



EHLs

Professional English
New Opportunities

CAL CENTER
FOR APPLIED
LINGUISTICS



GEORGETOWN
UNIVERSITY



Beyond Basics: Vocabulary Instruction for Higher Levels

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Beyond Basics: Language Learning at Higher Levels LEARN
Workshop

September 27, 2017

The Universities at Shady Grove, MD

Overview

- ▶ EHLS: Origin and fundamentals
- ▶ The EHLS instructional design
- ▶ Vocabulary instruction in the EHLS program

EHLS Program

Purpose

- Genesis: House Permanent Select Committee on Intelligence (FY2005)
- Intensive **professional development** and English language training for American citizens who are native speakers of foreign languages critical to the national security community
- Students achieve professional proficiency in English necessary for **meeting U.S. government needs**

Partners:

- Coordination and funding: National Security Education Program
- Management: Center for Applied Linguistics (CAL)
- Curriculum and instruction: Georgetown University
- Federal agency partners: Office of the Director of National Intelligence, Federal Bureau of Investigation, and others

EHLS Program Fundamentals

Requirements and Demographics (through Class of 2016):

- U.S. citizenship
- Educated career professionals - all have bachelor's degree; about half have master's degree
- English language proficiency at entry: ILR Level 2
- Native language proficiency at entry: ILR Level 3 (or above)
- Commitment to federal service
- Admission is based on proficiency scores and application quality
- Age range 24 - 66; average age is 42
- 56% men and 44% women

Intelligence Community representatives participate in application review

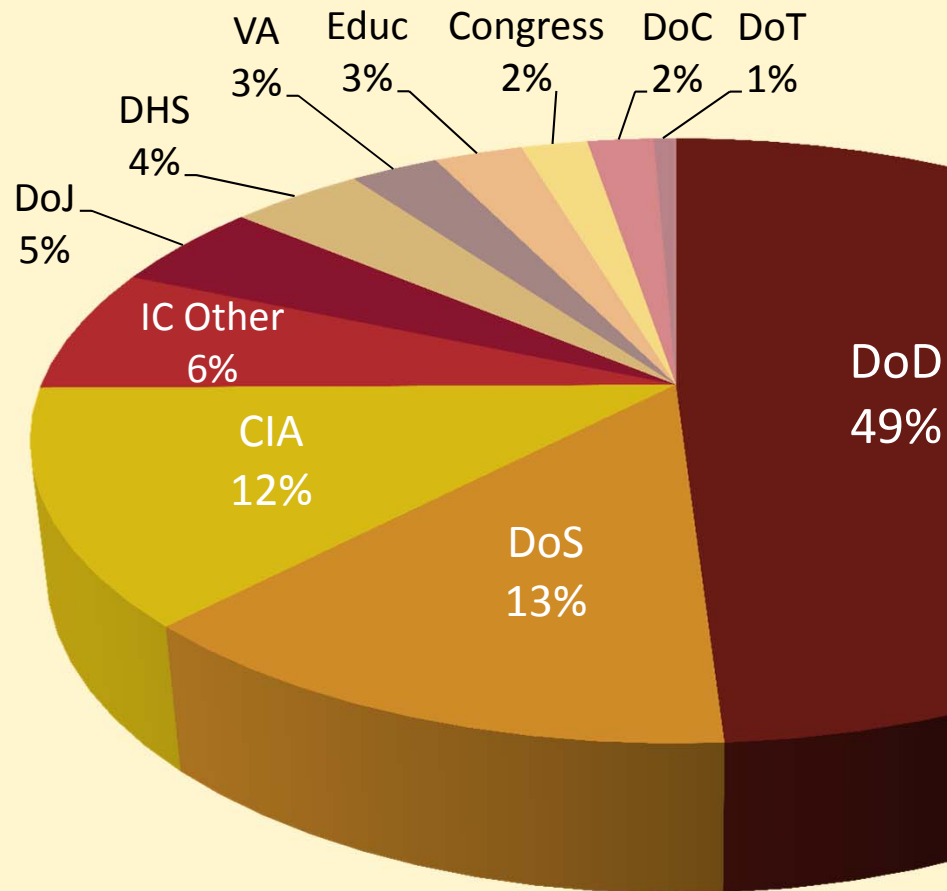
EHLS Program 2006-2017

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Language	Total
Amharic	6
Arabic	101
Balochi	1
Bambara	2
Cantonese	2
Dari	14
Hausa	4
Hindi	1
Igbo	9
Indonesian	4
Kazakh	1
Kyrgyz	2

Language	Total
Mandarin Chinese	69
Pashto	4
Persian Farsi	24
Russian	17
Somali	4
Swahili	8
Tajik	1
Tamashek	1
Turkish	9
Urdu	10
Uzbek	5
Yoruba	4
TOTAL	303

EHLS Graduates' Employment






VOCABULARY INSTRUCTION IN THE EHLS PROGRAM

Higher Proficiency Learner Needs

- ▶ Adult learners require:
 - Motivation for becoming 'more' proficient
 - Differentiated instruction tailored to skill profiles
 - Learning with recognizable applicability and utility
- ▶ Advanced to Professional and beyond requires:
 - noticing differences
 - being critically aware of one's language use
 - being receptive to feedback
 - taking responsibility for own learning

EHLS Approach to Vocabulary Instruction

- ▶ All courses, all modalities
 - ▶ Authentic texts
 - ▶ Contextualized vocabulary development
 - ▶ Tailored vocabulary instruction
 - ▶ Ongoing, self-directed vocabulary development
 - ▶ Use of corpora tools
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Corpora Tools

- ▶ Online searchable corpora: samples of real world texts
 - Millions of words from specific time spans
 - Spoken and written language
 - Variety of genres
- ▶ Provide examples and data of:
 - Authentic Language Use
 - Language Change and Variation (over time and across 'genres')
 - Words in Context
- ▶ Powerful resources for:
 - Finding Patterns
 - Making Generalizations

Use of Corpora in Instruction

As a resource to enhance class activities

- Provides 'graded' opportunities for students of varying proficiency levels
 - Practice identifying parts speech
 - Check word forms at morpheme level (*communicational vs communicative*)
 - Build vocabulary through synonyms (basic vocabulary building through more subtle use of language)
 - Check collocations (syntactic, lexical)
 - Compare frequency of use
 - Gain further data for Content and Critical Discourse Analysis (how ideas are framed and referenced)
- Reinforces the importance of genre determined accuracy and appropriacy, rather than binary right/wrong

Use of Corpora in Instruction

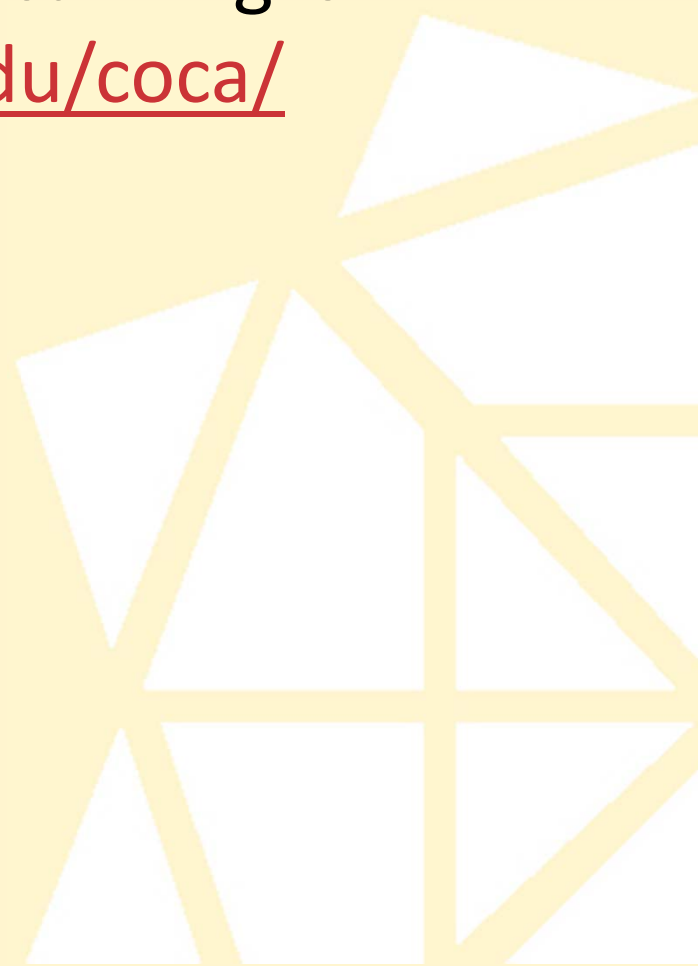
Authoritative, objective, data-driven referee:

- To tease apart subtle differences, demonstrate framing and stance
 - *Radical Muslim vs Militant Muslim*
 - *The President, President Obama, Obama*
- To help illuminate differences in World Englishes
 - *My head is paining vs My head hurts*
 - *Please do the needful vs Please do what's necessary*
- To provide confirmation during peer editing

Corpora Tools as a Resource

- ▶ Resource for writing development
 - Allows students to self-edit prior to feedback
 - Allows for students to self-correct their work based on instructor feedback
- ▶ Resource as an independent learning tool
 - Promotes ongoing, self-directed, tailored language development and refinement
 - Encourages students to become language researchers

Corpora Tools

- ▶ Corpus of Contemporary American English (COCA) <http://corpus.byu.edu/coca/>
 - ▶ Fraise.it
 - ▶ Netspeak.org
 - ▶ Google/Yahoo news searches
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Sample Exercise: Journal

▶ News Collocation Journal

- Word or phrase, in context example
- Meaning in this context
- Additional examples in context from Google/Yahoo news searches
- Notes on usage/related patterns/meanings (Fraise.it)
- Original writing (scholar)
- Questions/points of confusion

Sample Exercise: Headlines

- ▶ Scholar-generated vocabulary from headlines list
 - Word or phrase in context
 - Part of speech
 - Meaning in context
 - Coca sample
 - Frequent collocations

Questions?
Comments?



Thank You!

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