

Assessing Language, Regional Expertise & Culture (LREC) Performance:

Not like threading a camel through the eye of a needle



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Our comrade back at the Post

The Mandatory Disclaimer

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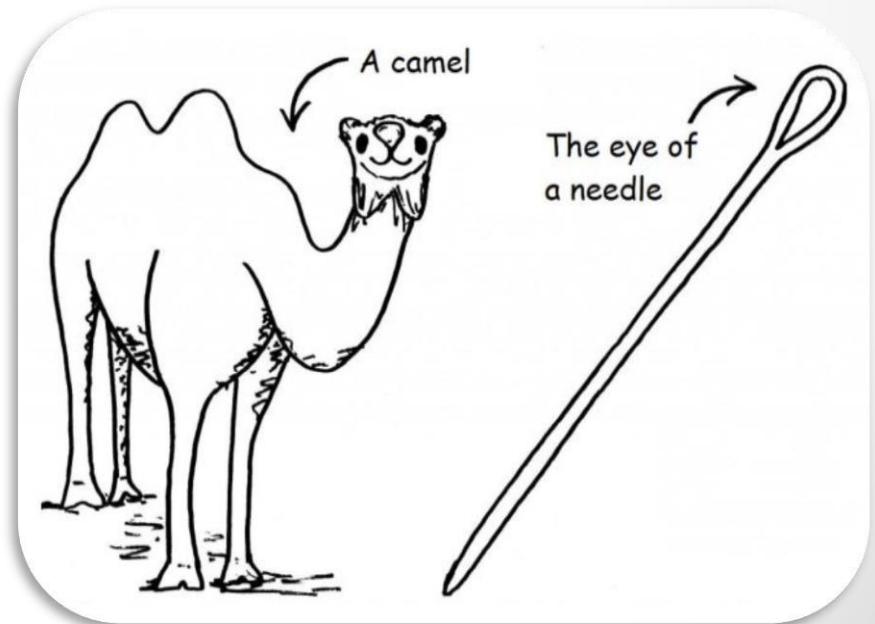


The Proverb & Its Meaning

It is easier for a camel to go through the eye of a needle than for a rich man to gain eternal life.

(Matthew 19:24; Mark 10:25; Luke 18:25)

**So....not an easy task,
in other words**



Application of the Proverb to LREC...

By comparison, it seems far easier to thread a needle with a camel than develop an LREC assessment



Lawrence of Arabia



Lawrence in Arabia

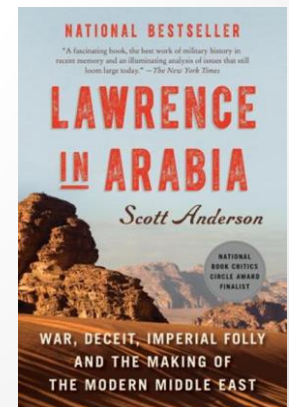
T.E. Lawrence, the quintessential language & culture transplant and warrior

More “native” than “native” in understanding beliefs, worldviews, the expression of cultural systems across various cultural groups

A critical and formative grasp of dynamic regional politics and the security issues of the time

A natural born leader and epitome of LREC warrior-diplomat – motivated, extremely patient with a love to learn

He also had some flaws, don't we all.



Aspiring to T.E.
Lawrence's
abilities is an
unreachable goal

Thus, this
presentation only
goes downhill
from here



The underlying theme to this presentation

You can teach *language*, or you can teach elements of “*culture*”, you can even teach *region* – culture-specific on steroids – BUT...

the emphasis on one over the others produces an incomplete and perhaps contrary path or end-state vis-à-vis the desired or necessary requirements, so...

the goal must be to develop, whenever possible, *coordinated* learning programs that incorporate both *language* and *culture* (general and specific) and *cross-cultural communication skills* to truly align with organizational requirements.

Agenda

- Introduction
- JBLM Program Recap of 2014-2015
- Mandatory Audience Quiz
- Question of the Day
- The Usual, Non-binding Policy-maker guidance
- DoD Guidance
- Reality of DoD Guidance
- LREC Defined
- LREC Assessments
- Assessment Questions to Consider
- Embedding Assessment in Learning
- LES
- LRC Assessment Model



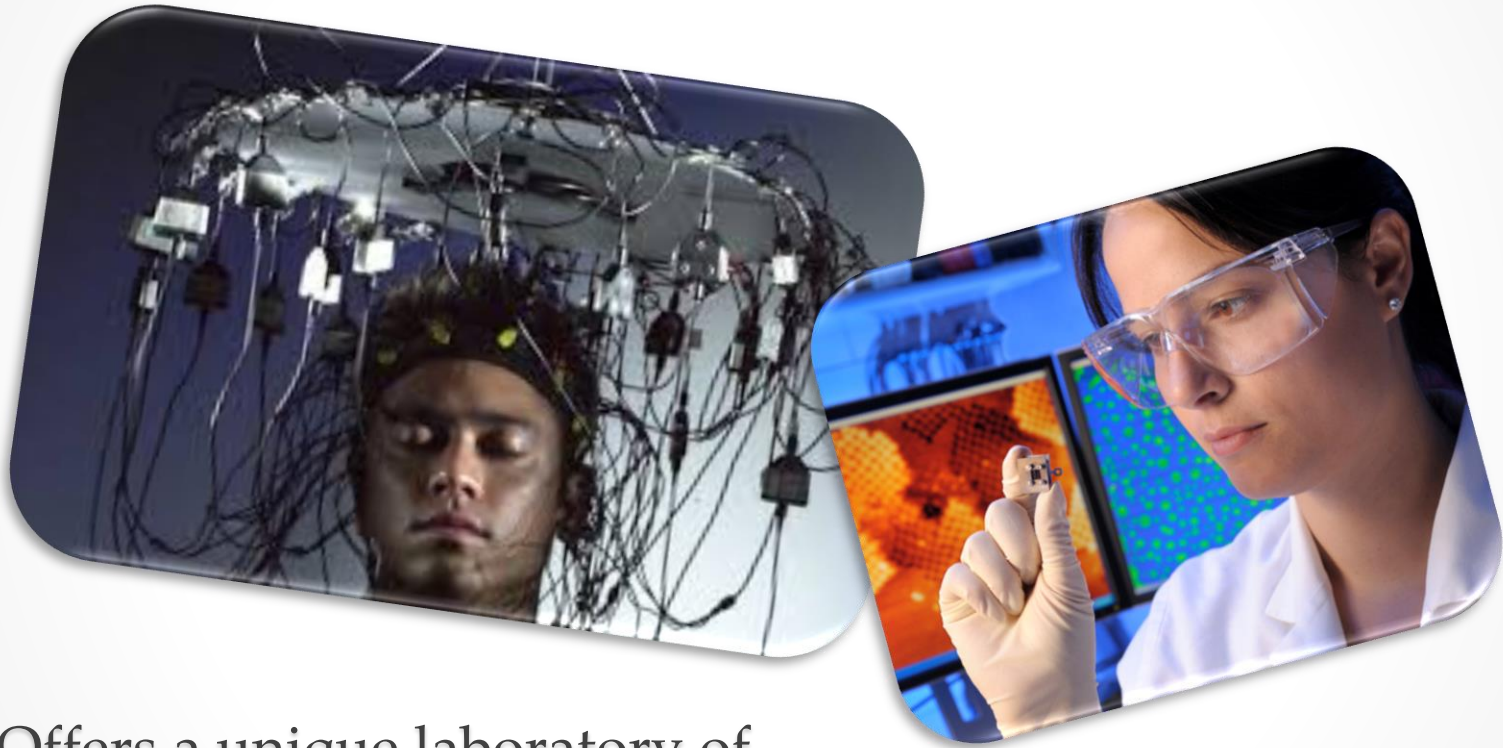
Where the Magic Happens:

The Clark House, BLDG 4292



Joint Base Lewis McChord (JBLM)

Language & Culture Center (LCC)



Offers a unique laboratory of language and culture learning experimentation
(not necessarily accurately depicted here – there are more wires coming out of our language and culture machine)

Our Cast of Mad Scientists

- Yvonne Pawelek – Dr. Frederick(a) Frankenstein
 (“ No, it's pronounced “Fronkensteen”.)
- Pieter DeVisser – Igor 1
- Robert Greene Sands – Igor 2
- Allison Greene-Sands – *Retains Complete Deniability*
- Kevin Glymph – Abbinormal



Allison



All this camel imagery and we went with the *Young Frankenstein* reference and not *Ishtar*? Go figure.



JBLM Language & Culture Center At A Glance

I CORPS COMMAND LANGUAGE PROGRAM

PROFESSIONAL
LINGUISTS

LANGUAGE
ENABLED
SOLDIERS (LES)

BASIC LANGUAGE
AND/OR
AOR FAMILIARIZATION

Support to PACOM:

- **RAF Proof of Concept**
 - Cultural Orientation & Language Training (COLT) Program for GPF
 - Language Enabled Unit Model
 - PACOM Partner Languages (KP, TA, JN, TH)
 - Curriculum Development
 - Instruction
 - Commanders' menu of options
 - Mission-focus
 - Function-focus
- Cross-cultural Competency (3C) Training
- Distance Learning/LMS Options

Training Programs & Services:

- FORSCOM Master Language Contract
- Instruction: 25 languages
- Curriculum Development: 26 languages
- MI Refresher/Enhancement
- NGB ISO-immersions
- MIRC Annual Training Events
- Language Enabled Soldier Program
- G.L.O.S.S. Development
- Broadcast Monitoring System
- Cultural AOR Briefs
- How to Use an Interpreter
- Cross-cultural Competence (3C) Training
- Distance Learning/LMS Options



Challenges/The Way Ahead:

- Establish DLI LNO Position
- Formalize PACOM CREL Requirements
- Solicit Funding for PACOM CREL from DLI
- POM CREL Requirements thru USARPAC
- Develop Distance Learning CREL Products
- MOA with DLI for GLOSS Development
- Collaborate on PWS Development for for new FORSCOM Master Language Contract

EXAMPLES OF JBLM LCC SUPPORT FOR 7ID THREE PILLARS

- Pillar I: Professional MI Linguists
 - The Army Language Program (TALP) – primary funding
 - Refresher and Enhancement Classes
- Pillar II: Language Enabled Soldiers (LES)
 - 10-Week POIs: Korean, Tagalog, Indonesian, Japanese
- Pillar III: Cultural Orientation and Language Training (COLT) – Commanders' Menu of Options

Departing from AFPAC: Seeds of *Frankenstein* planted

- Difficulties w/applying the Campaign Continuity Model:
 - 0+ too low; 1 was the lowest "useful" level for CDRs
 - # of languages for AFPAC very low compared to PACOM AOR
 - Culture-specific information not aligned w/mission realities nor framed on universal foundations of culture
 - Developed for an ongoing OCO (with combatives focus), as opposed to myriad potential OCOs, the majority of which are likely to be "left of bang"
 - Developed using available DLIFLC Basic Course materials, designed for Military Intelligence linguists (Reading/Listening focused), as opposed to the GPF focus on Speaking

WAY AHEAD THEN (JUNE 2014) AND NOW

- Exploring additional 3C assessment mechanisms
- Further refinement of Language In Action (LIA) grading rubrics
- Cross-organizational collaboration and resource sharing for LREC R&D
- Modification of 3C/CG curriculum to meet instructional need for revision and to capture change in DoD direction

Issues – and Lawrence's three laws of LREC Dynamics



As a *community of practice* – educators in the world of LREC –
do we know what we are trying to teach when we teach?

Language, culture, region, communication or some combination?

According to Lawrence

(and we think we have channeled him correctly...maybe)

- Lawrence's first law of linguistic and cultural thermodynamics: To know language well, you have to understand cultural expressions of behavior
- Lawrence's second law of languaculture: To communicate across cultural divides, you need to know how human behavior is parsed into systems and its expression, the extra-linguistic messages as well as the language –
- Lawrence's third law of minimizing the background of cultural bipolarity: To be successful in complexity, one needs to engage skills to mediate the linguistic, cultural (and cognitive) disconnects -

Question of the Day

Is language instruction to primarily teach a language, and when possible, teach about the people who speak that language

Or...

Is language instruction an opportunity to provide, in addition to language instruction, the introduction to knowledge and skills to understand, communicate and interact successfully with those who speak that language or any language in a deployment, exercise or overseas assignment...and provide assessment of the learning event? (somewhat of a leading question, we know)

Or...

Did you ever wonder what a “2” in culture looked like?



If you want to know more about the last two, we have a presentation for you...

The Usual Policy-maker Guidance

“...in the 21st century, military strength will be measured not by the weapons our troops carry, but by the languages they speak and cultures they understand.”

(President Obama 2009)

“....We need a building block capability to respond to a broad range of missions.....Another goal is to educate soldiers on region-specific culture and language, so they are better prepared for conflict in any part of the world.”

(GEN Odierno 2012)

“...we will continue to focus on the Asia-Pacific, where we support our allies, shape a future of greater security and prosperity and extend a hand to those devastated by disaster...”

(President Obama 2014)

More Applicable Guidance from DoD?

- DoDD 5160.41E – Defense Language Program
- soon to be republished
 - covers Defense Language Program and Defense Language Steering Committee
- DoDI 5160.70— Management of DoD Language and Regional Proficiencies Capabilities
- indefinite delay in updating policy
 - Regional Proficiency Guidelines - *no change from 2007*
 - Culture - Cross-cultural competence baseline - *proposed*
 - The Services' Culture Training must include the four baseline objectives
- CJCSI 3126.01A – (2013) LREC Capability Identification, Planning, and Sourcing

DoD Reality

- Uneven and/or lack of “standardization” across and within LREC elements
 - No consensus on *functional* definitions of language/dialect, culture (specific and/or regional, general, operational), to develop curricula
 - No consistent HQ-level articulation of operational requirements to guide instructional design
- Funding for language and a little bit of culture lacks an overarching DoD strategy and plan - no articulation and coordination of Departmental and Service efforts
- *Services and individual units now attempting to meet their own need to establish programs*



LREC

DoD has created a Language, Regional Expertise and Culture Program with its amalgamation of disparate concepts – LREC

- Language
- Regional proficiency (expertise)
- Culture (al) (capabilities)



A catchy attempt to corral related but also *divergent* KSAs, programs, billets and budgets – “*acronymizing*” the complexity of the individual elements in order to make it more palatable, more like a single consumable that can simply be “purchased off the shelf”

Is LREC “taught” as a common program?

- Language – has a more or less standardized learning program and associated institutions
 - Defense Language Institute (Foreign Language Center, English Language Center, Washington, and numerous Language Training Detachments)
 - Partner Language Training Center Europe, George C. Marshall Center, OSD
 - SOCOM and other organizations “contract out” learning development, sometimes in coordination with DLI
- Regional Proficiency (Expertise) – based on education (regional studies and international relations) & experience
 - not standardized nor always useful to mission need
- “Culture” – ad hoc and opportunistic, approached differently in agencies and services – no set guidance on definitions, skills, or levels
 - There are “Culture” Service Centers that have moved to institutionalize culture learning (training and education)
 - Region Culture Language Familiarization (RCLF) - Marines
 - Existing culture and cross-cultural community courses through Community College of the Air Force
 - JBLM Language Enabled Soldiers (LES)

Regional Expertise

- **Regional expertise** defined in enclosure to DoDD 5160.41E as *having graduate level education or 40 semester hours of study focusing on but not limited to the political, cultural, sociological, economic, and geographic factors of a foreign country or specific global region through and accredited educational institution or equivalent regional expertise gained through documented previous experience as determined by the USD (P&R) or the Secretary of the Military Department concerned.*
- Center for Language, Culture, and Regional Studies (CLCRS) at the United States Military Academy (USMA) at West Point defines **regional expertise** as the *explanation to comprehending our world's complex systems.*

Regional Proficiency – DoDI 5160.70

- Level 0+ – Pre-novice
- Level 1 – Novice
- Level 2 - Associate
- Level 3 - Professional
- Level 4 - Senior Professional
- Level 5 - Expert

Level 1 - Novice

- Has some level of proficiency related to a job that has relevance to a country, region, or issue, but has very limited knowledge about the country, region, or issue (e.g., an F-16 mechanic who goes to Norway to work with Norwegian F-16 mechanics but knows very little about Norway).
- Has a basic survival-level understanding of the culture(s) and may have equally basic communication skills in the predominant language(s).



Level 4 - Senior Professional

- Typically, 4 to 7 years in a specialized area, in addition to general experience in a broader subject area.
- Has a deeper knowledge and understanding of most of the components of a region or country than many or even most natives of the country.
- Has experience working directly with senior U.S. military officers or directly with senior U.S. country or regional policy officers on programs that significantly affect U.S. policy in a country or region.
- Routinely writes and delivers substantive briefings on aspects of the region or country. Knowledge comes from a combination of advanced graduate education, seminars, research, teaching, publishing, area studies courses, in-country assignments, travel, mentoring, and specialized professional experience.
- Cultural knowledge and experience allows the individual to blend easily in the culture. **Almost always has ILR level 3 or higher proficiency in at least one of the languages spoken in the country or region.**



Some Inherent Flaws for Assessment in LREC

- Regional Proficiency and Expertise – nowhere near standardized assessability
 - Definitions of proficiency levels lack relevance to any kind of sustainable development
 - Not relevant to all DoD populations
- “Culture” no agreement on concept, utility or use. Like Regional Proficiency blankets KSAs, policy, program identification
 - Where to start?

Recent/ongoing Assessment Attempts in DoD

- Education only – Navy APAC
- Human Capital - Regional Proficiency Assessment Tool (RPAT)
- Selection/Training - ARI – 3C Assessment Battery

Navy Additional Qualification Designation (AQD)

➤ Asia-Pacific Hands Program – Lee Johnson

- a Navy initiative to build officers with regional understanding and confidence to inform decision makers.
- levels marked by incremental increases in graduate education and experience gained in select regionally focused billets.
- Rigorous graduate-level Certification Program designed by Navy LREC and Naval Postgraduate School at NPS
 - Follows the Upper Bounds of Regional Proficiency



“T.E.” Johnson

OPNAV N13F

Navy Deputy Senior Language Authority
Director, Navy Language Regional Expertise and
Culture Office

Regional Proficiency assessment Tool (RPAT)

RPAT represents an attempt at a holistic assessment of individual skills that together offer insight into how background, training, and experience predispose an individual to perform tasks in a region.

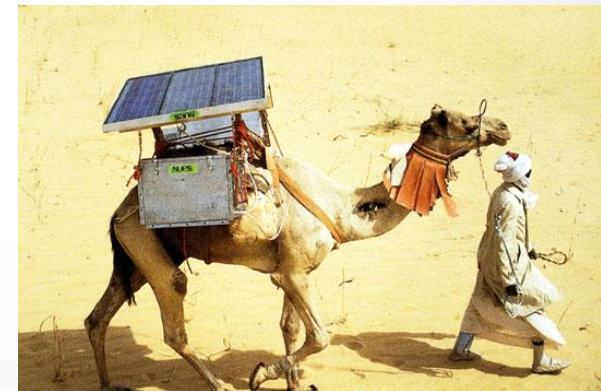
- DLNSEO/CASL program
- Human relations tool – Identify capabilities in DoD
- Assessment factors: language, education, geographical professional and personal experience
- Each individually scored, composite score generated
- Biographically-based and corresponds to 15 regions
- Degradation rates integrated into variables such as language
- Will always reflect emphasis on variables of need
- Difficult to capture the depth and nuance of varied experience in biographical formulation – Foreign Area Officer (FAO) vs Special Operations Forces (SOF)
- “Finished product will draw from personnel records to provide “measure”

3C – Cross-Cultural Competence Assessment Battery

Army Research Institute-sponsored 6-year project

- Completion of first three phases at end of 2015
- Last phase to be completed by 2018
- Current status – identified 13 sociocultural performance indicators, may need some revision as based heavily in operations in Iraq/Afghanistan and not representative of current and future missions
- Researchers need to develop criterion measure for performance indicators - how well one variable or set of variables predicts an outcome based on information from other variables
- Winnow 30 assessments down through individual assessments

Ultimate goal to develop web-based tool/battery of tests that does not rely on self-reporting for use in training and/or selection



Assessment Questions

- What does it mean to assess capability?
- For culture assessments, how do you measure gain in a short period of time ?
- Most LRC assessments, if there are assessments in the DoD, are applied outside of learning events (training and/or professional military education).
 - When given? And why?
- Do assessments come with gap analysis and learning programs? Do they lead to learning goals and objectives or are they based on LG and LO?
- Are they guided/self-paced?
- Are facilitators trained/authorities on subject matter?
- Are assessments across LREC synchronized?

Assessments: Things to Consider

What do we want to get out of assessment?

- An understanding of a or several capabilities? A biographical sketch?
- Something useful to an organization but based on a more generic model? – customizable?
- An understanding of what has been learned and can be expressed?
- A Department-wide “score” with relevance to a focus or mission but may not be the needs of an organization?

Assessment in Learning: Direct measures

- Assessment measures divided into two broad categories: direct and indirect.
- Direct measures concentrate on what students have learned or failed to learn – tied to discrete and expert-generated learning objectives
 - This information can highlight strengths. Through weaknesses, faculty can explore causes, over which they have control, and develop solutions.
 - “tangible, visible, self-explanatory, and compelling evidence of exactly what students have and have not learned.”

Linda Suskie, *Assessing Student Learning: A Common Sense Guide*, 2nd ed. (San Francisco: Jossey-Bass 2009)

Assessment in Learning: Indirect Measures

- Indirect measures “reveal characteristics associated with learning, but imply that learning has occurred.”
 - “evidence consists of proxy signs that students are probably learning.”
- Mid-Semester course evaluations
- Evaluations of course assignments or units
- Course-level surveys
- Course evaluations that can be aggregated for the entire department/program
- Semester-end course evaluations
- Percent of class time spent in active learning
- Honors, awards, and scholarships earned by students and alumni
- Number of student hours spent on homework

Add On Assessment

Add-on assessments occur outside of course requirements

- Include portfolios, surveys, focus groups, a published test such as NSSE (National Survey of Student Engagement), or pre- and post-program standardized tests (not including licensure tests).
- Language Tests

Embed Assessment in Learning

Programs can implement course-embedded assessments, i.e. use course work assignments, which can be a more efficient use of time and minimize the feeling that outcomes assessment is an additional task.

- Work that students complete is relevant to the learning goals being assessed; this increases the likelihood that they will put forth their best effort.
- The course work is created by faculty, who are experts in their discipline and have a vested interest in maintaining the standards of their profession in the next generation.
- Learning objectives are written to capture measurable responses
- The results are relevant to faculty, who want to improve student learning.
- Grades based on explicit criteria related to clear learning goals

Don't Let Assessment drive you up wrong street

- Populations and mission determine curriculum and assessment
- What do you want students to learn – and do?
- DoD - SOF, Regionally-aligned Forces, GPF and others

Measure of Performance – Learning at JBLM LCC

Supervisor/Commander – an idea of the knowledge, skills and abilities (KSA) introduced and developed

- Has Soldier been provided proper content through an effective learning event
- What has the soldier been exposed to, considered/reflected and assessed across a spectrum of instruments in language, region and culture?
- Is there a measure (s) of performance that effectively captures LREC? Grades, scenario language proficiency only?

Jirga, Helmond Province, Afghanistan



*Connections critical, communication necessary,
life and death situations dependent upon LREC abilities*

Engaging across Cultural Divides



Liberia, 2015



The Mission



<http://www.cnn.com/2014/04/11/health/ebola-fast-facts/>

Global operations are largely conducted in unfamiliar and challenging cultural and physical environments. Operations are also complicated by considerable cross-cultural differences between DoD and local cultural groups in rural and urban host-nation communities while also including cultural differences with coalition partners. Some of these differences are significant in determining their influence in mission success.

3 out of 4 Joint Chiefs Agree...



“What we know and project about the future operating environment tells us that the significance of the “human domain” in future conflict is growing, not diminishing...the success of future strategic initiatives and the ability of the US to shape a peaceful and prosperous global environment will rest more and more on our ability to understand, influence, or exercise control within the `human domain.’”

An Example of LES Option – GPF

- 10-week Plan of Instruction (POI)
 - Intensive Language Familiarization
 - Culture (general & specific)
 - Cross-cultural Interaction (3C, CCC)
- Language Goal is 0+ to 1, with heavy lean towards 1
- Operational Focus and Scenario Driven:
 - Rapport Building; Logistics; Security; Medical
- Blended Learning
 - In-class instructions
 - Distance Learning via our Learning Management System
 - Embedded Direct and Indirect Assessment
- Over 35% of instruction/experiential learning is “culture”

10-week class=300 contact hours classroom time and other venues + additional learning through homework and reflections



Three + college courses...at least

Language Assessment – OPI vs DLPT

- OPI - “live”, subjective, communicative assessment of global functional speaking ability
- standardized procedure using ILR scale for assessment of **global, functional speaking ability**
- Academic placement, student assessment, program evaluation, professional certification, hiring and promotional qualification
- DLPT – computer-based test, usually multiple-choice with automated grading
- standardized procedure using ILR scale for the global assessment of **reading and listening only**
- normed for military intelligence linguists along global domains of potential operational relevance (politics, society, economy, etc.)
- May not consider DoD mission/strategy changes since the Vietnam era or before; focused on Intelligence collection, rather than analysis and interpretation, for which CG are crucial
- no authentic linguistic production in the target language; not communicative in nature
- Neither mechanism is truly focused on assessing DoD operational ability in the target language, though the OPI is at least focused on communicative usage of the language.

Tackling Culture – A Workable Definition

*Simplify concept - **shared patterns of meaningful behavior***

- Behavior coalesces around activities or situations more or less universal
- Identify patterns and meaning can facilitate understanding and interaction
- The more understanding, the better the questions of self and other's behavior
- Facets of culture interrelated – understanding of one can tell much about other facets
- Marines call it “patterns of life”



Culture-General Knowledge

Introduce conceptual, transferable, “common” sets of behaviors

- Provides a *framework* of understanding own and others' behavior rather than generalized culture-specific tidbits of knowledge, which are subject to varying widely in practice within any given cultural group. Topics can include:

- Kinship/family
- Identity
- Exchange
- Health, gender
- Law & order
- Sport
- Gender
- Ideology
- Health
- Culture change/mobilization
- & more



Not Rob



- Select those more amenable to mission.

Culture-Specific Knowledge

Application of culture-general to specific culture groups or locations

- CS is utilized in various LREC learning efforts, usually as a focal point and often considered the only truly required element for pre-engagement education and training.
- Utility is limited to culture group and based on recollection or experience of instructor, or resources

Why this fails...

- Imagine trying to explain the celebration of Christmas in America in general terms to a foreigner... Now imagine asking every American in this room to explain how he or she celebrates Christmas.
 - How helpful preparation for all of the possible variations they may encounter?
 - How helpful (or possible) to provide details about “top 10” practice variations?
- Imagine, instead, teaching underlying cultural differences in approaches to Ideology, Ritual, and Family/Kinship.
 - How helpful will this explanation be in preparing someone for all of the possible variations of different celebrations they may encounter?

CG in Our Learning Events

Concepts introduced throughout learning event

- First 2-days - 3C, CCC, and Negotiations
- Key CG modules based on mission through LMS
 - Reinforced through curriculum
- Culture specific built on CG framework
- We are creating a cognitive process to learning



Facilitating Understanding *Thinking Differently*

Cross-cultural Competence

The ability to navigate in complex interpersonal situations, express or interpret ideas/concepts across cultures, and make sense of foreign social and cultural behavior

- 4 skill-based competencies that promote 3C
 - Cultural learning – Culture-General/Culture-specific
 - Cultural self-awareness
 - Perspective-taking
 - Observation/sensemaking



Cross-cultural Competence

- 3C Introduced at the beginning and engaged in modules
 - Knowledge and Procedural knowledge
- Primary competencies
 - Cultural self-awareness/Perspective-taking (PT)
 - Observation
- Narrative, video and reflection
 - KC and Essays
 - Push self-awareness and PT

CG/3C Assessment

- Force reflection to identify behavior sets in self and other
- CG/3C knowledge presented in modules at class beginning
- Align CG/3C to knowledge comprehension to language curriculum
- Assess through reflection/essay (rubrics), objective knowledge checks and discussion boards (rubrics) on LMS
- Assessment is through general and procedural knowledge and part through culture-specific (self and other)
- Questions – can you identify behaviors? Can you mitigate cultural bias? Can you engage empathy?
- Assessment based on %Score of all work done.

Cross-cultural Interaction

➤ All of us mostly competent in effectively communicating at least with some or most social groups in our society

➤ Successfully? Maybe



➤ We unconsciously or consciously communicate through different channels with or independent of the language

➤ Socially, we are fast learners... sort of.

➤ Utilize a “culture” general approach to understanding the universal channels...then be able to transfer

Cross-Communication Communication

“the study of a particular idea or concept within many cultures...in order to compare one culture to another.... cross-cultural communication involves a comparison of interactions among people from the same culture to those from another culture.”

(1993) Intercultural Competence:
Interpersonal Communication
Across Cultures



Skills

- Leveraging communication styles
- Employing effective interaction skills
- Displaying active listening techniques
- Managing paralanguage use and perception
- Decoding non-verbal messages



Competence

ICC Competence is the ability to take part effectively in a given social context by understanding what is being communicated and by employing appropriate language and behavior to convey an intended message.

From ILR Skill Descriptors

Cross-Cultural Communication Competence is the ability to effectively grasp non-verbal and extra-linguistic means of communication and be able to compare and contrast across cultures. In a sense, the culture-general approach to application

Adapted from MacKenzie 2014 – Strategic Enablers, *Journal of Culture, Language and International Security* (Vol 1)

Cross-Cultural Interaction

- Modules
 - Cross-Culture Communication - Declarative and procedural knowledge of universal components of cross-cultural communication
 - Working with Interpreters in non-permissive environments
 - Elements of Cross-cultural Negotiation
- SJTs-

Modeled after MacKenzie 2015 – “Intentional Design: Using iterative Modification to Enhance Online Learning for Professional Cohorts” in *Communicating User Experience* (Milburn)
- LIA

Language in Action

Our current course:

- The Soldiers will be conducting C-IED training, bilateral classes and a checkpoint/patrol lane.
- The C-IED lane will consist of them being taught what indicators to look for as well as common TTPs that are being used Thailand.
- There will be no traditional "IED Lanes" where they will be walking. The vehicle checkpoint lane will be a stationary bilateral lane with vehicles/personnel (RTA) moving through the established location (some will have IED materials).
- The dismounted patrol lane consists of a bilateral patrol where the Soldiers will interact with locals in a post disaster environment.
- There will be bilateral classes taught as well. The US Soldiers will be teaching classes on : 1. Convoy Escort, 2. MEDEVAC, and 3. Crowd Control.
- The RTA will be giving classes on 1. Survival, 2. Personnel/Vehicle Search, 3. Cordon and Search.
- We will develop a culminating LIA which will enable the Soldiers to "rehearse" some of the above.....we also want to make the point that our POI is tailored to the actual mission of the unit.

Our LRC Assessment Concept

- Three separate measures/scores – around knowledge and skills
 - Language – performance score (a calculation of OPI with LIA scores)
 - Culture-general/specific/3C declarative and procedural knowledge acquisition as an expression of performance– based on a series of knowledge checks and essays in class and DL
 - Cross-cultural communication interaction – procedural knowledge and skill assessment – based on procedural knowledge, SJTs, and Language in Action (LIA)
- Measures will range from 0-3 (in whole numbers)
 - In IAT, language will consistently grade out at the low end of the 0-3 scale
 - The other two measures will fall along a 1, 2 or 3 or *low, moderate, high* scoring

Scores (LRC) Modalities

Departure from overreliance on language-only ILR ratings

Example scoring:

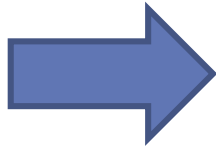
- Language \cong 1S/1L (official OPI results would also be provided)
- Culture \cong 2
- Cross-cultural Interaction \cong 1

- The symbol for “approximately equal to” (\cong), is appropriate as the grouping of these scores merely represents an *indication* of one’s potential abilities, assessed at a specific moment in time, *prior* to the engagement for which training was conducted.
 - (If we wanted to get all philosophical, we could use “asymptotically equally” (\simeq) but making that metaphor work would require an understanding of mathematics we simply don’t possess.)

- The assessment date(s), along with a rate-of-estimated-atrophy (presuming non-use and no additional training) and a list of recommended sustainment resources (to be developed), would be provided as part of the assessment.

Neo, you are the one... sort of

Not quite there yet



But we are actively trying
to stop bullets flying
(preferably *before* the
need to fire them arises).

Small camel through a big needle



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Q&A / Idea Exchange



Back up slides

Glossary of Terms

- **LREC** – Language, Regional Expertise and Culture
- **Assessment** – wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood.
- **Linguistic Proficiency** – the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language.
- **Cultural proficiency** – is the knowledge, skills, and attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings.
- **Competence** – combination of theoretical and procedural knowledge, cognitive skills, abilities/behavior and attitudes (values) used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role.
- **Linguistic competence** – a speaker's implicit, internalized knowledge of the rules of their language
- **Cross-cultural competence** – the ability to navigate in complex interpersonal situations, express or interpret ideas/concepts across cultures, and make sense of foreign social and cultural behavior – after Sands and Greene-Sands
- **Cross-Cultural Communication Competence** – KSAs (and motivation) to interact effectively and appropriately with members of different cultural groups and be able to compare and contrast across cultures – after MacKenzie and Wallace
- **ICC Competence** – is the ability to take part effectively in a given social context by understanding what is being communicated and by employing appropriate language and behavior to convey an intended message – ILR Skill descriptor Levels

Glossary of Terms (cont.)

- **Expertise** – basis of credibility of a person who is perceived to be knowledgeable in an area or topic due to his or her study, training, or experience in the subject matter.
- **Capability** – measure of the ability of an entity (department, organization, person, system) to achieve its objectives, specially in relation to its overall mission.
- **Performance** – the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed.
- **Performance** (linguistics) – a speaker's actual use of language in real situations; what the speaker actually says, including grammatical errors and other non-linguistic features such as hesitations and other disfluencies (contrasted with linguistic competence)
- **Score/Measure** – a number or quantity that records a directly observable value or performance