EHLS
Professional English
New Opportunities

CAL CENTER FOR APPLIED LINGUISTICS

NSEP

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

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Interagency Language Roundtable
June 5, 2015
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
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
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

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<td>Urdu</td>
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<tr>
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<td>Yoruba</td>
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<tr>
<td>Kyrgyz</td>
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<td><strong>250</strong></td>
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</table>
EHLS Scholars in Federal Service

- DoD: 49%
- DoS: 13%
- CIA: 12%
- IC Other: 6%
- DoJ: 5%
- DHS: 4%
- VA: 3%
- Educ: 3%
- Congress: 2%
- DoC: 2%
- DoT: 1%
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
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
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)*

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<tr>
<th></th>
<th>2009</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>Exit</td>
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<tr>
<td>28 scholars</td>
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<td>35 scholars</td>
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## Cumulative Entry/Exit Scores, 2009-2014

**Reading and Writing (percents)**

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Cumulative Entry/Exit Scores, 2009-2014
All Modalities (*percents*)

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</tr>
</tbody>
</table>
Thank You!

Dr. Sam Eisen
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