BRIDGING LANGUAGE AND CULTURE LEARNING ASSESSMENT

Instructions: Read through the following statements. The "I can" statements are listed in the order that these skills are typically acquired, from basic foundational skills, to more complex skills.

Identify those that are true for you. The collected "I can" statements provide a snapshot of what you are able to do at this time. The purpose is not to be able to say "I can" to as many as possible, but rather, to figure out what you can do, for the purpose of figuring out a reasonable goal to work towards next in your language and culture learning. As with the Common Framework of Reference for Language, these statements serve to mark where you started and give you and your mentor a solid basis on which to decide on the relevant steps to improve your skills.

After marking those items that you currently can do effectively, use the remaining statements (what you cannot yet do) to help guide your decisions about the personal learning goals you want to set for the semester.

You and your mentor must edit this page in accordance with the plans emerging from your discussions.

STUDENT

1. I can conduct participant observation and document the results.
2. I can interview participants and document the results.
3. I can draw conclusions about the meaning of the differences for:
   1. my understanding of Seville life
   2. my self-understanding
4. I can communicate these conclusions orally and in essays to an audience that did not observe the situations I observed.

STUDENT GOALS

1. I want to be able to...
2. I want to be able to...
3. I want to be able to...
4. I want to be able to...
5. I want to be able to...
6. I want to be able to...

MENTOR'S ASSESSMENT

1. The student can conduct participant observation and document the results.
2. The student can interview participants and document the results.
3. The student can draw conclusions about the meaning of the differences for:
   1. his/her understanding of Seville life.
   2. his/her self-understanding.
4. The student can communicate these conclusions orally and in writing to an audience that did not observe the situations she/he observed.
BRIDGING LANGUAGE AND CULTURE LEARNING PLAN

Here you and your mentor must lay out the specific goals that you have agreed to work towards for the course, briefly describe how each will be accomplished and place dates of completion on each item. This blog space permits easy and private communication between you and your mentor. Revise the learning plan as the work develops, taking into account new opportunities or obstacles or new ideas and strategies that have emerged while taking the required actions.

Student-selected goals and calendar for completion with student and mentor comments:

1. I will ...
   1. How?
   2. By what date?
2. I will ...
   1. How?
   2. By what date?
3. I will ...
   1. How?
   2. By what date?
4. I will ...
   1. How?
   2. By what date?
2. BRIDGING LANGUAGE AND CULTURE MODULE

A different language is not simply the different use of words, grammar and syntax to say the same things. Language differences points to differences in perception, feelings, ethos, and worldview. Having multiple past tenses, a formal and informal form of address, the use of reflexive verbs, etc. give rise to different experiences of the world, to different “realities.” A key part of intercultural learning is becoming better at noticing, seeking out, and exploring these differences and their implications for social and cultural behavior and arrangements.

Assignments

1. Identify key lexical, syntactic, and/or grammatical items that show ways Seville society and culture are different from your experience in the U.S. (Examples: family, neighborhood, university student, university professor, friends, church, festivals.)

2. Research 2-3 of these items using
   1. participant observation
   2. interviewing
   3. documentation through newspapers, books, and other media

3. Write up your results briefly and discuss them with your mentor.

Prior to beginning this work, go to the Learning Assessment below and work through it yourself and with your mentor, and then together, you will develop your Learning Plan for this skill area.

LEARNING ASSESSMENT

LEARNING PLAN

Edit