

CAL

1991

A N N U A L R E P O R T

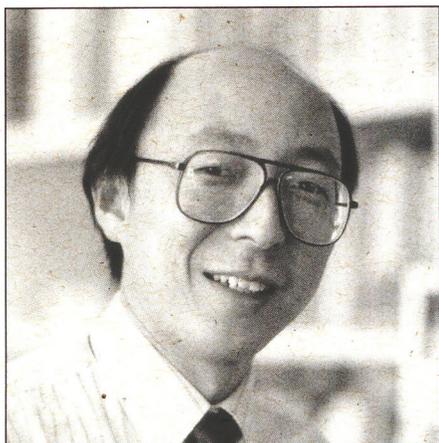
INTRODUCTION

The Center for Applied Linguistics (CAL) is a private, non-profit organization engaged in the study of language and the application of language research to educational, cultural, and social concerns. CAL was established in 1959 as an autonomous program of the Modern Language Association and incorporated as an independent organization in 1964. CAL is headquartered in Washington, D.C., and operates a regional office in Sarasota, Florida (the CAL Sunbelt Office).

Through its staff of professionals trained in linguistics, psychology, anthropology, sociology, and education, CAL carries out a wide range of activities, including research; information collection, analysis, and dissemination; instructional material design and development; teacher training; technical assistance; conference sponsorship; and language policy formation. The theme of the 1991 Annual Report reflects CAL's "tradition of concern" for all issues related to language education and effective communication across languages and cultures.

CONTENTS

MESSAGE FROM THE CHAIR	2
MESSAGE FROM THE PRESIDENT	3
FOREIGN LANGUAGE COMPETENCE	4
CHILDREN	
FROM DIVERSE LANGUAGE AND CULTURAL BACKGROUNDS	6
ADULTS LEARNING ENGLISH, LITERACY, AND JOB SKILLS	8
REFUGEE POPULATIONS	10
ENGLISH WORLDWIDE	11
1991 PROJECTS	12
1991 PUBLICATIONS	13
FINANCIAL REPORT	14
1991 CAL STAFF	16
1991 TRUSTEES	17
SPEAKERS FOR CAL	17



Message from the Chair

Kenji Hakuta

For those of us who have followed CAL's recent history, it is difficult to imagine an annual report that does not begin with Dick Tucker's words. But this year, as Chair of the Board of Trustees, I step in to announce a change in leadership—to announce Dick's decision to re-enter university life, to reflect a bit on where we have been and where we are going, and to introduce Sara Meléndez as CAL's new President.

Dick Tucker took over the direction of CAL in 1978. At that time, CAL enjoyed an international reputation for leadership in language policy, practice, and research but was experiencing some financial instability. Thirteen years later, we find ourselves on a sound financial footing and standing on the cutting edge of many social, cultural, and educational issues that crystallize whenever they come into contact with perhaps the single most important endowment of humanity—language.

One of Dick's greatest strengths was his ability to pursue a balanced agenda in the bewildering maze of professions and special interests that etch the field of applied linguistics—from foreign language teaching to English as a second language to adult literacy instruction. Under Dick's leadership, CAL has established a reputation for sensitivity to the trends and traditions of the field, taking a proactive role in guiding the field in socially responsible directions.

For those of us who value the diversity of languages and cultures in the world, we could not ask for more exciting times. Most obvious is the dramatic pace of political and economic change in Europe and Asia, and the consequent renewed attention to the cultures and languages of these regions. Of equal note is the increase in global economic interdependence, and thus the need for better communication among the peoples of different nations. Further, every major industrialized country has a substantial immigrant or migrant workforce. Workforce managers (of these immigrants) and educators (of their children) are among the first to recognize this presence. What better time can there be for CAL?

Since its creation during the post-Sputnik years, CAL has been a leader in the crucial intersection of language theory and practice. For over three decades, CAL has distinguished itself through its efforts to improve the practice of language education and training.

CAL's new President, Sara Meléndez, is a dynamic leader who embodies the ideals of balance and breadth set by her predecessor, having been involved in the fields of bilingual education, foreign language education, and higher education policy and administration. It is my pleasure to welcome Sara as she takes up the challenge of leading CAL toward the 21st century.

Message from the President

Sara E. Meléndez



A change in leadership is traditionally a time when organizations engage in reflection and stocktaking. At CAL, we seized this opportunity to revisit our assumptions, our priorities, and our objectives as we move further into the nineties.

Our discussions led us to the conclusion that our mission is just as viable today as it was when the organization was founded in 1959. Indeed, with our rapidly changing world and our country's changing demographics, CAL's work is more important than ever. CAL's commitment remains strong to its original goals: to improve the teaching of English and other world languages, and to apply the findings of language research to social and educational issues.

There is ample evidence that the dismantling of the communist bloc and the emergence of the European Economic Community will result in increased opportunities for trade for the United States. However, it is increasingly clear that the United States will need to make some changes in the way it does business. U.S. businesses will need more translation and interpretation services and personnel with proficiency in foreign languages and cultures. The opportunities will be many for CAL to expand its development of curriculum materials, tests, and teacher training materials.

On the national scene, the educational reform movement represents opportunities and challenges for CAL. CAL continues to be committed to educational equity for limited-English-proficient students and speakers of non-standard dialects. As educators and policy makers move forward with school reform, there will be a continuing need to call their attention to the issues involved in the education of students from diverse language and cultural backgrounds.

As we engaged in self-study and planning, we were keenly aware of our debt of gratitude to Dick Tucker. His leadership and vision have strengthened CAL's financial base and increased CAL's international visibility and reputation for excellence. The G. Richard Tucker Summer Fellowship has been established in recognition of Dick's contributions to CAL. Fellows receiving this award will spend a summer at CAL working on issues of equity, public policy, and language.

I am honored to have the opportunity to lead CAL into the 21st century. All of my past work and experience seem to have been preparing me for CAL. I have admired the work of its staff for years. I am proud now to be part of this organization, and I look forward to the challenges of the rest of this century.

FOREIGN COMM

Recent world events and increasing global interdependence have led to a renewed interest in foreign language education and cultural awareness. In the United States, however, far too few students master a foreign language, and even fewer study important world languages such as Chinese or Arabic. CAL's 1987 nationwide survey revealed that 22% of elementary and 87% of secondary schools offer foreign language programs, but many are plagued by shortages of funds, teachers, and materials. Survey findings also suggested that existing programs seriously slight some key world languages. CAL promotes foreign language study for students of all ages, and works to improve foreign language instruction by identifying and responding to the instructional needs of teachers and students.

TEACHING THE LESS COMMONLY TAUGHT LANGUAGES

For more than 30 years, CAL has served as a key resource for information on the less commonly taught languages—that is, languages other than English, French, German, Italian, Russian, and Spanish. Our in-house database includes information on textbooks, readers, grammars, dictionaries, audiovisual materials, computer-assisted materials, sources of information and materials, and language specialists and native speakers for more than 1,000 languages.

The need for proficiency in the Slavic and Central European languages has grown dramatically in the past few years, causing the demand for learning materials in these languages to increase. In 1991, in response to this demand, CAL developed introductory college-level materials for learners of Czech and Polish. These supplementary reading textbooks are based on unaltered, authentic materials drawn from newspapers, magazines, and other original sources. CAL staff are currently preparing intermediate college-level materials that focus on listening and reading skills in Czech and Polish.

Until recently, no materials were available in this country for the study of Pashto, the language of nearly two and a half million Afghan refugees in Pakistan. To fill this void, CAL developed a series of beginning and intermediate texts, workbooks, teachers' manuals, and tapescripts.

Work is currently underway on a Pashto reader made up of authentic texts, and on a Pashto-English glossary.

ASSESSING LANGUAGE PROFICIENCY

The need for instruments to assess the progress of foreign language learners is particularly acute for the less commonly taught languages. CAL has developed proficiency tests for Chinese, Hausa, Hebrew, Indonesian, and Portuguese and in 1991 began work on proficiency tests for Japanese and Polish. Work is also near completion on a lower-level form of the *Chinese Proficiency Test (CPT)*, which will measure the proficiency of students who have completed one year of college Chinese or three years of high school Chinese. The initial form of the *CPT*, designed to measure the proficiency of students with two or more years of college-level Chinese, is the most widely used screening test for applicants to overseas study programs in China.

In 1991, CAL test developers completed work on the *Texas Oral Proficiency Test (TOPT)* for French and Spanish. A passing score on this test is now required by Texas law for individuals seeking secondary certification in Spanish or French, elementary certification with a specialization in Spanish or French, or certification or endorsement in bilingual education. The *TOPT* will ensure that Texas teachers have the language proficiency level necessary to function effectively in bilingual and second language classrooms.

Little attention has been paid to foreign language assessment at the elementary school level, and few assessment instruments exist. In December 1991, CAL convened a symposium of foreign language teaching and testing experts to look at the issues involved in evaluating student achievement and proficiency in early language programs. A major outcome of this symposium was the development of guidelines to help teachers and administrators evaluate student progress and program effectiveness.

**CAL works
with teachers
in two-way
language immer-
sion programs. ►**

EVALUATING PROGRAM EFFECTIVENESS

In 1991, at the request of the World Bank, CAL evaluated the long-term, on-the-job impact of the Bank's language program. This was done not by measuring the increase in the employees' level of language proficiency, but rather by assessing their increased effectiveness and efficiency on the job as a result of their ability to communicate in the target language.

CAL is in the sixth year of a continuing evaluation of the two-way Spanish/English immersion program at Key Elementary School in Arlington, Virginia. Through classroom observations, interviews with students, teachers, parents, and staff, and formal and informal assessment measures, CAL staff assess the effectiveness of this

LANGUAGE ETERNCE



Photo by R. Lustig, The Washington Post

dual language approach to the education of both English- and Spanish-speaking children.

PREPARING LANGUAGE TEACHERS

Under the auspices of the National Foreign Language Resource Center, CAL provides workshops on technology and testing to foreign language teachers across the country. Technology workshops prepare teachers to use a multimedia approach to foreign language instruction. Testing workshops prepare teachers to develop, administer, and score oral profi-

ciency tests. CAL staff conducted 20 technology and testing workshops in 1991.

CAL has been helping educators in North Carolina prepare for the implementation of a state law mandating foreign language instruction for all elementary school students. To improve the training of elementary school foreign language teachers at state colleges and universities, teacher educators have participated in an intensive workshop on elementary school foreign language methodology, observed local elementary school foreign language classes taught by experienced

teachers, practiced teaching elementary school classes, and collaborated with elementary teachers in the development of a teacher education curriculum.

PROVIDING INFORMATION SERVICES

ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL)

ERIC/CLL is part of a nationwide information system designed to provide access to a broad range of literature on education. ERIC/CLL's focus includes all aspects of second language education and linguistics. We provide service to the field and the public through the following activities:

- collecting, abstracting, and indexing documents and journal articles on current developments in language education research, methods, materials, program design and evaluation, teacher training, and assessment;
- responding to requests for information and materials;
- conducting custom-made searches of the ERIC database;
- publishing bibliographies; *ERIC Digests*, the *ERIC/CLL News Bulletin*, and the *Language in Education* series, which includes monographs, state-of-the-art papers, and directories;
- collaborating with professional associations and other organizations in the field to share information, to expand our network of resources, and to broaden the audiences we serve.

C H I

FROM DIVERSE LANGUAGE

CAL has long been involved in issues of educational equity. In the 1960s, CAL's pioneering study of the speech of different ethnic groups and social classes in two large urban areas initiated a tradition of concern for children who enter school speaking a dialect other than Standard American English. Students from non-English-speaking backgrounds became a focus in the 1970s, as CAL began helping school districts implement bilingual education programs to meet the needs of their language minority students. In the late 1970s and 1980s, in response to the influx of refugees to this country, CAL expanded its work to include these newcomers to the United States. With the rapid growth and increasing diversity of our country's population, CAL has intensified its efforts to ensure quality education for all students.

PROMOTING EDUCATIONAL EQUITY

CAL staff are currently working with the Baltimore City Public Schools to enhance the delivery of services to African-American special education students. Through classroom observations and interviews with students, teachers, and parents, CAL researchers are examining the influence of the students' dialect on their placement in special education classes. A primary goal of this study is to identify effective instructional strategies to help African-American special education students develop critical thinking skills.

Under the auspices of the National Center for Research on Cultural Diversity and Second Language Learning, CAL researchers are investigating ways to improve the education of language minority children. One research project examines the characteristics and effects of two-way bilingual education programs across the country. Another looks at the integration of language and culture in middle school social studies classes.

INTEGRATING LANGUAGE AND CONTENT INSTRUCTION

Since 1983, CAL has conducted research, developed curricula and materials, and trained teachers in the integration of language instruction and content area teaching. Research projects have focused on the special problems nonnative speakers of English face with the language of math, science, and social studies. CAL materials

include peer tutoring books for beginning algebra students, a pre-algebra lexicon, American history and government textbooks for high school students, teacher training manuals and videotapes, and curricula and lesson plans for content-based English as a second language (ESL) classes. Through in-service workshops and conference presentations, CAL shares effective instructional practices for integrating language and content with teachers and administrators around the country.

CAL has also begun a three-year study of programs for limited-English-proficient students that integrate English language instruction with specific content instruction, including science, social studies, and math. The study will identify and describe the range of practices used in schools across the country to integrate the teaching of language and content. A nationally representative sample of programs surveyed will be studied in depth through site visits, classroom observations, review of curricula and materials, and interviews with key personnel. Particularly successful programs will be examined to identify the key features that lead to academic success for language minority students enrolled in these programs.

PREPARING TEACHERS FOR DIVERSE CLASSROOMS

Issues once thought to be under the strict purview of bilingual and ESL teachers are increasingly the concern of all classroom teachers, administrators, counselors, and other school personnel.

Through tailored training initiatives and other forms of technical assistance, CAL is helping all of them meet the needs of their diverse students.

In response to the State of Florida's recent requirement that all math, science, social studies, and computer education teachers with one or more limited-English-proficient students receive 60 hours of instruction related to the special needs of these students, CAL's Sunbelt Office has developed a series of trainer-of-trainers workshops. These workshops prepare Florida teachers to train other teachers, thereby building the capacity of school districts to prepare their own personnel to work with language minority students.

In addition, working collaboratively with Florida International University and the Dade County Public Schools television network (WLRN), staff of the CAL Sunbelt Office are writing and delivering a 30-hour series of televised teacher training sessions. Coupled with 30 hours of classroom discussion and demonstration based on a viewers' guide and readings, the series will allow Florida teachers to complete the

CAL is studying schools nationwide to identify factors that help language minority students succeed academically. ▶

LDREN

ID CULTURAL BACKGROUNDS

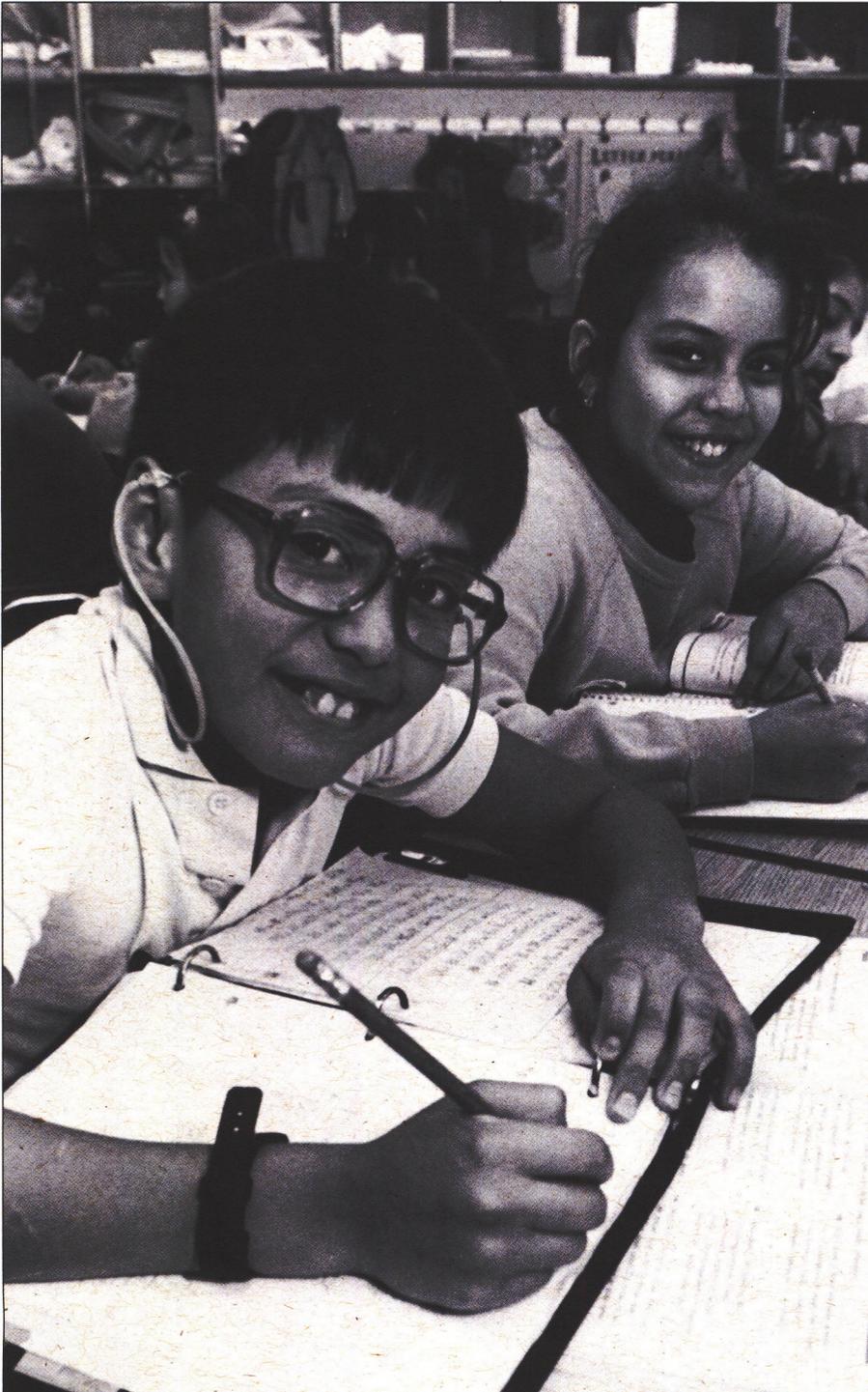


Photo by R. Cristosomo, El Tiempo Latino

required 60 hours of instruction. The televised training sessions focus on topics such as cross-cultural understanding and cultural differences in the classroom, integrating language and content-area instruction, language and literacy development at different ages, and materials adaptation for language minority students. Video illustrations of exemplary classroom practices make up a large portion of each one-hour segment.

PROVIDING INFORMATION SERVICES

National Clearinghouse for Bilingual Education (NCBE)

Operated collaboratively by The George Washington University and CAL, NCBE provides practitioners with information on all aspects of the education of limited-English-proficient students. NCBE offers the following services:

- collection of information for a computerized database of documents and resources related to the education of linguistically diverse students in U.S. public schools, including classroom materials, government reports, journal articles, research reports, publishers' lists, and profiles of resource organizations;
- tailored searches of the NCBE database on specific topics;
- publications, including *Forum*, a bimonthly newsletter; *Practitioner Information Guides*; and *Focus*, a series of occasional papers on issues of current concern.

NCBE also works cooperatively with a network of federally funded programs, information service providers, and other organizations concerned with the education of linguistically diverse students.

A D LEARNING ENGLISH, LIT

Many of the adults who will seek employment in the 1990s will not possess the literacy, numeracy, problem-solving, or communication skills required to meet the demands of today's workplace. For many years, CAL has worked intensively on new approaches to adult and employment education that are based on the needs of the learners. In taking this approach, CAL has helped to change the direction of adult education in the United States and abroad.

ADDRESSING THE NEEDS OF LANGUAGE MINORITY ADULTS

The increasing linguistic and cultural diversity of the United States has called attention to the need for programs to address the special needs of adult students for whom English is a second language. CAL's literacy clearinghouse, the National Clearinghouse on Literacy Education (NCLE), conducted a nationwide survey to identify adult literacy programs that offer ESL instruction. This survey resulted in the publication in 1991 of *A Directory of Literacy Programs for Limited-English-Proficient Adults and Out-of-School Youth*.

The NCLE survey revealed a number of programs that provide literacy instruction for adults in their native language. CAL staff are studying these programs to determine the nature and value of native language literacy instruction and its impact on the acquisition of literacy in English as a second language. This research is being conducted in collaboration with the University of Pennsylvania's National Center for Research on Adult Literacy.

IMPROVING ADULT ESL AND LITERACY INSTRUCTION

CAL staff are developing a series of teacher training videotapes and an accompanying manual to train literacy instructors working with limited-English-proficient adults. The video includes segments from a variety of programs that exemplify

effective ESL literacy instruction for adults: a hotel workplace program, a union-sponsored vocational ESL program, a writing program that groups native English speakers with immigrants, and a native language literacy program for Haitian refugees.

To meet the need for basic instructional materials for adults learning English, CAL is working with Robert Ventre Associates to develop a series of beginning and intermediate textbooks for adult ESL. The series will be published and distributed by a major publisher of adult literacy materials.

UPGRADING THE SKILLS OF TODAY'S AND TOMORROW'S WORKFORCE

Since the completion in 1985 of our first interactive videodisc program for ESL, *English for Industry*, CAL has been involved in the development of innovative programs and technologies to help workers develop the skills they need to succeed in today's workplace. CAL's second workplace videodisc, for upgrading basic skills, was developed in 1989 for General Motors workers. CAL's ongoing work with UAW/GM includes the review and evaluation of training materials and the development of competencies and performance objectives in the basic skills for the UAW/GM Competency Train-

**The United Auto
Workers/General
Motors training
program offers
workers a
chance to
upgrade their
basic skills.** ▶

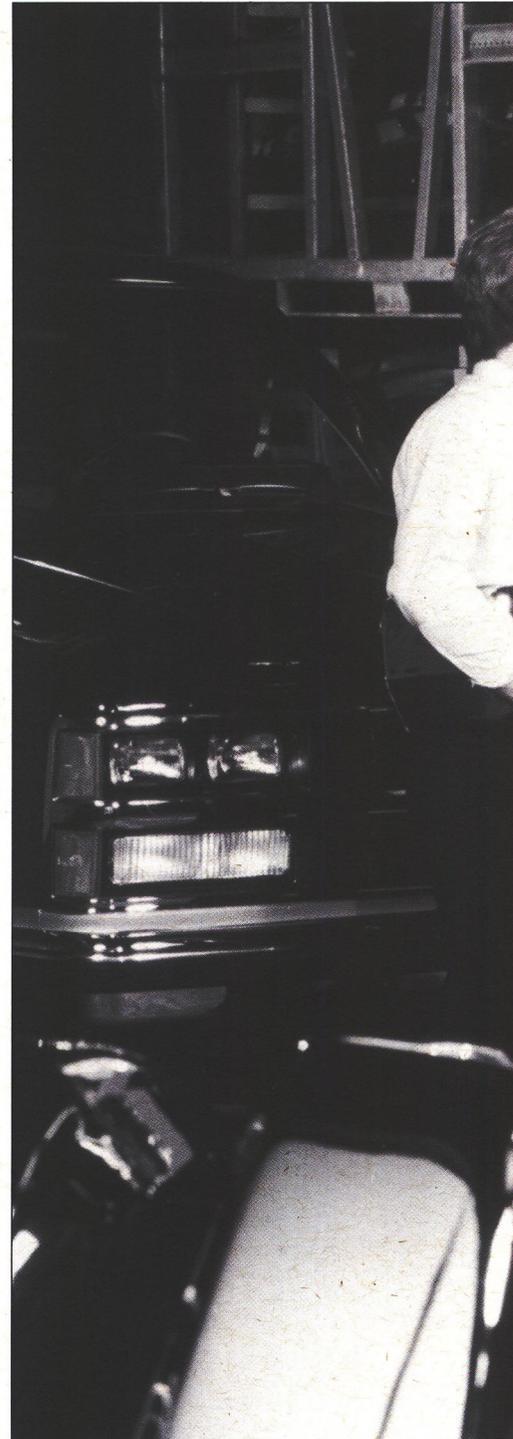


Photo courtesy of UAW/GM

ULTS

RACY, AND JOB SKILLS



ing System (CTS). Work in 1991 centered around a comparative study of adult basic education curricula from around the country and the CTS competencies, to identify features of good curricula nationwide.

PROVIDING INFORMATION SERVICES

National Clearinghouse on Literacy Education (NCLE)

As the only national clearinghouse for adult ESL literacy, NCLE assists researchers, instructors, program administrators, and the general public.

- NCLE provides information, materials, referrals, and technical assistance related to adult ESL literacy.
- NCLE maintains a resource center that includes a database of over 5000 individuals and literacy programs working with limited-English-proficient adults.
- NCLE collects, abstracts, and indexes materials on adult ESL literacy for inclusion in the ERIC database.
- NCLE conducts customized ERIC searches.
- NCLE publishes the *NCLE Notes* newsletter, a series of information digests, bibliographies, resource guides, and monographs, all of which focus on issues of literacy for limited-English-proficient adults and out-of-school youth.

REFUGEE POPULATIONS

Because the movement of peoples across national and political boundaries gives rise to a host of linguistic and cultural issues, CAL has always maintained an active interest in this area. This interest turned to action in 1975, following the collapse of U.S.-supported governments in Southeast Asia and the resulting arrival in the United States of 150,000 refugees from Vietnam, Laos, and Cambodia. The U.S. Government turned to CAL to assist the federally funded refugee education and resettlement programs established across the country. Since that time, CAL has maintained its active involvement in the provision of services for newcomers to the United States.



Photo courtesy of the Refugee Service Center

CAL provides materials and training to help refugees prepare for life in the United States.

PREPARING REFUGEES FOR LIFE IN THE UNITED STATES

For over a decade, CAL's Refugee Service Center (RSC) has provided technical assistance to the U.S. Department of State's Overseas Refugee Training Program, which provides English language training and cultural orientation to prepare refugees in Southeast Asia for their new lives in the United States. CAL is the primary liaison between the refugee education programs overseas and refugee service providers in the

United States. Through publications and workshops, RSC provides information about refugees and their resettlement needs to both the overseas program and to refugee programs in this country.

In recent years, RSC has devoted considerable attention to the needs of Vietnamese Amerasians, one of the largest groups of refugees currently being resettled. Adjustment to the United States has proven especially difficult for these young adults, who typically arrive

with only a few years of formal education. In communities throughout the United States, RSC staff have conducted workshops on Amerasians and their resettlement needs.

FOLLOWING THE PROGRESS OF RESETTLED REFUGEES

RSC has conducted a number of surveys to evaluate the effectiveness of the refugee programs overseas and to assess the needs of future refugees. In 1991, the Bureau for Refugee Programs of the U.S. Department of State asked CAL to conduct a survey of former political prisoners from Vietnam. These refugees, most of whom were mid-level military officers or government officials at the time of the fall of Saigon, may have special needs as a result of the physical and emotional hardships they suffered during their years of detention and isolation. The CAL staff members conducting the interviews for the survey are themselves former political prisoners from Vietnam.

DEVELOPING REFUGEE MATERIALS

RSC has designed native-language orientation materials and bilingual phrasebooks for Southeast Asians and other refugee groups, including Soviet Jews, Iraqi Kurds, and Ethiopians. The RSC publication, *In America: Perspectives on Refugee Resettlement*, provides refugee workers with information on trends in refugee resettlement and education. Topics dealt with in recent issues include Amerasians, Southeast Asian youth gangs, and refugee self-help groups.

ENGLISH WORLDWIDE

For many years, English has been widely accepted as the common language of international communication. With the remarkable and rapid changes that have taken place in Central and Eastern Europe and the former Soviet Union, the demand for English instruction in these parts of the world has increased dramatically. As more and more countries turn to the United States for assistance in increasing their ability to provide English language training for their citizens, the U.S. Government is turning to CAL.

SUPPORTING EFFORTS TO EXPAND THE TEACHING OF ENGLISH

Early in 1991, under its "Support for East European Democracies" project, the U.S. Information Agency (USIA) awarded a collaborative contract to CAL and the Teachers of English to Speakers of Other Languages (TESOL) to recruit and provide orientation for English teacher trainers to be sent to Bulgaria, Czechoslovakia, Hungary, Poland, Romania, and Yugoslavia. The English teaching specialists who were selected for these assignments are working with teachers and curriculum developers in existing institutions in the host countries to assist them in expanding the scope of English language teaching at all educational levels.

Much of the English language training provided abroad by the U.S. Government is done by Peace Corps volunteers. For many years, CAL has provided teacher training and materials development assistance to the Peace Corps. In 1991, the Peace Corps turned to CAL for help in training volunteers assigned to English teaching posts where classes may have 60 or more students, representing a wide range of English proficiency levels. In response, CAL developed a training manual, *Teaching English as a Foreign Language to Large, Multi-level Classes*, to be used during pre-service training and by the volunteers at their teaching sites. The manual describes strategies and techniques for individual, pair,

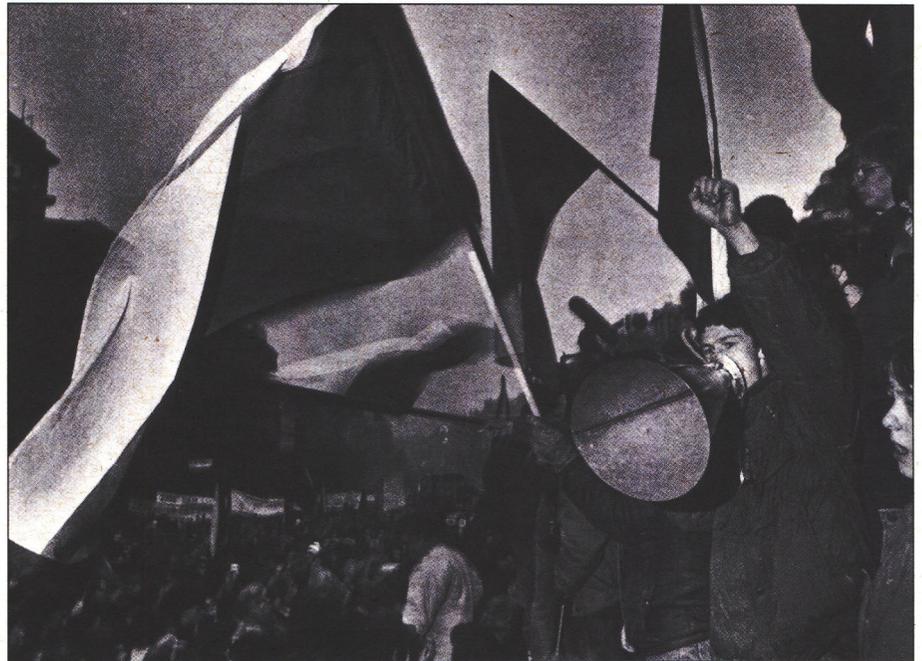


Photo by P. Rosicky

One of the effects of political change in Central Europe has been a greater interest in English language instruction.

small group, and whole class instruction, and provides information on student assessment in large classes.

DEVELOPING TECHNICAL MATERIALS FOR PROFESSIONALS WORLDWIDE

A lack of appropriate materials for English language training poses particular problems for individuals who need to learn to read technical and scientific texts in English. At the request of USIA, CAL is developing a

textbook for English for science and technology, to be used to develop the critical reading and thinking skills of scientists and technicians in several parts of the world, including Central Europe. The text is being designed for use by teachers who may not themselves be scientists and whose students may represent a broad range of scientific and technical specialties. Authentic texts have been chosen from a variety of science and technology magazines on topics in environmental science, medicine and life sciences, and technology.

1991 PROJECTS

- **ARCO FOUNDATION** ▶ Integrating Math and Science with Language Instruction
- **CENTER FOR INTERNATIONAL EDUCATION (USDE)** ▶ Chinese and Polish Proficiency Tests
- Czech and Polish Instructional Materials
- Intermediate Pashto Instructional Materials
- National Foreign Language Resource Center
- Survey of Chinese Language Study Abroad Programs
- **DOMINO'S PIZZA DISTRIBUTION CORPORATION** ▶ Workplace Literacy Needs Assessment
- **EDUCATIONAL TESTING SERVICE** ▶ Research on Sociolinguistic Dimensions of the National Teachers Exam
- **FROSTBURG STATE UNIVERSITY** ▶ Program Assessment and Design for Foreign Language and International Studies
- **FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION (USDE)** ▶ Improving Elementary School Foreign Language Teacher Education
- **IBM CORPORATION** ▶ Software Evaluation and Dissemination
- **MELLON FOUNDATION** ▶ Interactive Writing to Develop the Literacy Skills of Deaf Children
- **MIAMI DADE COMMUNITY COLLEGE** ▶ Evaluation of Workplace Literacy
- **OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS (USDE)** ▶ A Survey of Programs Integrating ESL and Content Instruction
- A Training Program for Integrating Language and Math/Science
- National Clearinghouse for Bilingual Education
- **OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (USDE)** ▶ ERIC Clearinghouse on Languages and Linguistics
- Mother Tongue and ESL Literacy Research
- National Center for Research on Cultural Diversity and Second Language Learning
- National Clearinghouse on Literacy Education for Limited-English-Proficient Adults and Out-of-School Youth
- **OFFICE OF SPECIAL EDUCATION PROGRAMS (USDE)** ▶ Enhancing the Education of African-American Special Education Students from Non-Standard English Backgrounds
- **ROBERT VENTRE ASSOCIATES** ▶ Adult ESL Textbook Series
- **TEXAS EDUCATION AGENCY** ▶ Oral Proficiency Test for Language Teacher Certification
- **UNITED AUTO WORKERS/GENERAL MOTORS** ▶ Workplace Literacy Training
- **U.S. DEPARTMENT OF STATE** ▶ Refugee Service Center
- **U.S. INFORMATION AGENCY** ▶ English for Science and Technology Textbook
- Recruitment of English Teacher Trainers for Central Europe
- **U.S. PEACE CORPS** ▶ EFL Teacher Training Manual
- **WILLIAM AND FLORA HEWLETT FOUNDATION** ▶ ESL Literacy Teacher Training Video and Information Dissemination
- **WLRN** ▶ ESOL Strategies for Content Area Teachers
- **WORLD BANK** ▶ Foreign Language Impact Evaluation
- **XEROX FOUNDATION** ▶ Improving Science Teaching to Language Minority Students

PUBLICATIONS 1991

▪ **PROFESSIONAL REFERENCE BOOKS** ▶ Directory of Literacy Programs for LEP Adults and Out-of-School Youth ▪ How To Integrate Language and Content Instruction: A Training Manual ▪ Learning To See: Teaching American Sign Language as a Second Language ▪ Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English ▪ **NATIONAL**

CENTER FOR RESEARCH ON CULTURAL DIVERSITY AND SECOND LANGUAGE LEARNING REPORTS ▶ Education of Linguistically and Culturally Diverse Students: Effective Instructional Practices ▪ Instructional Conversations and Their Classroom Application ▪ Sociological Foundations Supporting the Study of Cultural Diversity ▪ The Instructional Conversation: Teaching and Learning in Social Activity ▪ **NA-**

TIONAL CLEARINGHOUSE

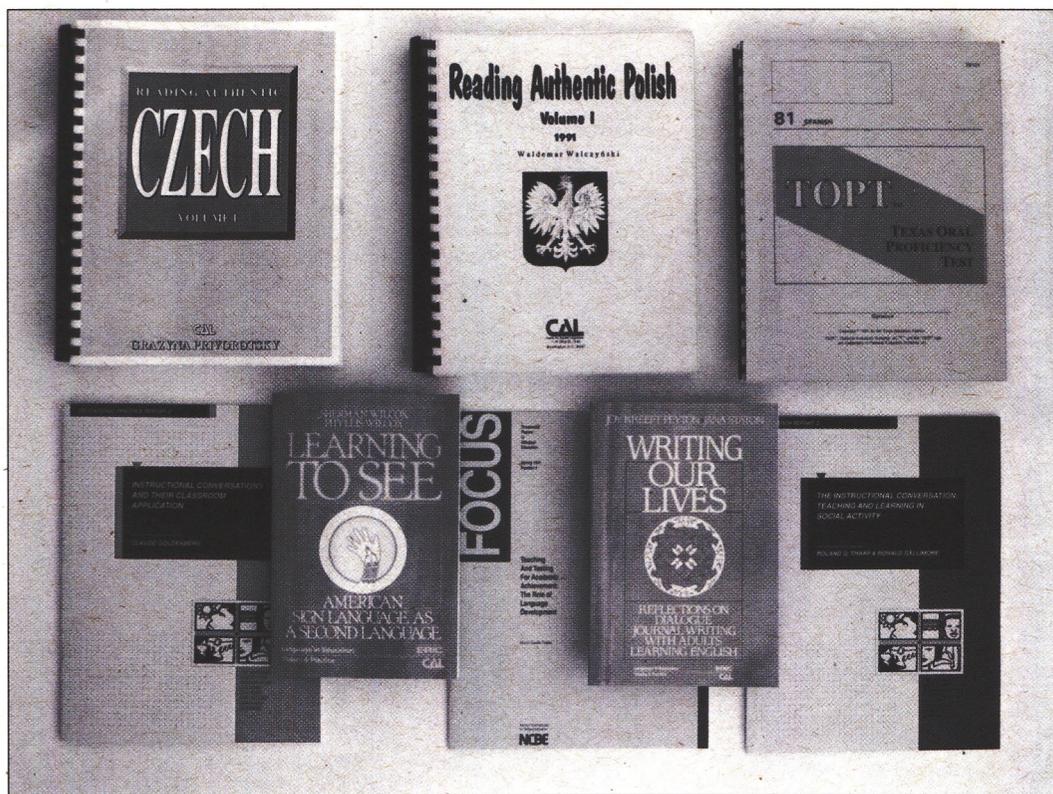
ON BILINGUAL EDUCATION

REPORTS ▶ Bilingualism and Bilingual Education ▪

Bilingual Education: A Focus on Current Research ▪

Early Childhood Programs for Language Minority Children ▪

Fostering



Home-School Cooperation: Involving Language Minority Families as Partners in Education ▪ Integrating Language and Content Instruction: Strategies and Techniques ▪ School Based Management: What Bilingual and ESL Program Directors Should Know ▪ Teaching and Testing for Academic Achievement: The Role of Language Development ▪ **REFUGEE SERVICE CENTER**

REPORTS ▶ Former Political Prisoners from Vietnam: Report of Survey Findings ▪ **TEXTBOOKS** ▶ Intermediate Pashto Series ▪ Reading Authentic Czech ▪ Reading Authentic Polish ▪ **TESTS** ▶ Texas Oral Proficiency Test Preparation Kit ▪

FINANCIAL REPORT

BALANCE SHEET

ASSETS

CURRENT ASSETS

Cash		
Operating	\$1,252,167	\$507,276
Refugee Service Center	97,226	107,099
Accounts Receivable		
Billed contracts and grants	183,013	159,002
Unbilled contracts and grants	283,875	398,129
Other	34,647	16,485
Prepaid expenses and other deposits	39,066	71,092
TOTAL CURRENT ASSETS	1,889,994	1,259,083

NONCURRENT ASSETS

Cash - Temporary endowment fund	0	500,000
Furniture and equipment, net of \$251,584 and \$216,472 accumulated depreciation	63,803	55,382
TOTAL ASSETS	\$1,953,797	\$1,814,465

LIABILITIES AND FUND BALANCE

CURRENT LIABILITIES

Receipts in excess of revenues	\$190,387	\$117,427
Accounts payable and other expenses	173,951	147,343
Accrued annual leave	79,869	62,678
Accrued lease discounts	23,072	29,224
Payroll taxes withheld and other	48,116	46,078
Deferred revenue	100,000	0
TOTAL CURRENT LIABILITIES	615,395	402,750

LONG-TERM LIABILITIES

Deferred revenue	100,000	0
Temporary endowment	0	500,000
TOTAL LIABILITIES	715,395	902,750

FUND BALANCES

Restricted	100,000	0
Unrestricted	1,138,402	911,715
TOTAL FUND BALANCE	1,238,402	911,715
TOTAL LIABILITIES AND FUND BALANCE	\$1,953,797	\$1,814,465

1990 AND 1991

STATEMENT OF REVENUES AND EXPENSES

SUPPORT AND REVENUES 1991 1990

Contracts and grants - restricted	\$3,443,864	\$2,924,361
Rental revenue from subleases	248,517	211,638
Investment income	86,559	96,923
Testing products	42,272	37,529
Consultant fees and workshops	25,076	927
Sales of publications	8,878	12,887
Other	75,842	45,778
TOTAL SUPPORT AND REVENUES	\$3,931,008	\$3,330,043

EXPENSES

Program Service		
Contracts and grants	3,342,846	3,082,792
Pass-thru and project participant costs	127,691	317,249
Venture activities	133,784	53,336
Total program costs	3,604,321	3,453,377
Less: support costs	1,321,071	1,283,242
Program direct costs	2,283,250	2,170,135
Support costs		
General administration	1,321,071	1,283,242
TOTAL EXPENSES	\$3,604,321	\$3,453,377
Excess (deficiency) of support and revenues over expenses	326,687	(123,334)
Fund balance beginning of year	911,715	1,035,049
FUND BALANCE END OF YEAR	\$1,238,402	\$911,715

Audit Firm: Bish & Haffey

Legal Counsel: Benjamin W. Boley, Shea & Gardner

CAL MANAGEMENT

▪ G. Richard Tucker **President of the Corporation** (through 9/30/91) ▪ Sara E. Meléndez **President of the Corporation** (as of 10/1/91) ▪ Donna Christian **Secretary of the Corporation and Co-Director, Research** ▪ JoAnn (Jodi) Crandall **Vice President of the Corporation and Director, International and Corporate Education** ▪ Allene G. Grognet **Vice President of the Corporation and Director, English Language Education and Technology** ▪ Alan R. Harrison **Treasurer of the Corporation and Director, Financial Services** ▪ Mary Jo Larson **Development Director** ▪ Ann Raybold **Director, Personnel Services** ▪ Barbara Robson **Director, Administrative Services** ▪ Charles W. Stansfield **Director, Foreign Language Education and Testing** ▪ Walt Wolfram **Co-Director, Research** ▪

CAL STAFF

▪ Macel Bailey ▪ Lisa Biggs ▪ Grace Burkart ▪ William Code ▪ Paula Conru ▪ Vernon Davis ▪ Jennifer Detwylér ▪ La Ditthavong ▪ Amy Fitch ▪ Ken Friesen ▪ Marilyn Gillespie ▪ Rosario Gingras ▪ Yolanda Haro ▪ Karen Hendrikson ▪ Guadalupe Hernandez-Silva ▪ Nancy Iris ▪ Judy Jameson ▪ Jimmie Jenkins ▪ Dora Johnson ▪ Grazyna Lipska Kabat ▪ John Karl ▪ Dorothy Kauffman ▪ Ann Kennedy ▪ Dorry Kenyon ▪ Zeba Khadem ▪ Frances Keenan ▪ Anna Kokotova-Litman ▪ Sonia Kundert ▪ Binh Le ▪ Vickie Lewelling ▪ Curtis Lynch ▪ Kaprice Lynch ▪ Cindy Mahrer ▪ Cynthia McMillian ▪ Sarah Neal ▪ Craig Packard ▪ Hong-Quang Pho ▪ Olga Padilla-Falto ▪ Joy Kreeft Peyton ▪ Margo Pflieger ▪ Lorraine Valdez Pierce ▪ Antonio Pisig ▪ Donald Ranard ▪ Jeanne Rennie ▪ Nancy Rhodes ▪ Margaret Seufert-Bosco ▪ Omar Shabka ▪ Deborah Short ▪ Dan Singh ▪ Sharon Snyder ▪ Nini Solomon ▪ David Spener ▪ Whitney Stewart ▪ Adriana Vaznaugh ▪ Waldemar Walczynski ▪ Preston Wilds, Jr. ▪ Joan Williams ▪ Laurel Winston ▪ Tanya Wolfram ▪

TRUSTEES

- Elinor G. Barber **Columbia University** ▪ Russell N. Campbell **University of California, Los Angeles** ▪ P. Gus Cárdenas **Xerox Corporation** ▪ John Doran **Ford Foundation, Retired** ▪ Rosa Castro Feinberg **Florida International University** ▪ David Forbes **Forbes Consulting Group** ▪ Jean Berko Gleason **Boston University** ▪ Jack D. Gordon **Florida State Senate** ▪ Kenji Hakuta (Chair) **Stanford University** ▪ Chau T.M. Le **University of Notre Dame** ▪ Sara E. Meléndez **Center for Applied Linguistics** ▪ Peter Parham **National Center for Neighborhood Enterprise** ▪ Joshua L. Smith **Baruch College, CUNY** ▪ Gloria Zamora (Vice Chair) **Santillana Publishing Co., Inc.** ▪ Frederick J. Newmeyer (ex-officio) **University of Washington** ▪

SPEAKERS FOR CAL

- Arthur S. Abramson ▪ Paul Angelis ▪ Alison d'Anglejan ▪ Edward M. Anthony ▪ John Baugh ▪ H. Douglas Brown ▪ Donald R. H. Byrd ▪ Russell N. Campbell ▪ John B. Carroll ▪ Eduardo C. Cascallar ▪ Courtney B. Cazden ▪ Andrew D. Cohen ▪ James Crawford ▪ James Cummins ▪ Gary A. Cziko ▪ Rafael Díaz ▪ Robert Di Pietro ▪ David Dolson ▪ Richard Durán ▪ Carole Edelsky ▪ Charles A. Ferguson ▪ Charles J. Fillmore ▪ Joshua Fishman ▪ Bruce Fraser ▪ Barbara F. Freed ▪ Ronald Gallimore ▪ Robert C. Gardner ▪ Susan Gass ▪ Jean Berko Gleason ▪ François Grosjean ▪ Kenji Hakuta ▪ Else Hamayan ▪ Shirley Brice Heath ▪ Matilda Holzman ▪ Elliot L. Judd ▪ Braj B. Kachru ▪ Stephen Krashen ▪ Hernan LaFontaine ▪ Wallace Lambert ▪ D. Terence Langendoen ▪ Ilse Lehiste ▪ Winfred P. Lehmann ▪ Kathryn Lindholm ▪ Mary McGroarty ▪ Barry McLaughlin ▪ Sara E. Meléndez ▪ Joan Morley ▪ Katherine Nelson ▪ Geoffrey Nunberg ▪ Loraine K. Obler ▪ John Oller ▪ Amado Padilla ▪ Christina Bratt Paulston ▪ Charlene Rivera ▪ Wilga M. Rivers ▪ Peter Roos ▪ John Schumann ▪ Thomas Scovel ▪ Catherine Snow ▪ Merrill Swain ▪ Judith Stern Torres ▪ Gloria Zamora ▪ Anna Celia Zentella ▪ Arnold M. Zwicky ▪

Speakers for CAL are individuals who have contributed an honorarium from a speaking engagement to support CAL's involvement in issues of language and public policy.

CENTER FOR APPLIED LINGUISTICS

1118 22nd Street, NW

Washington, DC 20037

Telephone: 202 429-9292

Fax: 202 659-5641



