



CENTER FOR
APPLIED
LINGUISTICS

1987 ANNUAL
REPORT

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In Memoriam

William W. Turnbull 1919-1987

William W. Turnbull was one of the most active and committed trustees that CAL has been privileged to know. A scholar of international status and a past president of the Educational Testing Service, Dr. Turnbull was recipient of many awards and honorary degrees. He was recognized, not only for his scholarly achievements, but also for significant contributions to the performing and visual arts.

Dr. Turnbull served on the CAL Board of Trustees from 1973 until 1982, and was elected to the Chair three times during that period. He was re-elected to the board in 1987, once again lending his knowledge, wisdom, and experience to an organization struggling with the vicissitudes of nonprofit life. He guided the board's Finance and Administration Committee as a non-trustee and again as trustee, during the first months of 1987.

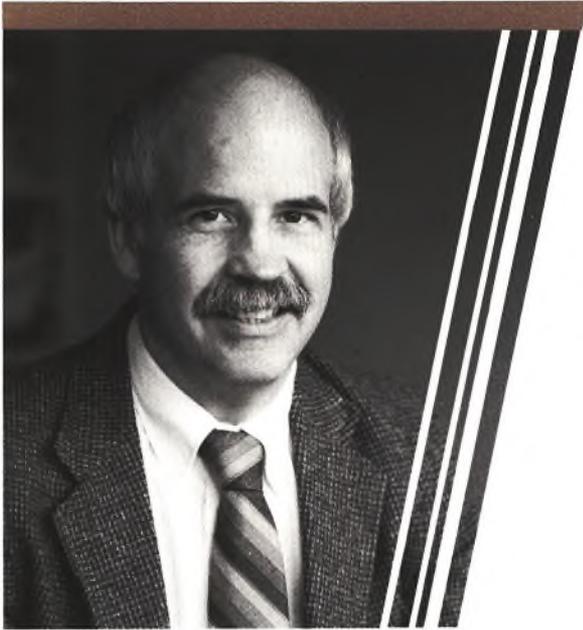
We like to feel that CAL held a special place in Bill's heart. He was a part of us, to be sure: always available when we needed him, calling from airport lobbies and faraway hotels and never once steering us wrong. He gave his time, his energy, and his creativity to every issue we handed him, whether organizational or personal, no matter the weight of the other responsibilities he carried in his life.

We miss Bill Turnbull dearly, and will always be grateful that we traveled the same path with him, at least for a time.



“Everything that CAL does serves to enhance communication through effective language learning, cultural orientation, literacy, and workplace skills acquisition.”

Letter from the President



According to CAL's nearly-three-decades-old Articles of Incorporation, we were founded, among other things, to promote the application of linguistic findings to practical language problems; to conduct research; to collect, organize, and disseminate information on languages and linguistics; and to serve as an intermediary in bringing together people and institutions concerned with language problems. Reflecting upon this mandate in terms of 1987's particular demands and opportunities, it is gratifying to note that CAL's work, while encompassing a broad variety of specific project objectives, continues to meet the original purposes of our founding.

During 1987, we convened a meeting of applied linguistics associations from around the world in Sydney, Australia, on the occasion of the World Congress of the International Association of Applied Linguistics. This meeting, which occurs triennially, provides an important informal forum for the sharing of information and the discussion of common concerns and problems among more than thirty organizations.

In one way or another, everything that CAL does serves to further our purpose of enhancing communication through effective language learning, cultural orientation, literacy and workplace skills acquisition and providing better access to useful and practical information about languages.

A number of threads of common concern serve to unify our work. For example, the integration of language and content instruction for both language minority and language majority individuals has strong support at CAL. During the year, we hosted two conferences in a continuing series, focusing on diverse aspects of content-based language instruction. We examined practical techniques and strategies for integrating language and content, as well as issues related to teacher preparation. In 1988, an invitational conference will focus on the measurement and evaluation of innovative content-based programs. This focus is a prominent one in all of our work at home and abroad.

As always, we remain committed to the notion of "capacity building" — helping organizations to develop stronger and better trained in-house capability for curriculum development, materials adaptation, and language teaching. In the past year we helped many organizations, ranging from local public school districts to

training divisions of multinational corporations to an international development agency. In our efforts, we worked collaboratively with local educators to develop curricula which integrate the teaching of English as a second language with the teaching of science, mathematics, and social studies. We worked with teachers of native American youngsters in Arizona, with teachers of Puerto Rican youngsters in New England, with educators preparing programs in Southeast Asia for refugee children, and with literally hundreds of other ESL teachers, content teachers, and development specialists in other locations. Our primary goal is to assist individuals or groups to develop a local capacity to solve language-related problems.

We are also concerned with the need to develop effective, flexible, and economical approaches to enhance the English language development and literacy needs of a rapidly changing American workforce. We are alarmed by reports of the crises facing private sector initiatives as the mismatch between the levels of literacy, problem-solving, and decision-making skills of new recruits to the workforce diverges more and more drastically from the needs of an increasingly sophisticated and technologically oriented economy. We believe that our experiences during the past twelve years in particular, working directly with newcomers to the United States and helping develop competency-based language-for-special-purposes curricula, materials, and training techniques can be directly applied to the emerging needs of the commercial sector.

We see the latter challenge as our major task for the next three to five years. We look forward to continuing our traditional work with educators and social service providers, but to enhancing dramatically our assistance to trainers and human resource developers in the workplace.



G. Richard Tucker
President



“CAL has worked to develop specialized solutions to language needs in the public and private sectors, at home and overseas.”

Pathways of Communication: Removing the Barriers

In a world where we can teleconference, fly at supersonic speeds, and transmit documents around the world in an instant, where satellites provide immediate access to world events, and everything can be done — or undone — by computer, it may seem as though we have solved all our communication problems at last.

The tools of communication we have devised for ourselves are indeed marvels: they enrich our lives, enhance our livelihoods, and promise even greater achievements for the future. And yet, it is still people who talk to people, regardless of the sophisticated medium they are using. There are a great many languages in the world (an estimated 3,000 mutually unintelligible languages and dialects), all of them continuously altering with the dynamics of their cultures. Sending memos or even traveling to another country with mind-boggling speed may lessen the significance of distance, but not of the barriers to effective communication that result from language or cultural expectations.

Linguistic and cultural barriers remain numerous, and they confront us all, especially as the concerns of other nations become our concerns. From global agendas — such as nuclear safety, economics, health, environment, and political conflict — to personal issues like resolving a fender-bender with someone who does not speak English, or entrusting your safety to a multilingual airline crew who must communicate in English no matter where they fly, we face the effects of these barriers every day.

The Center for Applied Linguistics (CAL) works to solve communication problems, addressing needs for specialized language training or increased cross-cultural understanding. CAL is clearing pathways across the borders that separate employers and staff, teachers and students, businesses and customers, service providers and clientele, policymakers and the public.

CAL possesses nearly thirty years' experience in program design and evaluation, teacher training, research and analysis, information dissemination, development of curricula and training materials, and language proficiency testing. The staff is highly skilled and interdisciplinary — problem-solvers with a commitment to delivering products of the highest quality. With offices in Washington DC, the Philippines, and Honduras, CAL is a solution-oriented international organization confident in the caliber of its research and the strength of its staff.

In 1987, we applied our knowledge and experience to address language-related problems in a wide variety of educational, occupational, and social settings. In particular, our programmatic work centered on the following activities:

- Utilizing video laser disc technology to develop state-of-the-art interactive instructional systems for targeted audiences with special language needs
- Integrating language and content instruction for math, science, and language learning classes for both language-minority and language-majority students
- Developing content-based curricula for limited English-proficient grade school pupils
- Addressing the special needs of older adult language learners
- Expanding our extensive database on the teaching and learning of the less commonly taught languages
- Developing appropriate language skill tests
- Upgrading literacy, numeracy, and problem-solving skills in the secondary school classroom and in the workplace

Since its inception, CAL has worked to develop specialized solutions to language needs in the public and private sectors, at home and overseas. Through these efforts, CAL helps people to achieve their goals by removing barriers to better communication, education, cultural understanding, and occupational success. The pages that follow will describe our own progress in 1987.

Lending a Hand: International Interests

English is now widely accepted as the common language of international communication — it has become the accepted medium for commerce, transportation, and information exchange worldwide. The price of this simplicity, however, is a score of other issues which confront multinational corporations, international service agencies, and governments every day. Establishing and maintaining standards of proficiency in English for overseas staff and assuring that Americans bound for life in a foreign culture are adequately prepared are two major programmatic elements that can help ensure success in an international setting.

With experts in minority- and majority-language education on its staff, CAL has become a resource for multinational corporations and international service organizations seeking to improve communication through increased language proficiency and improvement of occupational skills, including literacy, numeracy, and cultural understanding.

In 1987 CAL continued its work with a major international Big Eight accounting firm, helping that organization to implement a Common (English) Language Policy in its offices worldwide. Working closely with employees of the firm, CAL assisted in developing a language policy and procedures for implementation, setting language proficiency targets, designing an appropriate English language training program, and developing a training handbook for use in offices around the world.

Under a collaborative arrangement with the Academy for Educational Development, CAL completed a highly successful year of work for the Central American Peace Scholarship (CAPS) Preparatory Program in Honduras. The preparatory program was designed by CAL to provide socially and economically disadvantaged Honduran youth with the academic and leadership skills necessary for university study in the United States. The program not only consists of intensive English language instruction, but includes courses in preparatory and remedial academic subjects. In addition to the nine-month in-country training program, CAL carried out a “topping off” program in Washington DC, where CAPS scholars spent ten weeks polishing their linguistic and cultural skills before moving on to their university placements. This project exemplifies CAL’s commitment to providing integrated programs that go beyond the teaching of language by helping to develop learning strategies and critical thinking skills.

The CAL/Honduras American Language Center in Tegucigalpa has established an evening program of academic English courses for the benefit of Agency for International Development participants and the public, in addition to CAPS scholars. In particular, this program will meet the needs of students headed for universities in the United States whose fellowships do not provide funds for English language study.

This year, a major international agricultural research institute in South America asked CAL to conduct a communication seminar specifically for bilingual secretaries, followed by a cross-cultural communication training program for the entire institute staff. Both seg-

ments were highly successful, underscoring the value of this kind of training for international organizations.

In 1987 CAL continued work on a series of projects to help the Peace Corps improve its language training and retain its reputation as one of the most innovative programs in the world. Working collaboratively with Filipino Peace Corps personnel, CAL staff helped to revise the entire range of language training curricula for Peace Corps Volunteers in the Philippines. In addition to introducing competency-based language learning techniques, CAL devised innovative strategies to train native speakers of indigenous languages to be language teachers.

CAL also undertook a new project to identify needs and upgrade language training for the Peace Corps in Nepal, Sri Lanka, and Thailand. This project is serving as a model for revitalizing Peace Corps training through an integrated cultural, technical, and language training program.

CAL’s translation service continues to thrive. Our insistence upon a “back-translation” (in which the text is re-translated back into its original language so the two copies can be checked for accuracy), or re-editing (in which the text is double-checked by a second native speaker) of each assignment ensures the integrity of each translation. In 1987, our translation work involved clients in international communication and manufacturing, as well as social service provision. Since translation is a natural outgrowth of CAL’s other work, we continue to see this as a complementary and useful service.



“CAL has become a resource for corporations and organizations seeking to improve communication through increased language proficiency.”



“Interactive videodisc can represent a viable alternative or supplement to traditional language classes.”

Building Bridges: Applying Technology to Language Problems

Technology has opened doors in virtually every aspect of twentieth century life, sometimes almost faster than we can pass through them. In terms of communication alone, our capability to transmit information by voice, paper, or electronic signal to nearly any spot on the globe has created linkages and opportunities that did not exist just a short while ago.

The emergence of computer-assisted language learning as a sub-field in language education has inspired a wellspring of creativity among professionals who are encouraged by learners' enthusiasm for, and comfort with, computers as a vehicle for instruction.

CAL experienced success a number of years ago in its collaborative work with Interactive Training, Inc. in the development of an interactive videodisc program, *SKILLPAC: English for Industry*, targeted to improve the English language skills of mid-level technicians working for an Asian petroleum company. In 1987, CAL completed two new projects which tested *SKILLPAC* in a U.S. environment: *SKILLPAC* was adapted for use with Portuguese- and Spanish-speaking displaced workers in Massachusetts manufacturing plants.

In addition to enthusiastic feedback from students who enjoy learning through videodisc, pre- and post-test results indicate that both groups scored as well or better than students taking a regular teacher-led ESL course. In addition, the *SKILLPAC* group obtained better jobs after training than those who took a traditional course. Clearly, interactive videodisc can represent a viable alternative or supplement to traditional ESL classes, and can bridge the gap for workers needing to upgrade language, literacy, numeracy, and other critical occupational skills.

In the latter months of 1987, CAL began three new videodisc projects aimed at improving workplace reading skills for limited English speaking adults and youth. Working with a bilingual high school in the District of Columbia and a consortium of manufacturing and service industry unions in New York, CAL has introduced *SKILLPAC* in a program to upgrade the skills of the limited English proficient working poor. Both the English as a second language and literacy lessons on these discs will be important for limited English proficient workers striving to keep in step with technological innovation in the workplace. CAL also serves as advisor to a major fast food company on the development of videodisc-based literacy lessons for its American workforce. Through these efforts, CAL has become a significant force for the improvement of workplace language and literacy skills for both limited and native speakers of English.

In its first use of videodisc for enhancement of academic English skills, CAL has begun work on a project with the International Officers School at a large American Air

Force base. This program will focus on developing the skills necessary to participate in seminars, listen to lectures, prepare briefings, gather information, and perform other tasks essential to success in an academic setting.

Using a more traditional audio-driven format, CAL developed a self-instructional survival English as a second language course for Polish, Romanian, Hungarian, and Czech refugees residing in European camps prior to their resettlement in the United States. While English is the target language of this program, the four native languages are used to "guide" the refugees through the course, which is translated and culturally adapted for each group.

As microcomputers proliferate into everyday familiarity, so does the software available to support them, for a variety of educational purposes and with an even wider range of usefulness. In 1987, CAL was funded to solicit, review, and distribute high-quality software in linguistics and ESL. CAL operates this project with assistance on software review from the Linguistic Society of America and the Teachers of English to Speakers of Other Languages.

Access to Education: Participating in the Global Community

Adult language learners: In order to keep pace in this era of swift change, the educational needs of adult learners often may seem relatively clear-cut. For instance, assembly-line workers in manufacturing plants who must yield their jobs to robotic machinery often find themselves promoted into positions which require training for literacy or even decision-making capabilities of a different sort than their previous jobs required. Companies that operated domestically for decades may now find it advantageous or even necessary to function in an international atmosphere, demanding language training for employees. In all cases, the teacher or skills trainer must be up to date on materials, curricula, methodologies, and testing techniques.

Much of CAL's work helps to prepare adults — and those who teach them — to be successful in a multilingual, multicultural environment. CAL maintains what is probably the world's most comprehensive repository of information on materials for the study of the less commonly taught languages (generally considered to be all world languages except English, French, German, Italian, Portuguese, and Spanish), and our database now includes information on the availability of experts in these languages within the United States. In 1987 CAL completed a two-year collaborative project with the American Council on the Teaching of Foreign

Languages (ACTFL) to familiarize teachers and professionals in the less commonly taught languages with the ACTFL Proficiency Guidelines, particularly for the study of Arabic, Hindi, Indonesian, and the African languages.

CAL has a strong commitment to the development of reliable, valid, and practical testing instruments for language proficiency evaluation, and 1987 was a year of intense activity in the design, field testing, and validation of such tests. Newly acquired scanning equipment will be a boon to this activity in the months ahead, particularly the scoring of the Chinese Proficiency Test, enabling staff to produce score reports and class rosters with great efficiency. Four forms of a Chinese Speaking Test and two forms of a Romanian Proficiency Test were produced in 1987, along with "diagnostic" tests of Arabic, Chinese, and Japanese, designed to identify areas of strength and weakness in listening, speaking, and reading skills. In addition, work got underway in the summer on three forms of a "semi-direct," or tape recorded, test of oral language proficiency in Portuguese (Hausa, Hebrew, and Indonesian will follow). And at the request of the Educational Testing Service, CAL developed a long term research agenda that can be used to demonstrate the validity of the Test of Written English, a new section of ETS's Test of English as a Foreign Language.

In addition, we continued working toward private publication of CAL's Basic English Skills Test (*B.E.S.T.*), developed a number of years ago to meet the need for a test of language proficiency for semi-literate adult refugees. In part, the success of the *B.E.S.T.* test can be attributed to its use of real-life language situations for all test items.

Preparing our children: All parents spend some portion of time wondering what kind of world their offspring will encounter when they are grown. We can venture with some certainty that the future will surely demand of its citizens increasing levels of communicative competence and cross-cultural familiarity.

In 1987, CAL continued to strengthen its presence in kindergarten through 12th grade (K-12) education through several major projects. The first is CAL's extensive role in the Center for Language Education and Research (CLEAR), a collaborative project with UCLA, Harvard, Yale, and the University of California at Santa Barbara. Under the aegis of the CLEAR project, CAL is carrying out a number of research, teacher training, and information dissemination activities concerned with the education of limited English proficient students and foreign language students in American schools.

CAL's professional staff strongly believe that courses which combine language and content instruction help students to progress more quickly, both in developing language proficiency and attaining subject matter knowledge. Our intense interest and involvement in K-12 language education have led this year to additional in-depth work

with two major school districts seeking to meet the needs of language minority children. In 1987, CAL developed an ESL curriculum for kindergarten through sixth grade students in a major Connecticut school system. This project utilizes grade-appropriate material from the schools' math, science, and social studies programs as the basis for English language study. In addition, CAL staff developed a set of recommendations for a large consolidated school district in Delaware that will help the district's bilingual program to meet the language and academic needs of language minority students more effectively.

CAL's support of the study of foreign languages by preschool-age children and K-6 pupils has brought us much visibility in the growing field of FLES — Foreign Language in the Elementary Schools. Our strong role as advocate, supporter, and information resource on early childhood language education is recognized by parents, teachers, administrators, and school board members across the country. CAL staff were active this year in the presentation of a major conference on early language learning, and are participating in the publication of a newsletter for parents and teachers interested in this important aspect of primary education.

Support for learners of all ages:

For nearly three decades, the dissemination of information to educators and to the public has been a programmatic priority at CAL. We achieve this goal in three major ways: (1) by creative project activities which yield new information and innovative material, (2) through the ERIC (*Educational Resources Information Center*) Clearinghouse on Languages and Linguistics, and (3) by maintaining a viable, energetic publications program.

In 1987, CAL staff completed a number of innovative and successful projects that support our commitment to the integration of language and content as an effective teaching strategy. One such effort entailed a series of focused training sessions for math and language teachers working with a wide range of native and non-native English speaking junior high students. This energizing project resulted in a set of teaching materials that are helping these students use the specialized terminology of math to develop thinking and problem-solving skills.

The ERIC Clearinghouse is an ideal mechanism for the collection, organization, and broad dissemination of information about diverse aspects of language and linguistics to practitioners, policymakers, researchers, and the interested public. In 1987, the ERIC Clearinghouse responded to 3,000 requests for information, processed nearly 1,000 documents for inclusion in the database, and distributed thousands of copies of ERIC Newsletters, Bulletins, Digests, Minibibs (bibliographies), Q & A (*Question & Answer*) Sheets, and other publications dealing with second language education. And this year CAL was awarded a contract to continue operation of

the ERIC Clearinghouse on Languages and Linguistics for another five years.

CAL's agreement with Prentice Hall Regents for publication and distribution of CAL titles assures us that our publishing tradition will be carried forward with professionalism and effectiveness. Our 1987 titles, the first volumes co-published with Prentice Hall, were prepared under the auspices of the ERIC Clearinghouse:

- ESL Through Content-Area Instruction: Mathematics, Science, Social Studies
- Approaches to Syllabus Design for Foreign Language Teaching
- Incorporating Literature in ESL Instruction
- Teaching Pronunciation: Focus on English Rhythm and Intonation

We were happy to learn this year that the Prentice Hall Regents publishing company will publish CAL's English Skills for Algebra — a series of materials CAL developed from an earlier study that looked at how the complex language of mathematics affects the ability of non-native English speaking students to learn mathematics.

In addition, we look forward to the release of updated versions of previously published manuscripts, including: *Dialects and Education: Issues and Answers* and *Phonological Analysis*. Also, two new titles scheduled to appear in the first half of 1988 are *Second Language Proficiency Assessment: Current Issues* and *You Can Take it With You: Helping Students Maintain Second Language Skills Beyond the Classroom*.

Preparing the Way for Newcomers: Succeeding in America

Traditionally, CAL has always maintained interest in the movement of peoples across national and political boundaries because of the dynamics of language spread, language policy, and a host of other linguistic and cultural issues that arise from the blending of populations. Since 1975 and the end of the Vietnam War, however, CAL has been intensely involved in the bridging of linguistic and cultural gaps for refugee and immigrant populations resettling in the United States.

During 1987, CAL maintained Refugee Service Center (RSC) offices in Manila and Washington DC to support the massive intensive English as a second language and cultural orientation programs in Southeast Asian refugee camps. While the actual teaching is carried out by other service providers, CAL supplies teaching and curriculum materials designed specifically for the goals of this population; collects, analyzes, and disseminates information in a two-way loop between in-camp preparatory programs and educational/resettlement agencies in the United States; administers a testing effort to measure the programs' success; publishes a

newsletter (*Information Update*), a journal of refugee resettlement (*PASSAGE*), and Case Studies; and performs special studies, workshops, and technical assistance as needed.

In 1987, Refugee Service Center staff were deeply involved in producing a special program component targeted for elementary age refugee children, to help prepare them for school in the United States. Aptly named "PREP" — Preparing Refugees for Elementary Programs — this new 400-hour, pre-departure course is the result of an intensive effort on the part of CAL staff and consultants.

Refugee Service Center staff in Manila and Washington also developed a content-based K-6 English as a second language proficiency test which is being administered to measure the success of the PREP curriculum. In addition, a video documentary about PREP is under production — a companion to the award-winning film on CAL's Preparation for American Secondary Schools (*PASS*) component of the in-camp program.

In 1987, the RSC completed a Tracking Study of students who participated in the *PASS* program before leaving Southeast Asia and are now enrolled in American high schools. Based on a comparison of students who received *PASS* training with students who did not, results of the Tracking Study reveal that *PASS* made a substantial difference for all its students, most dramatically for those who had received little or no previous education in their native countries.

In late 1987, CAL was asked to conduct a nationwide survey to find out what was happening to young refugee adults, age 17 to 22, once they arrived in the United States. This is a special population of young people who did not fit comfortably into any of the camps' pre-departure training programs either for high schoolers or for adults, and RSC staff had been working on developing training exercises for this age group. Now there was concern about how these young people were faring during their first 18 months in America. CAL is currently analyzing the results of this survey, for which comprehensive questionnaires were developed and administered to a variety of educational, resettlement, and employment-related institutions and personnel. In addition, a series of translated versions were administered to Vietnamese, Khmer, Hmong, and Laotian refugees. In the coming year, RSC staff will replicate this survey to discover valuable information on East European refugees settling in the United States.



“CAL has been involved in bridging linguistic and cultural gaps for refugee and immigrant populations.”

Financial Report

Balance Sheet —

September 30,
1987 & 1986

Assets	1987	1986
Current Assets:		
Cash		
Operating	\$ 610,994	\$ 476,325
Refugee Service Center	333,260	433,137
Accounts receivable		
Billed contracts and grants	150,150	157,346
Unbilled contracts and grants	191,166	168,773
Other	38,566	18,070
Inventory		16,606
Prepaid expenses and other	153,945	70,829
Total current assets	\$1,478,081	\$1,341,086
Noncurrent Assets:		
Cash		
Temporary endowment fund	\$ 500,000	\$ 500,000
Property and equipment:		
Furniture, equipment and leasehold improvements	\$ 305,160	\$ 279,656
Less: Accumulated depreciation and amortization	174,603	143,252
	\$ 130,557	\$ 136,404
Total Assets	\$2,108,638	\$1,977,490
Liabilities and Fund Balance		
Current liabilities:		
Billings in excess of revenues	\$ 148,219	\$ 233,318
Accounts payable and accrued expenses	147,772	96,293
Accrued lease discounts	47,683	53,835
Deferred revenue — Relocation grant		16,325
Accrued annual leave	56,088	48,504
Payroll taxes withheld and other liabilities	60,818	25,336
Total Current Liabilities	\$ 460,580	\$ 473,611
Long-term liabilities:		
Temporary endowment fund	500,000	500,000
Total liabilities	\$ 960,580	\$ 973,611
Fund balance — Unrestricted:	1,148,058	1,003,879
Total Liabilities and Fund Balance	\$2,108,638	\$1,977,490

	1987	1986	
Support and Revenues:			Statement of Support & Revenues/ Expenses & Changes In Fund Balance —
Contracts and grants — Restricted	\$4,137,618	\$3,602,826	
Rental revenue from subleases	163,515	81,952	
Investment income — Ford Endowment	55,059	48,810	
Other investment income	36,410	39,159	For Years Ending
Sale of publications and subscriptions	20,967	26,437	September 30,
Royalties	14,138	16,180	1987 & 1986
Honorarium and fees	5,292	13,603	
Other	25,119	2,894	
Total support and revenues	\$4,458,118	\$3,831,861	
Expenses:			
Program services			
Contracts and grants	\$4,050,346	\$3,607,615	
Pass-thru and project participant costs	68,076	11,199	
Venture activities	20,114	25,402	
Publications		107,939	
Total program costs	\$4,138,536	\$3,752,155	
Less: Support costs	961,520	838,365	
Program direct costs	\$3,177,016	\$2,913,790	
Support costs:			
General administration	1,136,923	964,992	
Total expenses	\$4,313,939	\$3,878,782	
Excess (Deficiency) of support and revenues over expenses	\$ 144,179	\$ (46,921)	
Fund balance, beginning of year	1,003,879	1,050,800	
Fund balance, end of year	\$1,148,058	\$1,003,879	

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Conrad Spohnholz
Joyce Stadnick
Charles Stansfield
Paul Stufkens
Andrew Thompson
Lynn Thompson
Sherry Thron
Stephen Tomlin
Denia Torres
Rosemary Tripp
G. Richard Tucker
José Ubeda
Adriana Vaznaugh
Jeff-Rey Villamora
Elizabeth Villela
Leonida Vizcarra
Lih-Shing Wang
Laura Wenzel
Heather Wiggins
Karen Willetts
Joan Williams
Laurel Winston
Walt Wolfram
Malcah Yaeger-Dror
Romulo Yambao
Eugene Yelverton
Nicholas Zefran
MaryAnn Zima

11. 11. 11.

