



EHL S

Professional English
New Opportunities

CAL CENTER
FOR APPLIED
LINGUISTICS



GEORGETOWN
UNIVERSITY



EHLS

Professional English
New Opportunities

Best Practices in Advanced Language Pedagogy

Christa Hansen, *Georgetown University*

Deborah Kennedy, *Center for Applied Linguistics*

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

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.

Demographics: Language Background

- ▶ 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*)

	2009		2010		2011		2012	
	<i>28 scholars</i>		<i>37 scholars</i>		<i>35 scholars</i>		<i>29 scholars</i>	
	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit
LISTENING								
ILR 3	7.1	17.9	10.8	10.8	20.0	34.3	27.6	69.0
ILR 2+ or higher	39.3	64.3	64.9	64.9	80.0	74.3	72.4	90.0
ILR 2 or higher	100.0	96.4	100.0	100.0	100.0	100.0	100.0	100.0
ILR 1+ or lower	0.0	3.6	0.0	0.0	0.0	0.0	0.0	0.0
SPEAKING								
ILR 3	14.3	25.0	27.0	21.6	34.3	45.7	31.0	58.6
ILR 2+ or higher	32.1	42.9	59.5	73.0	54.3	71.4	65.5	79.3
ILR 2 or higher	75.0	75.0	83.8	94.6	88.6	97.1	100.0	100.0
ILR 1+ or lower	25.0	25.0	16.2	5.4	11.4	2.9	0.0	0.0

Cumulative Entry/Exit Scores, 2009-2012

Reading and Writing (*percents*)

	2009		2010		2011		2012	
	<i>28 scholars</i>		<i>37 scholars</i>		<i>35 scholars</i>		<i>29 scholars</i>	
	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit
READING								
ILR 3	50.0	57.1	73.0	64.9	77.1	71.4	79.3	79.3
ILR 2+ or higher	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ILR 2 or higher	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ILR 1+ or lower	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
WRITING								
ILR 3	7.1	14.3	13.5	16.2	5.7	11.8	17.8	25.0
ILR 2+ or higher	28.6	39.3	29.7	37.8	20.0	44.1	46.4	57.1
ILR 2 or higher	96.4	92.9	100.0	100.0	85.7	97.1	100.0	100.0
ILR 1+ or lower	3.6	7.1	0.0	0.0	14.3	2.9	0.0	0.0

Cumulative Entry/Exit Scores, 2009-2012

All Modalities (*percents*)

	2009		2010		2011		2012	
	<i>28 scholars</i>		<i>37 scholars</i>		<i>35 scholars</i>		<i>29 scholars</i>	
	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit
TOTAL – ALL MODALITIES								
ILR 3	19.6	28.6	31.1	28.4	34.3	41.0	39.1	58.3
ILR 2+ or higher	50.0	61.6	63.5	68.9	63.6	72.7	71.3	81.7
ILR 2 or higher	92.9	91.1	95.9	98.6	93.6	98.6	100.0	100.0
ILR 1+ or lower	7.1	8.9	4.1	1.4	6.4	1.4	0.0	0.0

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

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

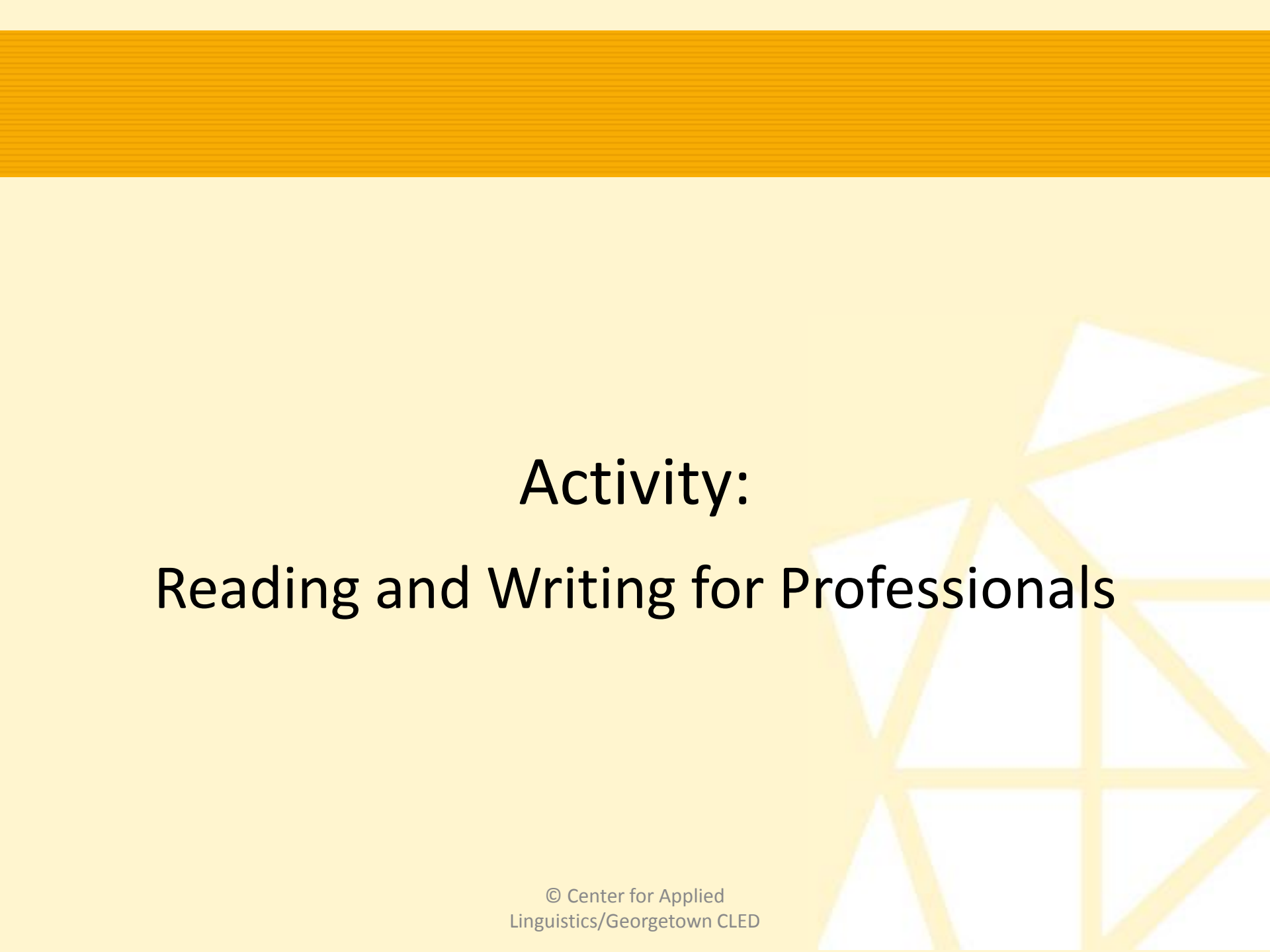
Periodic Performance Assessment

Language Skills Assessment

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

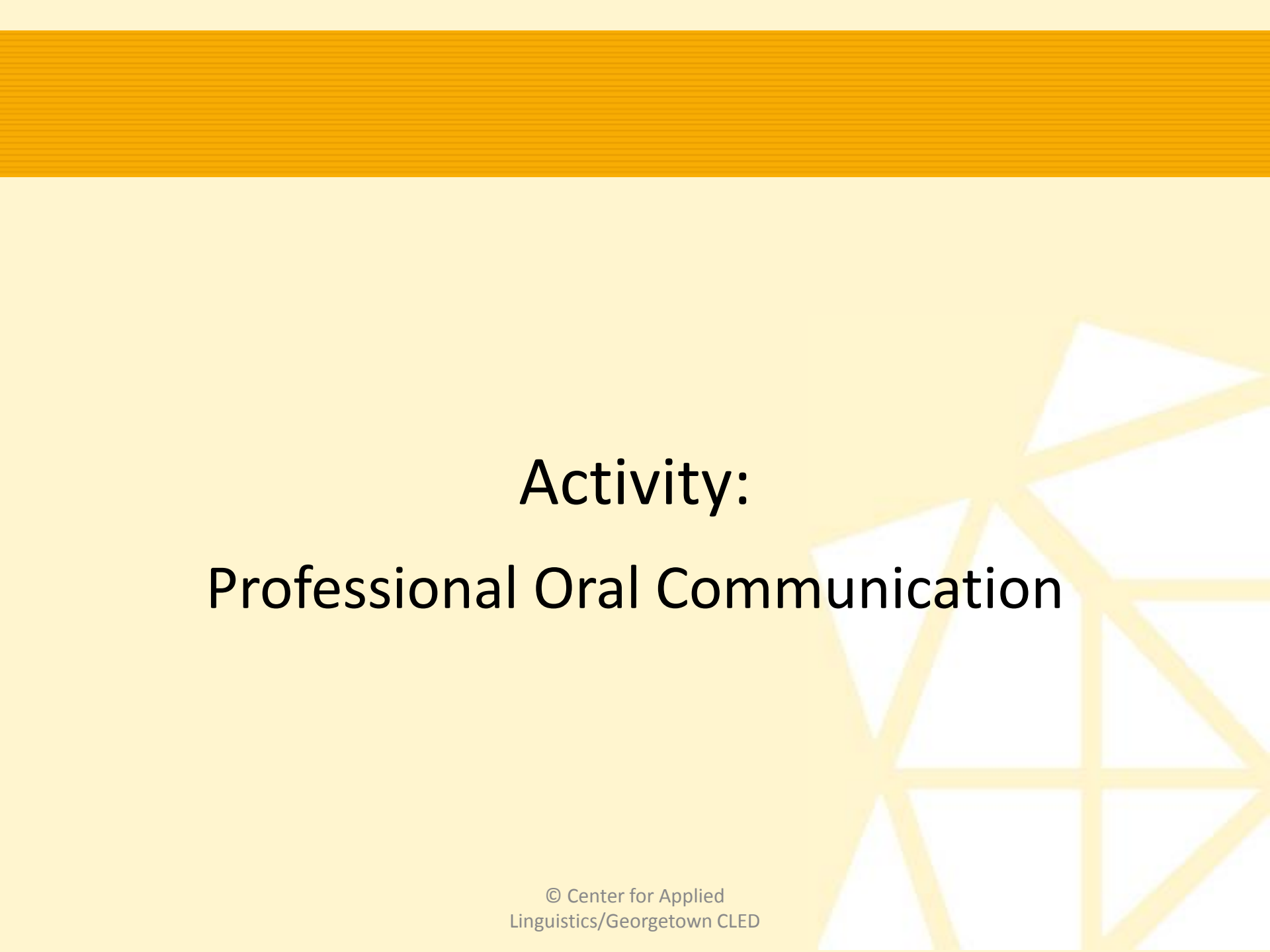
Professionalism Report

- ▶ 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 dkennedy@cal.org