EHLS
Professional English
New Opportunities

CAL CENTER FOR APPLIED LINGUISTICS

nsep

GEORGETOWN UNIVERSITY
Best Practices in Advanced Language Pedagogy

Christa Hansen, *Georgetown University*
Deborah Kennedy, *Center for Applied Linguistics*

© 2012 Center for Applied Linguistics/Georgetown CLED
PROGRAM DESCRIPTION
Program Fundamentals

- Origin: Legislation authored by 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
- Nature:
  - Scholarship program – tuition and living stipend
  - Instruction at an institution of higher education
  - One year federal service requirement
- Program Partners:
  - Coordination and funding: DoD National Security Education Program
  - Management: Center for Applied Linguistics (CAL)
  - Curriculum and instruction: Georgetown University

© Center for Applied Linguistics/Georgetown CLED
Scholar Demographics

- Recruited from across the United States; U.S. citizens
- Age range 25-66; average age 44
- Average time in U.S.: 16 years
- 68% have a second postsecondary degree; 15.5% have a third
- 66% have received at least one degree taught primarily in English
- 58.3% have received at least one degree from a university in the U.S.
Program year 2006: Arabic, Mandarin Chinese, Russian

Program year 2012: Arabic, Mandarin Chinese, Turkish, Persian Farsi, Dari, Pashto, Somali, Swahili, Hausa, Igbo (*also recruited speakers of Hindi, Punjabi, and Urdu*)

Added for 2013: Balochi, Kyrgyz, Tajik, Yoruba
LANGUAGE PROFICIENCY OUTCOMES
Entry Requirements and Exit Goals

Entry Requirements

- ILR Level 3 / ACTFL Superior in the native language
  - Only speaking proficiency is tested (OPI)
- ILR Level 2 / ACTFL Advanced-Low 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 / ACTFL Superior in four English modalities
## Cumulative Entry/Exit Scores, 2009-2012

**Listening and Speaking (percents)**

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th></th>
<th>2010</th>
<th></th>
<th>2011</th>
<th></th>
<th>2012</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entry</td>
<td>Exit</td>
<td>Entry</td>
<td>Exit</td>
<td>Entry</td>
<td>Exit</td>
<td>Entry</td>
<td>Exit</td>
</tr>
<tr>
<td><strong>LISTENING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ILR 3</td>
<td>7.1</td>
<td>17.9</td>
<td>10.8</td>
<td>10.8</td>
<td>20.0</td>
<td>34.3</td>
<td>27.6</td>
<td>69.0</td>
</tr>
<tr>
<td>ILR 2+ or higher</td>
<td>39.3</td>
<td>64.3</td>
<td>64.9</td>
<td>64.9</td>
<td>80.0</td>
<td>74.3</td>
<td>72.4</td>
<td>90.0</td>
</tr>
<tr>
<td>ILR 2 or higher</td>
<td>100.0</td>
<td>96.4</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>ILR 1+ or lower</td>
<td>0.0</td>
<td>3.6</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>SPEAKING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ILR 3</td>
<td>14.3</td>
<td>25.0</td>
<td>27.0</td>
<td>21.6</td>
<td>34.3</td>
<td>45.7</td>
<td>31.0</td>
<td>58.6</td>
</tr>
<tr>
<td>ILR 2+ or higher</td>
<td>32.1</td>
<td>42.9</td>
<td>59.5</td>
<td>73.0</td>
<td>54.3</td>
<td>71.4</td>
<td>65.5</td>
<td>79.3</td>
</tr>
<tr>
<td>ILR 2 or higher</td>
<td>75.0</td>
<td>75.0</td>
<td>83.8</td>
<td>94.6</td>
<td>88.6</td>
<td>97.1</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>ILR 1+ or lower</td>
<td>25.0</td>
<td>25.0</td>
<td>16.2</td>
<td>5.4</td>
<td>11.4</td>
<td>2.9</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

© Center for Applied Linguistics/Georgetown CLED
## Cumulative Entry/Exit Scores, 2009-2012

### Reading and Writing (percents)

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28 scholars</td>
<td>37 scholars</td>
<td>35 scholars</td>
<td>29 scholars</td>
</tr>
<tr>
<td>Entry</td>
<td>Exit</td>
<td>Entry</td>
<td>Exit</td>
<td>Entry</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ILR 3</td>
<td>50.0</td>
<td>57.1</td>
<td>73.0</td>
<td>64.9</td>
</tr>
<tr>
<td>ILR 2+ or higher</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>ILR 2 or higher</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>ILR 1+ or lower</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ILR 3</td>
<td>7.1</td>
<td>14.3</td>
<td>13.5</td>
<td>16.2</td>
</tr>
<tr>
<td>ILR 2+ or higher</td>
<td>28.6</td>
<td>39.3</td>
<td>29.7</td>
<td>37.8</td>
</tr>
<tr>
<td>ILR 2 or higher</td>
<td>96.4</td>
<td>92.9</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>ILR 1+ or lower</td>
<td>3.6</td>
<td>7.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

© Center for Applied Linguistics/Georgetown CLED
# Cumulative Entry/Exit Scores, 2009-2012

## All Modalities (percents)

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>28 scholars</strong>, Entry</td>
<td>28 scholars</td>
<td>37 scholars</td>
<td>35 scholars</td>
<td>29 scholars</td>
</tr>
<tr>
<td><strong>Entry</strong></td>
<td><strong>28 scholars</strong></td>
<td>37 scholars</td>
<td>35 scholars</td>
<td>29 scholars</td>
</tr>
<tr>
<td><strong>Exit</strong></td>
<td><strong>28 scholars</strong></td>
<td>37 scholars</td>
<td>35 scholars</td>
<td>29 scholars</td>
</tr>
<tr>
<td><strong>TOTAL – ALL MODALITIES</strong></td>
<td><strong>28 scholars</strong></td>
<td>37 scholars</td>
<td>35 scholars</td>
<td>29 scholars</td>
</tr>
<tr>
<td>ILR 3</td>
<td>19.6</td>
<td>28.6</td>
<td>31.1</td>
<td>28.4</td>
</tr>
<tr>
<td>ILR 2+ or higher</td>
<td>50.0</td>
<td>61.6</td>
<td>63.5</td>
<td>68.9</td>
</tr>
<tr>
<td>ILR 2 or higher</td>
<td>92.9</td>
<td>91.1</td>
<td>95.9</td>
<td>98.6</td>
</tr>
<tr>
<td>ILR 1+ or lower</td>
<td>7.1</td>
<td>8.9</td>
<td>4.1</td>
<td>1.4</td>
</tr>
</tbody>
</table>

© Center for Applied Linguistics/Georgetown CLED
GEORGETOWN UNIVERSITY
INSTRUCTIONAL PROGRAM
Instructional Program

6-month Intensive Component:

- Reading and Writing for Professionals
- Professional Oral Communication
- News Analysis
- Career Skills

2-month Online Component:

- Reading and Writing for Professionals
- Career Skills

© Center for Applied Linguistics/Georgetown CLED
Instructional Approach

- Class size is limited: No more than 16
- Weekly individualized feedback: career counseling, oral communications tutorial, and writing lab
- Participants work in teams, in pairs, and individually depending on the nature of the activity
- Topics, activities, feedback focus and assignments are closely coordinated among the courses
- Instructional texts, tasks and activities are matched to ILR Levels 2-4 skill descriptors.
- Professional capstone performance activity
Capstone: Open Source Analytical Research Project

- Topics provided by federal agencies and matched to scholars’ backgrounds and expertise
- Scholars conduct research in English and the heritage language
- Each scholar works with a federal agency mentor
- Scholars present their intelligence briefing style analyses at a formal symposium and in a written paper
Periodic Performance Assessment

Language Skills Assessment

- ILR Levels 2-4 skill descriptors matched to instructional activities for each course
- Multiple data sources

Professionalism Report

- Participants are evaluated on timeliness, assignment completion, and ability to work on a team
Activity:
Reading and Writing for Professionals
Activity:
Professional Oral Communication
Activity:
News Analysis
Thank You!

Christa Hansen clh38@georgetown.edu
Deborah Kennedy dkenney@cal.org