

# *Enhancing Intercultural Communicative Competence*

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# Objectives

- Discuss what Intercultural Communicative Competence is;
- Review the importance of critical thinking skills in reaching higher levels;
- Share a curriculum development project aimed at fostering intercultural communicative competence and critical thinking skills.



# Language Competence

## Linguistic Competence

- Grammar
- Vocabulary
- Suprasegmentals
- Pronunciation

## Communicative Competence

- Discourse
- Strategic
- Register
- Genre

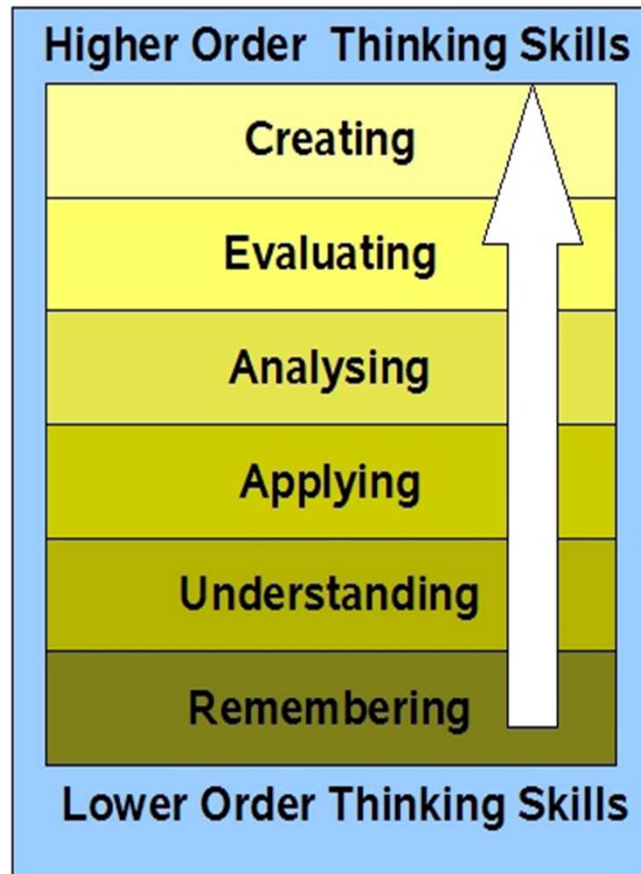
## Intercultural Communication Competence

- Knowledge of social groups, practices
- Attitudes
- Intercultural Awareness



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# *Developing Intercultural Communication Competence through Class Activities*



Revised  
**Bloom's Taxonomy**



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## ***School Initiative***

**“Building Intercultural Communication Competence through Critical Thinking (ICCCT)” Project**



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# Aims

## 1. ANALYSIS

- Enhance the awareness of L1 and L2 cultures and their relationships
- Improve students' L1 vocabulary
- Improve students' critical thinking skills
- Provide information about the TL culture
- Create and increase interest in the TL culture and its people



# Sample Sequencing Topics

(1<sup>st</sup> 10 weeks )

- Names
- Language
- Food
- Manners and Etiquette
- Demographics / Ethnic Divisions
- Religion
- Core Values (e.g. Pashtunwali)
- Families
- Holidays
- The place of Women in Society





# *The Design Guidance*

## 2. DESIGN

- Starting the 1<sup>st</sup> semester, students individually read an assigned article each week and then answer 2-3 multiple choice questions designed to check their comprehension of the material.
- The students are also individually assigned a task which requires them to use higher order thinking skills to complete. Their reflective essays are shared with other students.
- The entire assignment should take no more than one hour to complete.



# Article Examples

## 3. DEVELOPMENT

- “Afghan Calendar and Months of the Year in Pashto,” Pashto Language Blog, 2012
- “A Blushing Bride, a Crushing Debt for Afghan Grooms,” *Los Angeles Times* 2013
- “Buzkashi: The National Game of Afghanis,” Embassy of the Islamic Republic of Afghanistan,
- “Pakistani Cuisine: Curried by History,” Diplomat Online, 2015
- “Pakistan: the Army’s Role in the Country’s Life,” New Eastern Outlook, 2014
- “Understanding Pashtunwali,” *Nation*, 2013
- “High up on a Pakistani Mountain, a Success Story for Moderate Islam,” *Washington Post*, 2015,
- “The Evolution of Mohajir Politics and Identity,” *Dawn*, 2014
- “Benazir Bhutto’s Mixed Legacy,” Oxford University Press Blog, 2013
- “Madrassa Education: A Threat to Peace and Tolerance,” *Daily Times*, 2014



## *Comprehension Check-up Examples*

### 3. DEVELOPMENT

- Q: Which of the following best summarizes the article's main point?
- a. Pakistani food is very spicy;
  - b. Pakistani food consists mostly of curried dishes;
  - c. Pakistan enjoys a long and varied food tradition;
  - d. Food is an important part of many Pakistani social events and traditions.



# Task Examples

## 3. DEVELOPMENT

- What do you think to be the most important holiday in the United States. Include your views on how this holiday is central to maintaining core U.S. values. How is the role of this holiday similar to the role of Ramadan in Pakistan?
- Discuss the similarity and differences in the consideration to adopt English as the official language of the United States and the adoption of Urdu in Pakistan.



# *General Implementation Guidelines*

## 4. IMPLEMENTATION

- Mandatory weekly modules as part of Area Studies
- 15 online modules per semester
- Three parts: multiple-choice questions (30%), an essay (50%), and a peer response to at least one classmate's posting (20%).
- Available on Friday morning (5:00 am) until Monday midnight for students to answer the multiple-choice questions and post essays. Each essay should have at least 250 words.
- Students provide feedback on at least one classmate's posting. Peer feedback has to be completed before Wednesday midnight.



# Outcome

## 4. IMPLEMENTATION

- Teacher's role
  - The teacher should make the assignment and then record whether or not the student has completed the assignment.
  - The teacher is NOT expected to teach U.S. culture or to evaluate the correctness of the student's answer on the tasks.
  - The teacher can take advantage of the assigned task to read student comments and get an idea of U.S. culture and the backgrounds of the students.
  - The teacher can utilize the information gleaned for class discussions.



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# ICCCT Topics

### 4. IMPLEMENTATION

Semester I	Semester II
Urdu as a National Language in Pakistan	Understanding Pashtunwali
Naming a baby in Pakistan	Women and Marriage
Pakistani Wedding Traditions	Hindus in Pakistan
The Army's Role in the Country's Life	Pervez Musharraf
The Kite Battles	Pakistan's Underage Workforce
Tea in Karachi	The Feudal System in Pakistan
Ramadan Laws	Madrassa Education
Pakistani Women Decry Lack of Safe Public Transport	Rich in Natural Resources, but Poor in Management
Curry by History	Graduate Brain Drain
Pakistan's Biggest Challenge-Its' Electricity	What are Pakistan's Blasphemy Laws?



# ICCCT Topics

## 4. IMPLEMENTATION

### Semester III

The Evaluation of Mohajir Politics and Identity

Modernity and Muslims Encroach on Unique Tribe

From World Stage to Economic Center State: Pakistani Women-Led the Rise Begin

A Delicate Balance Between Religious and Secular Laws

Benazir Bhutto's Mixed Legacy

Pakistan's Thriving Technology Sector is Full of Potential

The Struggle Against Religious Conflict in Pakistan

Understanding Pakistan's Baloch Insurgency

Pakistan's Urbanization

The Pakistan Taliban





# *Student Peer Feedback*

**TASK:** How does the role of the Pakistani military in domestic affairs differ from that of the U.S. military? How do you think the U.S. public would feel about a broader role for the U.S. military in internal affairs?

“I agree wholeheartedly with XXX’s essay. She touched on mostly all the same points as I had, but she also mentioned a law that I was unfamiliar with: the Passe Commitatus Act, which apparently makes it illegal for military generals to act upon domestic issues, unless specifically ordered to do so by both the Constitution and the body of Congress. So if the USA military generals had tried to do what the Pakistani Army does--ordering the military to enact upon domestic affairs--would be punishable under the law. This is the major difference between the USA and the Pakistani military.”



# *Student Survey Results*

## 5. EVALUATION

- Average time spent reading source material: 19 minutes
- Most challenging part: answering MCQ (86%)
- Average time spent on MCQ: 11 minutes
- Average time spent on essays: 46 minutes
- Average time spent on providing peer review: 17 minutes
- Relevance for expanding understanding of the Pakistani culture, traditions, pressing issues: 86%
- Read the MCQ before the text: 100%



# Student Survey Results

## 5. EVALUATION

- Use of critical thinking skills: 100% (66% on all activities, 25% on discussion/essay, 8% on MCQ only)
- Evaluation of the logic of arguments: 64% (usually-always), 14% (sometimes), 21% (rarely)
- Compare the info with personal knowledge: 72% (usually-always), 21% (sometimes), 7% (rarely)
- Look for implications: 28% (usually-always), 28% (sometimes), 14% (occasionally), 21% (rarely), 7% (never)



## *What do students like about the project?*

### 5. EVALUATION

“the essays make us relate it to the culture of our own to give us a better understanding and a chance to really understand what's going on in Pakistan”

“I get to learn more about Pakistani culture.”

“It exposes me to various parts of Pakistani culture and life.”

“It's very informative!”

“Every week we get more knowledge about the culture in Pakistan”

“Much better than the culture readings we do for the class curriculum”

“provides an excellent opportunity for guided cultural development”



## *Additional Student Comments*

### 5. EVALUATION

“...try to get more active participation in the class rather than just answering questions”

“...Some of the articles themselves have been biased but I believe this is a good thing as it shows different points of view and increases background knowledge...”



# Later Adjustments

## 5. EVALUATION

- Number of modules covered per semester (15 to 10 for Semester 1 & 2)
- Class discussion on unclear aspects
- Faculty and student training
  - Reiterated the purpose of the projects
  - Explained the nature of MCQs
  - Reminded students to pay attention to sources of articles, authors' intent, hidden message, etc.
- Sakai issues (SharePoint & Shared Folder)



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***Thank you.***

**Questions?**