

NATIONAL LANGUAGE SERVICE CORPS
Language for the good of all.



The Role of Culture in National Language Service Corps Language Sustainment and Enhancement Training

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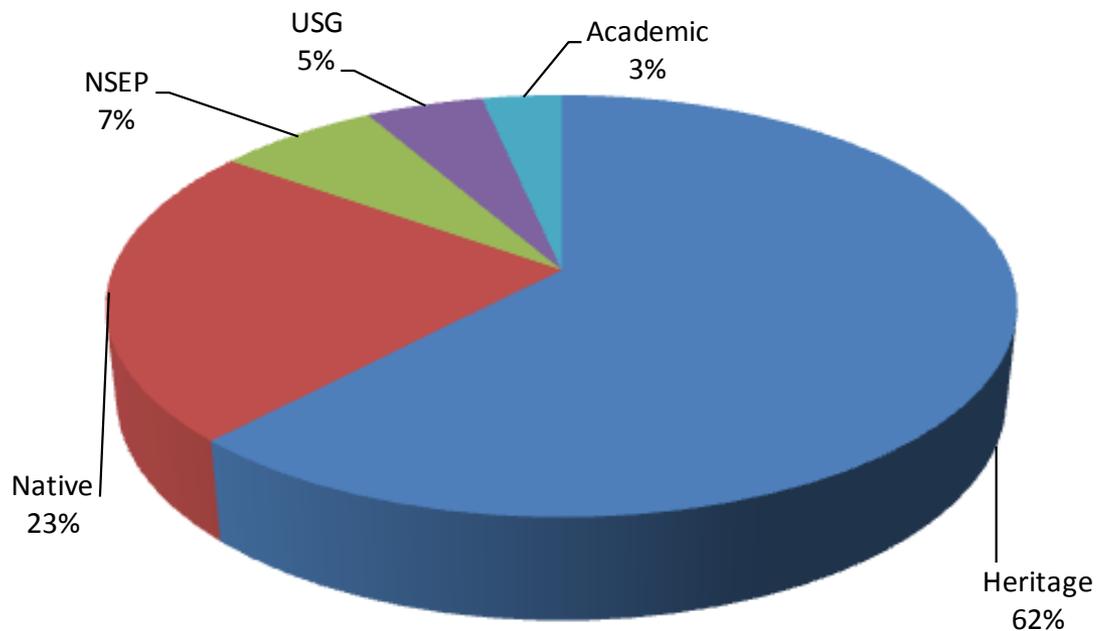
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NLSC Membership

- Public organization of American citizens
- Age 18 and older
- To Serve the Nation in times of crises, emergencies and National need
- With their Language Skills -- S3/L3/R3



Sources of Language Skills



The Problem of Language Loss

- May Affect Anyone
- Context and Culture
- Changes Over Time
- Socio-Cultural and Political Implications
- Language Use Opportunities
- Language Interference
- Personal Motivation



Conceptualizing Culture

- Assumptions
- From Generation to Generation
- Values Endure
- Changes over Time



Features of Culture

- Emotional Reactions When Observing Violations
- Punctuated During Well-Meaning Clashes
- Fill-In-The-Blanks
- Not Widely Discussed



Examples of Culture in ILR

Overt Cultural Themes

- 0 -- Limited to areas of immediate survival needs
- 1-- Courtesy, introduction, and identification requirements; exchange greetings
- 2-- Difficulty in situations that require specialized or sophisticated knowledge



Culture in Level 3

Can easily repair the conversation

- Comprehension is quite complete
- Cultural references, proverbs and the implications of nuances and idiom may not be fully understood
- Answering objections
- Clarifying points
- Justifying decisions
- Understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues



Culture in Level 4

Marked By Adaptability and Flexibility

- Understand concepts that are culturally or conceptually different from his/her own (bidirectional)
- Varied audiences, purposes, tasks and settings
 - Official
 - Semi-official
 - Non-professional
- Varied contexts: Conferences, lectures and debates on matters of disagreement



Progression of CCC

Levels 1 Through 2

Overt Cultural Themes

Level 3

Can Easily Repair The Conversation

Level 4

Marked By Adaptability And Flexibility



Challenges

- Volunteers
- Geography
- Schedule
- Motivation
- Advanced Learners
- 100% Online
- No Instructors



Sustainment or Enhancement Training

Authentic Material

The screenshot shows a lesson resource page with a navigation bar at the top containing 'Introduction', 'Lesson Resources', 'Comprehension Check', 'Culture Check', 'Linguistic Check', and 'Assessment Check'. Below the navigation bar, the title '16 - Pay Attention for the "Trap" that is Coming : Lesson Resources' is displayed. On the left, under 'Source Media', there is a link to '- Pay Attention for the "Trap" that is Coming'. The main content area contains Arabic text discussing the 1970 Egyptian Revolution and the role of the military. The text is presented in a clean, readable font with a light background.

Advantages

- Language In Context
- Culturally Relevant
- Timely

Challenges

- Time-Bound
- May Contain Errors
- Potentially Controversial

Cultural Themes

بأم عيني قنابل الفوسفور. بكيتُ
دماً من قلبي. أنا إنسان قبل كل
شيء. أنا أب قبل كل شيء. أنا
وزوجتي بجانب أم. يا أخي لا
استطيع ان أرى إنساناً يستشهد
أمامي وأبقى ساكناً. عندما رأيتُ
هؤلاء الناس في المستشفيات
مبتورين ومجروحين بكيتُ دماً...
بكيتُ دماً

One thousand five hundred were martyred in Gaza and 5,000 injured and we brought some of these injured to our hospitals in Turkey. I visited them in hospitals and saw with my eyes [the impact of] phosphorus bombs. I cried from the bottom of my heart, as I am a human before anything else. I am a father before anything else. I was with my wife. My wife is a mother. Oh, brother! I cannot see a man getting killed before my eyes without saying anything. When I saw those amputated and injured people in the hospitals I cried... I cried.

Sustainment or Enhancement Training

- Cultural Dimensions of Variability
 - Collectivism vs. Individualism
 - High vs. Low Context
 - Views on Authority etc.
- Communication Style Differences
 - Politeness
 - Argumentation (e.g., Linear, Point Logic)
 - Other Style Differences (e.g., Indirectness, Metaphor, Hyperbole)



Puzzles

تركية بلغة عربية مفهومة. يُرجى إتباع المثال:

مثال: وقفتُ بالطابور

الحل: وقفتُ بالصف

كُنْتُ أقود الطرومبيل الخاصة بي ومشيتُ على كويبري 6 أكتوبر في القاهرة وكان هنالك طابور طويل من السيارات فقلتُ لنفسِي طُر سوف اذهب الى الكوبري الآخر لانه اقل ازدحاماً. كُنْتُ ابحث عن أسطى جيد ليصلّح لي سيارتي العاطلة. وكذلك كُنْتُ ابحث عن شقة بأوضة واحدة لأسكن فيها انا وزوجتي.

كُنْتُ أقود سيارتي الخاصة بي ومشيتُ على جسر 6 اكتوبر في القاهرة وكان هنالك صف طويل من السيارات فقلتُ لنفسِي لا يهيم، سوف اذهب الى الجسر الآخر لانه اقل ازدحاماً. كُنْتُ ابحث عن مصلّح سيارات جيد ليصلّح لي سيارتي العاطلة. وكذلك كُنْتُ ابحث عن شقة بغرفة واحداً لأسكن فيها انا وزوجتي.

Write the following sentences that contains Turkish words in an incomprehensible Arabic language. Please follow the example:

Example: I stood in the tabour

Solution: I stood in the queue

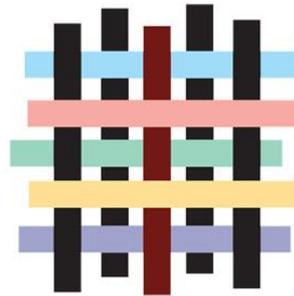
I was driving my trombil, and walked on the October 6th cobry in Cairo. There was a long tabour of vehicles, and I said to myself tuzz I will go to the other cobry for it is less crowded. I was looking for a good ustta to fix my broken car. I was looking for a one udha apartment to live in with my wife.

I was driving my car, and walked on the October 6th Bridge in Cairo. There was a long queue of vehicles, and I said to myself it doesn't matter I will go to the other bridge for it is less crowded. I was looking for a good mechanic to fix my broken car. I was looking for a one bedroom apartment to live in with my wife.

Cultural Competence

- Is Inextricable From Language Learning
- Influences Communication on Many Levels
 - Vocabulary
 - Discourse is Structured and Delivered
- Distinguishes Superior Performers from Others





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