



# EHLs

Professional English  
New Opportunities



# The English for Heritage Language Speakers Program: Ten Years of Impact and Achievement

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**Interagency Language Roundtable**

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# Overview

- ▶ The EHLS Program in Context
- ▶ Uniqueness and Federal Service Results
- ▶ Curricular Innovation
- ▶ Capstone Project
- ▶ Language Proficiency Outcomes

# The EHLS Program in Context

## U.S. Department of Defense

- Under Secretary of Defense for Personnel and Readiness
  - Defense Language and National Security Education Office (DLNSEO)
    - National Security Education Program



# National Security Education Program: Mission

- ▶ Established by the David L. Boren National Security Education Act of 1991 to
  - Provide the necessary resources, accountability, and flexibility to meet the national security education needs of the United States,
  - Increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, and other international fields that are critical to the Nation's interests,
  - Produce an increased pool of applicants for work in the departments and agencies of the United States Government with national security responsibilities,
  - Expand, in conjunction with other Federal programs, the international experience, knowledge base, and perspectives on which the United States citizenry, government employees, and leaders rely, and
  - Permit the federal government to advocate the cause of international education.

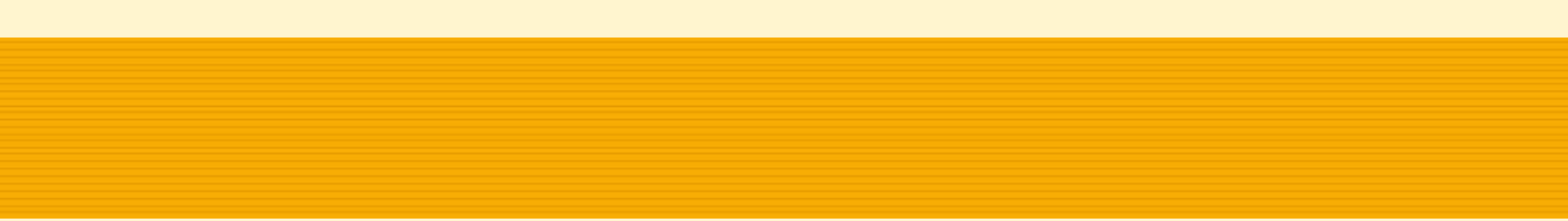
# NSEP Initiatives



- ▶ Boren Scholarships and Fellowships
- ▶ ROTC Boren
- ▶ African Languages Initiative
- ▶ The Language Flagship
- ▶ Flagship / ROTC Initiative
- ▶ Project Global Officer
- ▶ Language Training Centers
- ▶ **English for Heritage Language Speakers**
- ▶ National Language Service Corps

# EHLS and NSEP

- ▶ Strategic languages
- ▶ Service
- ▶ Proficiency and assessment
- ▶ Immersion/Iso-immersion (language and culture)
- ▶ Professional focus



# **UNIQUENESS AND FEDERAL SERVICE RESULTS**





# Program Fundamentals

- ▶ Origin: Legislation from the House Permanent Select Committee on Intelligence in FY2005
- ▶ Purpose:
  - To provide English instruction to U.S. citizens who are native speakers of critical languages
  - To prepare participants for federal service
- ▶ Program Partners:
  - Coordination and funding: National Security Education Program (NSEP)
  - Management: Center for Applied Linguistics (CAL)
  - Curriculum and instruction: Georgetown University

# Program Fundamentals, 2

- ▶ Nature:
  - Scholarship program – tuition and living stipend
  - Instruction at an institution of higher education
  - **One year federal service requirement**
- ▶ One cohort of scholars per year, 2006 - present
- ▶ Cohort sizes have ranged from 18 to 45 per year
  - 18 in 2014
  - 19 in 2015

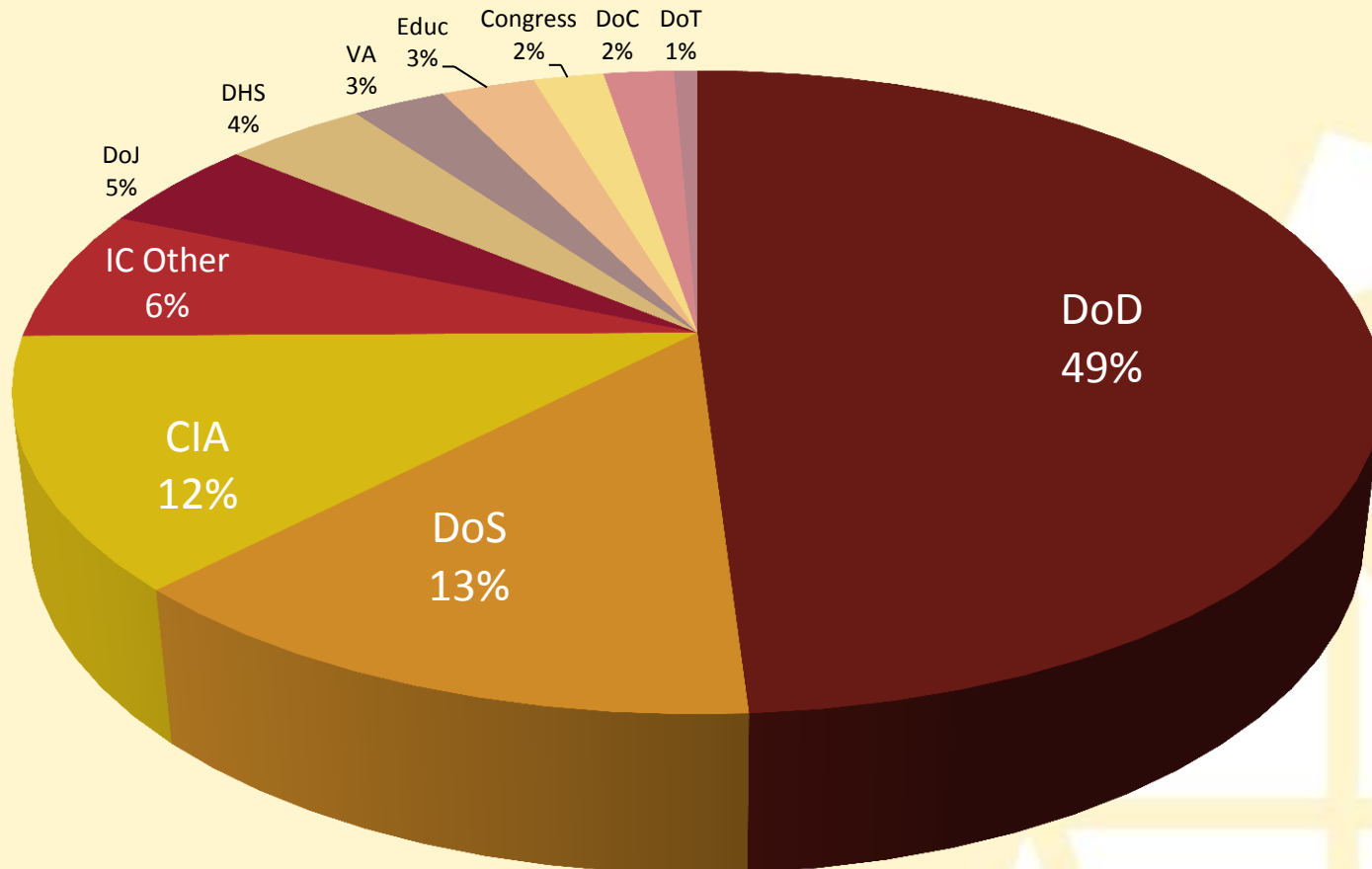
# Scholar Demographics, 2006-2014

- ▶ Recruited from across the United States; U.S. citizens
- ▶ Age range 24-66; average age 42
- ▶ Average time in U.S.: 16 years
- ▶ 68% have a Master's degree
- ▶ 66% have received at least one degree taught primarily in English
- ▶ 58% have received at least one degree from a university in the U.S.

# Graduates by Language Background, 2006-2014

Amharic	1	Pashto	3
Arabic	88	Persian Farsi	21
Balochi	1	Punjabi	0
Bambara	1	Russian	11
Chinese - Cantonese	2	Somali	3
Chinese - Mandarin	61	Swahili	8
Dari	13	Tajik	0
Hausa	3	Tamashek	0
Hindi	1	Turkish	6
Igbo	9	Urdu	8
Indonesian	4	Uzbek	2
Kazakh	0	Yoruba	3
Kyrgyz	1	<b>TOTAL</b>	<b>250</b>

# EHLS Scholars in Federal Service



# **INSTRUCTIONAL PROGRAM AND CAPSTONE PROJECT**

# EHLS Instructional Program

## Prepares Non-Native Speakers to

- ▶ Be effective professional level federal employees
- ▶ Attain professional level of English proficiency (ILR 3) across all four skills

## Through a program of

- ▶ Integrated, sequenced instructional activities, assignments and performance assessments that emphasize critical analysis and linguistic accuracy

# Instructional Program

- ▶ Activities and assignments mirror typical federal workplace demands:
  - Team projects and meetings
  - Formal and informal presentations and briefings
  - Memos, briefing reports, and analytical reports
  - Interdepartmental emails and attachments
- ▶ Instructional materials created from
  - library databases , professional journals
  - government agency websites, government publications,
  - online news sources, online audio and video
- ▶ Capstone Performance Event: Open Source Analytical Research Project (OSAP)



# Curricular Innovations

- ▶ Bias detection via frame and language analysis methods
- ▶ Use of Online Corpus of Contemporary American English (COCA) for vocabulary and linguistic accuracy development
- ▶ Reading exercises that address writing and vocabulary as well as reading skills
- ▶ Audio journals to build strategic listening skills AND to develop skills in presenting supported opinions with fact-based evidence
- ▶ Emphasis on professional email communications
- ▶ Federal agency mock interviews as well as interview software

# Targeted Feedback

- ▶ Course-specific language skill performance matrices parsed from ILR 2-4 language descriptors
- ▶ Periodic formative feedback on progress in meeting language performance goals
- ▶ Performance assessment tools positively correlated with end of program proficiency gains

# Program Structure

## 6-month Intensive Component, January-June:

- Reading and Writing for Professionals, 7hr/wk
- Professional Oral Communication, 8 hr/wk + tutorial
- News Analysis, 4.5 hr/week
- Writing Lab, 4 hr/wk
- Career Skills, 5 hr/week + career counseling

## 2-month Online Component, July and August:

- Reading and Writing for Professionals
- Career Skills

# Reading and Writing for Professionals

- ▶ Comprehend real world analytical texts
- ▶ Write and edit professional letters, summaries, reports and emails, memos
- ▶ Vocabulary development
- ▶ Capstone product: IC policy briefing style analytical paper on original research conducted in native language and English

# Professional Oral Communication

- ▶ Critical listening skills, vocabulary development
- ▶ Formal and informal presentations, meetings, discussions, negotiations
- ▶ Targeted listening and speaking skill development in weekly tutorials
- ▶ Capstone product: Presentation of analysis and findings of original research conducted in native language and English

# News Analysis

- ▶ Use media analysis techniques to hone critical thinking, summary writing and briefing skills
- ▶ Assess 'bias' of news content
- ▶ Vocabulary development
- ▶ Oral and written summary briefings
- ▶ Capstone product: Fielding questions in original research presentation

# Writing Lab

- ▶ Reading/Writing and News Analysis assignments
- ▶ Systematic editing process
- ▶ Grammatical accuracy and use of culturally appropriate content and style

# Career Skills

- ▶ Research, analysis and evaluation of positions and agencies
- ▶ Interview and negotiation skills
- ▶ Targeted job search documents: resumes, cover letters, KSA statements
- ▶ Capstone product: Job search portfolio



# Open Source Analytical Research Project

- ▶ Topics matched to scholars' backgrounds and expertise provided by federal agencies from the defense, intelligence and broader national security community
- ▶ Collaboration between federal agency mentor and scholars, supported by EHLS instructors
- ▶ Original research and analysis in native language and English
- ▶ Symposium presentation of research and analysis
  - Participating agencies, other federal representatives and government contractors attend

# Open Source Analytical Research Project

- ▶ Reports and Videos are available on Intelink:  
<https://www.intelink.gov/>\*
- ▶ 2015 EHLS OSAP Symposium is June 18 and 19 with West Africa, Iran, Central Asia, China, the Horn of Africa, the Middle East and Turkey topics

# **LANGUAGE PROFICIENCY OUTCOMES**

# Selection Process

- ▶ Online application plus telephone interview
- ▶ Selection panels include representatives from CAL, Georgetown, and the federal government
- ▶ Provisionally selected applicants are identified and participate in language testing

# Entry Requirements and Exit Goals

## ▶ Entry Requirements

- ILR Level 3 in the native language
  - Only speaking proficiency is tested (OPI)
- ILR Level 2 in English
  - Listening and reading tests: ELPT from DLI-ELC
  - Speaking test: OPI
  - Writing test: modified DLI-ELC writing test

## ▶ Exit Goals

- ILR Level 3 in four English modalities

# ILR 3 : General Professional Proficiency

- ▶ Can discuss particular interests and special fields of competence with reasonable ease.
- ▶ Can express abstract concepts and hypotheses.
- ▶ Can answer objections, clarify points, justify decisions, state and defend policy, conduct meetings, and deliver briefings.
- ▶ Can reliably elicit information and informed opinion from native speakers and understand the essence of challenges.
- ▶ Can use structural devices in flexible and sophisticated ways.
- ▶ Can use the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable.

# Cumulative Entry/Exit Scores, 2009-2014

## Listening and Speaking (*percents*)

	2009		2010		2011		2012		2013		2014	
	<i>28 scholars</i>		<i>37 scholars</i>		<i>35 scholars</i>		<i>29 scholars</i>		<i>20 scholars</i>		<i>18 scholars</i>	
	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit
<b>LISTENING</b>												
ILR 3	7	18	11	11	20	34	28	69	50	65	39	78
ILR 2+ or higher	39	64	65	65	80	74	72	90	100	100	89	94
ILR 2 or higher	100	96	100	100	100	100	100	100	100	100	100	100
ILR 1+ or lower	0	4	0	0	0	0	0	0	0	0	0	0
<b>SPEAKING</b>												
ILR 3	14	25	27	21	34	46	31	59	60	90	94	94
ILR 2+ or higher	32	43	60	73	54	71	66	79	90	100	100	100
ILR 2 or higher	75	75	84	95	89	97	100	100	100	100	100	100
ILR 1+ or lower	25	25	16	5	11	3	0	0	0	0	0	0

# Cumulative Entry/Exit Scores, 2009-2014

## Reading and Writing (*percents*)

	2009		2010		2011		2012		2013		2014	
	<i>28 scholars</i>		<i>37 scholars</i>		<i>35 scholars</i>		<i>29 scholars</i>		<i>20 scholars</i>		<i>18 scholars</i>	
	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit
<b>READING</b>												
ILR 3	50	57	73	65	77	71	79	79	95	95	89	94
ILR 2+ or higher	100	100	100	100	100	100	100	100	100	100	100	100
ILR 2 or higher	100	100	100	100	100	100	100	100	100	100	100	100
ILR 1+ or lower	0	0	0	0	0	0	0	0	0	0	0	0
<b>WRITING</b>												
ILR 3	7	14	14	16	6	12	18	25	35	55	22	56
ILR 2+ or higher	29	39	30	38	20	44	46	57	85	95	78	94
ILR 2 or higher	96	93	100	100	86	97	100	100	100	100	100	100
ILR 1+ or lower	4	7	0	0	14	3	0	0	0	0	0	0



# Cumulative Entry/Exit Scores, 2009-2014

## All Modalities (*percents*)

	2009		2010		2011		2012		2013		2014	
	<i>28 scholars</i>		<i>37 scholars</i>		<i>35 scholars</i>		<i>29 scholars</i>		<i>20 scholars</i>		<i>18 scholars</i>	
	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit
<b>TOTAL – ALL MODALITIES</b>												
ILR 3	19.6	28.6	31.1	28.4	34.3	41.0	39.1	58.3	60.0	76.0	61.1	81.0
ILR 2+ or higher	50.0	61.6	63.5	68.9	63.6	72.7	71.3	81.7	94.0	99.0	91.7	97.0
ILR 2 or higher	92.9	91.1	95.9	98.6	93.6	98.6	100	100	100	100	100	100
ILR 1+ or lower	7.1	8.9	4.1	1.4	6.4	1.4	0.0	0.0	0.0	0.0	0.0	0.0

# Thank You!

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