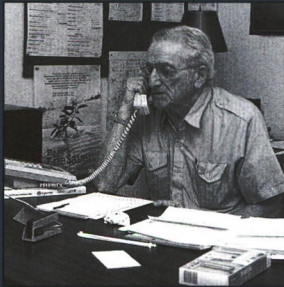

CAL

*CENTER FOR
APPLIED
LINGUISTICS*

1990

ANNUAL REPORT



*This Annual Report is dedicated to
Melvin J. Fox (Ford Foundation, retired)
to express our gratitude for his
continuing friendship and vision.*

*“One thing hasn’t changed in the history
of this great country — the need to value
the splendid diversity of our people.”*

Barbara Bush

**LETTER FROM
THE PRESIDENT**

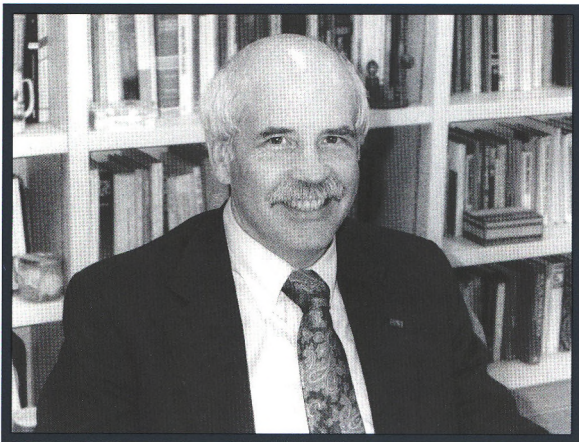
Demographic projections — and indeed our own personal experiences — point clearly to an increasingly multicultural American society. During the coming decade, almost all educators will have language minority youngsters in their classes. In fact, in many urban metropolitan areas, these students will constitute a majority in their schools.

We have identified the theme of “cultural diversity” and the need to prepare all individuals to function in a multicultural and multilingual world as the centerpiece of CAL’s mission for the coming decade. It is here, I believe, that CAL has made and will continue to make a major contribution. Our staff in Washington, D.C. and in our new Sunbelt Office in Florida will continue to pursue a balanced agenda — namely to ensure that all individuals have an opportunity to develop the fullest possible language competence, and that they develop an awareness of and appreciation for the increasing cultural diversity that surrounds us.

In pursuing this theme, CAL will also expand the range of products and services that we offer to the private sector. The demography of the workforce is changing in the same manner as that of the school-aged population, and the need for effective workplace ESL, workforce literacy, and cultural diversity training is as great and every bit as challenging in the private sector as in the public sector.

During the past decade, we have systematically attempted to foster greater collaboration and information sharing among sometimes previously isolated constituencies. The operation of the various clearinghouses and our participation in major extant research centers signal that CAL has become and should remain a focal point for the exchange of information among English as a second language (ESL) educators, foreign language educators, bilingual educators, and cross-cultural specialists. Cooperation will be absolutely critical in the decade ahead as the number of language minority individuals in our society increases rapidly, and as the demand broadens for foreign language proficiency on the part of those who must compete in a global market.

We at CAL have a special role to play by reaching out to other disciplinary groups with whom language educators have only recently begun to interact — for example, the National Council of Teachers of Mathematics, the National Science Teachers Association, and the National Council for the Social Studies. As groups such as science educators, math educators, and social studies educators begin to plan and implement curricular reform for the coming decades, CAL can play an important catalytic role in ensuring that the concerns, the insights, and the findings from language education research are reflected in the discussions.



*CAL President,
G. Richard Tucker*

There is an additional area that looms as potentially important for CAL in the immediate future. During the 1960s and 1970s, CAL maintained strong linkages with educators concerned with improving the quality of language teaching and language learning in Central European countries. CAL staff and consultants participated in a number of collaborative projects with scholars from Czechoslovakia, Hungary, Poland, Romania, and Yugoslavia by which contrastive analyses of various Central European languages and English were carried out and pedagogical materials developed. The personal and institutional linkages which were forged are, in most cases, still strong. As political events continue to evolve in Central Europe, and with preparations underway for what will be dramatic changes in the European Community after 1992, it is inevitable that the demand for increased teaching of English will intensify.

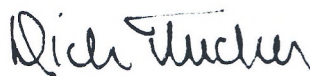
CAL staff have recently participated in training programs in Central Europe for East German teachers of English and for Hungarian teachers of English. The demand for access to informed, up-to-date, and professional training is overwhelming. English is rapidly replacing Russian as the foreign language of choice in many of the former Soviet Bloc countries while simultaneously the popularity of English continues to rise throughout the remaining European countries. I believe that CAL has a major role to play in this area, and we look forward to undertaking new initiatives in the year to come.

You will note that this year's Annual Report is dedicated to Mel Fox. Allow me to share with you a few recollections about my association with Mel. I first met Mel in December 1968 in Dar es Salaam. He was working with the Ford Foundation, which was sponsoring a five-country survey of language use and language teaching in East Africa. The survey, incidentally, was coordinated and "backstopped"

by CAL. I was working at the time with the Ford Foundation in the Philippines and I had traveled to Tanzania to participate in the East African Regional Conference on Language Teaching. This gathering provided an opportunity for language educators from many countries to exchange information, and more importantly for me to meet Mel Fox.

Mel had, of course, been involved with CAL literally since *before* its inception. He was one of the participants in the conference held at the University of Michigan in 1958, which led to a recommendation for the founding of CAL — made possible, in part, by a substantial grant from the Ford Foundation. During his long and productive career at the Ford Foundation, Mel was the key individual who provided the vision, the motivation and the leadership which resulted in their significant assistance to language education programs domestically and in the third world.

A long-time personal friend, and a long-time friend of CAL's, Mel joined our Board of Trustees shortly after I arrived at CAL in the Fall of 1978. He continued to serve on the Board, on various committees, and for four years as Chair of the Board until his "retirement" on December 31st. It has been a singular source of pleasure for me personally and for all of us at CAL to have worked with Mel over these many years. He has broadened our vision and enriched our work, and we are all deeply grateful to him.



G. Richard Tucker

**PROMOTING
EFFECTIVE
COMMUNICATION
ACROSS
LANGUAGES
AND CULTURES**



Each CAL program is carefully tailored.

THE CENTER FOR APPLIED LINGUISTICS (CAL) is a private, non-profit organization that provides practical solutions to educational, occupational, and social problems related to language and culture.

Established in 1959 with a grant from the Ford Foundation, CAL has earned international recognition for the scope and innovative quality of its work. Whether supporting the language training of Indochinese refugees in the Philippines or designing computer-based programs for American autoworkers in Detroit, CAL projects provide opportunities for development based on effective communication and cultural understanding.

Today CAL is in the unique position of knowing how to assist a broad range of organizations, including domestic and international corporations, government agencies, and academic institutions. By applying expertise gained from over thirty years of tailoring successful programs and materials, CAL is able to address the challenges of language and cultural diversity in the classroom and in the workplace.

Our staff includes professionals in anthropology, language teaching, adult education, and assessment, as well as experts in languages and linguistics. In addition, CAL's international network of consultants and colleagues gives us the capacity to respond rapidly to the specific requirements of a language-related problem, and also provides us with a steady flow of current information on the accomplishments of other language experts around the world.

Working in multidisciplinary teams, CAL's experienced staff of professionals provide assistance and training in such areas as:

- **Literacy**
- **Cross-cultural Communication**
- **English as a Second Language (ESL)**
- **Workplace Training**
- **Foreign Language Education**
- **Bilingual Education**
- **Dialect Research and Training**
- **Language Proficiency Assessment**

By conducting needs assessments, developing innovative training materials and language teaching programs, designing test instruments, and actively participating in language policy formulation, CAL has become a leading international resource on language and cultural issues.

MEETING THE CHALLENGES OF CULTURAL DIVERSITY

Nearly 30 percent of the students who enter ninth grade in the United States fail to graduate from high school. A high percentage of these dropouts are minority students. By bringing together the expertise of educators and researchers throughout the country, CAL is working to meet the challenge of educating minority youth. To improve the academic achievement of the increasing number of "at-risk" students, CAL staff conduct research, develop training materials and assessment tools, provide teacher training, and disseminate information.

In 1990, collaboratively with the Linguistic Minority Research Project of the University of California system, CAL was awarded a five-year cooperative agreement to operate the **National Center for Research on Cultural Diversity and Second Language Learning**. This center, which is funded by the Department of Education, is the only major federally-funded research center focused on language minority students. To address the needs

of students whose first language is not English, CAL will coordinate the center's information exchanges with teachers, principals, superintendents, and policymakers. CAL will also conduct research on two-way immersion programs and the integration of language and culture in the social studies.

In order to help **language minority students in math and science** classes, CAL has developed teacher training materials and strategies that focus on the language required to master these subjects. With support from the Carnegie Corporation of New York, the Xerox Foundation and the Arco Foundation, CAL disseminates its work on the integration of language with math and science through a training guide

which accompanies its video, *Communicative Math and Science Teaching*. In school districts with large numbers of limited English proficient students, the video, guide, and *Pre-Algebra Lexicon* are distributed through teacher training workshops.

In the Baltimore City Public Schools, CAL is conducting ethnographic and sociolinguistic research to identify instructional practices that have proven effective for **African American special education students**. CAL staff are working closely with researchers at the University of Maryland to identify the linguistic and behavioral characteristics of students during the referral and identification process, to promote effective instructional practices through staff development, and to evaluate teaching strategies as they are implemented throughout the schools.

Additionally, together with The George Washington University, CAL operates the **National Clearinghouse for Bilingual Education (NCBE)**, which is the repository for over 17,000 documents dealing with the education of linguistically diverse students in the US public schools. CAL participates in all activities of the clearinghouse and takes particular responsibility for its publications and newsletter, *Forum*. Among NCBE publications in 1990 were *Early Childhood Education: Meeting the Needs of Young Bilingual Children and Their Families* and *Helping Language Minority Students After They Exit From Bilingual/ESL Programs: A Handbook for Teachers*.



Students learn by
integrating language
and culture.

**HELPING
ADULTS
ACHIEVE THEIR
POTENTIAL**

Thousands of adults need to learn “basic skills” — the literacy, numeracy, and English language skills necessary to function independently and improve job opportunities. It is estimated that more than 50% of the adults in the US who need literacy and basic skills training are limited English speakers.

To provide information and services to those concerned with limited English proficient adults and out-of-school youth, CAL was mandated by Congress to establish the **National Clearinghouse on Literacy Education (NCLE)**. By linking an active network of over 500 literacy programs nationwide, NCLE is able to collect and evaluate curricula, program descriptions, assessment materials, and training guides. This information is included in the ERIC database system, which is available throughout the United States and in many locations around the world.

In 1990, collaboratively with the University of Pennsylvania, CAL was part of the consortium awarded a five-year cooperative agreement to operate a **National (Research) Center for Adult Literacy**. CAL is responsible for a nationwide survey of programs to identify methods and materials that best develop the literacy skills of limited English adults. CAL researchers will analyze ESL literacy and native-language literacy programs to identify and promote successful models of instruction.

In trying to meet the literacy needs of unemployed women in a Baltimore housing project, CAL undertook **Office 2000**, a research and development project to determine the feasibility of repurposing interactive videodisc courseware. CAL worked with an ESL videodisc which contained office scenarios and augmented workplace literacy activities such as dealing with invoices and petty cash, understanding organizational charts, and taking telephone messages. Through this project, CAL explored and evaluated strategies for motivating adults to improve their job skills.

CAL is also addressing the literacy needs of adults in the workplace. Following a successful collaboration with UAW/GM to produce a literacy videodisc program, *Skills 2000*, CAL has helped UAW/GM to refine a Competency-based Training System for all training that takes place in GM plants. CAL developed the Foundation Skills competencies (contextualized reading, writing, math) and advised Human Resource Center staff on competency-based learning program design. In addition, CAL developed evaluation criteria for different types of training courses: off-the-shelf packages, computer-based packages, and video/audio/text courses. The resultant database is the most complete compilation available on **basic skills training for adult workers**.

In addition, CAL is working with the UAW/GM Human Resource Center to **simplify written materials** used in the Paid Educational Leave (PEL) program, which informs workers about the history, trends, and problems of the auto industry. Working with local PEL staff, CAL is reviewing the readability level of articles taken from professional journals in economics, labor relations, and engineering. CAL is developing clearer, easier to read versions of the articles and prototype literacy exercises. Thus, the PEL training materials may be used to upgrade literacy skills.



CAL serves the literacy community.

**DEVELOPING
PROFESSIONAL
COMMUNICATION
SKILLS**

S

uccess in the modern workplace depends increasingly on the ability to understand and communicate information in a clear, timely manner. For employees who have learned English as a second language, workplace communication is especially challenging. In order to help multicultural professionals improve their English skills, CAL now offers training programs that are tailored to include the language, activities, and culture of each workplace.

One of CAL's most successful courses is **Accent Reduction**, a pronunciation course that addresses the needs of professionals whose career effectiveness depends on clear, confident speech. In the Washington metropolitan area, multicultural scientists, engineers, bankers, economists, and accountants have benefited from CAL's intensive training. Participants have reported that they are receiving increased recognition and responsibility, and a number have successfully presented at conferences.

To help "front line" employees improve their communication skills, CAL staff have developed a program in close cooperation with managers and human resource developers. Responding to comments that include, "they can be difficult to understand" or "they lose confidence in times of stress," CAL designed **Communication Plus**, a course which combines accent reduction with activities to improve functions such as giving information, making suggestions, and dealing with hostility. Through real-life scenarios, CAL has helped banks, hotels, and government agencies integrate language and cultural training to improve employee confidence and communication skills.

Increasingly, managers are requesting guidelines to help them work more effectively with multicultural employees. CAL's seminar, **Managing within a Culturally Diverse Workplace**, uses case studies and group discussions to lead participants through three stages: (1) awareness of their own values and expectations (2) understanding of other cultural values and behaviors; and (3) application of techniques to improve communication across cultures. By anticipating differences and developing multicultural communication strategies, managers learn to motivate employees and create a more productive work environment.

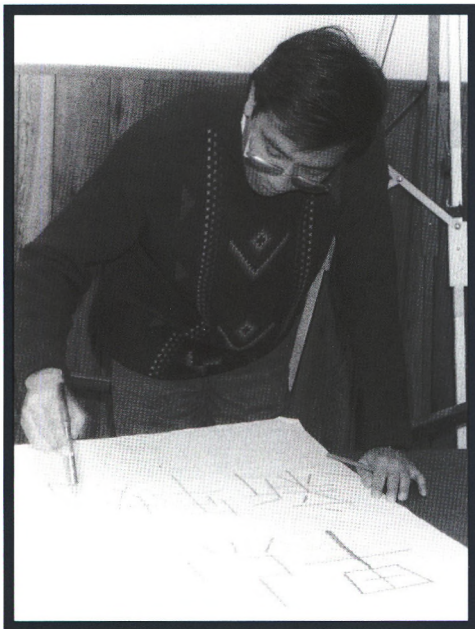
Additional training courses offered by CAL include:

- **Effective Writing**
- **Delivering Testimony**
- **Professional English**
- **Public Speaking**

CAL also promotes clear communication by maintaining high quality **translation services**. CAL's unique translation process has two stages: the document is translated to the target language; then it is translated back into English and an expert compares the two English versions. This process, known as *back translation*, enhances the reliability and accuracy of the translation because it eliminates ambiguities. The linguistic and cultural accuracy of this work reflects CAL's total commitment to quality control.

*"CAL staff listen well
and understand the
culture of the client.
We're working with
CAL on a second,
expanded program."*

**PROMOTING
GLOBAL
UNDERSTANDING**



Tests are designed by CAL linguists and measurement specialists.

As political interests shift and global interdependence increases, CAL is responding to the need for accurate communication by developing tests and materials that strengthen language and cross-cultural skills.

CAL is recognized as a major resource for the development of high quality, specialized language proficiency tests. Among the unique assessment tools designed by CAL are the **simulated oral proficiency interviews in the less commonly taught languages**, including Indonesian, Hausa, and Hebrew. These valid, reliable, semi-direct tests are tape recorded for later scoring.

More than 110 institutions administer CAL's Chinese Proficiency Test (CPT) to intermediate and advanced students of Chinese. In response to requests for a similar test that will target a lower level learner, CAL is currently designing the **Pre-Chinese Proficiency Test**. With support from the US Department of Education, this form of the CPT is being developed with the assistance of experienced Chinese language teachers and well-known Chinese language specialists from across the nation.

CAL's language specialists also develop textbooks in the less commonly taught languages. To provide practical supplements to Czech and Polish grammar textbooks, CAL is developing competency-based reading and listening courses. Designed to be appropriate for a variety of audiences, from university students to foreign service staff, the **Czech and Polish textbooks** will focus on themes such as transportation, food, housing, health, and government. CAL staff are drawing instructional material from newspapers, magazines and other authentic sources to prepare language learners for real in-country experiences.

With a grant from the US Department of Education, CAL is developing a Pashto text, workbook, and teacher's manual. Building on CAL's introductory materials, the **intermediate Pashto text** will focus on Pashtun culture and include information about Afghan tribes, traditions, and codes of behavior.

In order to help international students and professionals learn technical English, CAL is producing ***A Textbook in English for Science and Technology***. This textbook, which is being developed with the support of the US Information Agency, will focus on the English language used in the fields of the environment, the life sciences and medicine, and various areas of technology.

In response to political and economic crises, CAL offers support for refugees from around the world. The **Refugee Service Center (RSC)**, which CAL has operated since 1980, provides information about refugees and their resettlement needs through publications, workshops, and networking with service providers. In 1990, RSC added to its multilingual publications with Russian and Arabic language versions of a guide to resettlement to the US and a Russian-English phrasebook. RSC's newsletter, *In America, Perspectives on Refugee Resettlement*, is published quarterly to provide current information on topics such as Amerasians, "gangs" in Indochinese communities, and refugee self-help groups. In addition, RSC is currently undertaking a study of the resettlement needs of Vietnamese refugees released from re-education camps.

IMPROVING FOREIGN LANGUAGE EDUCATION

To improve the quality of foreign language education in US schools, CAL supports the integration of language and content studies, wider use of authentic materials and multimedia instruction, and introduction of foreign language learning in the elementary schools. CAL's language specialists disseminate information and provide technical assistance to support these innovations. In addition, CAL maintains the largest database of information on materials for the study of over 1,000 of the less commonly taught languages.

For over twenty years, CAL has operated the **ERIC Clearinghouse on Languages and Linguistics**. This clearinghouse provides a forum for researchers and practitioners to exchange ideas and share information in the fields of foreign language, cultural education, ESL, and bilingual education. Among the CAL services are information collection, reference and referral, outreach and technical assistance, and publications. The 1990 additions to the *Language in Education* series are *Pigeon-Birds and Rhyming Words: The Role of Parents in Language Learning* and *Language Aptitude Reconsidered*.

In 1990, collaboratively with Georgetown University, CAL was awarded a three-year grant to operate a **National Foreign Language Resource Center**—one of three newly-funded centers intended to strengthen research and practice in foreign language education. The center will develop proficiency tests, train teachers in testing and technology, and disseminate information on materials for learning the less commonly taught languages.

To support the teaching of foreign languages in the elementary schools, CAL houses the **National Network for Early Language Learning (NNELL)**,

an association of teachers, supervisors, researchers, and state coordinators. NNELL publishes *FLES News*, organizes networking sessions at local, regional, and national conferences, and encourages public support for elementary language learning.

In order to certify the language skills of elementary and secondary school teachers in Texas, CAL has worked closely with the Texas Education Agency to develop oral proficiency interviews in French and Spanish. The **Texas Oral Proficiency Test (TOPT)** was designed in collaboration with classroom teachers, language specialists, and college faculty. The TOPT, which is tape-mediated, measures the job-related skills required for effective language teaching.

CAL staff are also working to enhance **university foreign language programs**. At Frostburg State University, for example, CAL is helping university faculty to integrate business and international studies themes and activities in the French, German, Russian, and Spanish foreign language curricula. In addition, CAL is making recommendations for appropriate tests to evaluate language proficiency and providing guidance on the use of technology in language instruction.



Educators meet at CAL to discuss elementary foreign language learning.

**TRAINING
TEACHERS
FOR THE
MULTICULTURAL
CLASSROOM**



CAL encourages teachers to share successful strategies.

CAL regularly provides teacher training to improve the education of language minority, foreign language, and literacy students. By combining an understanding of teaching in a multicultural setting with successful approaches from a variety of disciplines, CAL is able to develop teacher training that provides models for integrating language, culture, and content objectives.

To improve the English and academic skills of language minority students, CAL encourages teachers from various disciplines to share successful strategies. With funding from the US Department of Education, CAL is working with elementary educators to **integrate language and content instruction**. In the Washington, DC metropolitan area, CAL brings ESL and regular classroom teachers together to explore materials and techniques that combine content objectives from subjects such as math or science with

English language skills. With funding from the Carnegie Corporation of New York, CAL also works to improve the programs of middle and high school teachers who incorporate language objectives in their math and science instruction.

As the international importance of English continues to grow, the demand for qualified English language teachers has increased dramatically. Meeting in West Berlin to **train language educators from East Germany**, CAL staff provided one of the earliest professional development initiatives in Eastern Europe since the fall of the Berlin Wall. Throughout the *English Enhancement Seminar*, which was sponsored by the German Marshall Fund of the United States, CAL demonstrated communicative, "hands on" resources and strategies for improving English language skills, language teaching methodology, and understanding of American culture.

CAL also helps to develop training programs for foreign language teachers. In North Carolina, for example, a state mandate has been adopted which requires all elementary school children to be enrolled in a foreign language class by 1995. CAL is helping the state meet that challenge by establishing **training for elementary foreign language teachers** which combines the expertise of university faculty and experienced elementary foreign language teachers. Working collaboratively with these educators, CAL is developing curricula for training future elementary foreign language teachers. The State of Arizona, which has a similar state mandate, has also turned to CAL for assistance in providing a framework for a statewide teacher training program.

In addition to English and foreign language teacher training, CAL is working to improve **training for literacy teachers**. After contacts and visits with literacy programs in several states, the National Clearinghouse on Literacy Education (NCLE) has begun producing a video training program to demonstrate exemplary models of adult literacy instruction for limited English proficient adults. Funded by a grant from the Hewlett Foundation, this teacher training program will include print materials developed by CAL and a video produced with The Media Group.

**SUPPORTING
EQUITABLE
LANGUAGE
POLICIES**

CAL's network of educators, consultants, and community-based professionals represents a wide range of regional and disciplinary interests. By working with such diverse groups as legislators, journalists, social workers, managers, and labor representatives, CAL is strategically positioned to address public policy issues that affect national and regional growth and development.

At the national level, CAL is encouraged by legislative support for English and foreign language programs, but strongly opposed to the racial and political polarization that has accompanied efforts to mandate English as "official" language in the US. As an active supporter of **English Plus**, CAL holds that the strength and vitality of the United States lies in the diversity of our people and our constitutional commitment to equal protection under the law. **English Plus** is based on the conviction that the national interest can best

be served when all persons of our society have full access to effective opportunities to acquire strong English language proficiency *plus* the mastery of a second or multiple languages. Through the **English Plus** Information Clearinghouse (EPIC), CAL helps to provide information and technical assistance in the debate on language policy.

Another issue of national concern is the use of standardized tests with culturally diverse populations. Different scoring patterns by various groups on the **National Teachers Examination** (NTE) are a matter of critical concern for the Educational Testing Service (ETS). In 1990, under a contract with ETS, CAL conducted a sociolinguistic study of Black and White test takers' performance on an experimental version of the NTE. The results of this investigation, which used an ethnographic, qualitative approach, demonstrate the complexities of separating social and linguistic influences on test scores. This cooperative venture between ETS and CAL highlights the importance of an interdisciplinary approach to solving issues related to the standardized "testing problem" in our society.

At the state level, CAL has been working on a pro-bono basis with the Florida State Department of Education to help clarify issues related to the **1990 Florida Consent Decree**. The requirements of this decree include identification, testing, and proper placement of all students who were not born in the US and training for all teachers who come in contact with limited English proficient students. In response to this mandate, CAL has been collaborating with school districts and state universities to make available detailed curricula designed to fulfill the required training needs. CAL's work continues its traditional role of building networks among the state education departments, school districts, universities, and CAL.

As the percentage of language minority individuals in the US continues to grow, CAL is increasingly responding to community concerns regarding language rights, cultural norms, and strategies for improving communication across cultures. Whether working with national policy, state mandates, or local issues, CAL consistently provides information and strategies that support individual rights and enhance opportunities for individual growth.



CAL is dedicated to improving opportunities for language learning.

SPEAKERS FOR CAL

The following individuals have contributed an honorarium from a speaking engagement to be placed in a special "Speak for CAL" Fund. With this support, CAL is able to address issues of language and public policy that demand immediate attention.

Professor Arthur S. Abramson <i>University of Connecticut</i>	Professor Charles A. Ferguson <i>Stanford University</i>	Professor Joan Morley <i>The University of Michigan</i>
Professor Paul Angelis <i>Southern Illinois University</i>	Professor Charles J. Fillmore <i>University of California at Berkeley</i>	Dr. Sara E. Melendez <i>University of Bridgeport</i>
Professor Edward M. Anthony <i>University of Pittsburgh</i>	Professor Joshua A. Fishman <i>Yeshiva University</i>	Dr. Geoffrey Nunberg <i>Xerox Palo Alto Research Center</i>
Professor John Baugh <i>Stanford University</i>	Professor Bruce Fraser <i>Boston University</i>	Professor John Oller <i>The University of New Mexico</i>
Professor H. Douglas Brown <i>San Francisco State University</i>	Professor Barbara F. Freed <i>University of Pennsylvania</i>	Professor Amado Padilla <i>Stanford University</i>
Professor Donald R. H. Byrd <i>Hunter College/Graduate Center, CUNY</i>	Professor Robert C. Gardner <i>University of Western Ontario</i>	Professor Christina Bratt Paulston <i>University of Pittsburgh</i>
Professor Russell N. Campbell <i>University of California, Los Angeles</i>	Professor Susan Gass <i>Michigan State University</i>	Dr. Charlene Rivera <i>Development Associates</i>
Professor John B. Carroll <i>University of North Carolina</i>	Professor Kenji Hakuta <i>Stanford University</i>	Professor Wilga M. Rivers <i>Harvard University, Emerita</i>
Dr. Eduardo C. Cascallar <i>Educational Testing Service</i>	Professor Shirley Brice Heath <i>Stanford University</i>	Mr. Peter Roos <i>Multicultural Education Training and Advocacy, Inc.</i>
Professor Andrew D. Cohen <i>Hebrew University</i>	Professor Mathilda Holzman <i>Tufts University</i>	Professor John Schumann <i>University of California, LA</i>
Mr. James Crawford <i>Washington, DC</i>	Professor Stephen Krashen <i>University of Southern California</i>	Professor Thomas Scovel <i>San Francisco State University</i>
Professor James Cummins, <i>Director Heritage Language Resource Centre, Canada</i>	Mr. Hernan LaFontaine <i>Hartford Board of Education</i>	Professor Catherine Snow <i>Harvard University</i>
Professor Gary A. Cziko <i>University of Illinois</i>	Professor D. Terence Langendoen <i>The University of Arizona</i>	Professor Merrill Swain <i>Modern Language Centre, Toronto</i>
Professor Rafael Diaz <i>Stanford University</i>	Professor Ilse Lehiste <i>Ohio State University</i>	Dr. Judith Stern Torres <i>New York City Schools</i>
Dr. David Dolson <i>California State Department of Education</i>	Professor Winfred P. Lehmann <i>University of Texas</i>	Dr. Gloria Zamora <i>Santillana Publishing Company, Inc.</i>
Professor Richard Duran <i>University of California</i>	Professor Mary McGroarty <i>Northern Arizona University</i>	Professor Arnold M. Zwicky <i>Ohio State University</i>
Professor Carole Edelsky <i>Arizona State University</i>	Professor Barry McLaughlin <i>University of California</i>	

**SELECTED
CONTRACTS
AND GRANTS
1990**

- Endowment Fund for Development Activities
Ford Foundation
- Production of Amharic Dictionary
National Security Agency
- ERIC Clearinghouse on Languages and Linguistics
U.S. Department of Education
- Chinese Language Study Abroad Programs Survey
U.S. Department of Education
- Texas Test Development
Texas Education Agency
- Chinese Proficiency Test
U.S. Department of Education
- Materials for Reading Courses in Czech and Polish
U.S. Department of Education
- Foreign Language Resource Center
U.S. Department of Education
- Literacy Skill Development
UAW/IGM
- English for Science and Technology Textbook
U.S. Information Agency
- Refugee Service Center
U.S. Department of State
- Intermediate Pashto Materials Development
U.S. Department of Education
- Software Evaluation and Dissemination Project
IBM Corporation
- Integrating Language and Math/Science Instruction: A Training Program for Teachers of Elementary Language Minority Students
U.S. Department of Education
- Interactive Writing to Develop the Literacy Skills of Deaf Children
The Literacies Institute
- National Clearinghouse for Bilingual Education (NCBE)
U.S. Department of Education
- Review of International Studies Program
Frostburg State University
- Investigative Research on Sociolinguistic Dimensions of NTE
Educational Testing Service
- Enhancing the Delivery of Services to Black Special Education Students from Non-Standard English Backgrounds
U.S. Department of Education
- Communication Skills Training
Ralph M. Parsons Co., Ft. Belvoir, Internal Revenue Service, General Accounting Office, Ramada Renaissance Hotel
- Improving Elementary School Foreign Language Teacher Education
U.S. Department of Education
- Math and Science Language Skills for Precollege Youth
Carnegie Corporation
- Improving Science Teaching to Language Minority Students
Xerox Foundation
- National Clearinghouse on Literacy Education
U.S. Department of Education
- Augmentation to Literacy Education Activities
William & Flora Hewlett Foundation
- English Enhancement Seminar for East German Teachers of English
German Marshall Fund of the United States
- Translation
Ongoing

**FINANCIAL
REPORT
1989 AND 1990**

BALANCE SHEET SEPTEMBER 30, 1990 AND 1989

ASSETS	<u>1990</u>	<u>1989</u>
CURRENT ASSETS		
Cash		
Operating	\$ 507,276	\$ 645,050
Refugee Service Center	107,099	188,160
Accounts Receivable		
Billed contracts & grants	159,002	182,496
Unbilled contracts & grants	398,129	298,801
Other	16,485	9,682
Prepaid expenses & other deposits	<u>71,092</u>	<u>44,827</u>
TOTAL CURRENT ASSETS	\$ 1,259,083	\$ 1,369,016
NONCURRENT ASSETS		
Cash - Temporary endowment fund	500,000	500,000
Furniture & equipment, net of \$216,472 and \$218,554 accumulated depreciation	<u>55,382</u>	<u>77,534</u>
TOTAL ASSETS	<u>\$ 1,814,465</u>	<u>\$ 1,946,550</u>
LIABILITIES AND FUND BALANCE		
CURRENT LIABILITIES		
Receipts in excess of revenues	\$ 117,427	\$ 196,587
Accounts payable and other expenses	147,343	81,031
Accrued annual leave	62,678	53,045
Accrued lease discounts	29,224	35,377
Payroll taxes withheld and other	<u>46,078</u>	<u>45,461</u>
TOTAL CURRENT LIABILITIES	\$ 402,750	\$ 411,501
Long-term liabilities		
Temporary endowment fund	<u>500,000</u>	<u>500,000</u>
TOTAL LIABILITIES	\$ 902,750	\$ 911,501
Fund balance - unrestricted	<u>911,715</u>	<u>1,035,049</u>
TOTAL LIABILITIES & FUND BALANCE	<u>\$ 1,814,465</u>	<u>\$ 1,946,550</u>

**FINANCIAL
REPORT
1989 AND 1990**
(continued)

STATEMENT OF SUPPORT AND REVENUES, EXPENSES AND CHANGES IN FUND
BALANCE FOR THE YEARS ENDED SEPTEMBER 30, 1990 AND 1989

	<u>1990</u>	<u>1989</u>
SUPPORT & REVENUES		
Contracts and grants - restricted	\$ 2,924,361	\$ 3,470,331
Rental revenue from subleases	211,638	135,665
Investment income - Ford endowment	66,960	65,234
Other investment income	29,963	32,158
Test products	37,529	28,258
Sale of publications	12,887	15,597
Other	<u>46,705</u>	<u>42,526</u>
TOTAL SUPPORT & REVENUES	\$ 3,330,043	\$ 3,789,769
EXPENSES		
Program Service		
Contracts & grants	3,082,792	3,283,630
Pass-thru & project participant costs	317,249	233,874
Venture activities	<u>53,336</u>	<u>114,206</u>
Total program costs	3,453,377	3,631,710
Less: support costs	<u>1,283,242</u>	<u>914,068</u>
Program direct costs	2,170,135	2,717,642
SUPPORT COSTS		
General administration	<u>1,283,242</u>	<u>1,179,518</u>
TOTAL EXPENSES	\$ 3,453,377	\$3,897,160
Excess (deficiency) of support & revenues over expenses	(123,334)	(107,391)
Fund balance, beginning of year	<u>1,035,049</u>	<u>1,142,440</u>
FUND BALANCE, END OF YEAR	\$ <u>911,715</u>	\$ <u>1,035,049</u>

Audit Firm: Mr. Charles Bish, Bish & Haffey

**ADMINISTRATION
AND STAFF**

G. Richard Tucker
President of the Corporation

Donna Christian
*Secretary of the Corporation
and Co-Director,
Research Division*

JoAnn (Jodi) Crandall
*Vice President of the
Corporation and Director,
International and Corporate
Education Division*

Allene G. Grognet
*Vice President of the
Corporation and Director,
English Language Education
and Technology Division*

Alan R. Harrison
Treasurer of the Corporation

Mary Jo Larson
Development Coordinator

Barbara Robson
*Director,
Administrative Services*

Ann Raybold
Personnel Manager

Charles W. Stansfield
*Director, Foreign Language
Education and Testing Division*

Walt Wolfram
Co-Director, Research Division

Benjamin W. Boley
*Legal Counsel
Shea & Gardner*

Macel Bailey
Lisa Biggs
Brenda Bowman
Grace Burkart
Donna Christian
William Code
Paula Conru

JoAnn (Jodi) Crandall

Maryanne Kearney Datesman

Vernon Davis
Jennifer Detwyler

La Ditthavong
Maria Paz Dones

Elizabeth Frans

Doug Gilzow

Rosario Gingras

Allene Grognet

Yolanda Haro

Alan Harrison

Guadalupe Hernandez-Silva

Xixiang Jiang

Dora Johnson

John Karl

Ann Kennedy

Dorry Kenyon

Zeba Khadem

Frances Keenan

Julia Krause

Sonia Kundert

Mary Jo Larson

Vickie Lewelling

Sandra Lozano

Curtis Lynch

Kaprice Lynch

Cindy Mahrer

Cynthia McMillian

Hintsena Murphy

Craig Packard

Vanessa Parker

Joy Peyton

Margo Pflieger

Antonio Pisig

Grazyna Privorotsky

Donald Ranard

Elizabeth Rangel

Ann Raybold

Jeanne Rennie

Nancy Rhodes
Barbara Robson
David Robson
Mary Lee Scott
Margaret Seufert-Bosco

Deborah Short
Levonne Shorter

Dan Singh

George Spanos

David Spener

Charles Stansfield

Whitney Stewart

Nini Solomon

G. Richard Tucker

Adriana Vaznaugh

Waldemar Walczynski

Preston Wilds, Jr.

Karen Willetts

Joan Williams

Laurel Winston

Terry Wolfram

Walt Wolfram

**CAL BOARD
OF TRUSTEES**

Elinor G. Barber
Columbia University

Leo Bogart
Gannet Center for Media Studies

John Fought
The University of Pennsylvania

Melvin J. Fox
Ford Foundation, retired

Jean Berko Gleason
Boston University

Roger Golde
*Management and Education
Consultant, Massachusetts*

Jack D. Gordon
Florida State Senate

Kenji Hakuta (Chair)
Stanford University

Chau T.M. Le
University of Notre Dame

Deborah McKinney Mott
Multilingual Solutions, Inc.

Joshua L. Smith
Baruch College, CUNY

G. Richard Tucker
Center for Applied Linguistics

J. Hillman Zahn
C & P Telephone Co., retired

Gloria Zamora
Santillana Publishing Co., Inc.

Frederick J. Newmeyer (ex-officio)
University of Washington



Center for Applied Linguistics

1118 22nd Street, NW

Washington, DC 20037

Telephone: (202) 429-9292

Fax: (202) 659-5641

Telex: 231-892773 CENTAPLING

CAL Sunbelt Office

4937 Landings Court

Sarasota, FL 34321

Telephone: (813) 921-2183

Fax: (813) 924-3215

