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REACHING
ACROSS
LANGUAGES
AND
CULTURES

Today, perhaps more than at any time during the last several decades, the issue of language looms prominently in the media, in public discussions, and in major reports assessing the state of our preparedness as a nation to enter the 21st Century.

Our participation in international business, diplomacy, science, and scholarly exchange requires that we interact regularly in situations in which languages other than English are the primary medium of exchange. Because native English speaking Americans are primarily monolingual, our country is at a distinct disadvantage in the international arena. Our educational system has been remarkably unsuccessful in developing and expanding our country's language resources.

Domestically, American students demonstrate critical deficiencies in mathematics, science, and social studies training. Minority individuals — traditionally a prime concern for CAL — are particularly underrepresented in both higher education and



CAL President, G. Richard Tucker

positions of responsibility in the workforce. An increasingly large number of culturally diverse workforce candidates lack basic literacy, numeracy, and problem-solving skills. As a nation, we face special challenges in preparing these individuals to participate effectively in American society. Language educators must play a pivotal role in responding to these social and academic challenges. More effective language and literacy skills, including enhanced

English language skills, are required to reduce the barriers to successful participation in our information-based economy.

At CAL, we believe that language educators have a prominent role to play in helping to improve the quality of education of our youth and the preparedness of individuals to enter the workforce.

For the coming decade, CAL has broadened its mission to work intensively in two complementary areas. The first of these is literacy education. CAL's historic ability to undertake appropriate, rapid needs assessment, to develop effective approaches and materials, and to train trainers convinced us that we had a critical role to play in facilitating literacy education.

Thus in 1989, CAL, with assistance from the Office of Educational Research and Improvement, established the first federally-funded *National Clearinghouse on Literacy Education (NCLE)*. The major goal of NCLE is to provide practical,

timely information and technical assistance to practitioners, policymakers, and researchers who are concerned with diverse aspects of literacy education for limited-English-proficient adults and out-of-school youth. CAL staff bring to this task appropriate and broad-based content knowledge and more than two decades of practical clearinghouse experience gained through our operation of the ERIC Clearinghouse on Languages and Linguistics, the Refugee Service Center, and various other specialized information centers.

The second major area of program priority involves work to reduce the (English) language barriers to full and effective participation in mathematics, science and social studies education — particularly for minority individuals.

Thus, during 1989 with assistance from the Carnegie Corporation of New York, the Ford Foundation, the Office of Bilingual Education and Minority Languages Affairs, and the Xerox

Foundation we continued to offer conferences, to produce training materials, and to conduct training seminars which bring together language educators and subject-matter educators to develop and implement academic programs that integrate language and content instruction. A major project in this area was the production of a training video, "Communicative Math and Science Teaching." In late 1989, we also began to operate the *National Clearinghouse for Bilingual Education (NCBE)* collaboratively with The George Washington University, thereby intensifying and expanding our delivery of information and services to those working with culturally diverse individuals.

In addition, to address the communication needs of the workplace, CAL now offers direct training to government and private sector clients.

CAL seminars in areas such as *Accent Reduction*, *Managing in a Culturally Diverse Workplace*, and *Professional English* have been enthusiastically received. These activities will be expanded in the years to come as we help

clients meet the needs of a changing workplace.

Thus, 1989 was a full and productive year for CAL. We believe that the educational and social crises confronting our nation will call for language educators to play increasingly active roles in the decade ahead. CAL staff welcome this opportunity. In the pages that follow, we describe how we are helping prepare individuals and organizations to meet the challenges of the 21st Century.

Dick Tucker

The CENTER FOR APPLIED LINGUISTICS (CAL) is a private, non-profit organization that specializes in the study of language and the application of research findings to educational, cultural, and social concerns. In more than 30 years of service, CAL has established itself as a leading resource center in the US and around the world.

CAL works to solve communication problems in a variety of contexts and has earned international renown for the quality of its work in the areas of:

- Literacy
- English as a Second Language (ESL)
- Bilingual education
- Foreign language education
- Teacher training
- Curricula & materials development
- Dialect Research and Training
- Cross-cultural communication



Elementary foreign language study is the basis for academic excellence in later years.

- Workplace communication
- Training for multicultural workplaces and schools
- Technology & language learning
- Testing
- Translation

CAL approaches training and information needs with a concern not only for language differences, but also for attitudes, values and practices which affect people's ability to communicate successfully. Its work in cross-cultural communication has ranged from consultations with employers on how to function in a multicultural environment to the design of special training programs for newcomers to this country and those serving them.

CAL's strongest asset is its *expert multidisciplinary staff*, which combines years of professional training and education in language teaching, research, assessment, and evaluation with practical field experience.

CAL applies this expertise in both educational and professional settings. By helping individuals develop strategies that improve their comprehension and productivity, CAL is preparing them for the demands of a rapidly changing society.

As people seek information about the latest developments in language, literacy, and bilingual education, CAL helps by operating three clearinghouses:

- The *ERIC Clearinghouse on Languages and Linguistics* (ERIC/CLL),
- The *National Clearinghouse on Literacy Education* (NCLE),
- The *National Clearinghouse for Bilingual Education* (NCBE), together with The George Washington University.



Through clearinghouses, seminars, and workshops, CAL helps educators share effective teaching techniques and materials.

National Clearinghouse on Literacy Education (NCLE)

The literacy crisis for adults and out-of-school youth with limited English skills has become more pronounced nationwide. Literacy service providers (volunteers and institutions) are creating programs and materials to address this problem, but until NCLE was established in September 1989, they had no systematic way to share information. NCLE facilitates communication among these literacy service providers and maintains a database of research reports, program descriptions, and instructional materials.

NCLE addresses the information needs of individuals and federal, state, and local agencies engaged in literacy education. Mandated under the English Literacy Grants Program, NCLE provides technical assistance, prepares publications, and collects, analyzes, and abstracts literacy documents for language minority adults and out-of-school youth. Specific topics in NCLE's scope include:

- ESL literacy
- Vocational literacy
- Family literacy
- Tutor training
- Native language literacy
- Workplace Literacy

With their networking capabilities and databases, the clearinghouses have created a forum for practitioners, researchers, and policymakers to exchange ideas and share information.

Among the services provided are:

- *Information Collection* of exemplary materials and curricula in the areas of literacy, ESL, bilingual education, and foreign languages
- *Reference and Referral* in response to requests received by telephone or mail, and from clearinghouse visitors
- *Outreach and Technical Assistance* to inform teachers, administrators, researchers, parents, and community groups about user services and to form networks with new audiences
- *Publications* including books, fact sheets, newsletters, and bibliographies

The clearinghouses are open to the public and actively solicit information and materials from practitioners and professionals in these fields.

Educators and policymakers share a common concern about the ability of the American educational system to prepare youths for the demands of the technologically-based society of the 21st century. Far too many students lack the literacy, numeracy, problem-solving, and decision-making skills that are required for academic achievement and successful participation in the workforce.

Many of the "at-risk" students are language minority individuals who have limited English proficiency or speak a non-standard dialect of English. For them, language is often a barrier to comprehending academic material and completing problem-solving activities.

To help these individuals improve their academic and workforce skills, CAL's projects have promoted better communication in content classes through classroom-based research, teacher training, and the development of curricula and materials that integrate language, content, and problem-solving skills.

TRAINING PROJECTS

- *Integrating language and content instruction in elementary and middle school classes.* Teachers are trained in an approach that helps language minority students develop the English skills needed to succeed in their other academic classes. CAL's particular focus is on

improving the mathematics and science skills of "at risk" students.

- *Immersion programs.* CAL continues to promote and provide technical assistance for local elementary foreign language immersion programs. Research has shown that early foreign language study is usually accompanied

Improving Articulation Between Language Arts Classes and Math and Science Classes

This Carnegie-supported project has developed collaboration among middle school teachers to provide integrated language and content instruction through communicative activities. A major goal has been to establish interdisciplinary links among national professional language, math, and science associations.

The project has five components:

- A national survey and needs assessment of local, regional, and state math and science educators and administrators serving language minority students
- Teacher training workshops held nationwide to bring teachers together to learn about language features of math and science and strategies for integrated instruction, and to prepare lesson plans with communicative activities
- The production of a teacher training video, "Communicative Math and Science Teaching," which is used in the workshops and available to interested parties
- The development of the "Pre-Algebra Lexicon," a teacher resource that categorizes the vocabulary of pre-algebra classes and provides techniques to assess the language of mathematics
- Networking and dissemination of the project through national and regional conference presentations, publications, referrals, and materials collection

by academic excellence in other content areas, including English language proficiency.

- *Central American Peace Scholarship (CAPS) Program.* To help underprivileged Honduran students prepare for university study in the US, CAL designed a program that included English language training, academic study skills, cross-cultural orientation, and integrated language, math and science instruction.



CAL designs language and literacy training programs overseas.

MATERIALS DEVELOPMENT

- *Integrated ESL and Content Textbook Series for the Elementary Grades.* CAL is developing an innovative series of ESL textbooks which use academic content, literature, and thinking skills as the basis for English language instruction.
- *Of the People, By the People, For the People.* When the Immigration and Naturalization Service recognized that the prescribed federal citizenship texts were too difficult for immigrants with limited English, CAL developed a series of content-based ESL texts for adults. These history and government workbooks are designed to help newcomers

improve their English as they prepare for citizenship. A revised version of these texts is also available for secondary schools.

- *Promoting Knowledge of the US Constitution.* By developing discussion modules that can be used in classes with large numbers of language minority students, CAL has broadened the audience for government materials designed to promote the Bicentennial celebration of our Constitution.
- *English Skills for Algebra.* By pairing students to encourage communication skills, CAL's supplementary math texts help pre-algebra students overcome the language barriers that so often interfere with problem solving.

THE INTEGRATION OF LANGUAGE AND CONTENT INSTRUCTION: A Training Program for Elementary Educators

CAL is conducting a three-year training project for elementary teachers in the metropolitan Washington, DC area. The teachers are being trained in an integrated language and content approach to instruction, with particular focus on science and mathematics. This approach helps limited-English-proficient students develop their English language and academic skills. Teachers are trained to implement communicative activities and meet both language and content objectives during lessons.

Six teams, including the principal, ESL teacher, and classroom teachers, participate in the project which has two major components:

Summer Institute - all teams receive training in specific techniques for integrating instruction and in the development of integrated materials

Classroom Implementation - trainers regularly observe and continually support the teachers as they put the approach into practice

To be competitive in the global economy of the 21st century, the US must strengthen and expand its language resources. Americans who speak English need better opportunities to master foreign languages. Immigrants and refugees with limited English proficiency need greater opportunities to learn English while maintaining fluency in their native languages.

The core of CAL's expertise lies in the ability to offer language training tailored to the specific needs of particular groups of learners.

CAL projects directly address the challenge of advancing a multilingual society. Some highlights from 1989 include:

REFUGEE SERVICE CENTER (RSC)

Since 1980, CAL has provided technical assistance to overseas training programs for Southeast Asian and Eastern European refugees. In the US, information about the refugees and their resettlement needs is provided through workshops, presentations, and networking with service providers. Abroad, RSC offers expertise in curriculum development and language testing services.

In 1989, RSC began providing a vital linkage between programs



Language specialists develop training programs using authentic Russian, Polish, and Czech materials.

serving Vietnamese Amerasians overseas and service providers in the US. Through RSC's periodical, *In America: Perspectives on Refugee Resettlement*, information about refugee populations is shared by those who seek practical, relevant insights as they plan their support projects. In addition, CAL staff have developed Armenian, Farsi, and Russian versions of RSC's *Resettlement Guide*.

FOREIGN LANGUAGE PROJECTS

CAL maintains and continually expands a database that is the world's largest collection of information on materials and resources for the study of less commonly taught languages.

CAL has developed foreign language materials through several projects:

- Self-instructional courses that use authentic materials for learning *Czech, Polish, and Russian*
- A core text, teacher's manual, workbook, and tapescripts for a beginning course in *Pashto*
- An *Amharic-English* dictionary

CAL is collaborating with the state of North Carolina to train teacher educators and develop a FLES (Foreign Language in Elementary School) curriculum. The teacher educators observe model elementary foreign language classes, learn effective methodology through CAL workshops, and then co-teach with experienced FLES instructors.

PEACE CORPS TRAINING

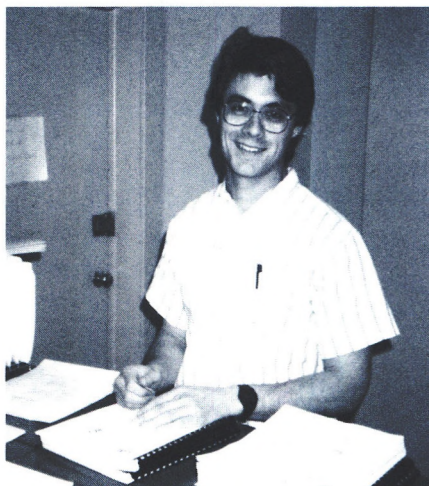
CAL has designed and conducted language training courses for Peace Corps projects in Nepal, Sri Lanka, Thailand, and China. CAL training helps prepare the volunteers by providing culturally-sensitive materials and methodologies used for learning the native language or teaching English abroad. CAL revised and expanded the Peace Corps manual, *TEFL/TESL: Teaching English as a Foreign or Second Language*, which is used worldwide in both volunteer training and service.

With the growth in world-wide interdependence, the ability to communicate competently in languages other than English has become a necessity.

CAL is recognized as a major center for the development of high-quality, specialized language proficiency tests, particularly in the less commonly taught languages. CAL's experience makes it uniquely qualified to design oral and written tests to assess competence in all languages.

In 1989, CAL completed three innovative testing projects:

- *Simulated oral proficiency interviews* in Indonesian, Hausa, and Hebrew. CAL has developed valid, reliable, semi-direct tests that are tape-recorded for later scoring. These tests provide longer speech samples than the standard face-to-face interview, making distinctions in proficiency more salient to the raters.
- *Spanish-English translation series*. CAL has developed a criterion-referenced scale to measure translation ability, as well as three exams to



CAL tailors materials to meet the specific needs of language learners.

guide a US government agency in selecting translators. To simulate the actual task required, CAL created a unique assessment instrument: the examinee listens to a Spanish conversation and writes an English summary translation.

- *Guam Educator's Test of English Proficiency*. To certify the competence of Guam public school teachers who use English as the language of instruction, CAL

has developed an English language test for educators. Each test section is designed to measure skills that are necessary and relevant for teaching and have been agreed upon locally.

CAL has also focused on assessment of the English language proficiency of US immigrants. CAL published a new form of the *Basic English Skills Test (BEST)*, which is used nationwide to measure the language skills of adult immigrants with limited or no literacy skills. In response to requests by adult and vocational educators, CAL also developed a short form of the oral interview section of the BEST.

CAL's *Pre-Algebra Lexicon (PAL)* provides an assessment tool for math students with limited English proficiency. This teacher resource, which categorizes pre-algebra terms and provides math language assessment techniques, is being field-tested in middle school classes throughout the nation.

Technology offers exciting prospects for improving language instruction, and CAL enthusiastically applies its expertise to enhance the language training capability of new technologies. By creating innovative programs in a variety of professional settings, CAL helps language learners prepare for the demands of the 21st century.

INTERACTIVE VIDEODISC (IAV)

- For a major automotive manufacturer, CAL helped develop an IAV program that teaches *basic skills* through actual workplace tasks.
- To teach *workforce literacy skills* to welfare mothers, CAL successfully used CD-ROM technology that integrates new audio and computer-generated graphics with an existing IAV. Through contextualized activities in office situations, learners develop both literacy skills and work habits.
- CAL completed IAV lessons for *English for International Officers*, a program which will prepare foreign Air Force officers for the academic and social language demands of US training.



Interactive videodisc training uses real work experiences to teach basic literacy skills.

VIDEO PRODUCTION

- *Sing a Song Together* depicts a successful training program that CAL helped design for refugee children learning English in the Philippines. This video, produced by The Media Group, received the CINE Golden Eagle award.
- *Communicative Math and Science Teaching* CAL's teacher training video shows math and science teachers instructing a wide range of limited-English-proficient and mainstream students in elementary and secondary settings. Through

these models of instruction, the video demonstrates a variety of innovative techniques, such as student-centered classes and cooperative learning, that help students develop communication skills.

TECHNOLOGY IN THE CLASSROOM

- Recognizing the need to promote *foreign language interest* among students who will face the multicultural challenges of the 21st century, CAL continues to train language teachers in the use of new technology. Through CAL seminars offered nationwide, teachers learn to use videos, computers, and satellite broadcasts to enhance foreign language instruction in their classes.
- To help develop literacy skills of elementary and middle school *deaf students*, CAL staff are researching the use of real-time interactive writing on a local area computer network.
- CAL continues to recruit, review, and publish *linguistics and ESL software* for distribution by The Academic Software Library.

One area of significant CAL growth during 1989 has been development of training that is tailored to meet the specific needs of professionals in the workplace. When companies and government agencies have recognized the need to improve communication skills on the job, they have turned to CAL for assistance.

In culturally diverse Northern Virginia, CAL helped Central Fidelity Bank meet training needs by designing *Communication Plus*, a program for multicultural banktellers, managers, and loan officers. Central Fidelity Bank invested in these valuable employees to help them speak English clearly and confidently in demanding professional situations.

Accent Reduction, another CAL training course, helps non-native English speakers whose career success depends on clear, confident speech. Multicultural professionals in this CAL course have included doctors, engineers, scientists, economists, and personnel specialists.



To tailor classes for multicultural employees, CAL accent reduction specialists work closely with bank training coordinators.

Additional training programs developed by CAL include:

- *Public Speaking for Professionals*
- *Effective Writing*
- *Managing in a Culturally Diverse Workplace*
- *Professional English*

CAL regularly provides training seminars for employees who must brief high government officials or testify before Congress. CAL's training has helped

these professionals to be clear and persuasive in their presentations.

In addition to offering courses, CAL promotes clear, accurate communication by maintaining high quality *translation services*. CAL's unique translation process has two stages. First, the document is translated to the target language. Then the document is translated back into English, and the two versions are compared. The back translation enhances the reliability and accuracy of the translation because ambiguities can be identified and eliminated.

The linguistic and cultural accuracy of this work reflects CAL's total commitment to quality control.

CAL is in the unique position of knowing how to apply the expertise of educators to improve communication in the workplace. CAL's staff respond quickly by assessing needs and providing customized solutions to problems caused by language or cultural diversity.

Endowment Fund for Development Activities*The Ford Foundation***Development of Semi-Direct Tests of Oral Proficiency in Hausa, Hebrew, Indonesian, and Portuguese***U.S. Department of Education***Production of Amharic Dictionary***National Security Agency***ERIC Clearinghouse on Languages and Linguistic***Office of Educational Research and Improvement***ILR Language Aptitude Testing Symposium***Member Agencies of the Interagency Language Roundtable***Development of English-Spanish/Spanish-English Translation Tests***The Federal Bureau of Investigation***DLI Refresher Courses in Czech, Polish, and Russian***(via subcontract with HumRRO International, Inc.)***Updating and Expanding the Less Commonly Taught Languages Database***National Security Agency***Refugee Service Center***U.S. Department of State***Development of Design, Scripts and Lessons for an Interactive ESL Videodisc***Department of Defense/Air Force***Improving Foreign Language Instruction Through Technology***U.S. Department of Education***Welfare Mothers Literacy Training***Interactive Training, Inc.***Bicentennial Commission Dissemination Activities***Executive Office of the President, through Dual and Associates***Pashto Materials Development***U.S. Department of Education***The Development of Dynamic and Stative Locative Knowledge***National Science Foundation***Center for Language Education and Research***Office of Educational Research and Improvement (via subcontract with UCLA)***Language Change in Montreal French: Implications for Sociolinguistic Assumptions***National Science Foundation***Software Evaluation and Dissemination Project***IBM Corporation***The Integration of Language and Content Instruction: A Training Program for Elementary Educators***Office of Bilingual Education and Minority Languages Affairs***Central American Peace Scholarship (CAPS) Program - Honduras***U.S. Agency for International Development (via subcontract with AED)***Communication Courses for Multicultural Professionals***Ft. Belvoir***Selecting Language Diagnostic Tests for Kean College***Kean College***English Proficiency Test for Guam***Defense Supply Service***Integrated ESL and Content Textbook Series for the Elementary Grades***Prentice Hall Regents***Improving Articulation between Language Arts Classes and Math and Science Classes***Carnegie Corporation of New York***Peace Corps TEFL/TESL Manual***U.S. Peace Corps***Improving Science Teaching to Language Minority Students***Xerox Foundation***Closed Captioning for ESL Students***National Captioning Institute, Inc.***Chinese Language Study Abroad Programs Survey***U.S. Department of Education***National Clearinghouse for Bilingual Education (NCBE)***Office of Bilingual Education and Minority Languages Affairs (via subcontract with The George Washington University)***Interactive Writing for Developing Literacy Skills of Deaf Children***The Literacies Institute***Translation***Ongoing***Communication Plus***Central Fidelity Bank***Improving Elementary School Foreign Language Teacher Education***Fund for the Improvement of Postsecondary Education***Communications Manual Revision***U.S. Patent and Trademark Office***National Clearinghouse on Literacy Education***Office of Educational Research and Improvement***Literacy Skill Development***UAW/GM Human Resource Center*

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Felix B. Gorrell, (fourth from the left). In memory and in gratitude for his years of support and service to CAL.

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BALANCE SHEET

ASSETS	1989	1988
<i>Current Assets</i>		
Cash		
Operating	\$645,050	\$547,980
Refugee Service Center	188,160	312,448
Accounts Receivable		
Billed contracts and grants	182,496	288,513
Unbilled contracts and grants	298,801	253,377
Other	9,682	41,723
Prepaid Expenses	44,827	94,445
TOTAL CURRENT ASSETS	\$1,369,016	\$1,538,486
<i>NONCURRENT ASSETS</i>		
Temporary endowment fund	500,000	500,000
<i>Property and equipment</i>		
Furniture and equipment	296,088	301,564
Less: Accumulated depreciation	218,554	195,870
	77,534	105,694
TOTAL ASSETS	\$1,946,550	\$2,144,180
<i>LIABILITIES AND FUND BALANCE</i>		
<i>Current Liabilities</i>		
Billings in excess of revenues	\$196,587	\$214,745
Accounts payable and accrued expenses	81,031	125,416
Accrued lease discount	35,377	41,530
Accrued annual leave	53,045	55,692
Payroll taxes withheld and other	45,461	64,357
TOTAL CURRENT LIABILITIES	411,501	501,740
<i>Long Term Liabilities</i>		
Temporary endowment fund	500,000	500,000
TOTAL LIABILITIES	911,501	1,001,740
<i>Fund Balance-Unrestricted</i>	1,035,049	1,142,440
TOTAL LIABILITIES AND FUND BALANCE	\$1,946,550	\$2,144,180

STATEMENTS OF REVENUES AND EXPENSES

<i>Support and Revenues</i>	1989	1988
Contracts and grants - Restricted	3,470,331	\$4,132,921
Rental revenue from subleases	135,665	188,677
Investment income - Ford Endowment	65,234	61,805
Other Investment Income	32,158	41,049
Test products	28,258	-
Sale of publication products	15,597	33,606
Other	42,526	41,598
TOTAL SUPPORT AND REVENUES	3,789,769	4,499,656
<i>Expenses</i>		
Program Services:		
Contracts and grants	3,283,630	3,791,727
Pass-thru and project related costs	233,874	333,679
Venture activities	114,206	47,447
Total program costs	3,631,710	4,172,853
Less: Allocated support costs	914,068	904,595
Program direct costs	2,717,642	3,268,258
<i>Support costs:</i>		
General administration	1,179,518	1,237,016
TOTAL EXPENSES	3,897,160	4,505,274
Deficiency of revenues over expenses	(107,391)	(5,618)
Fund balance, beginning of year	1,142,440	1,148,058
FUND BALANCE, END OF YEAR	\$1,035,049	\$1,142,440

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