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THESIS

ENGLISH LANGUAGE TRAINING FOR NAVY ENLISTED
PERSONNEL WHO SPEAK ENGLISH AS A SECOND
LANGUAGE

by

Aurora Sison Abalos

December, 1990

Thesis Advisor:

Alice M. Crawford

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English Language Training
For Navy Enlisted Personnel Who
Speak English As A Second Language

by

Aurora S. Abalos
Lieutenant, United States Navy
B.S., College Of The Holy Spirit, Manila, Philippines

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of the requirements for the degree of

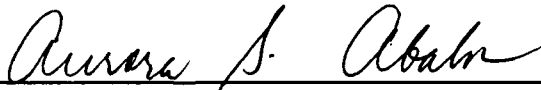
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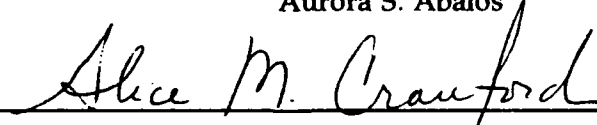
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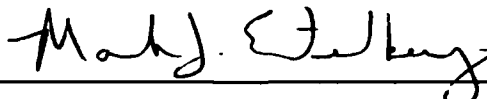


Aurora S. Abalos

Approved by:



Alice M. Crawford, Thesis Advisor



Mark J. Eitelberg, Second Reader



David R. Whipple, Chairman
Department of Administrative Sciences

ABSTRACT

Communication problems exist for English as a second language (ESL) personnel in Recruit Training Commands and Navy work places. Good English language programs could improve the communication problems in the training environment and in the work place by providing language instruction right after enlistment. In this study, the adequacy of the existing ESL training programs in the Navy and other ESL training programs currently used in the military is determined. The ESL training programs offered to personnel in civilian industry are also evaluated with respect to their potential usefulness for Navy training. The existing ESL training programs in the military are not sufficient in providing adequate remedial English language training for ESL recruits. There is a need for cultural indoctrination and colloquial English instruction as part of the entry-level training in Recruit Training Commands. Furthermore, different multi-cultural ESL courses should be added to the existing ESL curricula in order for ESL personnel to integrate successfully in the military.

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TABLE OF CONTENTS

I.	INTRODUCTION -----	1
A.	PURPOSE -----	1
B.	PROBLEM -----	2
C.	THE NEED FOR ESL TRAINING -----	3
D.	BACKGROUND -----	4
E.	LANGUAGE DIFFICULTIES IN THE TRAINING ENVIRONMENT AND WORK PLACE -----	6
F.	SECOND LANGUAGE ACQUISITION AND COMMUNICATION PROCESS -----	8
G.	TEACHING ENGLISH AS A SECOND LANGUAGE TO ADULTS	9
H.	SUMMARY -----	11
II.	ANALYSIS OF THE ENGLISH LANGUAGE TRAINING PROGRAMS IN THE NAVY -----	13
A.	ESL TRAINING PROGRAMS IN THE NAVY -----	13
B.	SUMMARY -----	17
III.	ANALYSIS OF ESL TRAINING PROGRAMS IN THE ARMY -----	21
IV.	ANALYSIS OF ENGLISH LANGUAGE TRAINING PROGRAMS IN CIVILIAN INDUSTRY -----	27
A.	PROBLEM: THE CHALLENGES OF MULTI-CULTURAL WORK FORCE -----	27
B.	UNDERSTANDING THE MULTI-CULTURAL WORK FORCE ---	28
C.	ESL TRAINING PROGRAMS AVAILABLE IN CIVILIAN INDUSTRY -----	31
1.	Managing/Supervising In The Multi-Cultural Environment -----	34
2.	Accent Improvement -----	35
3.	American Business Culture -----	36

4.	Effective Communication In Meetings -----	37
5.	Effective Oral Presentations -----	37
6.	Fluency With Accuracy -----	38
7.	Foundations Of Grammar -----	39
8.	Idioms And Vocabulary In The Work Place ---	39
9.	Listening Skills -----	40
10.	Speaking Under Pressure -----	41
11.	Technical And Business Writing -----	42
D.	CIVILIAN ESL TRAINING PROGRAMS IN THE PUBLIC SECTOR -----	42
1.	Vocational Education Programs -----	43
2.	BRIDGES (Bilingual Resource Instruction for the Development of Gainful Employment Skills) -----	45
E.	SUMMARY -----	46
V.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS -----	47
	APPENDIX A DESCRIPTION OF ACADEMIC REMEDIAL TRAINING ---	53
	APPENDIX B DESCRIPTION OF THREE ESL TRAINING PROGRAMS IN THE NAVY -----	55
I.	ENGLISH TECHNICAL LANGUAGE SCHOOL -----	55
II.	DEFENSE LANGUAGE INSTITUTE -----	56
III.	VERBAL SKILLS CURRICULUM -----	57
	LIST OF REFERENCES -----	59
	INITIAL DISTRIBUTION LIST -----	61

I. INTRODUCTION

A. PURPOSE

It is known that communication problems exist for English as a Second Language (ESL) personnel in Recruit Training Commands and Navy work places. The continuing problems and difficulties concerning language barriers at recruit commands prove that there is a need for English language-proficiency training for personnel entering the military who speak English as a second language. The purpose of this thesis is to determine the adequacy of English language training provided to ESL personnel in the military and to evaluate the training programs offered to ESL personnel in civilian industry with respect to their potential usefulness for Navy training. This study explores the different ESL training programs in the military and civilian industry by answering the following questions:

1. What English training programs are currently available in the military? How adequate are the existing military programs? Do these programs meet the needs of the military? Is there a need to change existing programs?
2. Are there ESL training programs available in the civilian industry? Are these programs applicable to the Navy or other services? Are they consistent with the issues and needs of the Navy?

B. PROBLEM

Corporations in the United States anticipate a major labor shortage in the next two decades as a result of the aging and slow growth of the existing working population. [Ref. 1] Demographers estimate that five out of six entrants into the labor force in the next decade will either be racial minorities, immigrants, or women. [Ref. 1:p. 1] These new workers, many with limited proficiency in the English language, must be ready to enter a workplace characterized by rapid changes in technology. Language minority persons, speaking English as a second language, are most affected by the changes in the labor market in which the fastest growing jobs will require increasingly higher levels of skills and education.

At the same time, the long-term outlook for volunteer military enlistment is not encouraging because of the projected decline in the youth population ages 17-23. The future supply of preferred volunteers (male, high school graduates of average or above-average mental ability) is expected to decline and have a negative impact on Navy recruiting goals. [Ref. 2:p. 3] Meanwhile, the Navy has, to meet recruiting goals, already begun to enlist large numbers of recruits who speak English as a second language. Of the various ethnic groups now in the Navy's enlisted population, Hispanics comprise the largest group, about 5 percent of the all enlisted personnel (24,018). [Ref. 3] Most of the non-

Spanish speakers are from Korea and the Philippines, about 4.33 percent of the total enlisted population. Further, the majority of the Navy enlisted personnel from ethnic groups who speak English as a second language have been perceived as not reaching targeted promotions because of marginal oral communication skills. Fleet commanders have reported continuing problems resulting from language barriers in work places and in personnel-oriented operations such as Personnel Support Activities/Detachments [Ref. 2].

C. THE NEED FOR ESL TRAINING

There are three factors that create the need for ESL training: demographics, economics, and ethics. Demographic trends noted in the National Assessment of Educational Programs confirm that an increasingly larger portion of the eligible pool of enlistees will be composed of ethnic minorities who may need additional training if they are to be successfully integrated into the Navy. [Ref. 3]

At present, the Navy is composed of many individuals with diverse backgrounds and experiences; and as high numbers of racial minorities and immigrants continue to enter the labor force, the ethnic growth rate may increase in the Navy. Similarly, if the economy improves and the pool of eligible English speaking recruits shrinks due to availability of non-military jobs, the Navy may find that it needs limited English proficient recruits. In that case, a good ESL training

program would be essential to the Navy. It has been shown that English proficiency levels can be improved through ESL training. The longer the training time, the more improvement can be made. [Ref. 3:p. 18]

Lastly, there is an ethical factor that relates to the need for ESL, and that is to provide opportunities for career development. The Navy can and should provide opportunities and support for all individuals to meet their potential.

D. BACKGROUND

ESL instruction is offered to new recruits who need to improve their proficiency in English in order to function well in the Navy. All recruits entering the Navy are tested for reading proficiency during the first week of training. Recruits who do not achieve a Reading Grade Level (RGL) score of 8.1 are referred to the Academic Remedial Training (ART)¹ division for further evaluation before being allowed to continue in the training pipeline. At ART, these recruits are re-evaluated for reading proficiency using the English Comprehension Level Test (ECLT).² Recruits who speak English as their second language are also evaluated by the ECLT. A

¹ Academic Remedial Training (ART) - See Appendix A for a more detailed description.

² The ECLT was developed by the Defense Language Institute (DLI). The test is given to ESL recruits for enrollment eligibility on the basis of scores on the test for language training. It is also given after the training to determine the English comprehension level of the student before entering the training pipeline.

minimum score of 70 (range 0 to 100) is considered necessary for success in recruit training.

Following the Academic Remedial Training, all recruits who scored lower than 70 on their ECLT are required to attend the Verbal Skills Curriculum (VSC) which is implemented at the Recruit Training Commands at Orlando, Florida, and San Diego, California. This curriculum consists of three modules of instruction: (1) Navy vocabulary, (2) grammatical structure, and (3) language fluency. Recruits are assigned to modules through the use of an assessment test. [Ref. 4:p. 13] The Verbal Skills Curriculum was developed to improve oral language skills (speaking and listening), teach the military vocabulary and terminology needed to successfully complete Navy recruit training at RTCs, and prepare the individual for follow-on specialized skill training. [Ref. 2]

Another Navy program set up to train the ESL recruits is the English Technical Language School (ETLS) operated by the Puerto Rico National Guard at Camp Santiago, Puerto Rico. This curriculum was established in 1976 to increase the English comprehension skills of Puerto Ricans who enlist in the Army National Guard but do not have sufficient English proficiency to complete Army initial entry training. The Navy has an inter-service agreement with the Puerto Rico Army National Guard for Puerto Rican recruits to receive English training instruction before reporting to the Recruit Training Command, Orlando.

In addition, one of the Army ESL training programs available for Navy recruits is the Defense Language Institute (DLI) curriculum located at Lackland Air Force Base, San Antonio, Texas. This training has both the capability and the capacity to address English language proficiency training for Navy Hispanic recruits. The trainers assigned to DLI are managed by the Navy, and teach and enforce RTC procedures and policies before the recruits report to Recruit Training Command, Orlando. This program is designed to prepare students, primarily foreign military personnel seeking specialized technical training in a particular military occupation, with sufficient English language skills to complete follow-on training. [Ref. 5:p. 30] This ESL training program is discussed further in Chapter III.

E. LANGUAGE DIFFICULTIES IN THE TRAINING ENVIRONMENT AND WORK PLACE

In the training environment, language difficulties are associated with many problems: culture shock, difficulty in following directions and understanding written materials, low motivation, and safety problems (TRADOC, 1982).

Similarly, a study by the Navy found that limited English Speaking recruits had higher attrition rates at RTCs and decreased job efficiency compared to English speaking recruits. [Ref. 2] The difficulties found among ESL personnel based on lower-than-average performance is due to the inability to understand English well enough to complete

recruit training. As a result, the recruits get demotivated because of a lack of progress.

The magnitude and extent of these communication problems vary greatly according to geographic location, and assigned command or activity. These problems are not restricted to ESL personnel. Although the majority of communication difficulties concerned ESL personnel, there are also reports of difficulties with native speakers of English due to regional accents and dialects. [Ref. 3] The two communication situations that cause the most difficulty are communication with ESL personnel working in customer service ratings and the use of a language other than English on the job, particularly when it causes other personnel to feel excluded. The use of any language other than English in work centers can be irritating to some personnel who only speak English and may interfere with the cohesiveness of the group. [Ref. 6:p. 39] Another problem is that ESL personnel experience difficulties with colloquial English, particularly when they first enlist. [Ref. 6] Their lack of experience with idiomatic language results in confusion and misunderstandings, particularly during recruit training. For this reason, limited English-speaking recruits have had higher attrition rates than the other recruits during the first term of basic training. [Ref. 2]

F. SECOND LANGUAGE ACQUISITION AND COMMUNICATION PROCESS

Learning a second language is extremely complex and is quite different from mastering the first, or mother, language. The ESL student must learn new auditory cues, sounds, graphics, symbols, and new patterns of syntax and grammar as well as new vocabulary. However, ESL students tend to rely too heavily on their own native language grammar and syntactical structure. Individuals who learn a second language but continue to use their native language are more apt to confuse the syntax of the two languages. The mixing of languages (termed diglossia) is a commonly accepted developmental stage of a second language acquisition. [Ref. 6:p. 36] Consequently, this can lead to miscommunication between the ESL speaker and the native American. Also, personnel who speak English as a second language typically have an accent that is the result of articulation patterns set by the native language. The ESL person may be able to modify the accent but cannot eliminate it completely. Conversely, Americans have little experience in communicating with those who speak more than one language; and, as a result, often have great difficulty in understanding their speech. [Ref. 4:p. 37]

Colloquial English is another factor that hinders communication between native Americans and ESL speakers. The second language speaker learns a new formal version of English, the use of formal grammar, and the literal meaning of

words. This does not prepare the ESL speaker to understand the many expressions that are figurative rather than literal.

Finally, an important factor in language communication is the amount of time that the ESL personnel practices speaking the second language. Those individuals who use two or more languages on a regular basis will not be as fluent in the second language. The use of language other than English in work and in social context is significant because of its impact on second language reproduction. [Ref. 7:p. 30] How effectively ESL personnel become functional will depend upon the individual ability and motivation to become proficient in a second language.

G. TEACHING ENGLISH AS A SECOND LANGUAGE TO ADULTS

Being literate in today's educational system means being able to speak and write about language, to speak and write for multiple functions in appropriate forms [Ref. 8:p. 27]. At the same time, literacy provides the means to eradicate poverty and disease, improve involvement in national citizenship, and move towards self-realization. The inability to speak and understand English poses a real barrier to the attainment of a high quality of life in the United States. Thus, helping adults become functionally literate is a major phase of adult education.

Adults are primarily goal-oriented, wanting what they learn to be immediately applicable to real life problems.

Because they need to retain a sense of dignity, yet may be doubtful of their ability to learn, they require proof of achievement, peer approval, and the belief that what they are doing will enhance their lifestyle in a meaningful way.

Because of the wide range of different learning stages among adults, varied language activities must be presented to achieve the educational objectives designed to meet the specialized student population needs. Adults learn more effectively with active participation, immediate feedback, and clear connections between new concepts and relevant prior knowledge and experience [Ref. 9:p. 4].

Adults face many problems in becoming functionally literate in English as a second language. [Ref. 9] They need more specific, formal instruction and are required to expend much time and effort to acquire and learn a second language. This language needs to be taught in the learner's cultural context. People from different cultures not only speak a different language but they also perceive a different sensory world and see reality differently. Additionally, the new arrivals in the United States deal with culture shock, isolation and loss in their environment. Hence, when literacy training is complicated by the fact that the learner is a non-English speaker, the language acquisition becomes even more complex.

Remedial training programs for adults are not usually successful unless the remedial student is highly motivated and

sees the remedial program as applicable to individual need. Adults may also resist participating in ESL activities because they associate the literacy programs with negative experiences in prior educational programs; or they do not understand how the classroom activities relate to the learning process.

Today, effective methods of teaching ESL require students to link a vocabulary word with its equivalent in second language. Additionally, the absorption of the sound of the foreign language can take place on a level of habituation or of familiarization. Both the visual and the audial aspects are necessary conditions for realistic teaching. The student must react to the visual and auditory stimuli with imitation or repetition or with some active response.

H. SUMMARY

A decline in the youth population and potential recruits and a rapidly changing economy and workplace are having a negative impact on current Navy recruiting. A consequence is that the Navy is enlisting increasingly larger numbers of recruits who speak English as a second language in order to meet recruiting goals. A considerable proportion of this group (about 3 percent of the total ESL personnel in the Navy) is experiencing difficulties in recruit training because of problems with the English language. Training in reading skills is necessary to successfully complete the basic training course at Recruit Training Commands.

Once ESL personnel leave the RTCs, communication problems develop in Navy work centers. Problems associated with language difficulty result in higher attrition rates, reduced promotional potential, and decreased job efficiency. Personnel who speak English as a second language are frequently not prepared to make the rapid cultural accommodations necessary for successful integration in the Navy.

Further, second language acquisition and communication processes are important aspects of learning a second language, as mentioned previously. Second language acquisition is a complex procedure, and individuals vary widely in their learning abilities. The different issues in language acquisition and communication process discussed above are used as guidelines to determine the adequacy of the ESL training programs in the Navy and Army. In the next three chapters, the adequacy of the English-language training provided to ESL personnel in the Navy and other ESL training programs in the military are discussed; and the training programs offered in civilian industry are evaluated with respect to potential use for Navy training.

II. ANALYSIS OF ENGLISH LANGUAGE TRAINING PROGRAMS IN THE NAVY

A. ESL TRAINING PROGRAMS IN THE NAVY

The three English language training programs (ETLS, DLI, and VSC) are effective in providing remedial English language training for recruits as measured by improved ECLT scores following training. [Ref. 10] However, the feasibility of using each of these program for training Navy recruits is hindered by limited student capacity, and, in the case of DLI, geographic location and inadequate teacher training. Additionally, there is a limitation imposed by the inability of the programs to train recruits whose initial English language skills may vary over a wide range. [Ref. 5:p. 23] Thus, as a result, communication problems exist for ESL personnel in Navy work places. The characteristics of the three ESL training programs in the Navy are described below.

The English Technical Language School, a nine-week curriculum, is a fixed-length program that is not well suited for training recruits who need extensive remedial training. It is insufficient to provide adequate training for recruits who have ECLT scores lower than 50. Yet, they do admit those who have low scores, and these persons are inadequately trained upon completion of the program. To be able to complete basic training, low scoring students should take

follow-on training at DLI or VSC at Recruit Training Commands, Orlando and San Diego. This program is better suited for recruits who already possess moderate though inadequate English language skills. [Ref. 5:p. 5]

Another disadvantage of ETLS is that during training the recruits are sent home every day. Thus, the break in English instruction permits the recruit to return to the use of his or her native language. The students learn new auditory cues, sounds, graphics, new syntax and grammar as well as new vocabulary in classroom activities, but they rely too heavily on their native language grammar because of switching back to their native language. Individuals who switch back to the native language during the second language acquisition are more apt to confuse the use of syntax of the two languages, which can lead to miscommunication. This differs from the other ESL training programs in recruit commands where the recruits are immersed in an English speaking environment both in the classroom and for most of their daily schedule in boot camp.

The Defense Language Institute has greater flexibility to accept training recruits whose individual skill levels vary greatly. This program is self-paced and individualized. Recruits are enrolled in the program at a level commensurate with their skill and are retained until they progress to the desired level as measured by the ECLT. The primary emphasis of the DLI program is English language training and, as a

result, fails to address military vocabulary and terminology. An effective method of teaching ESL requires students to link a vocabulary word with its equivalent in the second language (as discussed in Chapter I of this thesis).

This six-week program, used by Navy recruits, emphasizes on teaching English language structure versus military information. This program uses the American Language Course (ALC) developed by the Defense Language Institute. The ALC is a standardized, multimodal oral-modal program, which focuses mainly on listening, reading, and pattern practice. [Ref. 3:p. 8] It provides training in English language skills that would facilitate the recruits' progress through basic training. However, this curriculum was developed for soldiers with ECLT scores from 50 to 69 only, and recruits are not separated on the basis of language difficulty levels.

Additionally, the instructional methods used at DLI appear to reflect instructional strategies that are not in line with current ESL teaching as suggested by Language Acquisition Research (Evaluation of Accession, p. 49, March 1989). The curriculum and instructional practices do not address acculturation accommodation to any extent, even though understanding the targeted culture is an important part of second language acquisition. The cultural accommodation should address both military and non-military behaviors. The DLI staff needs to evaluate its curriculum and determine if the issues on cultural and colloquial instruction could be

dealt with more effectively than is presently done. Moreover, the English language instruction used at DLI does not include supplemental language training such as speaking skills and accent improvement as a means of increasing the probability of the ESL personnel becoming successful in the military.

The third ESL training program currently used in the Navy is the Verbal Skills Curriculum (VSC) program at Recruit Training Commands in Orlando and San Diego. This curriculum has a limited student capacity. The failure of the existing facilities to handle the VSC program is the limiting factor in determining the maximum number of recruits who could be enrolled in remedial English language training programs. Those recruits enrolled in this program have higher ECLT scores upon completion of the program, as compared to ETLS, and are able to complete the basic training afterwards.

This program is used as a final track for testing and for providing additional training where necessary to recruits who have demonstrated a need for remedial English training at RTCs Orlando and San Diego. [Ref. 5:p. 23] However, this curriculum is not well suited to train ESL recruits who need extensive remedial training. Like the DLI training program, this curriculum focuses mainly on listening, reading, and pattern practice. It does not include cultural and colloquial instruction, which are important in second language acquisition and can lead to language difficulties. As discussed earlier, ESL personnel have continuing communication

problems in the fleet or operational units. [Ref. 10] Additional language training courses are needed to supplement these three programs in order to address the deficiencies noted in the analysis.

Table 1 shows the summary of advantages and disadvantages of language programs available in the Navy. As seen in the table, the three ESL training programs currently used in the Navy are not adequate in providing remedial English training to recruits with low ECLT scores. Detailed description of the three English language training programs in the Navy can be seen in Appendix B.

B. SUMMARY

Research cited in Chapter I of this thesis provides guidance for developing ESL training. However, the Navy has not utilized findings from studies in language acquisition and communication processes to optimize their approach to ESL training. The analysis conducted here shows that the Navy lacks the variety of learning strategies needed to assist ESL personnel in gaining command over new language skills.

TABLE 1

**SUMMARY OF ADVANTAGES AND DISADVANTAGES OF LANGUAGE
TRAINING PROGRAMS IN THE NAVY**

ESL PROGRAM	ADVANTAGES	DISADVANTAGES
ETLS (Puerto Rico)	*Excellent staff	*Available only to Puerto Ricans
	*Expands Hispanic recruiting opportunities	*Fixed-length, lock-step, limits flexibility
	*Low cost	*Limited capacity
		*Need to expand training for those with low ECLT scores
		*Requires follow-on training
		*Recruits switch back to their native language
DLI (SAN ANTONIO)	*Self-paced, flexible	*Recruits must be transferred from RTCs
	*Appropriate for students with varying English skill proficiency	*Instructional methods not in line with current ESL instruction
	*Facilities configured for language training	*Instruction does not address cultural and colloquial English training
		*Does not address Navy terminology and vocabulary
VERBAL SKILLS (VSC)	*In RTC pipeline	*Three weeks program is too short
	*Effective for recruits of moderate English ability	*Limited student capacity
	*Appropriate for recruits regardless of native language	*Needs emphasis on speaking skills

The three ESL training programs currently used in the Navy are not adequate in providing remedial English training to those recruits with low ECLT scores. Both ETLIS and VSC programs are designed for recruits who already possess moderate though inadequate language skills. The DLI has more flexibility to train recruits with varying ECLT scores. It is a self-paced and individualized curriculum. However, DLI does not separate the students on the basis of language difficulty levels; thus, some of the ESL personnel are unable to develop their linguistic potential in second language acquisition. The DLI curriculum also does not address the Navy terminology and vocabulary needed to help the recruits get used to activities at boot camp and succeed at follow-on training. Programs with limited vocabulary tasks as in the DLI curriculum should encourage the students to develop their own associations linking a vocabulary word with its equivalent in the second language. Vocabulary learning can take place effectively if provided by meaningful sentences or narratives. [Ref. 7] If the Navy expects to continue its recruitment of non-native English speaking personnel to promote equal opportunity, then ESL instruction will remain an important part of Navy training and education. The Navy needs to expand the three ESL training programs currently available and adjust the standards and eligibility criteria presently used. Additional programs are needed that are applicable to the needs and requirements of the Navy organization and the

success of ESL personnel in the work place. The different multi-cultural curricula such as cultural indoctrination, colloquial instructions, and accent improvement are not presently used in Navy ESL language training programs. Other military and civilian ESL training programs are reviewed in subsequent chapters to determine how they have handled ESL training and if any of their programs are applicable to the Navy.

III. ANALYSIS OF ESL TRAINING PROGRAMS IN THE ARMY

The Army estimates that at least 5 percent of the present enlisted force has English language comprehension problems. [Ref. 3:p. 1] Although Army soldiers who need English language constitute only a small portion of the enlisted force, they receive much attention. The reason for this special focus is that ESL soldiers tend to be a well-educated and highly motivated group and, when equipped with adequate English language skills, become an asset to the Army. [Ref. 11] Another reason is that in the 1980s, the Army was confronted with a shrinking manpower pool and recruited a larger proportion of Hispanics. The majority of soldiers now enrolled in the Army ESL training are Puerto Ricans.

The Army has the same communication problems in basic training and work places as those that confront the Navy. [Ref. 11] Unlike the Navy, however, the Army provides ESL programs, both at training sites and unit sites, to increase the potential of enlistees with limited English proficiency and ensure that these soldiers have equal opportunities to advance in their military careers. In the process, they are able to control costs associated with attrition and decreased job efficiency. [Ref. 7:p. 1-3]

Soldiers are screened for eligibility by means of the English Comprehension Level Test, and those with scores lower

than 70 are considered in need of English language instruction. [Ref. 3:p. 9] The Army provides six weeks or 180 hours of ESL instruction to enlistees with limited English proficiency prior to Basic Training (BT), and may provide additional ESL in Advanced Individual Training (AIT). [Ref. 12:p. 1-3] ESL provided prior to BT is part of the Basic Skills Education Program (BSEP).

The Basic Skills Education Program (BSEP) is a part of the Army's Continuing Education System, a training and educational opportunity designed to help soldiers succeed in their careers. The BSEP provides skills in language, literacy, arithmetic, computation, and speaking. The first part of this program is the BSEP I, Basic Literacy Program. It offers programs in literacy and English as a second language (ESL) offered prior to, or concurrent with, Initial Entry Training (IET). When screening tests show reading levels below fifth grade, the BSEP I provides soldiers with training in remedial reading, writing, and computing skills. The BSEP II, offered at unit sites, provides remedial literacy training to soldiers with below ninth-grade reading level. This training usually lasts from 3 to 6 weeks, and each Army post selects a competitive contractor who provides instructional materials and teachers. [Ref. 12:p. 2] The contracted institutions offer instructional services, and supply their own syllabus, curriculum materials, lesson plans, and instructional approach

to literacy training. These ESL instructors use the American Language Course developed by the Defense Language Institute (DLI).

One important issue in studying the different ESL programs is attrition rates in basic training. An evaluation of the BSEP program and other Army ESL training showed that attrition rates were slightly lower for participants than for non-participants. [Ref. 12]

There are also areas of difficulty in the administration of this program. This full-scale program was developed only for culturally deprived adolescents, not adult military personnel. As mentioned in Chapter I, learning strategies for adults should be included in teaching a second language in order for ESL training to become successful. Another factor encountered in the administration of ESL instruction was inadequate teacher training. [Ref. 12:p. 8] The teachers never fully appreciated the importance of integrating instructional materials into course work and did not have the necessary skills to relate individual learning strategies to real-world situations. All of this implies the teachers' incomplete understanding of the nature of learning strategies in second language acquisition.

Other Army ESL training programs are conducted at the Defense Language Institute in San Antonio, Texas. These programs vary in length of training. The DLI has three ESL training programs: a six-week program, a three-month program,

and the six-month program. The six-week program is discussed in Chapter II. This program is the result of the open-entry system that permits soldiers to join classes in progress as they report to their post and are screened for eligibility. As mentioned earlier, the soldiers are not separated on the basis of language difficulty levels. Classes in the six-week program tend to include soldiers with a wide range of language difficulties.

The six-month ESL training program is considered a part of each recruit's enlistment obligation. When enrolled in the three-month program, the soldiers agree to extend their service obligation in the Army for three months. Both of these programs are considered experimental training programs in the Defense Language Institute, and use the ALC as the mode of instruction. After ESL classes, soldiers are treated as part of a military unit and exposed to military topics by their drill sergeants. Language acquisition tends to be the same as that demonstrated by the six-week program, and participants characteristically gain two points per week in their ECLT scores. [Ref. 12]

Several factors that adversely affect the DLI ESL training programs are high teacher turnover and low morale due to declining salaries; [Ref. 12:p. 10] and, participants of these programs view the classroom instruction as too brief and as including too little English conversation. In the six-month program, graduates report that their greatest language

deficiency continues to be speaking skills. [Ref. 12] However, the soldiers who graduate from these programs improve on ECLT scores by an average of two points per week. This provides the soldiers with sufficient language skills to complete the Advanced Instruction training.

A general overview of the Army ESL programs reveals that they improve the soldiers' basic skills and that the improvement is greater for soldiers whose entry scores are very low. The soldiers who benefit most directly from BSEP and the six-week programs acknowledged that the training is worthwhile, and, that is also enhanced their motivation and self-esteem. The ESL training reduced attrition rates in the Army; however, a substantial number of soldiers leave the program without meeting criterion standards. These soldiers enter basic training or return to their unit assignments regardless of performance at these ESL programs. This leads to criticism of program achievements as well as the dissatisfaction of Commanders. At present, the Army is trying to update and improve these ESL programs to ensure that they closely meet the program goals.

All three programs at DLI produced gains in English proficiency as measured by the ECLT scores. The longer the training time, the greater the gains. [Ref. 3:p. 17] However, recruits with a wide range of language difficulties are not separated on the basis of language difficulty levels. This failure to group students according to experience and

ability greatly hampers their capability to reach their full linguistic potential.

In contrast with the Navy, the Army ESL training is a self-paced program that is more flexible in handling varying student English language skill levels. The DLI instruction is appropriate for all recruits needing ESL training, including those with low ECLT scores. However, this program does not address Navy vocabulary and terminology, which are needed to help the recruit get used to his or her activities at boot camp and succeed at follow-on training. It also does not address cultural and colloquial English instruction, which is important in learning a second language and understanding the new culture and expressions used in the work place.

IV. ANALYSIS OF ENGLISH LANGUAGE TRAINING PROGRAMS IN CIVILIAN INDUSTRY

A. PROBLEM: THE CHALLENGES OF MULTI-CULTURAL WORK FORCE

As the world becomes smaller and multi-national corporations employ more foreign nationals, productive management will dictate an understanding of different cultures and languages. Cultural and language barriers are likely to obstruct and impair productive and harmonious output. [Ref. 13] Such challenges face not only those corporations operating outside the English speaking countries, but also the American private sector that has become dependent on workers from other countries like Taiwan, Hong Kong, India, France, and Ireland. Companies are aware that language difficulties cause poor communication and keep their employees from advancing. Language difficulties have been associated with an increase in time delays, slow product development, personnel problems, misunderstandings in giving and receiving instructions, and generally widespread miscommunications. [Ref. 14] Such misunderstandings, or cultural clashes as they are sometimes called, can prevent highly qualified people from making the contributions of which they are capable.

In high-technology companies, it is not uncommon to find intelligent engineers struggling to communicate with supervisors and fellow workers because of a lack of language skills

and cultural misunderstandings. [Ref. 14] There is a need for polishing English skills for foreign-born workers; a need for cultural understanding; and, a need for ESL personnel to know the unwritten rules of the corporate environment in America. [Ref. 15]

With current employment trends showing that more immigrants are entering the work force, the need for an effective, multi-cultural training program is not a temporary phenomenon but rather a fundamental responsibility of management to ensure the success of the organization. However, training ESL workers is not the only issue. There are many companies dominated by white male managers who consider having a different cultural group in their workplace a hindrance. This obstacle exists in the civilian environment as well as in military organizations. These management-level people have barriers to cross before they can communicate with other workers of different cultural background. [Ref. 16]

B. UNDERSTANDING THE MULTI-CULTURAL WORK FORCE

To solve the communication problems, many firms hire "cross-cultural" consultants to help them deal with the multi-cultural work force. Teaching ESL is a good start because many foreign-born employees (even some of the most highly educated ones) have difficulties communicating on the job. But this measure is not enough, company executives say. [Ref. 15] They are aware of the existing communication problems in the work

place. Both educators and companies agree that the only long-term solutions to the work place literacy crisis is to work together to solve the communication problem. [Ref.15:p. 4] To begin this process, a company must answer several questions, such as how do employee language and cultural difficulties contribute to the communication problems, and how do managers perceive these difficulties?

A communication assessment is usually conducted that consists of a series of listening, writing, grammar, and pronunciation tests given to foreign-born personnel. A meeting is held between each foreign born employee and the manager. From these assessments, it is sometimes found that foreign-born employees need language training in pronunciation, writing, and grammar in order to reduce misunderstandings in their conversational and written work. [Ref. 13:p. 148]

Another result of the assessments has been the finding that many people with very strong accents are kept from being promoted. A strong accent can lead to language difficulties that cause poor communications, which prevent qualified personnel from making contributions of which they are capable. To assist these employees, courses in a wide variety of subjects are offered: English-as-a-second-language, accent improvement, vocabulary development, contributing suggestions in the workplace, using the telephone, understanding different cultures, and knowing what to expect from an American boss.

These programs are adopted by companies to overcome the aspects that comprise the multi-cultural challenge.

Assessments also show that workers range from beginners (barely able to communicate skills in spoken English) to those who need to improve their pronunciation and acquire more advanced communication skills, such as improving their accent, giving oral presentations, and participating at meetings. [Ref. 15] These courses are designed depending on the results of the trainer's interviews and on-site observations of the type of language required in the daily work environment. There are different workshops available in the civilian industry depending on what is required by the company and the individual in order to develop English language skills.

This kind of language assessment is not conducted in the military. In the Navy, the assessment used is limited to the ECLT scores taken before the program and after completing the ESL training. ESL recruits with varying language skill levels are grouped together to receive the same instruction; thus, most recruits are not reaching their learning potential in their second language. Some recruits who complete the basic training require additional English skills training to be successfully integrated into the fleet; without it, they have continuing problems in the work place. Further, the ESL training programs currently used in the Navy are available to recruits only and not for other personnel in the work place that may require additional English training.

C. ESL TRAINING PROGRAMS AVAILABLE IN CIVILIAN INDUSTRY

The communication problems of the work place are compounded by a shrinking number of high school graduates and a largely immigrant work force with limited English-speaking skills. Furthermore, in the 1980 Census, only 21 percent of limited English proficient (LEP) adults (25 years old and above) were high school graduates compared with 69 percent of the English-speaking population. [Ref. 1:p. 1] Given the high dropout rate among language minority students, the future seems bleak. The work place communication problem is expected to get worse. According to the U.S. Department of Labor's "Workforce 2000" report, "In 12 years, only 27 percent of the nation's jobs will be low-skilled compared to 40 percent today." [Ref. 11]

Alarmed by the growing number of workers who cannot handle fractions or put together a grammatically correct sentence, companies are sending thousands of employees to school on company time. American private industry invests millions of dollars in public education with the goal of producing a workforce able to fill blue-collar jobs affected by a technology that is demanding more brainpower and higher skills. To solve the communication problems that exist in the work place, private companies are providing good ESL training programs to their employees; these programs are discussed in the next section.

From the assembly line to the corporate suites, the Silicon Valley workforce is more than a melting pot. In many ways it resembles a United Nations meeting on the West Coast, especially among the high-technology companies. Similarly, the Navy today is composed of many individuals with diverse backgrounds and experiences. Two civilian companies were examined because they conduct ESL training in high-tech companies on the West coast.

Linguatec, in Menlo Park, California, and Berlitz, in San Francisco, California, are language program companies that conduct training sessions for foreign workers and engineers in the Silicon Valley and the San Francisco Bay Area. Additionally, these two ESL program companies have training sites located all over the United States. The ESL consultants of these companies offer intercultural training modules or complete programs for managers, supervisors, marketing and sales groups, and company in-house trainers. In addition to ESL training, they also offer specific courses (e.g., Technical and Business Writing) for native speakers and foreign-language training. [Ref. 13] Each program is customized by means of a thorough needs assessment, and trainers have degrees in either English, linguistics, psychology, speech, drama, education, or foreign languages. In the Navy, instructors lack the training qualifications that civilian industry requires in teaching ESL. These are companies, not just schools. They are aware of the importance

of deadlines, budgets, project management and inter-office communication.

The courses/workshops discussed here are representative of those currently available for ESL personnel in civilian industry. These courses are used by ESL companies and are available for ESL personnel nationwide. Other language companies teaching these courses may have different materials, but they use the same instructional strategies in second-language acquisition.

The multi-cultural courses provide foreign employees with an understanding of American corporate culture through role playing exercises and conversational strategies. The training courses are split between the company and employee time, and some are also accompanied by private tutoring with course instructors. At the end of the course, the trainer evaluates each participant's progress, and the training department meets with managers and employees to review the progress that has been made.

The success of these ESL training courses in civilian industry is reflected by continued support given by managers, supervisors, and employee attendance. Companies that have sent employees through the different courses say that increased fluency and better communication skills on the job have contributed to a higher morale and a sense of self-achievement on the part of the employees. [Ref. 13] A description of these courses is presented below.

1. Managing/Supervising In The Multi-Cultural Environment

In civilian industry, it is recognized that managers can contribute in understanding intercultural communication. In the Navy, there are no intercultural training programs for the mid-career and senior personnel to become effective in this type of working environment. Efficient management in a multi-cultural environment requires an understanding of different cultural attitudes and of intercultural communication skills. This type of workshop introduces participants to the various cultural patterns and values that employees bring to the work place. It broadens supervisors' and managers' understandings of intercultural communication and skills needed to be effective in working with members of different cultures.

The objectives of this type of course are to identify the challenges that face a multi-cultural, multilingual company, and aspects of the corporate culture that may present challenges for the foreign-born and some culturally diverse groups from the United States. The students learn the cultural backgrounds of foreign-born and U.S.-born employees, and how culture and language influence communication. The students also develop greater flexibility by diversifying their management style.

The training approaches used are a wide variety of techniques, including experiential exercises and simulations,

case studies, role plays, discussions and brief lectures. Participant involvement and awareness of culturally different learning styles are key to this training approach. This training explores the relationship of culture to values, perception, and attitudes. The students experience and identify the dynamics of intercultural communication, and develop objectivity about one's own culture. It also increases awareness of the effect of culture on job performance and communication styles, and identifies unspoken rules of communication and interaction in the corporate environment.

This training develops skills to enable the manager to act as a role model in the department and company. It teaches one to learn to give feedback to employees from different cultures; build a multi-cultural team; motivate employees from a variety of cultures; analyze actions and incidents of miscommunication; resolve conflicts that result from cultural misunderstandings; and give specific coaching suggestions to employees. Additionally, it shows contradictions and confusions in English from the non-native speaker's point of view, and teaches techniques to modify language in order to avoid misunderstandings and to communicate more effectively in the workplace.

2. Accent Improvement

Non-native employees often have a good command of English vocabulary and structure but find that colleagues have trouble understanding them. Participants in this type of

course practice the sounds, rhythm, stress, intonation of American English, and learn to recognize aspects of their accent that hinder effective oral communication. After the course, the participant's pronunciation sounds more natural to American listeners.

The objectives in this training course are to identify the "foreign sound" components of the speaker's accent using speech diagnosis; practice the articulations of American sounds, stress, and intonation patterns; and learn techniques for on-going improvement.

3. American Business Culture

Foreign-born professionals often find it difficult to communicate their ideas in ways others can understand. Operating in a corporate environment that they may not fully grasp, they fail to use culturally appropriate behavior and language to achieve their work and career goals. This course uses exercises, role play, videotape, and simulation to reduce these barriers to working productively, and to improve the intercultural communication skills of the non-native professionals. Participants learn communication strategies for working effectively in an American corporation.

The participants in this training course learn culturally appropriate ways to express opinions, persuade and convince, agree and disagree, make requests, maintain conversations, and define the U.S. corporate environment. They also learn to understand the system of upward mobility, what

it means to take initiative, and gain confidence in trying out new behaviors. The methodologies used are discussion, videotaped role plays and critique, case studies, and readings.

4. Effective Communication In Meetings

Foreign-born professionals often find it difficult to present their ideas in meetings. Faced with the pressure to contribute while organizing their ideas in a foreign language, they often decide not to speak at all. When ESL personnel speak, they may have limited impact because they do not know the most effective and culturally appropriate methods for contributing their ideas. The participants in this workshop develop the communications skills necessary to make effective contributions in business meetings.

Participants in these workshops learn how to gain support for their ideas, offer support to others, and practice appropriate ways to offer opinions and suggestions. The students also learn techniques for negotiating in meetings, and are able to practice strategies for gaining and keeping the floor. Discussion, role play, videotaped role play and critique, simulation, and readings are used as learning techniques.

5. Effective Oral Presentations

To create an impact, a public speaker must understand the communication process, know the subject matter, and thoroughly master the methods of organization, preparation,

and presentation. In addition, non-native speakers must pay attention to grammar, pronunciation, and cultural differences in presentation style. Participants in this type of class learn to make dynamic presentations using accurate, appropriate, and accessible language. At the end of the course the students give clear and precise presentations with ease and confidence.

The participants in this training course practice organization, preparation, presentation skills, and development of appropriate visual aids; identify cultural messages given in eye contact and gestures; and develop voice quality and projection. The participants also learn how to critique presentations. The methodologies used in this training are videotaping class activities, participating in role plays, and giving and critiquing presentations.

6. Fluency With Accuracy

Many foreign-born employees speak English at native or near native speed, but continue to make errors in grammar and word order. This type of course teaches self-monitoring techniques that make participants aware of their errors, thus allowing them to monitor and correct their speech and writing using the grammar rules that they already know. Participants break old habits of grammatical error, and learn to speak and write American English correctly.

The participants in this training identify their problem areas in grammar, review grammar and syntax rules as

necessary, and edit documents for grammatical errors. The participants also learn to understand how the ESL speaker's communication appears to others, and at the same time become aware of and correct grammatical errors while speaking. Methodologies used in this training are audio taping class activities and transcription, participating in role plays, and giving informal presentations.

7. Foundations Of Grammar

For employees who never studied English grammar or who have forgotten the rules, this type of course provides training in English grammar and word order. Participants learn how to use the verb tense and articles, prepositions, and other structures along with self-monitoring techniques for writing and speaking. Afterwards, the participants learn to use the rules of English grammar to speak and write English correctly.

Participants identify their problems with grammar, and participate in a comprehensive review of the rules of English grammar and syntax. They also learn to listen and comprehend various grammatical structures, and to understand how their communication appears to others. Methodologies used are audio taping and transcription, role plays, informal presentations, and grammar exercises.

8. Idioms And Vocabulary In The Work Place

When ESL speakers lack extensive knowledge of American idioms and vocabulary, they may speak abruptly, misunderstand

the discussions at meetings, use too many words when describing or explaining, and may misconstrue humor in the work place. This course improves communication by introducing common idioms, teaching techniques for vocabulary building, examining news for current usage examples, and presenting appropriate phrases for speaking smoothly. This training helps ESL personnel to better understand work place discussions and to communicate with greater ease.

The participants in this training learn to listen for idioms in spoken English; use an idiom reference dictionary; read current news articles to develop vocabulary for small talk; learn conversation openers, links, and closures for smooth conversation; learn alternative ways of phrasing what the ESL speaker wants to say; and examine jokes and riddles for plays on words. Methodologies used are participating in role plays, watching television, and meeting briefly with another participant outside of class.

9. Listening Skills

Many foreign-born professionals understand English easily when it is spoken clearly by a single person. But in most work situations, English is spoken rapidly in group settings with distractions and interruptions. This course teaches employees the reduced language forms that Americans use when speaking rapidly, idiomatic expressions used in the work place, and techniques for requesting clarification when needed.

Participants learn to decipher words and phrases that are reduced in rapid speech (e.g., "doncha" for "don't you"), improve concentration in listening to detailed or complex information, and learn to handle situations where more than one person is speaking. They also practice focused clarification strategies, how to get information accurately in telephone conversations, and learn idioms frequently used at work. Methodologies used are group exercises and discussions.

10. Speaking Under Pressure

The pressure and anxiety that are created in the work place often interfere with a non-native professional's ability to think and speak clearly in English. This type of course provides practice in exercising authority in difficult situations, techniques for relaxation and concentration, and appropriate language for dealing with pressured circumstances.

Objectives of this course are to identify pressured situations in jobs and develop confidence in dealing with them. Students also practice clear articulation, voice projection, eye contact, posture, appropriate gestures, techniques for listening concentration and retention, and they become aware of how others perceive them. Lastly, they develop different strategies for questioning and clarifying. Methodologies used are videotaped role plays and critiques, discussions, relaxation exercises, and impromptu speaking exercises.

11. Technical And Business Writing

Professionals must communicate effectively in writing and present ideas in different ways that their readers will understand and accept. Non-native professionals often have special difficulties exercising this control over a second language. This course teaches foreign-born professionals to write proficiently and to pay particular attention to the grammar, idioms, and rhetorical devices of American English.

Participants in this training practice organizing and formatting to get the desired feedback through written memos, letters, or reports; and learn to emphasize important ideas and make writing concise and unified. They also recognize and correct common errors in grammar and style, and learn how to use tables and figures appropriately. Methodologies used are lectures, discussions, and critiques.

D. CIVILIAN ESL TRAINING PROGRAMS IN THE PUBLIC SECTOR

The widening gap between the skills needed in the workforce and what students are actually taught in school has brought a new focus on education. A debate has ensued over educational reform and the role of vocational education, particularly on the secondary level. [Ref. 1] Education's primary response to the call for reform has been to strengthen the academic curriculum and raise the high school graduation requirements. Consequently, opportunities to participate in elective courses, such as vocational courses, have been

greatly reduced for the limited-English- proficient (LEP) students. ESL courses are added to the vocational curriculum to increase LEP students' English proficiency.

Two ESL programs utilized by government agencies and other institutions are discussed below. These two ESL training programs are discussed here because they are designed for LEP personnel and are available for use by potential ESL recruits before joining the military. These two programs are not available in the Navy or the Army.

1. Vocational Education Program

Vocational education can be defined as that portion of the academic curriculum which prepares the students for gainful employment in occupations requiring less than a baccalaureate degree. [Ref. 1: p. 2] Vocational education spans occupations ranging from unskilled to highly-technical jobs that comprise six training areas: business, health, home economics, agriculture, industrial/technical, and marketing. The goals of vocational education are to meet the demand for workers by providing job-specific training, increase student options through career exploration, enhance basic skills development through applied learning (Evans and Herr, 1978), and serve as a path to alternative career opportunities.

Enrollment of LEP students at area vocational centers is low. Although gains are being made, the LEP population is still underrepresented in vocational education. Strategies are being implemented to help the LEP students in vocational

programs. Among these are the use of bilingual teacher aides to recruit, teach, and counsel LEP students. The LEP students enrolled in bilingual programs are grouped by proficiency level and receive ESL instruction. The classes are a combination of general purpose ESL and vocational ESL (VESL), which teaches the language content and skills to survive in a vocational classroom and on the job.

In contrast to most ESL programs, particularly the Navy, the VESL typically uses a functional approach in which key language is derived from the tasks or competencies necessary to perform in the work place. VESL competencies are derived from tasks performed in a specific job such as entry operator, nurse's aide, or auto mechanic. In Navy ESL training, the students are not separated on the basis of language difficulty levels. It also lacks the different learning strategies mentioned above to help students acquire the second language successfully.

Given the increased importance of minorities in the workforce, accessibility of the vocational programs for a population such as LEP persons is a major concern. [Ref. 1] There are model vocational programs that point to successful practices to promote full LEP participation, help with dropout prevention, and assist LEP individuals in their transition to postsecondary education or employment. In each of these programs, a staff member is specifically assigned to coordinate comprehensive support services that include

bilingual assistance and VESL instruction. Additionally, this program is available for potential ESL recruits to increase their English proficiency before reporting to Recruit Training Commands. This can be useful to the Navy because of the limited ESL training capacity at Recruit Training Commands, as discussed in Chapter II.

2. Bridges (Bilingual Resource Instruction for the Development of Gainful Employment Skills)

Project BRIDGES funding began in October 1986 by the U.S. Department of Education, Office Of Bilingual Education and Minority Language Affairs (OBEMLA). The project's aim is to improve the English language ability and to develop academic and vocational skills of newly arrived students from the Caribbean, Central and South America, Asia, and Middle Eastern countries. It also provides instructional and support services to students of limited English proficiency attending three Brooklyn, New York high schools. In this project, the students receive instruction in ESL, native language arts, mathematics, science, and social studies taught in a bilingual or an ESL format while attending mainstream classes in other subjects. The non-instructional component includes guidance and counselling services, career education, tutoring, and extracurricular activities. [Ref. 17:p. 1]

Analysis of students' achievement in project BRIDGES indicates that program objectives were met or surpassed in English. The students also passed a native language course and

vocational courses. [Ref. 17:p. 48] This program is not currently used by the Navy.

E. SUMMARY

Corporations have the same communication problems as those that confront the Navy. They are aware of the existing language difficulties that cause poor communication in the work place and keep their employees from advancing. Unlike the Navy, American private industry is investing millions of dollars in public education with the goal of producing a workforce able to fill jobs affected by high technology, which demands more brainpower and higher skills.

Furthermore, companies that have sent employees through the different courses available in civilian industry say that increased fluency and better communication skills on the job have contributed to higher morale and a sense of self-achievement on the part of the employees. This saves a lot of time and provides long-term benefits to the company.

There are also civilian ESL training programs designed for LEP personnel to promote full limited-English-proficiency participation, help with dropout prevention, and transition to postsecondary education or employment. The two programs discussed here are used by government agencies and private institutions nationwide, and they can also be used by potential recruits before joining the military.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Communication problems exist for ESL personnel in Recruit Training Commands and Navy work places. The Army has the same communication problems as those that confront the Navy. The continuing problems and difficulties concerning language barriers in work places prove that there is a need for English language-proficiency training for personnel who speak English as a second language. Additionally, the problems of work place literacy are compounded by a shrinking number of high school graduates and a largely immigrant workforce with limited English-speaking skills. An increasingly larger portion of the eligible pool of enlistees will be composed of ethnic minorities who may need additional training if they are to be successfully integrated in the Navy.

Corporations are also aware of the existing language difficulties that cause poor communication in the work place. Further, because of the current employment trends toward more immigrants entering the work force, there is a need for effective, multi-cultural ESL training programs in civilian industry. Productive management now dictates an understanding of different cultures and languages to ensure the success of the company. American private industry is investing millions of dollars in public education with the goal of producing a

work force able to fill jobs affected by high technology, which demands more brainpower and higher skills.

The existing ESL training programs in the Navy, as well as in the Army, are effective in providing recruits with remedial English training to help them complete basic training. However, these ESL training programs are not well suited to train ESL recruits who need extensive remedial English training. As a result, communication problems exist for ESL personnel in the work place. The lock-step curricula limit the flexibility to train ESL personnel whose language skills vary greatly. Likewise, because of the wide range of different learning stages among adults, varied language activities should be presented to meet the student population needs, but are not.

On the other hand, the success of ESL training programs in civilian industry is reflected by the continued support given by managers and supervisors, and by course attendance of more than 90 percent of the goal set by trainers. Companies that have sent employees through the different courses say that increased fluency and better communication skills on the job have contributed to higher morale and a sense of self-achievement on the part of employees. Workers also understand verbal instructions more easily, participate more, and speak up -- asking for clarifications in meetings. This saves a lot of time and provides long-term benefits to the company.

There are also civilian ESL training programs for the public sector, designed for LEP personnel to promote full English language participation. These programs are devised to help with dropout prevention and transition to postsecondary education or employment. These programs are currently used by government agencies and institutions nationwide. They may also be used for potential ESL recruits to become functionally literate in English language, and to increase the number of eligible high-quality recruits in the military. These programs are not used by the Navy.

ESL recruits experienced difficulties directly related to English language proficiency, as discussed in the background section of this study. English language programs could improve the communication problems in the training environment and in the work place by providing language instruction as early as possible after enlistment. The program should include cultural and colloquial English instruction as part of the entry-level training. While different modules such as accent improvement and listening skills could be added to the existing verbal skills curriculum at the three Recruit Training Commands, all four English language skills (reading, writing, speaking, and listening) should be developed. Additionally, the Navy should stress functional communication with an emphasis on military vocabulary and terminology. Most importantly, participants should be encouraged at this early stage to commit themselves to long-term goals rather than to merely 9 or 12 week classes

just to pass the basic training. These courses can be useful to ESL personnel while in boot camp and also when they are assigned to the fleet or operational units.

Different multi-cultural courses should be added to the existing ESL curricula in the Navy to meet the challenges of the changing demands of the workforce. These training courses are important in second-language acquisition and the success of the ESL individual. The scope of the ESL training programs should also include curriculum for native-born Americans who have deficient oral English skills. The ESL training program should offer a variety of courses for varying abilities and achievements, with placement testing, and a written curriculum that provides materials relevant to the student's world and ability.

In addition, supervisors and division officers should be allowed to refer personnel to the multi-cultural ESL training programs. Likewise, the mid-career and senior enlisted personnel who speak English as a second language could have separate remedial language training programs. Remediation for these individuals would include the review of service-oriented ratings curricula to determine the adequacy of customer service and interpersonal relationship training. Modules that train personnel to deal with customers and communication problems in personnel-oriented operations should be developed for personnel assigned to this work environment.

Employers benefit greatly from ESL training with improved work attendance and increased productivity on the part of the employees. To be effective, adult ESL programs should have counselling services to help students cope with needs that otherwise interfere with language training. This could be accomplished by incorporating the same ESL training courses/workshops available in civilian industry (as discussed in Chapter IV) into Leadership, Management, Education and Training courses and other Navy training programs (such as courses offered by Family Service Centers in professional development). In addition to the ESL curriculum at RTCs, these multi-cultural ESL programs should be available to all personnel who need additional training to integrate successfully into fleet and operational units. The programs could also be open to Department Of Defense personnel with a fee lower than what is offered in civilian industry to support program expenses. Further, proper training should be provided for personnel to better themselves and increase contributions to the military. The Navy should provide career development opportunities and support all individuals in meeting their potential.

The Navy should also consider having a requirement for potential ESL recruits to attend ESL training programs available in schools or other government agencies before joining the Navy. The recruiters should disseminate the ESL training locations available in their recruiting area of

responsibility to personnel who speak English as a second language and desire to join the military. Finally, potential Navy recruits with very low ECLT scores should not be accepted for service in the U.S. Navy.

APPENDIX A

DESCRIPTION OF ACADEMIC REMEDIAL TRAINING LITERACY SKILLS CURRICULUM (MODULE OF ACADEMIC REMEDIAL TRAINING) RTCs, ORLANDO, SAN DIEGO, GREAT LAKES

A. PURPOSE

The literacy skills curriculum is designed to remediate the reading skills of recruits reading at a grade equivalent of less than 7.0. It is designed to help the recruit meet the academic demands of training.

B. TIME REQUIRED

Reading modules: one to six weeks depending upon the individual.

Study skills module: one to two weeks depending upon the individual.

C. MODULES

The literacy skills curriculum is composed of two modules which represent different components of reading and studying skills.

1. Reading

a. Decoding

(1) **Phonetic analysis**--upon completing this component, the student will be able to recognize and discriminate language sound which are represented by consonants, vowels, digraphs, and diphthongs.

(2) **Structural analysis**--upon completing this component, the student will be able to decode unfamiliar words by applying syllabication rules to affixes, compound words and multi-syllable words.

b. **Vocabulary**--the student will recognize the meaning of a variety of intermediate level terms using context, root words, and Navy-relevant terms.

c. **Comprehension**

(1) **Literal.** The student will answer the questions based on a specific reference found within a short passage.

(2) **Inferential.** The student will draw conclusions, make inferences, and apply generalizations which require more information than is explicitly stated in the passage read.

d. **Reading rate.** No specific goal or objective for remedial instruction; the student is encouraged to develop a reading rate that permits understanding the implications and meaning of what was read.

2. **Study Skills.** Specific units of instruction based on the Bluejacket's Manual or Basic Military Requirements. The student is taught studying techniques:

- * underlining, outlining, skimming, scanning
- * note taking and test taking

APPENDIX B

DESCRIPTION OF THREE ESL TRAINING PROGRAMS IN THE NAVY

I. ENGLISH TECHNICAL LANGUAGE SCHOOL, CAMP SANTIAGO, PUERTO RICO

A. PURPOSE

The English Technical Language School (ETLS) curriculum is designed to increase the English language skills of Puerto Rican natives who enlist in the Army National Guard but do not have sufficient English language proficiency to complete Army initial entry training conducted in CONUS. The ETLS curriculum is designed to increase oral-aural comprehension skills. The program stresses both Army vocabulary and general English.

B. TIME REQUIRED: Nine weeks of group instruction.

C. PHASES

1. **Elementary**--designed to emphasize basic grammatical structures and vocabulary. Students learn to orally convey vocabulary meanings, format yes-no and why-questions, and have a listening comprehension of grammatical structures. The student is expected to reproduce the oral language in writing.

2. **Intermediate**--designed to emphasize vocabulary and grammatical structures. Students are to orally reproduce the vocabulary and grammar correctly, be able of independent comprehension of elementary reading material, have a

vocabulary adequate and appropriate for military and civilian settings, be able to understand and respond to meaningful conversation, and independently produce grammatically and logically sound written sentences.

II. DEFENSE LANGUAGE INSTITUTE, ENGLISH LANGUAGE CENTER, LACKLAND AFB, SAN ANTONIO, TEXAS

A. PURPOSE

The Defense Language Institute curriculum is designed to prepare students with sufficient English language skills to complete follow-on training. It emphasizes general English language skills (reading, writing, speaking, and listening) rather than military terminology. It is designed to help the student achieve a minimum score of 70 on the English Comprehension Level test, considered the minimum necessary to successfully complete the follow-on training. The program is designed for entering students ranging widely in English language ability, from no knowledge of the language to intermediate fluency.

B. TIME REQUIRED

Self-paced with flexible entry and exit:

minimum: three weeks maximum: six months

C. PHASES

The DLI curriculum is composed of five phases which represent specific skill levels as measured by the ECLT.

1. Pre-elementary Phase--designed to acquaint students with English letters, sounds, and words so that their familiarity enables them to effectively learn the Elementary Phase.

2. Elementary Phase--designed for students with little or no knowledge of English. Limited vocabulary and basic patterns of English are systematically developed.

3. Intermediate Phase--designed for students who have completed the Elementary Phase. Basic English structures are reinforced and a greatly expanded vocabulary is provided.

4. Advanced Phase--designed for students who have completed the Intermediate Phase. Emphasis is on vocabulary expansion.

5. Specialized Phase--designed for students who have a good knowledge of general English. It emphasizes the technical terminology of a particular military occupational specialty such as ordnance or electronics.

III. VERBAL SKILLS CURRICULUM, RTCs, ORLANDO AND SAN DIEGO

A. PURPOSE

The verbal skills curriculum is designed to remediate communication skills of speaking and listening. It is primarily intended for recruits who speak English as a second language. It is designed to help the student complete academic and military training.

B. TIME REQUIRED

Total program: 54 hours of instruction

Individual lessons: between 1 and 2 hours

C. MODULES

1. Navy vocabulary - upon completion of this module, the student will be able to recognize and/or define verbally in English the meanings of selected Navy-relevant words that are represented in a verbal context.

2. Grammatical structures - upon completion of this module, the student will be able to understand, distinguish between, and produce orally in English pronouns, plural and possessive forms of nouns, active and passive forms of selected verbs, and various verb tenses.

3. Language fluency - upon completion of this module, the student will be able to listen to informational passage read or discussed orally and produce the appropriate response in English that relates the literal and inferential context of the passages.

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Department of Administrative Sciences
Naval Postgraduate School
Monterey, California 93943
5. Professor Cynthia Dresser, Code AS/Dr 1
Department of Administrative Sciences
Naval Postgraduate School
Monterey, California 93943
6. Office of the Chief of Naval Operations 1
OP-130
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