Non-Native English Speakers Study

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Background

- Objective

  Address concerns raised in the conference report accompanying the FY 2020 National Defense Authorization Act by reviewing the applicability of current military accession testing practices to the English language learning population in contrast to state-of-the-art educational measurement approaches.

- Major Concern

  "While the ASVAB identifies qualified recruits, it leaves many would-be highly qualified recruits behind, specifically those who do not speak English as a native language. Due to the timed nature of the test, and nuances of language, many non-native English speakers do not pass, even though their academic records in American high schools are strong."

- Survey practices in civilian education regarding English Language Learners (ELLs)
- Survey best practices in ESL instruction
- Analyses
  - Determining the population
  - Determining the market
  - Examine ASVAB results and non-native English speakers (NNES)
  - Citizens vs. non-citizen comparisons
  - Impact of Verbal scores on non-qualifying AFQT results
- Review past efforts to recruit NNES

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Results in this presentation are from a report completed May 2021

Assessment of ELLs in the Civilian Academic Sector

- English Language Learner defined in the *Every Student Succeeds Act* (2015) as
  - Native language other than English
  - Level of English fluency low enough to make it difficult to achieve success in school and society

- States have individual procedures for identifying ELLs
  - Brief screeners determine whether the student should be classified as ELL
    - Home language survey assesses whether students come from an environment where a language other than English is present or prevalent
  - Full assessments establish English Language Proficiency (ELP) across the entire scale
  - Commonly used assessments include
    - World-Class Instructional Design and Assessment (WIDA)
    - English Language Proficiency Assessment for the 21st Century
    - Both assess listening, speaking, reading, and writing

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ELLs Enrolled in Public Elementary and Secondary Schools

Year	Total Enrollment	Number of EL Students	Number of EL Students as a Percent of Total Enrollment
2000	46,836,593	3,793,764	8.1
2005	48,601,087	4,471,300	9.2
2010	48,433,261	4,455,860	9.2
2014	49,161,642	4,670,356	9.5
2015	48,928,510	4,794,994	9.8
2016	49,074,515	4,858,377	9.9
2017	49,036,713	4,952,708	10.1

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National Center for Education Statistics, 2020

Number of EL Students by Grade Level, Fall 2017

Grade (Year)	Number of EL Students	Percentage Distribution of EL Students	Percentage of Total Enrollment
Kindergarten	587,543	11.7	15.9
Grade 1	588,515	11.7	16.0
Grade 2	574,690	11.5	15.6
Grade 3	551,257	11.0	14.6
Grade 4	504,999	10.1	13.1
Grade 5	400,053	8.0	10.3
Grade 6	329,313	6.6	8.6
Grade 7	291,873	5.8	7.7
Grade 8	265,210	5.3	7.0
Grade 9	263,081	5.6	7.0
Grade 10	214,015	5.1	6.7
Grade 11	183,982	4.0	5.5
Grade 12	167,145	3.3	4.6

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Nationally, the majority of current ELs are concentrated in the early and elementary grades. As ELs gain English proficiency and exit EL status over time, the population of former ELs in the K–12 system increases.

Most Frequently Spoken Languages, Fall 2017

Home Language	Number of EL Students	Percentage Distribution of EL Students	Percentage of Total Enrollment
Spanish	3,749,314	74.8	7.6
Arabic	136,531	2.7	0.3
Chinese	106,516	2.1	0.2
Vietnamese	77,765	1.6	0.2
Somali	41,264	0.8	0.1
Russian	36,809	0.7	0.1
Portuguese	33,252	0.7	0.1
Haitian, Haitian Creole	32,655	0.7	0.1
Hmong	32,174	0.6	0.1
Korean	26,531	0.5	0.1

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ELLs by State

| State	Number of ELLs			Number of ELLs as a Percent of Total Enrollment		
	2000–01	2017–18	Change	2000–01	2017–18	Change
California	1,479,819	1,197,296	-282,523	24.5	19.2	-5.2
Texas	570,453	926,325	355,872	14.1	18.0	4.0
Florida	187,566	280,540	92,974	7.7	10.1	2.4
New York	230,625	243,737	13,112	8.0	9.2	1.2
Illinois	126,475	217,790	91,315	6.2	11.3	5.2
Washington	70,431	127,777	57,346	7.0	11.7	4.7
Virginia	36,802	114,739	77,937	3.2	9.1	5.9
Georgia	54,444	113,605	59,161	3.8	6.6	2.8
North Carolina	44,165	105,801	61,636	3.4	6.9	3.5
Colorado	60,852	104,299	43,447	8.4	11.9	3.5
Michigan	49,279	97,837	48,558	2.9	6.6	3.8
Massachusetts	49,077	93,217	44,140	5.0	10.0	5.0
Arizona	131,933	88,629	-43,304	15.0	8.1	-7.0
Nevada	38,301	81,635	43,334	11.2	17.1	5.9
Maryland	24,213	79,656	55,443	2.8	9.2	6.4

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Table 6 displays the number of ELs and number of ELs as a percentage of total enrollment in U.S. public elementary and secondary schools by state in school year 2000-01 and 2017-18. Of EL students in public elementary and secondary schools in the fall of 2017, over half resided in either California (n = 1,197,296) or Texas (926,325). States with next largest count of EL students included Florida (n = 280,540), New York (n = 243,737), Illinois (n = 217,790), Washington (n = 127,777), Virginia (n = 114,739), Georgia (n = 113,605), North Carolina (n = 105,801), and Colorado (n = 104,299). Thirteen other states had counts over 50,000 and another twelve had counts over 25,000 (NCES, 2020). From fall 2000 to fall 2017, the number of EL students increased in 44 states. However, for some states and the District of Columbia, the number dropped. The decline in enrollment was most notable in California, Arizona, and

New Mexico (NCES, 2020).

California Assessment of Student Performance and Proficiency (CAASPP)
EL English Language Arts Proficiency Levels, 2018–2019
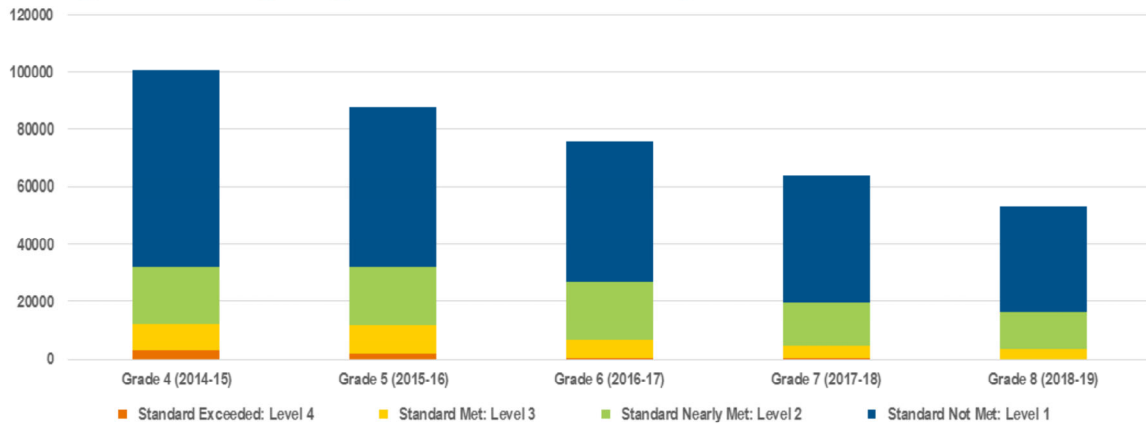
Percent of US Public School Students Scoring at the NAEP Basic Level or Above in 12th-Grade Reading, by EL Status (2015)

Status	Average Scale Score	Below Basic	Basic	Proficiency	Advanced
EL	240	76	20	4	0
Non-EL	289	26	35	32	6

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Assessment Accommodations Offered to EL Students

- NAEP
  - Bilingual (word-for-word) dictionary without definitions
  - Spanish version of the test (not allowed for reading)
  - Extended time
  - Directions read aloud in English
  - Directions read aloud in Spanish
  - Read aloud (all)
  - Read aloud (occasional)

- CAASPP
  - Text-to-speech for writing, listening, mathematics, and reading items, but not reading passages
  - Translations (glossary) for mathematics, science, and primary language test
  - Spanish translations side-by-side with text in English
  - Translated test directions
  - Bilingual dictionary for writing
  - Translation glossaries/word lists for science
  - Read aloud for writing, listening, mathematics, and reading items but not reading passages
  - Read aloud for Spanish stacked translation in mathematics
  - Scribe for reading, listening, and mathematics
  - Bilingual (word-for-word) dictionary without definitions
  - Extended time

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English Language Proficiency (ELP) Assessments, School Year 2019–2020

Assessment	States that Use the Assessment
ACCESS	Alabama, Alaska, Colorado, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Wisconsin, Wyoming
AZELLA	Arizona
ELPA21 Summative	Arkansas, Iowa, Louisiana, Nebraska, Ohio, Oregon, Washington, West Virginia
ELPAC	California
KELPA	Kansas
LAS Links	Connecticut, Mississippi
NYSESLAT	New York
TELPAS	Texas

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Sample Content Covered by ELP Assessments

- Reading
  - What is the main idea?
  - According to the text, what is a characteristic of mammals?
- Writing
  - Write an expository paragraph that explains what it is like to live in Arizona.
  - According to the teacher, what was the first capital of California?
- Listening
  - Choose the picture that matches the sentence.
  - Listen to an announcement from the teacher about a visitor coming to the school. Write three questions for the visitor.
- Speaking
  - Look at the picture. What is that called?
  - Tell how to get ready for school in the morning. Include at least two steps.

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Assessment of International Students Applying to U.S. Colleges

- From 1990 to 2014, the number of students using an F1 or J1 Visa to study in the U.S. more than doubled to 1.1 million in the 2016–2017 academic year

Most Commonly Used ELP Assessments	Mode	Sections	Results Delivery Wait Time (days)	Cost per Test
C1 Advanced or C2 Proficiency	Computer and Paper	4: Reading and Use of English, Listening, Speaking, Writing	15	$185, $200
Duolingo English Test (DET)	Computer Only	1: Various item types mix ELP domains	2	$49
IELTS Academic (International English Language Testing System)	Paper Only	4: Academic Reading, Listening, Speaking, Writing	13	~$230
iTEP (International Test of English Proficiency)	Computer Only	5: Reading, Listening, Speaking, Writing, Grammar	1	$119
PTE-Academic (Pearson's Test of English for NNES)	Computer Only	3: Reading, Listening, Speaking, and Writing	5	$200
TOEFL iBT	Computer and Paper	4: Reading, Listening, Speaking, Writing	14–21	$205

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Best Practices in ESL Instruction

- Young adult English learners
  - Develop English skill and vocabulary as part of subject matter learning
  - Provide structured opportunities to develop reading and writing skills
  - Provide opportunities for extended discussion of text meaning and interpretation
  - Provide peer-assisted learning opportunities
  - Provide small-group instructional support for struggling students
  - Extend time to learn
  - Provide team-based support

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Recommendations vary somewhat by the age group in question. New servicemembers are largely in their late teens, so they fall somewhere between young adults and adults. Looked at recommendations for both groups.

Teachers must be intentional about developing language skills in the context of curricular subject matter

Teachers should teach ELs in mainstream classes the thinking and cognitive strategies that experienced readers and writers use, use modeling

Provide safe opportunities to practice spoken language to increase confidence

Peer-assisted learning opportunities allow English-dominant peers support EL's linguistic development

Students new to the US and long-term English learners may require intensive ESL in small groups

Allow for flexible instruction that may include an extended school year and night and weekend classes

ELs can benefit from a team approach that includes not only ESL instructors, but also content-area teachers and counselors

Best Practices in ESL Instruction, cont.

- Adult English learners
  - Incorporate principles of adult learning that are based on characteristics of adults (e.g., self-directed, draw from life experiences, problem-centered)
  - Provide courses of varied intensity and duration with flexible schedules
  - Begin with an assessment of learners' needs to contextualize content
  - Develop English vocabulary and grammatical structures as part of subject matter learning
  - Stress the importance of interaction with peers and others
  - Provide ongoing opportunities for language assessment

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Appropriate adult learning experiences need to take into consideration the environment, learner's experiences, and the relevance of the instruction.

Courses must accommodate the circumstances of the participants, many of whom have extensive demands on their time.

Motivation to learn can be integrative, meaning based on a desire to become part of a community, or instrumental—spurred by the desire to accomplish goals

ESL training will be more successful if the knowledge and skills learned in class reflect the demands of employment or other life circumstances

Research shows that engaging in language interactions improves language acquisition and can increase its pace

Providing feedback about progress is vital to maintaining motivation.

Determining the Population

- No direct measure exists of the size of the recruiting market that are NNES. To understand the size of the market, we estimated the size of the overall population of NNES of recruitment age.

- One direct measure available is data collected by the National Center for Education Statistics (NCES), which tracks the number of ELLs in American schools. Using the number of ELLs, we can cross-reference with student population census data to get an estimate of what percentage of all students are ELLs, by race, ethnicity, and age range.*

Race/Ethnicity	Sum of ELLs 11th & 12th Grade (NCES)	Sum of ALL Students in 11th and 12th Grade, All Ages (CPS**)		Sum of ALL Students in 11th and 12th Grade, 16–19 Year Olds (CPS)	
	Numerator	Denominator	Rate	Denominator	Rate
All Races/Ethnicities	369,574	8,594,000	4.30%	7,785,000	4.75%
White (Non-Hispanic)	24,392	4,525,000	0.54%	4,188,000	0.58%
Black (Non-Hispanic)	15,892	1,327,000	1.20%	1,146,000	1.39%
Asian	39,544	461,000	8.58%	421,000	9.39%
Hispanic	282,724	1,950,000	14.50%	1,702,000	16.61%

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*Data from 2017.
**The Current Population Survey (CPS) is a monthly survey of households conducted by the Bureau of Census for the Bureau of Labor Statistics.

Determining the Market

- By creating estimates of the size of the NNES population and cross-referencing with Joint Advertising Market Research & Studies* (JAMRS) propensity data, we find the overall size of the market to be quite small. Even using the highest estimates, we found it is likely that less than 1% of students in the 11th and 12th grades would be NNES and propensed to join the military.**

Race/Ethnicity	Sum of All Students in 11th and 12th Grades, All Ages (CPS)	Sum of EL Students in 11th and 12th Grades (NCES)	Low Estimate (8%) of ELs Propensed to Serve in the Military (percentage of race/ethnicity)	High Estimate (23%) of ELs Propensed to Serve in the Military (percentage of race/ethnicity)
All Races/Ethnicities	8,594,000	369,574	29,566 (0.34%)	85,002 (0.99%)
White (Non-Hispanic)	4,525,000	24,392	1,951 (0.04%)	5,610 (0.12%)
Black (Non-Hispanic)	1,327,000	15,892	1,271 (0.10%)	3,655 (0.28%)
Asian	461,000	39,544	3,164 (0.69%)	9,095 (1.97%)
Hispanic	1,950,000	282,724	22,618 (1.16%)	65,027 (3.33%)

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*JAMRS is the official DoD program for joint military advertising, market research, and studies. One of its objectives is to explore the perceptions, beliefs, and attitudes of American youth as they relate to joining the Military.
**Data from 2017.

ASVAB Results and NNES

- Studies conducted to identify the most common reasons that applicants do not qualify to serve show that only about 2% of all applicants are disqualified based on AFQT scores alone.

- We looked at whether the percentages of non-qualifying scores mapped to the percentage of NNES by Race and Ethnicity, with no clear pattern emerging.*

| Race/Ethnicity	EL Rate = Sum of 11th and 12th Graders, (all ages)	EL Rate = Sum of 11th and 12th Graders, (16–19 yrs old)	AFQT<10	Sum Within Race		AFQT<31**	Sum Within Race	
	Census	Census	Num.	Total in Sample	Rate	Num.	Total in Sample	Rate
All Races	4.30%	4.75%	6,071	213,253	2.85%	35,233	213,253	16.52%
White	0.54%	0.58%	1,203	108,904	1.10%	9,237	108,904	8.48%
Black	1.20%	1.39%	2,757	45,793	6.02%	14,520	45,793	31.71%
Asian	8.58%	9.39%	322	9,467	3.40%	1,624	9,467	17.15%
Hispanic	14.50%	16.61%	1,640	40,833	4.02%	8,783	40,833	21.51%

*Data from 2017.
**31 was the minimum qualification score for AFQT in FY 2020.

Patterns of ASVAB Results and NNES

Patterns of Scores on Subtests
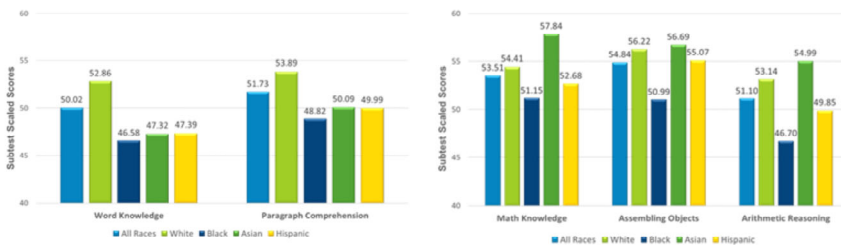
Completion Times on Subtests
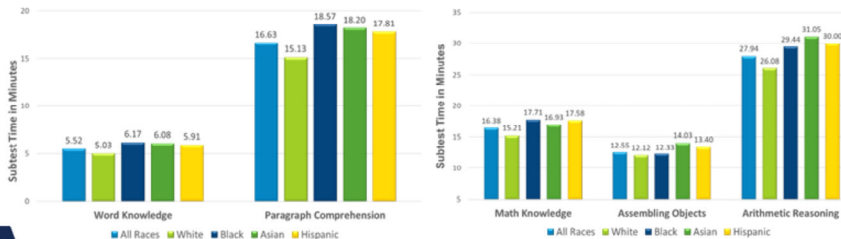
Citizens and Non-Citizen Comparisons—Test Scores and Times (in min.)

Race/Ethnicity	AFQT Percentile				Hedges' g	Total AFQT Time				Hedges' g
	Non-Citizen		Citizen			Non-Citizen		Citizen		
	Mean	SD	Mean	SD		Mean	SD	Mean	SD	
All Races	47.67	25.74	55.49	23.90	0.33	80.28	23.95	65.73	21.79	.66
White	47.75	27.35	62.50	22.22	0.65	76.92	24.54	61.29	20.22	.77
Black	42.64	24.79	43.13	22.13	0.02	87.04	24.18	70.61	22.65	.72
Asian	55.07	25.75	60.05	24.73	0.20	76.25	22.46	70.96	22.39	.24
Hispanic	42.65	23.26	49.59	22.99	0.29	77.82	23.53	70.95	22.38	.30

Race/Ethnicity	Word Knowledge Score		Hedges' g	Paragraph Comprehension Score		Hedges' g
	Non-Citizen	Citizen		Non-Citizen	Citizen	
All Races	43.59	50.37	0.82	47.43	51.97	0.61
White	42.90	52.96	1.31	48.27	53.94	0.78
Black	44.78	46.73	0.22	46.80	48.99	0.28
Asian	42.54	47.32	0.46	47.64	50.09	0.29
Hispanic	43.59	47.59	0.46	47.78	50.11	0.30

Race/ Ethnicity	Word Knowledge Time		Hedges' g	Paragraph Comprehension Time		Hedges' g
	Non-Citizen	Citizen		Non-Citizen	Citizen	
All Races	7.14	5.44	0.54	21.02	16.39	0.46
White	6.82	5.01	0.65	19.68	15.09	0.50
Black	7.74	6.04	0.47	22.91	18.21	0.38
Asian	6.97	5.58	0.41	20.35	17.02	0.31
Hispanic	6.55	5.88	0.19	19.74	17.72	0.18

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Citizens and Non-Citizen Comparisons—Test Scores and Times (in min.)

Race/Ethnicity	Math Knowledge Score		Hedges' g	Assembling Objects Score		Hedges' g	Arithmetic Reasoning Score		Hedges' g
	Non-Citizen	Citizen		Non-Citizen	Citizen		Non-Citizen	Citizen	
All Races	54.83	53.44	0.19	53.50	54.91	0.17	52.15	51.04	0.13
White	53.92	54.41	0.07	54.49	56.23	0.22	52.94	53.14	0.02
Black	51.85	51.15	0.09	49.43	50.99	0.18	48.14	46.70	0.17
Asian	59.48	56.94	0.32	56.69	56.69	<.001	57.28	53.73	0.38
Hispanic	51.87	52.73	0.11	54.15	55.12	0.12	49.37	49.87	0.06

Race/Ethnicity	Math Knowledge Time		Hedges' g	Assembling Objects Time		Hedges' g	Arithmetic Reasoning Time		Hedges' g
	Non-Citizen	Citizen		Non-Citizen	Citizen		Non-Citizen	Citizen	
All Races	18.63	16.26	0.28	14.85	12.42	0.36	33.49	27.64	0.41
White	18.02	15.18	0.35	14.34	12.10	0.34	32.39	26.02	0.46
Black	20.62	17.46	0.33	15.32	12.08	0.42	35.76	28.91	0.46
Asian	16.80	17.00	0.02	14.81	13.61	0.17	32.13	30.46	0.11
Hispanic	18.80	17.52	0.14	14.38	13.35	0.15	32.73	29.86	0.18

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Impact of Verbal Scores on Non-Qualifying AFQT Results

- We looked at the population of non-qualifying AFQT scores to see how many test takers had MK and AR scores above 31 and Verbal Expression (VE) scores below 31. This essentially identifies the population for which verbal ability was the barrier to qualification.

Year	Total Examinees	Total VE Non-Qualifiers	Percentage VE Non-Qualifiers
2015	267,434	211	0.08%
2016	173,611	161	0.09%
2017	213,253	222	0.10%
2018	217,256	250	0.12%
2019	204,585	287	0.14%
Population	1,076,139	1,131	0.11%

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Past and Current NNES Recruiting Efforts

- Interest in recruiting NNES (particularly Hispanics) increased in the early 1980s in the face of a shrinking recruiting pool

- Swope, Copeland, and Kincaid (1982) evaluated three Navy ESL programs:

  1. English Technical Language School, Camp Santiago, Puerto Rico
     - Established in 1976 to provide ESL training to Puerto Rico National Guard enlistees to reduce attrition in basic training
     - 9-week, lock-step program
     - More than half of enrollees in the pilot program scored less than 50 on the English Comprehension Level (ECL) test
     - Fewer than half achieved a score of 70 or above following training

Past and Current NNES Recruiting Efforts (cont.)

2. Defense Language Institute English Language Center (DLIELC), Lackland AFB
   - Self-paced and individualized
   - Secondary emphasis on military training

3. Verbal Skills Curriculum, Recruit Training Centers, Orlando and San Diego
   - Improve oral language skills (speaking and listening)
   - Teach military vocabulary
   - Prepare for skills training
   - Participants improved their English language skills and had lower attrition rates and fewer setbacks than non-participants with similar English language deficits
   - Limited capacity

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Past and Current NNES Recruiting Efforts (cont.)

- Dean et al. (1988) evaluated Army programs targeted to NNES
  - Conducted at DLIELC
  - Up to 24 weeks of residential instruction for recruits scoring less than 70 on the ECL test
  - Those with lower scores at entry showed greater gains
  - Based on classroom observations and interviews with participants, recommended providing more opportunities for conversational English use outside the structured classroom format
    - Difference between teaching English as a subject and teaching language as a medium for communication

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Past and Current NNES Recruiting Efforts (cont.)

- Army Foreign Language Recruiting Initiative—FLRI
  - Started as a 2-year pilot program in 2002
  - Originally open only to Spanish speakers, but broadened to include all native languages
  - Used the Spanish Wonderlic Personnel Test as a screener
    - When opened to all languages, evaluated Raven's Progressive Matrices and AO as screeners; both equally predictive
  - Criteria for entry
    - Have an AFQT score in the Category IVA range
    - Score 40 to 74 on the ECL
    - AO score of 54 or above
  - Training at Language School at Fort Allen for Puerto Rican recruits and DLIELC for others
  - Training takes between 8–24 weeks
  - Must achieve passing score on the ECL or the American Language Course Placement Test

Past and Current NNES Recruiting Efforts (cont.)

- Army FLRI (cont.)
  - Evaluation conducted 2006–2010
  - Approximately 91% of participants graduated from ESL training
  - Post-ESL AFQT scores improved over MEPS AFQT scores
    - Fort Allen graduates average score gain = 18.4 points
    - DLIELC average score gains = 4.9 points
    - Difference attributed to the General Technical Preparation Course offered at Fort Allen but not DLIELC
    - More than three-quarters of FLRI participants increased their AFQT score to IIIB or above
  - Between 2004 and 2008, 12-month attrition for FLRI graduates was 13.2%, comparable to overall attrition
  - Three-year attrition rate for FLRI graduates was 19.5%, less than the overall figure of 29% to 33%

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FLRI Participation, 2003–2019

FY	Active	Reserve	Guard	Total
2003	6	0	0	6
2004	20	0	0	20
2005	7	0	0	7
2006	7	0	0	7
2007	70	51	19	140
2008	251	104	19	374
2009	273	146	33	452
2010	347	47	127	521
2011	345	69	207	621
2012	211	9	217	437
2013	2	1	160	163
2014	1	34	173	208
2015	64	17	136	217
2016	162	53	67	282
2017	230	47	62	339
2018	164	14	65	243
2019	167	55	35	257

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Other Remedial Programs

- Navy's Fundamental Applied Skills Training (FAST)
  - In place under different names since World War II
  - Two-week course focused on literacy
  - Three-week course covering verbal skills
  - VE score used to select program participants
    - Recruits with VE scores less than 42 take the Test of Adult Basic Education (TABE)
    - Those with scores less than 37 are referred to FAST
  - Spendley (1990) found that, controlling for education and AFQT, FAST graduates were anywhere from 1.91 to 2.88 times as likely to advance to E-4 within three years
  - Thomlinson (1996) found that FAST attendees had lower training attrition rates, lower first-year attrition rates, and a higher likelihood of attaining E-4

- Program suspended in 2014 due to diminishing course enrollment and minimal return on investment

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Lessons Learned Based on Past Experience and Best Practices

- ESL and other remedial programs can be effective in increasing recruits' chances for success
- ESL training is most effective when it can be targeted to an individual's initial skill level and be flexible to account for differing rates of progress
- Emphasize conversational English, including allowing opportunities to practice
- Include opportunities for peer interaction and small group instruction
- Incorporate subject matter learning
- Include ongoing assessments to demonstrate progress and maintain motivation
- Non-residential programs where students speak their native language when not in class are less effective
- Dean et al. (1988) suggest that an analysis of the language skills necessary for success in the military be conducted and new assessments developed to assess those skills
- Without a significant investment of resources, ESL programs will not result in large numbers of recruits

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DLIELC

- DLIELC provides world-wide English language training for international partners in DoD security cooperative objectives
  - American Language Course (general English curriculum)
    - Six levels
    - 34 books
    - Interactive multimedia instruction
  - Students assigned a book based on their ECL test score
  - Small class sizes of 10 students to promote interaction
  - Group learning
  - Individualized instruction through online and other resources
  - Testing occurs at the end of each book (generally weekly)
  - Remediation provided on an individual basis

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English Technical Language School, Camp Santiago, Puerto Rico

Features of DLIELC training
Small class size
Assigned level based on entry ECL score
Individualized instruction through computer lab and learning center
At the end of each

Potential Recommendations for Military Screening

- Screen for English language proficiency before testing content and cognitive domains
  - Include questions like those in the home language survey
  - Potential NNES could be administered the ECL test
  - Follow procedures used in the Army's FLRI—identify applicants who may have failed to qualify because of English comprehension issues by using the following criteria:
    - ECL test score (40 to 70)
    - AFQT score (Category IV A)
    - AO score (54 or above)

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Implications for military recruiting.
If the desire is to increase the number of NNES recruits, could administer a short screener prior to taking the ASVAB that includes questions like those found in the home language survey. Is English your native language, is English the primary language spoken at home.

Potential Recommendations for Military Screening

- Evaluate the inclusion of accommodations
  - Assemble working group of testing accommodation and military testing professionals to consider the various issues and potential impacts
    - Would including accommodations necessitate an equating study?
    - Could accommodations result in accepting applicants who are not likely to succeed due to English limitations?
    - What are the cost implications and are they justified by the benefits (e.g., greater diversity, larger recruiting pool)?
    - What impact would accommodations offered for CAT-ASVAB have on the CEP where most testing is done with paper-and-pencil forms?
    - Would offering accommodations for NNESs increase pressure to offer accommodations for other groups?

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DLI has an Oral Proficiency Interview to assess listening and speaking skills, but it is highly labor intensive and would be difficult to institute on a large scale.

Conclusions

- Does the ASVAB leave many would-be highly qualified recruits behind, specifically those who do not speak English as a native language?
  - There does not seem to be evidence of this
- Do the practices employed by the DoD match up to state-of-the-art educational measurement approaches?
  - There are questions about the ECL test
    - Does it tap language skills relevant to military service?
    - Is it comprehensive in measuring all required language skills?
- Do ESL instructional practices employed by the DoD comport with best practices in the field?
  - To a large degree, yes; possible exception is incorporating more military subject matter into training

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There has been some discussion of revamping the ECL test --English Reading and Listening Exam

The American Council on the Teaching of Foreign Languages is currently doing a Knowledge, Skills, and Abilities analysis aimed at modernizing and developing a proficiency-focused English for Specific Purposes curriculum and assessment suite. Identify the language and cultural tasks specifically needed by the Army target population to gain requisite proficiency for active, successful participation and completion of U.S. Army Basic Combat Training.

Thank you!

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