

Center for Applied Linguistics
Contributions to the Field



1986 Annual Report



The mission of CAL is to promote the study of language and to assist people in achieving their educational, occupational, and social goals through more effective communication.

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Letter from the President



For CAL, 1986 was characterized by a number of noteworthy highlights: the launching of a new collaborative publications program; several major initiatives to conduct research, collect and disseminate information, and train individuals to improve the quality of second language teaching by integrating language and content instruction; and an increased awareness of the importance of foreign language instruction by parents, educators, and policymakers.

Since its founding in 1959, CAL has maintained an active information dissemination and publications program. CAL has published more than 150 titles in diverse areas of the language sciences. These have ranged from scholarly descriptions of several of the less commonly taught languages to monographs in eight languages for newcomers to the United States; from timely information on the status of legislation, to practical guides to professional organizations. CAL publications—particularly our resource guides to the less commonly taught languages—often constituted the only publicly available source of information on a particular topic. As the years passed, it became increasingly apparent that we did not possess sufficient in-house resources for marketing and distributing CAL products as broadly or as effectively as we would have liked.

Thus, in 1986, CAL entered into a cooperative agreement with Prentice-Hall, a major American-based international publisher, by which Prentice-Hall has assumed responsibility for marketing and distributing our publications worldwide, and by which we have agreed to undertake future co-publication activities which will bear a joint CAL/P-H imprint. Our staff look forward to working with Prentice-Hall specialists to develop and to distribute, more effectively than ever before, materials in language teaching, language testing, and teacher preparation. With the assistance of Prentice-Hall in the technical aspects of production, marketing and distribution, we will be able to turn our attention to identifying manuscripts and working with prospective authors. We are pleased that this relationship will allow us to continue to fulfill one of our major goals—to collect and to share information with a broad domestic and international audience concerning the role of language in diverse facets of people's lives.

CAL staff are thoroughly committed to the goal of developing a language-competent American society. To this end, we are concerned about improving the quality of second language instruction for language minority individuals as well as for English mother tongue speakers. Various educational models exist for those seeking to develop bilingual proficiency in English and in another language. The selection of the appropriate option will be based upon many factors, such as community needs and resources, parental expectations, and



community demography. However, we believe that a good deal more attention should be paid in the next several years to developing approaches or techniques to facilitate the integration of language and content instruction at all levels, from preschool to postsecondary formal and nonformal education. We are excited about the possibility of encouraging collaborative efforts among science, math, and social studies teachers, for example, and foreign language or ESL teachers. Based upon our research and practical experience, CAL staff are convinced that content-based language instruction offers an exciting “approach” for enhancing the mastery of language communication skills and facilitating the acquisition of content material for both language minority and English-speaking youngsters.

Toward this end, CAL sponsored the first of three annual invitational seminars in 1986 which brought together researchers and practitioners in foreign languages, bilingual education, English as a Second Language, teacher education, and mathematics and science to share experiences and information about approaches, exemplary programs, curricula, teacher preparation, and research needs in the field.

We also began work with several school districts in the United States to help them to develop programs using this integrated model in the teaching of language and content material, and we launched an innovative program in Honduras to prepare prospective Central American Peace Scholarship candidates for advanced study in the United States. The latter program involves the integration of intensive ESL training with carefully coordinated subject matter remediation—initially in Spanish, with a gradual transition to English as the medium of instruction. We also participated actively in the development of a new curriculum for elementary-age Indochinese refugee children, to be implemented in schools in Thailand and in the Philippines, in which English-language teaching and subject-matter instruction will be completely integrated across the curriculum. The notion of integrating the teaching of language and content material is hardly novel; but nevertheless it has for too long been ignored, particularly in foreign language training programs where the focus of attention has often been upon the teaching of the language as an isolated activity devoid of content, and hence often lacking in interest for the students.



For CAL, 1986 was also an important year because it marked continuing attention domestically and internationally to the role of language in diverse aspects of public life. At home, the reauthorization of the Higher Education Act (HEA) signaled continuing attention to the need to develop and sustain national resources to produce a language-competent American society. Increasingly, many individuals and policymakers are concerned about the preservation or conservation of our indigenous language resources and the development of proficiency in other foreign languages for those who are mother tongue speakers of English. CAL staff enthusiastically observed the authorization in Title VI of the HEA for Foreign Language Resource Centers, and the call for a study to be undertaken during FY 1987 which may lead to the establishment of a National Endowment for Foreign Language and International Studies. We look forward to the funding of numerous innovative programs under the Education for Economic Security Act, and will be watchful as Congress pays increasing attention to the development and maintenance of language resources through consideration of new legislation: A reauthorization of the Bilingual Education Act, an expected English Proficiency Act, and some form of omnibus trade legislation in which the critical contribution of language proficiency to enhancing our nation's economic "competitiveness" will be prominently featured. At the same time, we view with concern the overwhelming passage of Proposition 63—English Only—in the recent California referendum, and we have begun work to ensure that there will be a full discussion of all facets of this complex issue before the matter is considered by other states or at the federal level.

CAL staff have participated actively in language and public policy matters throughout the past year. We look forward to continuing that work in 1987 to help define and implement programs that will lead toward a language-competent society. In the following sections, we review the highlights of our recent work.

Rich Tucker

Introduction

In 1986 the Center for Applied Linguistics, along with a number of other organizations interested in language and cross-cultural issues, settled comfortably into new quarters in the CAL Language Building in Washington, DC's West End. While planning for 1987, we took a look at our 27 years of accomplishments and noted with pride a record of leadership in the dynamic and evolving field of applied linguistics. In this process of internal review, we identified two organizational traits that we think are responsible for placing CAL at the forefront of creative activity in language education and applied linguistics over the years. The first is *responsiveness to need*, in the form of flexible organizational structure and alertness on the part of CAL's decision-makers. The second is *quality of human resources*, in the form of highly qualified staff who are not just technically well trained, but are sincerely concerned with making a high level of contribution and with producing work that meets their own standards for excellence.

CAL itself was founded in response to a need. In 1959, the United States was still reacting to the astounding implications of the launching of Sputnik, and there was emerging concern for increased global awareness and improved international communication, on both linguistic and cultural fronts. The Ford Foundation established the Center for Applied Linguistics in an effort to provide a unique resource to meet growing demands for linguistic expertise in the public and private sectors, at home and abroad.

Under the aegis of the Modern Language Association, CAL began its work with this three-part mandate:

- (1) To improve the teaching of the English language around the world;
- (2) To encourage the teaching and learning of the less commonly taught languages of the world; and
- (3) To contribute new knowledge to the field by conducting basic research and applying the results of that research to the solution of social and educational problems.

With the leadership strength of its first Director, Charles A. Ferguson, CAL quickly established its ability to attract the most highly qualified staff at all levels of the organization. In the ensuing 27 years, CAL earned its stripes not only as a resource for information and a magnet for experts in the growing applied linguistics profession, but also as an organization bringing new energy to the resolution of language-related problems worldwide. CAL has made major contributions to the removal of linguistic and cultural barriers in Africa, the Middle East, Asia, Europe, and Latin America, as well as throughout the United States.

Responsiveness is a characteristic we value highly. CAL's flexible structure and accessibility allow for rapid decisionmaking without the encumbrances of a weighty bureaucracy. We pride ourselves on the speed with which we can assemble teams of qualified professionals to assess needs and develop solutions. This ability was never more profoundly demonstrated than in the spring of 1975 when the then-Department of Health, Education and Welfare, anticipating an influx of tens of thousands of Vietnamese refugee children for the fall term, turned to CAL for assistance in preparing the nation's teachers for the challenge. CAL quickly gathered together a team of top-notch language and culture specialists, who worked together closely over the summer weeks. By the time schools opened in September, CAL had:

- created materials for teachers, refugee parents, school administrators and community volunteers;
- started a newsletter for monthly exchange of information;
- developed a nationwide directory of human resources in the refugee community; and
- established a toll-free Hotline so that educators, sponsors, and refugees themselves could have immediate access to information during critical times.

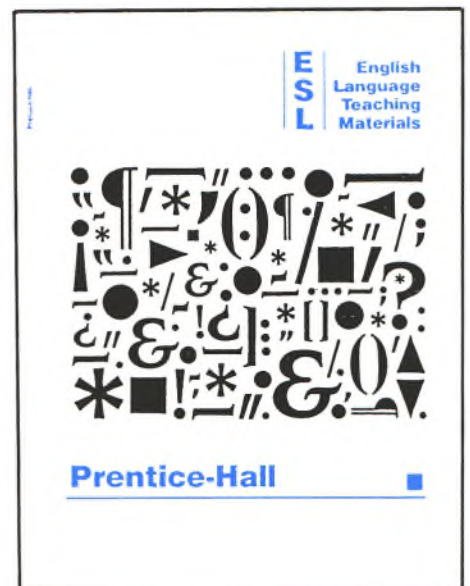
In part, it is our independent position that enables us to call together specialists in applied linguistics, language education, anthropology, psychology, and sociology, not only for focused project work, but for discussion and debate on social and educational issues as well. CAL has served as a nexus for productive dialogue on topics of interest across the professions, such as literacy, language policy, bilingual education, language needs for employment, and cross-cultural communication.

As facilitator, CAL believes strongly in the importance of capacity-building—training new trainers and transferring knowledge to help fledgling programs grow and established ones thrive. CAL has played a part in the creation of several new organizations, including the launching of the highly respected TESOL (Teachers of English to Speakers of Other Languages) organization.

The spirit of CAL is evident the moment you enter the CAL Language Building in Washington, DC or our Refugee Service Center in Manila. There is a feeling of focused concentration coupled with an open friendliness that weaves through every level of the organization. Programmatic boundaries disappear when there is a task at hand. Skills and knowledge are exchanged across divisional, organizational, and geographic borders in an atmosphere that encourages personal and professional growth. Our vast network of colleagues is evidence of the team-building philosophy that underpins our commitment to providing the highest quality product. From local school district to multinational corporation, from grassroots community project to high-tech training program, CAL helps people succeed in resolving their language problems. CAL's vision provides us the ability to recognize needs and mobilize the right people to meet those needs through program assistance, materials development, training, or other special services.

In 1986, as part of CAL's process of internal review, we changed the titles of our administrative divisions to reflect more accurately the directions of our internal programmatic leadership. The exception was the Research Division, whose title still succinctly and accurately describes its commitment. Divisions whose titles no longer clearly represented the major thrust of their activities made changes: Communication Services became *International and Corporate Education*; Foreign Language Education became *Foreign Language Education and Testing*; and Native & English Language Education became *English Language Education and Technology*.

The pages that follow will describe how we view our contributions to the field and to the public during 1986, a year for continuing leadership in applied linguistics.



Informing the Profession

In all that CAL undertakes, we strive to improve and update the body of knowledge available to linguists, educators, practitioners, students, and the interested public. CAL has traditionally assumed responsibility for making available scholarly information that we felt was of value to the field, but which otherwise might not find publication because of its limited or highly specialized appeal. In addition, we are in a unique position to interpret and synthesize the findings of academic research, to make them available to practitioners in a format that they can apply in the classroom.

Although we no longer maintain an in-house publications program, providing information to the field remains a top priority for CAL. This year we entered into an agreement with Prentice-Hall, a leader in educational publishing, for the publication and distribution of manuscripts we produce, solicit, or select. CAL is pleased to be affiliated with such a highly respected publishing house, and we look forward to a happy and prosperous collaboration.

In addition to the publication of books, monographs, and texts on linguistics, ESL, language testing, teaching methods, dialects and other areas of particular interest, CAL places a great deal of significance on information dissemination as a component of all major programmatic activities. The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), one of 16 Department of Education-funded databases, devotes all of its activity to collecting and disseminating information on important language topics: Foreign language education (for both commonly and less commonly taught languages); psycholinguistics and the psychology of language learning; theoretical and applied linguistics; bilingualism and bilingual education; English as a second or foreign language; and intercultural communication. During the past year, ERIC/CLL responded to nearly 5,000 requests for information, conducted nearly 200 computer searches, published two newsletters, produced four monographs, added 830 new documents to its database, and announced the availability of 607 published articles. In addition, ERIC produced or updated a number of smaller informational documents—"ERIC Digests", "Q & As", and "Minibibliographies"—totalling 22,000 copies. These products have great appeal for the busy teacher or program leader who appreciates being brought up to date with easily digested information.

CAL's involvement with the Center for Language Education and Research (CLEAR), a collaborative effort with UCLA, Yale, Harvard, and the University of California-Santa Barbara, produces information tailored to the specific needs of a diverse audience. CLEAR conducts a series of interrelated research projects that addresses these areas:

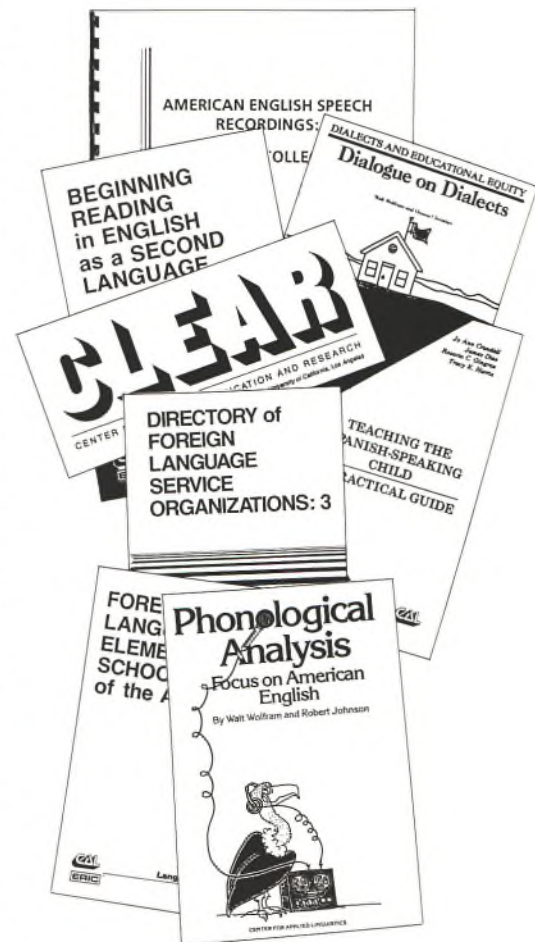
- Academic skills development in reading, writing, math, and science for language minority children;
- Cognitive and problem-solving strategies in academic tasks;
- Metalinguistic skills in language acquisition including the transfer of knowledge across linguistic systems;
- Foreign language instructional programs and language proficiency assessment;
- Foreign language and mother tongue attrition, or loss of language skills;
- Educational programs such as two-way bilingual or interlocking programs that jointly meet the linguistic and academic needs of language minority and majority students.

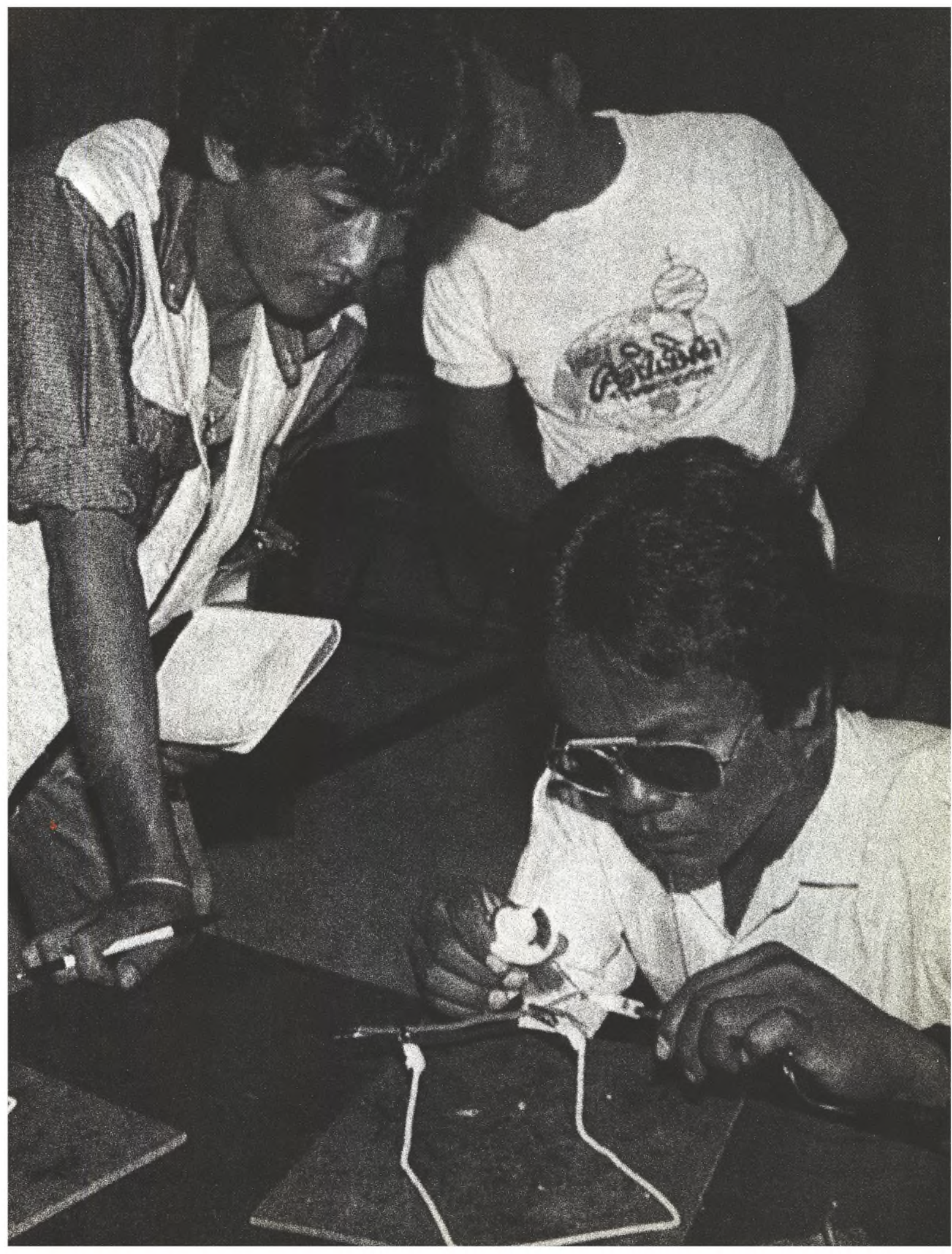
As part of CLEAR's mandate to improve language instruction and inform the profession, staff produce a series of technical and educational reports for researchers and practitioners, and contribute regularly to newsletters, journals, and professional organizations.

With CAL's special interest in the so-called "less commonly taught" languages of the world, we boast the largest computerized database of information on materials for the study of nearly 1,000 of the world's languages. This information is published periodically as the *Survey of Materials for the Study of Uncommonly Taught Languages*, and is continually updated on site. In 1986 we expanded the human resources section of the *Survey*, which provides information on researchers working with less commonly taught languages who are willing to serve as resource specialists or language consultants. From our database, linguists can obtain current information on availability of text materials or research in progress, for instance, and expand their network of colleagues in the field. The *Survey* also includes information on software for computer assisted instruction, on publishers and distributors of materials for the study of less commonly taught languages, and on testing materials.

The Refugee Service Center (RSC) of the Center for Applied Linguistics, funded by the Department of State, is a unique source of information on linguistic, cultural, educational, and vocational preparation for refugee resettlement in the United States. With offices in Manila and Washington, DC the RSC provides communication between professionals who operate the language and cultural training programs for refugees prior to their departure for the United States, and for those involved with US education and resettlement programs. The RSC distributes massive amounts of information through publications such as case studies of refugee resettlement; a quarterly teacher-training newsletter, "Information Update"; and a quarterly magazine, *PASSAGE: A Journal of Refugee Education*. The RSC staff administers and reports on over 3,000 refugee language proficiency tests yearly. The volume of printing being produced out of our Manila office increased 93% over last year—nearly 875,000 pages of information were made available to refugee camp personnel in 1986. Our Washington and Manila offices cooperate in shipping supplemental teaching materials for in-camp programs, such as research studies, teacher references, magazines, news clippings, sample texts and special materials addressing the needs of youth, elders, and pregnant women, as well as material with a special educational focus such as reading and writing. The RSC maintains a slide bank of over 3,000 photos, a video collection of 150 tapes, and a library of nearly 4,000 volumes.

In 1986, our Research Division completed a unique *Survey and Collection of American English Dialect Recordings*. With funding from the National Endowment for the Humanities, we conducted a comprehensive survey of audio-recorded samples of American English dialects, catalogued them, and prepared a reference guide. Then, from respondents to the survey, we gathered a representative collection of dialect recordings, including speakers from all regions and walks of life. The collection of tapes and transcripts is now housed at the American Folklife Center of the Library of Congress, as well as at CAL.





Training and the Transfer of Knowledge



Foremost in the planning of all CAL projects is the consideration of how our expertise—the knowledge we gain from research and experience—can most effectively be applied to the language learning process. In planning technical assistance for an organization, school, or other language learning setting, CAL staff design their work with an eye toward transferring what we know to those who have direct responsibility for the success of the program. We are committed to the concept of capacity building; we train program staff to become trainers themselves, and enable the program to develop its own capacity for growth. We take pride in the fact that so many of our students are now directing programs of their own, and in some cases, are involved in the same work we are. We are confident that their training is solid, and that is part of our continuing contribution to the field.

This year, the Agency for International Development (AID) turned to CAL for this kind of technical assistance: First, in evaluating the capacity of Central American countries to provide needed English language training to Central American Peace Scholars coming to the United States for advanced education; and second, in collaboration with the Academy for Educational Development, in actually developing that capacity in Honduras. CAL chose to mount the program at a Honduran university which would benefit from the advanced program design and staff that the CAL effort brought. CAL staff in Tegucigalpa are helping to bolster math, science, and general language arts skills, in addition to English, for young Hondurans preparing to study in the United States. This project provides another excellent forum for CAL to apply its experience in integrating content—particularly math and science—with English language instruction, as we guide the curriculum for these young students.

CAL's interest in the role language plays in problem solving was the focus of a special project completed this year for the Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). In collaboration with Miami-Dade Community College, Metropolitan State University in Denver, and Northern Virginia Community College, this two-year undertaking investigated the way language can function as a barrier to mathematics achievement, especially in the comprehension of basic algebra for Hispanic and other minority college students for whom English is a second language. Based on their findings, CAL staff produced a series of five self-instructional, supplementary materials entitled *English Language Skills for Basic Algebra*, which will be published by Prentice-Hall in 1987.

Following our success with the FIPSE math project, we have been awarded funds by the Department of Education to adapt these supplementary materials for use in a junior high school setting, introducing language development theory to math teachers, and teaching ESL teachers how to integrate math content activities into language instruction. Again, the keystone of this project is capacity building—the teachers will become trainers of other teachers in their districts.



Under a year-long contract with the Defense Language Institute, CAL also developed materials for a seven-week introductory intensive course in Pashto. The materials consist of a textbook, workbook, teachers' manual, alphabet workbook, laboratory manual, and tapes to drive the textbook and laboratory manual. The materials are intended for use in DLI's six-hour-per-day intensive Pashto program.

CAL continues to be a valuable resource to the Peace Corps in its efforts to provide improved language training to volunteers. In 1986, we completed work on a *Manual for the Teaching of English for Specific Purposes*, to be used by Peace Corps volunteers who find themselves teaching specialized subjects in English to non-native speakers. The *Manual* will increase the effectiveness of Peace Corps volunteers as they dovetail language training and the transfer of knowledge and skills in less developed regions of the world. In addition, this year we agreed to develop a specialized training program to better prepare Peace Corps Language Coordinators to address the specific needs of growing numbers of Senior (over age 50) Peace Corps volunteers. The project will have implications for adult language learning in general, and will explore ways to utilize adult learners' cognitive and experiential development.

In late 1986, under a newly funded project for the Peace Corps in the Philippines, we conducted a needs assessment and identified resources, curricula, and teaching models for Peace Corps volunteers and trainers. Activities during Phase I of this effort placed special emphasis on learning strategies for older learners, and led to the development of orientation materials that Peace Corps staff will use as part of a new training curriculum in Phase II of the project.

In 1986 we continued work on a large program assistance project, developing an English standard policy for the worldwide offices of the Arthur Andersen Company. Site visits included travel to Buenos Aires, Caracas, Madrid, Mexico City, Milan, Paris, Rio de Janeiro, Sao Paulo, and Tokyo. We are now identifying appropriate English texts and training programs, and assisting Arthur Andersen offices in setting up effective English programs. In addition, we are developing projects that will integrate business or work-related topics (such as time or stress management) into this company's ESL curriculum.

Language in the Schools



There is an unspoken rule at CAL that we strive never to undertake a project unless we can see the practical results at work in a real world setting, enhancing the ability of individuals to succeed at their chosen tasks—students to learn, workers to produce, teachers to contribute. In 1986 we focused a great deal of this attention on the classroom setting, particularly through the work of the Center for Language Education and Research (CLEAR). This five-year project is concerned with improving the teaching of limited English proficient students and foreign language students, through a series of research and information dissemination projects on academic skills development for language minority children, foreign language instruction and program assessment, and foreign language attrition. The following studies, conducted or set underway in 1986, have much to contribute to the language learning process and the improvement of language learning in the schools:

- *Dialogue Journals as a Research and Pedagogical Tool with Language Minority Children*

Along with an analysis of key features of dialogue journal writing, this effort will produce a workshop packet and a handbook for teachers on ways of using this reading-writing approach to improve language and writing skills in language minority children.

- *Language and Problem-Solving in Secondary School Science Classes*

Based on this analysis of science problem-solving techniques by junior and senior high school language minority students, this project will develop teaching guidelines, techniques, and materials.

- *Processes and Significant Features of Cooperative Learning Programs*

This study is gathering information on the use of cooperative learning approaches with language minority students, to identify the significant features of successful programs which promote both academic and language development.

- *Preparation and Implementation of the Professional Development Program*

Teachers of language minority students, as well as foreign language educators, will benefit from this program of workshops and materials development, through which an important theme is the integration of language and content learning.

- *Materials, Curricula, and Programs for Second Language Education*

An in-depth survey of materials, curricula, and programs for a full range of approaches to foreign language teaching and content-based language instruction, this project is compiling a computerized database of annotated references.



DO NOT TURN THE PAGE UNTIL YOU ARE ASKED TO DO SO.

- ***Academic Language Talk: Significant Features in the Responses of “Good Communicators”***

This study examines particular language skills associated with elementary students’ understanding of math and science and their ability to demonstrate that understanding in successful academic interactions.

- ***National Survey of Elementary and Secondary Foreign Language Programs***

A demographic and programmatic picture of the present state of foreign language teaching in American schools is expected to result from this nationwide survey.

- ***The Effects of Proficiency-Oriented Adaptation of Textbooks and Instructional Practices on Foreign Language Learning***

In this undertaking, we are combining staff development workshops and classroom-based research to examine the effect of specially-focused proficiency methods used in high school foreign language classes.

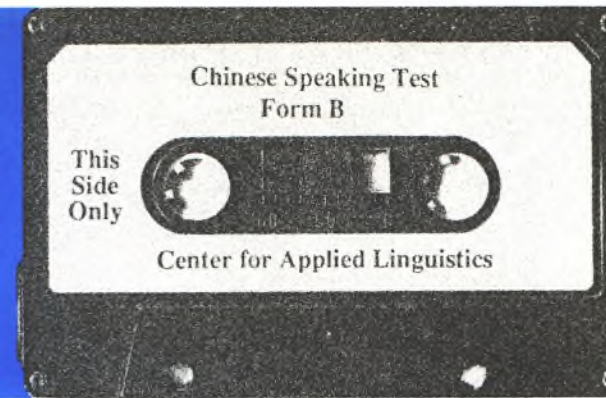
- ***Attrition Following Conventional Language Instruction***

Loss of language skill is a phenomenon of particular interest to CAL, since it has implications for language training and retraining. This project looks at loss of language skill among graduates of several types of university-level language programs.

At the Red Clay School District in Wilmington, Delaware, CAL staff began taking an in-depth look at the educational program offered to language minority children. In addition to offering recommendations for program design, curriculum, and instruction for this largely Puerto-Rican-American student population, we are collaborating with Red Clay administrators on plans for a series of staff development projects.

Through research, development, and information dissemination projects like these, CAL seeks to make American classrooms more effective environments for learning in all areas of language and academic skills, for all students.

Testing



In 1986 we welcomed Dr. Charles W. Stansfield to head CAL's expanding work in language proficiency testing and to direct our Foreign Language Education and Testing Division. This year, based on a Chinese Speaking Proficiency Test of listening and reading comprehension we completed in 1984, CAL staff developed a semi-direct Chinese Speaking Test, which uses an audio cassette and a test booklet to elicit a speech sample. Four forms have been field tested and validated, and will soon be available to university programs teaching Chinese across the country. Related materials, including handbooks, answer sheets, order forms and a technical manual are near completion. We also finalized format and began preparation for field testing for a semi-direct Japanese Speaking Test, and undertook the development of two parallel forms of a proficiency test in Romanian for the Defense Language Institute. Delays in funding caused postponement of scheduled work on Diagnostic Tests in Arabic, Chinese, and Japanese, but by late Spring activity resumed and final forms of each test were completed and field testing in 1986.

We continued work on our collaborative project with the American Council on the Teaching of Foreign Languages to develop special materials on curriculum planning, teaching practices, and testing oral language proficiency in four of the less commonly taught languages—Arabic, Indonesian, Hindi, and Swahili.

The Refugee Service Center in Washington and Manila is responsible for the administration of language proficiency tests to a 10% sample of the refugee student population receiving language training under the State Department-funded program. In 1986, testing took place at camp sites in Thailand, Indonesia, and the Philippines for five levels of classes studying Work Orientation and English as a Second Language. In addition, young people participating in the PASS (Preparation for American Secondary Schools) Program were tested in ESL, Cultural Orientation, and Math at three levels.

CAL has made strides forward in the areas of language skills evaluation and proficiency testing, and foresees a strong demand for our services in test development as the concern for foreign language competence grows.



Technology in Language Training

The ongoing process of applying linguistic knowledge to the resolution of educational, social, and cultural problems has led CAL to assume another leadership role, this time in an entirely new endeavor: The use of technology in language teaching. In the past, CAL has used video technology in the development of language and cultural orientation materials to help refugees and immigrants adapt to the American workplace. In 1986, we expanded our use of technology in the development of a computer-driven, touch-screen, interactive videodisc course for teaching English language skills to industrial workers.

This project was undertaken when a multinational corporation sought CAL's expertise in the development of a training package for petroleum and other industrial employees in Indonesia. This year, we adapted this unique program for Portuguese- and Spanish-speaking industrial workers here in the United States. Preliminary pre- and post-test results support the effectiveness of the videodisc medium—the individuals who used our course now possess greater English proficiency, and they enjoyed studying through this medium. Native language sections of the videodisc course have been translated into Spanish, and we anticipate that in the coming year we will be able to make the course available to Vietnamese speakers as well. We envision exciting opportunities ahead for the use of technology in the teaching of oral English and industrial literacy skills here and abroad, as well as in the teaching of critical foreign languages in the United States.

Research



All programmatic divisions at CAL are involved in research activity at some level, but it is our Research Division itself that has earned CAL a reputation for solid, reliable investigation of the structure of language. In addition to several activities being carried out under the auspices of the CLEAR project, in 1986 we continued or initiated work on two other research efforts funded by the National Science Foundation. Work progressed this year on a study of *The Development of Dynamic and Static Locative Knowledge*. This effort utilizes a unique longitudinal and cross-sectional database of video and audio recordings of working-class black children interacting at home. We are analyzing this data in order to discover valuable information on how children learn the systematic features of black English in the course of their language development.

Language Change in Montreal French: Implications for Sociolinguistic Assumptions is a CAL study just underway in Canada. A wide range of data on the phonological structure of vowels in Montreal French has been collected in order to understand better how languages change over time. The results of this investigation will allow us to consider basic sociolinguistic assumptions about language change.

CAL continues to welcome affiliated and visiting scholars who wish to conduct independent research from our offices. In 1986 we welcomed a creole specialist from the University of the Virgin Islands, a neurolinguist, a specialist in language planning and language attitudes from the University of Dusseldorf, and a specialist in stylistic registers from New Zealand.



Services

We consider CAL to be an accessible resource for technical services in developing language policy, designing specialized language training programs, evaluating English language programs, developing language proficiency tests, and creating cultural orientation, employment, or academic preparation and language training materials. In addition, we have a strong traditional commitment to making our information and expertise accessible to individuals—from the young student seeking term paper material to the congressional staff member needing help to draft legislation that involves language issues.

This year we formally organized our translation service—a function that we have been performing on an *ad hoc* basis for years. With several satisfied corporate and governmental clients under our belt, we now offer this service to organizations and individuals needing high quality translations of any length. CAL uses a three-step method of translation that includes a re-translation (“back translation”) by an independent native speaker of the target language. This stage reveals any ambiguities in the final text, and enables us to fine-tune the document to a high degree of accuracy.

CAL continues active participation in the Interagency Language Roundtable (ILR), a monthly gathering of representatives from federal agencies concerned with language issues. The ILR is the primary source of information for the government on language training techniques and technology. Although CAL is not an agency of the government, we participate actively in this vital forum for discussion, and value the opportunity to serve as a resource.

CAL welcomes international visitors, and frequently provides seminars for groups and individuals who visit the CAL Language Building. In 1986 CAL hosted 116 international language professionals and scholars from around the world.

**Center for Applied Linguistics
Balance Sheets
September 30, 1986 and 1985**

Assets

Current Assets:	1986	1985
Cash:		
Operating	\$ 476,325	\$ 441,334
Refugee Service Center	433,137	493,906
Accounts Receivable:		
Billed Contracts and Grants	157,346	218,712
Unbilled Contracts and Grants	168,773	232,194
Other	18,070	85,437
Inventory	16,606	157,220
Prepaid Expenses and Other	70,829	32,729
Total Current Assets	\$1,341,086	\$1,661,532
Noncurrent Assets:		
Cash:		
Temporary Endowment Fund	\$ 500,000	\$ 500,000
Furniture, Equipment and Leasehold Improvements— at Cost	\$ 279,656	\$ 228,911
Less Accumulated Depreciation and Amortization	143,252	126,691
	\$ 136,404	\$ 102,220
Net Noncurrent Assets	\$ 636,404	\$ 602,220
TOTAL ASSETS	\$1,977,490	\$2,263,752

Liabilities and Fund Balance

Current Liabilities:		
Billings in Excess of Revenues	\$ 233,318	\$ 176,340
Accounts Payable and Accrued Expenses	96,293	170,557
Accrued Lease Discounts	53,835	59,988
Deferred Revenue—Venture Grant	—	23,253
Deferred Revenue—Relocation Grant	16,325	155,002
Accrued Annual Leave	48,504	46,855
Note Payable (Current Portion)	—	10,076
Payroll Taxes Withheld and Other	25,336	33,118
Total Current Liabilities	\$ 473,611	\$ 675,189
Long-Term Liabilities:		
Note payable	\$ —	\$ 37,763
Temporary Endowment	500,000	500,000
Total Long-term Liabilities	\$ 500,000	\$ 537,763
Total Liabilities	\$ 973,611	\$1,212,952
Fund Balance—Unrestricted	1,003,879	1,050,800
TOTAL LIABILITIES AND FUND BALANCE	\$1,977,490	\$2,263,752

Center for Applied Linguistics
Statements of Support and Revenues, Expenses and Changes
in Fund Balance
For the Years Ended September 30, 1986 and 1985

	1986	1985
Support and Revenues:		
Contracts and Grants—Restricted	\$3,464,149	\$3,436,185
Venture Activities Grant	138,677	73,760
Investment Income	87,969	25,934
Honoraria and Fees	13,603	9,483
Rental Revenue from Subleases	81,952	6,601
Sale of Publications and Subscriptions	26,437	27,085
Royalties	16,180	23,583
Other	2,894	4,845
	\$3,831,861	\$3,607,476
Expenses:		
Program Services:		
Contracts and Grants—Restricted	\$3,618,814	\$3,542,363
Venture Activities	25,402	77,264
Publications	107,939	81,410
	\$3,752,155	\$3,701,037
General Operations	126,627	39,522
	\$3,878,782	\$3,740,559
Excess (Deficiency) of Support and Revenues Over Expenses	(\$ 46,921)	(\$ 133,083)
Fund Balance, Beginning of Year	1,050,800	1,183,883
FUND BALANCE, END OF YEAR	\$1,003,879	\$1,050,800

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