* both within and beyond the classroom to interact and collaborate in their community and the globalized world.
## Backward Design

### Identify desired results
What are the goals?

### Determine acceptable evidence
How will you and learners know they reached the goals?

### Plan learning experiences and instruction
What does it take to get there?

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<td>Assessments</td>
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<td>Learning Activities</td>
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- Accessing content through language
- Students use language to build relationships
One of the most successful strategies according to scholars in the field is to:
1. set goals and have students participate in that goal setting process
2. devise an action plan that allows the learner to achieve the goal
3. and finally a reflection to see if the goal was met and at what level
What are the learning targets?

How do we help our learners understand the goals of our instruction?
Can-Do Statements for Communication

Proficiency Benchmark

Mode of Communication

(3) Language Functions

Performance Indicators that show progression across each sublevel

PRESENTATIONAL COMMUNICATION

Proficiency Benchmarks + Performance Indicators

Proficiency Benchmark

Performance Indicators

How can I present information to narrate about my life, experiences and events?

How can I present information to give a preference, opinion or persuasive argument?

How can I present information to inform, describe, or explain?
What does it take to move to the next higher level?

www.actfl.org – Publications – Guidelines & Manuals – Can-Do …

NCSSFL/ACTFL Can-Do Statements

Proficiency described from the learners’ perspective: “I can …”
ACTFL Proficiency Guidelines - Speaking: Intermediate Low

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. Speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions.

Can-Do Intermediate Proficiency Benchmark

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
I can participate in **spontaneous** spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
**Interpersonal Communication**: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
What are similarities and differences in what this family eats in a week and what you and your partner eat in a week?
I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.
I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.

Which family eats the most healthy (what’s your evidence)?

Based on what they eat, with which family would you like to stay for a week?
I can interact to share ideas about where I would prefer to live and why.
I can interact to share ideas about where I would prefer to live and why.
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
**Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
I can identify the topic and some isolated facts from simple sentences in informational texts.
After examining a website, identify correct information given “Either-Or” choices

<table>
<thead>
<tr>
<th>Want to Know</th>
<th>Either</th>
<th>Or</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where the family lives</td>
<td>__ in the country</td>
<td>__ in a city</td>
</tr>
<tr>
<td>2. How many people in the family</td>
<td>__ 3</td>
<td>__ 4</td>
</tr>
<tr>
<td>3. Activities they like to do</td>
<td>__ outdoor sports</td>
<td>__ travel to other cities</td>
</tr>
<tr>
<td>4. Food they like to eat</td>
<td>__ vegetarian</td>
<td>__ foreign foods</td>
</tr>
</tbody>
</table>
I can understand the main idea and key information in short straightforward informational texts.
## Possible Content (Predicted)

<table>
<thead>
<tr>
<th></th>
<th>True, False, No Evidence?</th>
<th>If false, what is the correct information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There are many places to go hiking</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>There are many places to go swimming</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>There are few shops near where people live</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>People in this community like to ride bicycles a lot</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>Teenagers have many things to do in this community</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>This community is very boring</td>
<td>6.</td>
</tr>
</tbody>
</table>

Does this community make it easy to have a balanced lifestyle?
I can understand the underlying message and some supporting details across major time frames in descriptive informational texts.
Fill in graphic organizer to identify key details from article on challenges teenagers face to maintain a balanced lifestyle

<table>
<thead>
<tr>
<th>Proof For</th>
<th>Proof Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people don’t take advantage of opportunities to get outside</td>
<td></td>
</tr>
<tr>
<td>Parents do not encourage young people to get physical exercise</td>
<td></td>
</tr>
<tr>
<td>Peer pressure makes it difficult to make healthy food choices</td>
<td></td>
</tr>
</tbody>
</table>
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Can-Do Statements by Proficiency Level

Mode of Communication

Proficiency Benchmark

Language Function

Performance Indicators

Examples by skill, for a variety of learning and real life contexts
Can-Do Statements contain three Language Functions for each mode and sub-level:

- **Interpretive:** What can I understand, interpret or analyze in authentic:
  - informational texts
  - fictional texts
  - conversations and discussions

- **Interpersonal:** In conversations, how can I:
  - exchange information and ideas
  - meet my needs or address situations
  - express, react to, and support preferences and opinions

- **Presentational:** How can I present information to:
  - narrate about my life, experiences and events
  - give a preference, opinion or persuasive argument
  - inform, describe or explain
Can-Do Statements contain **Text Types** and **Contexts** for each mode and sublevel

**Text Types:**
- **NOVICE**: words, phrases, simple sentences
- **INTERMEDIATE**: series of connected sentences
- **ADVANCED**: paragraphs

**Contexts:**
- **NOVICE**: me, my life, familiar and everyday topics and situations
- **INTERMEDIATE**: familiar and some researched concrete topics; familiar situations, sometimes with a complication
- **ADVANCED**: familiar and unfamiliar concrete topics across time frames
Use the Can-Do Statements: What might learners do - -

at the **Novice** or **Intermediate** or **Advanced** level?

Source: www.gapminder.org/dollar-street
Intercultural Can-Do Statements

**Investigate**
- Products and Practices

**Interact**
- with Language and Behavior
<table>
<thead>
<tr>
<th>Novice</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Superior</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In my own and other cultures I can identify some typical products related to familiar everyday life.</strong></td>
<td><strong>I can interact at a survival level in some familiar everyday contexts.</strong></td>
<td><strong>I can interact at a functional level in some familiar contexts.</strong></td>
<td><strong>I can interact at a competent level in familiar and some unfamiliar contexts.</strong></td>
<td><strong>I can engage with complexity and pluricultural identities and represent mediator between and among cultures.</strong></td>
</tr>
<tr>
<td><strong>In my own and other cultures I can identify some obviously inappropriate behaviors in familiar everyday situations.</strong></td>
<td><strong>I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</strong></td>
<td><strong>I can recognize that significant differences in behaviors and practices exist between cultures, use appropriate behaviors and avoid negative patterns.</strong></td>
<td><strong>I can show empathy and cultural sophistication in my language when interacting in social, academic, or professional situations with others from the target culture.</strong></td>
<td><strong>I can transition smoothly from informal to formal styles of behavior, respond effectively to normative cues and mediate situations of cultural misunderstanding with empathy.</strong></td>
</tr>
</tbody>
</table>

In my own and other cultures I can identify some obviously inappropriate behaviors in familiar everyday situations.
INTERACT: I can work with a peer in the target culture to create posters exposing stereotyped images of each others’ countries

INVESTIGATE: In my own and other cultures I can identify some products that reveal a stereotype or exaggerated view of a culture

INTERACT: I can work with a partner class in the target culture to survey everyone’s views toward yet another culture and identify common stereotypes

INVESTIGATE: In my own and other cultures I can compare and contrast how people label nationalities and why they do so

INVESTIGATE: In my own and other cultures I can explain how stereotypes influence a country’s products or marketing strategies

INTERACT: I can collaborate on an online project to explain misconceptions underlying stereotypes
Products
Practices

Perspectives
Perspectives
Theoretical Framework

- **Observe** what is happening
- **State** objectively what is happening
- **Explore** different explanations for what is happening
- **Evaluate** which explanation is the most likely one  
  
  - Deardorff (2006)

https://www.youtube.com/watch?v=Uod1OEVonKk&list=PLEE8505B894A70F40&index=2
https://www.youtube.com/watch?v=vaZCyIkxYwk&list=PLEE8505B894A70F40
Inquiry Research Options

1. Interview native speaker
2. Open-ended Internet research
3. Provide links to relevant information
4. Provide relevant information
1. Your own culture
1. Self-Awareness + Identity Transformation

What do you know about New Year celebration in China?

<table>
<thead>
<tr>
<th>1. Your own culture</th>
<th>2. Chinese culture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Inquiry Research Options

1. Interview native speaker
2. Open-ended Internet research
3. Provide links to relevant information
4. Provide relevant information
2. Create an Environment of Curiosity and Inquiry

What do you know about New Year’s in your culture and Chinese culture?
3. Developing ICC is a Process

Advanced Interculturality
Intermediate Interculturality
Novice Interculturality

I can identify some common products related to home and community, i.e. I can recognize some traditional and popular songs.

I can describe some basic cultural viewpoints, i.e. I can describe the importance of time vs. money.

I can comfortably interact with peers at school, work, and play, i.e. I can engage in social conversations at a sporting event.
“...being able to read the visual aspects of one’s surroundings. Someone who is visually literate is able to recognize the natural and manmade symbols around one and interpret their meanings in the same way as those who live in that environment would interpret them.”

---Genelle Morain
Language teaching with IC dimension

➢ Ability to withhold judgment of alternate perspectives
➢ Helps learners acquire disposition to explore diverse perspectives and value intercultural experiences
➢ Awareness, sensitivity and empathy toward the perspectives of others
Sample Can Do:
I can ask and answer questions about what I and others do with friends and family.
Pique students’ curiosity about language & culture

Teach students **analytical and affective tools** to observe accurately and **dispassionately other cultures** in an effort to foster students’ ability to “be able and willing to step back, gather additional data, and reflect critically before making a judgment” (Allen, 2004, p 288)
Interacting process of intercultural learning

Scarino & Liddicoat, 2009
Standard: Learners use the language to investigate, explain and reflect on the relationship between Products and Perspectives of the cultures studied.

Cultures
Standard:
Relate cultural products to perspectives

NCSSFL-ACTFL CAN-DO STATEMENTS
INTERCULTURAL COMMUNICATION
Benchmarks and Performance Indicators
Standard: Learners use the language to investigate, explain and reflect on the relationship between Practices and Perspectives of the cultures studied.

Cultures
Standard:
Relate cultural practices to perspectives
• **Observe** what you see and is happening (Who, what, when, where)

• **State** objectively what you see and what is happening

• **Explore** different explanations for what you see and is happening (why)

• **Evaluate** which explanation is the most likely one

• Novice Low & Mid: List of words, phrase

• Novice High: Sentences, connected sentences

• Advanced Low: paragraphs
Interculturality

INVESTIGATE: What did you start to *look at* in a new way?
Evaluating your feelings, thoughts, perceptions, reactions
- Your perception
- A stereotype
- To know when, where, who, why

INTERACT: What did you start to *do* differently?
Council of Europe: Common European Framework

*The ability to bring the culture of origin and the foreign culture into relation with each other*
## Steps to Integrating Intercultural Communication

1. **Set your learning target**
2. **Create opportunities for learners to investigate and interact**
3. **Involve learners in the process of IC development**
4. **Assess IC skills**

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- **Can do statements:** language & IC functions
- **Images, videos, texts, Skype interactions**
- **Engage in learning tasks in role of cultural anthropologist**
- **Reflect**
Relating Cultural Practices/Products to Perspectives:

*Use the language* to investigate, explain, and reflect on

- Young or old?
- Rich or poor?
- Male or female?
- In the city or in the country ... or only in certain regions?
- Recent immigrants or people born in the country?

Intercultural Communication:

INVESTIGATE: What did you start to look at in a new way?

Evaluate your feelings, thoughts, perceptions, reactions

• Your perception
• A stereotype
• To know when, where, who, why

INTERACT: What did you start to do differently?

Council of Europe: Common European Framework

The ability to bring the culture of origin and the foreign culture into relation with each other
Reaching Global Competence

The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence.

This competence is developed and demonstrated by investigating the world, recognizing and weighing perspectives, acquiring and applying disciplinary and interdisciplinary knowledge, communicating ideas, and taking action.

Language learning contributes an important means to communicate and interact in order to participate in multilingual communities at home and around the world.
