

35 years

CAL

ANNUAL

REPORT

1993



Dedication

This Annual Report is dedicated to Allene Guss Grognet with affection and appreciation for her years of dedicated and distinguished service to the Center for Applied Linguistics. For 30 years, Allene has been employee, friend, and ambassador at CAL. Throughout her tenure, she has brought to her various positions a keen understanding of the pressing language needs of this country's minority and immigrant/refugee children and adults. With her belief that cooperation and good networks are necessary, her persistent interest in the practical solution, and her tenacious insistence that only the best will do, Allene has shaped many of the directions CAL has taken.

Allene worked her way from editorial assistant, to Director of Information and Publications, to Division Director of the Native and English Language Education Division, to her present position as Director of CAL's Sunbelt Office in Sarasota, Florida and Vice-President of the Corporation.



Introduction

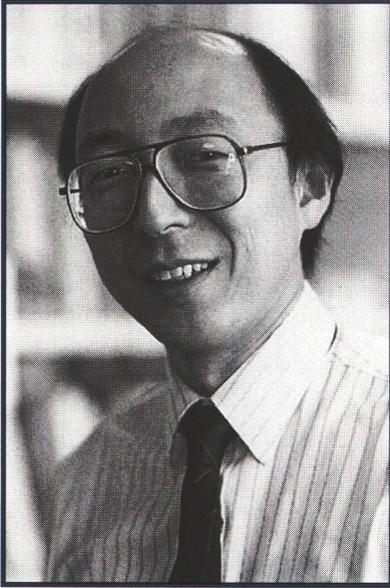


The Center for Applied Linguistics (CAL) is a private, nonprofit organization engaged in the study of language and the application of language research to educational, cultural, and social concerns. CAL was established in 1959 as an autonomous program of the Modern Language Association and incorporated as an independent organization in 1964. CAL is headquartered in Washington, DC, 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 materials design and development; teacher training; technical assistance; conference sponsorship; and language policy formation. In celebration of CAL's 35th anniversary, this report highlights our achievements.



Message from the Chair



Kenji Hakuta, Chair

I would like to mark CAL's 35th anniversary with an affirmation of theory. The word *theory* may conjure up images of stuffy academics, impenetrable books, and armchairs. But at CAL, a theory is more like a set of beacons that allows the professional to navigate through difficult everyday problems—a language teacher deciding on a textbook; a principal facing a sudden influx of refugee students; a school superintendent responding to community demands for better foreign language instruction; a government official concerned about the international competitiveness of the labor market. In such situations, a good theory should help to determine what signals are worth paying attention to, and what to set aside as random noise. When theory is absent, the decision maker becomes a reflex machine.

When people ask me what makes CAL distinctive, my immediate response is that it keeps a place for theory in the language problems of the real world. Language is a topic around which political distractions proliferate—witnessed, for example, in strong public sentiments about immigrants and their languages. The role of theory in such instances is especially useful to help ground the deliberations and difficult decisions that must be made.

In 35 years, academics have generated many theories about language, culture, psychology, and education. Some have been more useful than others. Like any cultural institution, academic fields have their own trends and fashions. For example, during the founding days of CAL, the major theory about language learning was based on behaviorism, which in crude terms meant that the learning happened from the outside to the inside. The learning environment was emphasized more than the learner. The pendulum swung in the opposite direction in the 1960s and 1970s as part of what has come to be called the “cognitive revolution.” The language learner was now seen as someone who came to the task of learning in a high state of preparedness—an inside-to-outside process. At the present time, we are witnessing a revival of interest in the learning environment through an emphasis on the cultural roots of learning. The academic fields that concern CAL are filled with such cycles of ideas.

At CAL, shifts and changes in theory are seen as signs of health rather than weakness. A good theory is one that, like the good professional, constantly seeks new challenges and changes. It is, after all, in the observation of variations that one comes to discover the constants. Tracking theory and relating it to the improvement of practice in innovative ways—that is the underlying constant across the wide variety of activities found in CAL's past, present, and future.

A handwritten signature in black ink, which appears to read "Kenji Hakuta". The signature is fluid and cursive, with a long horizontal stroke at the end.

Message from the President

The activities and accomplishments of the past 35 years, celebrated in this annual report, have positioned CAL to continue and expand our leadership role in language teaching and learning, in devising strategies to increase educational opportunities for language minority children and adults, and in applying knowledge gained from the study of languages and linguistics to the challenges of our changing society.

All of the global and national conditions and events that led to the founding of CAL are present in today's world 35 years later. Our nation continues to lack competence in the world's languages. World events are causing an increase in the movement of people across national boundaries. U.S. schools face ever-increasing numbers of students from a variety of language and cultural backgrounds.

The recent National Adult Literacy Survey (NALS) report on literacy in the United States (issued by the National Center for Education Statistics) demonstrates that we have a lot of work to do if we are to reach the national goal of universal literacy in the United States by the year 2000, one of the National Education Goals. Not surprisingly, a significant percentage of those who appear at the lowest literacy levels are recent immigrants who speak little or no English. CAL's work in adult literacy, literacy for English learners, and workplace literacy has prepared us to move forward in the design of new programs, the conduct of necessary research, and the training and development of literacy professionals.

The bilingual education and ESL communities are engaged in discussions about the systemic reform efforts and how they can best integrate the special concerns of linguistic and cultural minority populations. The issues of standards and assessments are critical in those discussions. In 1992, CAL convened a symposium on National Education Goal 3 at which assessment was an important topic. We will seek to follow that symposium with additional activities in an effort to fashion answers and strategies to questions of appropriate assessments for students not yet proficient in English, and to provide information to education reformers about linguistic and cultural minority populations and what the field knows and understands about their learning needs.

This 35th anniversary celebration year is also the celebration of 30 years of service of Vice President and Director of the Sunbelt Office, Allene Guss Grognet. Allene has been a leader—in ESL, literacy, workplace skills, and most particularly, refugee education. She exemplifies the kind of talent, dedication, commitment, and sacrifice that CAL staff have demonstrated for 35 years.



Sara E. Meléndez, President

Sara E. Meléndez

Reflections on the Past 35 Years

A Conversation with CAL's Past Presidents

“One of my contributions to it was to give the name, Center for Applied Linguistics, and to make it clear it could cover anything that had to do with solving practical language problems.” The speaker is Professor Charles Ferguson of Stanford University. He is remembering CAL's beginnings in 1959, when he was funded by the Ford Foundation to establish an organization that was to serve as liaison between the academic world of linguistics and the practical world of language problems.

The occasion is CAL's 35th anniversary. Professor Ferguson and other past presidents of CAL—Rudy Troike, now at the University of Arizona, and Dick Tucker, now at Carnegie Mellon University in Pittsburgh—are talking together, comparing notes on their times at CAL, summing up accomplishments, and commenting on ideas and missions.

The conversation frequently focuses on CAL's mission, which has essentially been to apply the insights from formal study of language to practical language problems and to act as liaison for the academic linguistic community, the government, and the public. Initially, CAL's efforts were divided equally between international and national concerns. There is much affectionate reminiscing about our Ford Foundation officers, Mel Fox, who monitored our international work, and Marge Martus, who monitored our work in the United States.

The presidents look back with great satisfaction on the highlights of our international work. One was the series of summer linguistic institutes in Cairo and Tunis, which we established in 1973 and which introduced hundreds of young Middle Eastern scholars to linguistics. Another was our work during the early 1960s with the East European languages, which brought us so many friends: “The projects...produced lasting friendships and collaborations. For those of us who visited Eastern Europe, there was both dismay in seeing those governments and their largely negative impact on the scholars up close, and exhilaration in seeing how resilient those scholars were in their difficult situations.”

Probably the most long-lived of our international interests has been our continuing work with the less commonly taught languages, that is, languages other than English, French, German, Italian, Portuguese, Russian, or Spanish. Ferguson tells about being introduced at a Modern Language Association conference by the head of the French Department at the University of Chicago, who was somewhat dismissive of CAL's work, and who said that he didn't know quite what CAL did, but that they fooled around with funny languages. Ferguson expressed his gratitude for the introduction, then commented that yes, CAL did fool around with funny languages, adding that his own special language, Bengali, had twice as many speakers as the language of the chairman and was, among other things, the language of a Nobel prize winner for literature.

We still “fool around with funny languages.” At any given moment at CAL, a number of projects involving one or another of the uncommonly taught languages is underway: materials development,

test development, dictionary editing, and always augmenting and improving our massive database of teaching and reference materials.

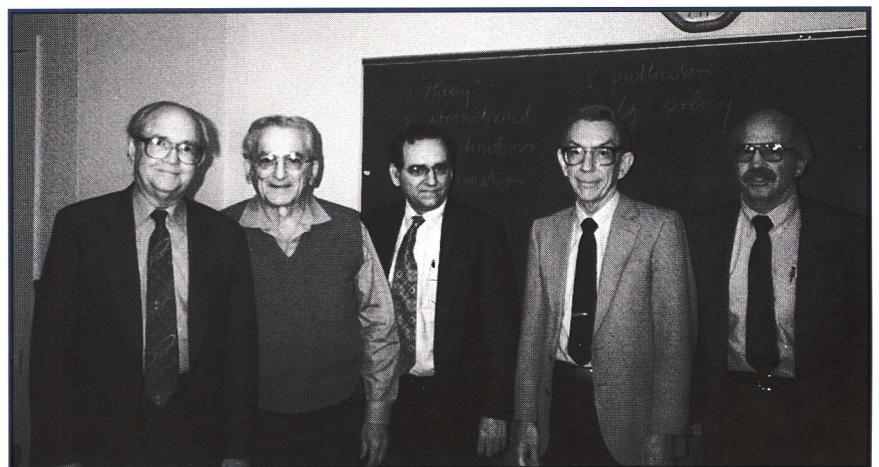
The presidents also look back with pleasure on CAL's early national work, especially in urban language problems. Ferguson, for example, talks about our concern in the 1960s with the question of educational equity for minorities—in hindsight, the linguistic aspects of the Civil Rights Movement. He mentions our urban language projects, most of them having to do with attitudes toward vernacular dialects like African-American English.

Our work with educational equity naturally expanded to include the growing national concern for the education of students whose native language was not English. On the heels of the landmark *Lau v. Nichols* Supreme Court decision, in 1974, which required school systems to provide special assistance to educate their limited-English-speaking youngsters, CAL assisted the San Francisco Unified School District to develop the first such comprehensive program.

The mid-1970s and the end of the United States' involvement in the Vietnam War also marked the beginning of CAL's expanding interest in the movement of peoples across borders and the resultant linguistic and cultural concerns. Troike tells one of our favorite stories from the early days of CAL's National Indochinese Clearinghouse and Technical Assistance Center. A school principal had called to get some advice on dealing with several refugee children in his school. On being asked by the CAL staffer who answered the call whether there were any other non-English-speaking children in his school, he answered, "Lady, not only do we not have any other foreigners here, all our kids are blond and blue-eyed!" CAL had materials and technical assistance available for that principal. Those first efforts to assist the Indochinese refugees grew into a series of major clearinghouses.

"We still fool around with funny languages."

Much of CAL's work with refugee populations is a fortuitous combination of different strands of CAL expertise. We had, for example, developed an interest in language testing as an outgrowth of our work for President Carter's Commission on the Teaching of Foreign Languages and International Studies, and had, as Tucker points out, "carved out a special niche as an organization that thinks through measurement and assessment issues, particularly in low volume languages." When we were asked by the Department of Health and Human Services to devise some way of testing the English of refugees with little or no education or native language literacy skills, we already had the in-house capability to develop a reliable, easy-to-use test: CAL's *Basic English Skills Test* is now being distributed not only by our testing division, but also by New Readers Press,



From left to right: Charles Ferguson, Melvin Fox, John Hammer, Rudolph Troike, and G. Richard Tucker.

Oxford University Press, Delta Systems, and Alta Book Center. The U.S. Department of Education recently approved it as a test of ability to benefit from instruction for financial aid purposes.

It is easy to see, in hindsight, how a particular interest or perception of a problem has led to the development of expertise, and how that expertise has allowed us to respond to a new interest or problem. As the presidents trace threads backward and forward, several central themes emerge.

One of these is independence. CAL was deliberately formed without formal connections to any one university or organization and this, the presidents agree, has consistently had two great advantages. First, CAL has always been able to act as an informed, impartial coordinating body among members of the academic community, and between the academic community, the government, and the general public. We have been able, in many cases, to function as a go-between among organizations or entities that did not, for whatever reason, communicate among themselves. As Troike points out, during the early days after the fall of Saigon, CAL staff found that government agencies were calling us instead of one another for information.

A second great advantage of CAL's independence is that we can act quickly. Troike recalls watching the news of the fall of Saigon on television in May 1975 and thinking about the number of people who would be descending on the United States. CAL decided to organize a clearinghouse. "So, by the time people around the country realized that they had some educational crises on their hands, we were already positioned as the only organization that the government agencies could turn to for information. In the first six months of the clearinghouse, we logged about 11,000 phone inquiries. Even the Australian government was asking for assistance."

CAL's independence has allowed us on numerous occasions to take the initiative, get the field interested to the point that other organizations take over, and then move on to other things. For example, CAL was one of the primary participants in the early initiatives to establish an organization for teachers of English as a second language, which ultimately led to the formation of TESOL, now an international organization with more than 20,000 members. Ferguson recalls, "We were talking about how we should use some acronym that was neither TEFL nor TESL, which were already in use a lot, and we came up with TESOL, and the first organized conference on that topic was called the TESOL conference. Afterward, it voted itself to be an organization."

A second theme that emerges from the presidents' conversation is CAL's persistent focus on practicality and workable solutions. Tucker's story about longtime staffer, Allene Grognet, and the planning for the overseas refugee training program is illustrative. Grognet who, as director of CAL's clearinghouses on refugee education, had by 1979 built up a solid background in refugee affairs, was invited to be one of a four-person team to do a six-week needs assessment survey of the refugee camps in Southeast Asia. "They went and spent a good deal of time listening in the camps and looking at educational needs, came back, and wrote the usual report. In due course the team members were called to Washington to present a briefing and make some recommendations to people in the State Department. Allene had some conflict and was running late, so the meeting began without her. The State Department people started asking some hard questions—'What

specifically do you recommend?’ ‘Are you talking about a curriculum?’ ‘What should be in the curriculum?’ ‘What kind of materials?’ ‘What kind of training?’—and the other people, who weren’t language educators, were able to respond only in vague generalities. About twenty minutes later, Allene came in and the questions were asked again. She said, ‘What I envision is a program like this and that, and here is what we should try to do, and here are some of the content specifications...’ and in general laid out their educational program for them.”

As the past presidents compare notes, a third theme emerges: CAL’s intellectual honesty. As language professionals, we are naturally inclined to focus on the linguistic aspects of public events and problems: Troike’s watching the fall of Saigon on TV and thinking of the problems the refugees would have learning English is illustrative. As we identify linguistic problems, we endeavor to draw public attention to them, and suggest solutions. An excellent case in point was our attention to urban dialects at a time when it was not a fashionable subject, and our resulting contribution to the understanding of Black English in the context of the Civil Rights Movement.

Another case in point is our role in establishing the English Plus Information Clearinghouse (EPIC). As Tucker mentions, we, along with other language and linguistics organizations, are opposed for a number of reasons to the current movement to make English the official language of the country, despite some appeal of the notion to certain segments of the public. EPIC was founded to counteract the effects of the English Only movement, and to do all we as professionals can to provide the public with a more realistic, accurate view of the position our English language has in society.

As might be expected, the presidents look forward, as well as backward, in their conversations about CAL. All three point out that, when CAL was founded, there were no other organizations, or even branches of linguistics departments, that dealt with applied linguistics. Now, 35 years later, a number of organizations do so either directly or indirectly: TESOL and the American Association for Applied Linguistics, for example, a number of applied linguistics departments in universities, and even a lobbying group, the Joint National Committee on Languages.

Fortunately, there is enough work to be done to keep us all busy. Ferguson: “Greater shifts of population are taking place now than at any time since barbarians were overtaking the Roman Empire. Yet nobody seems to be paying much attention to it as a linguistic issue. Whether it’s by guest workers or forced migration, or refugee groups, or whatever, there has been an enormous reshuffling of languages.” Tucker: “There has been insufficient attention paid to really articulating the needs of culturally and linguistically diverse individuals and to establishing a set of goals and standards so that on the one hand, we are aware of the distinct special attributes and capabilities of these individuals, and on the other, we are working towards something other than offering them a second-class education.”

To return to Ferguson’s opening statement, it is still CAL’s mission to solve practical language problems, and as long as people use language to communicate with one another, such problems will exist. As the three presidents comment, it is a happy thing to be able to look back on 35 years and to identify one’s accomplishments and contributions. It is an even happier thing to look forward and to see that there are still contributions to make.

The 1960s: Building Foundations

CAL's work during the early 1960s centered on five major themes: developing and professionalizing the field of English for speakers of other languages (ESOL); contrastive linguistics; establishing and developing databases of materials; personnel and programs for the teaching of the uncommonly taught languages; and conducting research into language diversity.

Professionalizing English as a Second Language (ESL) Instruction

In the early 1960s, CAL sponsored a series of conferences that focused attention on the need for a professional organization for teachers in the rapidly growing field of ESL. These conferences were pivotal in the formation of Teachers of English to Speakers of Other Languages (TESOL) in 1966. Today, TESOL is a leading professional organization with more than 20,000 members worldwide.

In 1964, CAL organized a conference focusing on the emerging field of English as a foreign/second language (EFL/ESL) testing. Government and university representatives alike voiced the need for a central testing program. CAL was instrumental in the ensuing development of the first Test of English as a Foreign Language (TOEFL). Today, TOEFL is recognized as the international standard in ESL testing.

In 1966, CAL conducted a major survey of master's degree ESL/EFL teacher training programs in the United States. The study focused attention on the need for establishing standards for these programs based on course work requirements and other quality indicators.

In the 1960s, CAL convened and acted as secretariat for the National Advisory Council on the Teaching of English as a Foreign Language (NACTEFL), which brought together U.S. government agencies, university professors, and others to discuss national language education needs and strategies. In the international arena, CAL sponsored conferences on second language instruction that forged links

between governments and agencies teaching English in their countries. CAL also published *The Linguistic Reporter*, a newsletter focusing on trends, innovations, and issues in the field.

CAL's work in the 1960s included a number of comparative linguistic studies conducted in conjunction with Eastern European linguists. ▼



Photo: K. Zirbs, ICEM-CIME

Expanding the Field of Contrastive Linguistics

In the 1960s, CAL sponsored contrastive studies of English structure and phonology with the five other most commonly taught languages: French, Russian, Italian, German, and Spanish. CAL also worked in close cooperation with several East European countries in conducting contrastive studies between their languages and English. Several of these—including studies on

Hungarian, Romanian, Polish, and Serbo-Croatian—were completed before the Cold War stopped the flow of information across the Iron Curtain.

CAL also conducted the World Language Survey to describe the characteristics of the world's languages and provide a basis for formulating a general theory of language. This database, combined with CAL's contrastive studies, provided an important foundation for further research in the field.

Building a National Information Center on Language Learning

One of CAL's first projects was to collect and disseminate information about foreign language education, the psychology of language learning, assessment of second language proficiency, and ESL instruction and acquisition. By the mid-1960s, CAL had also established and maintained a roster of professionals working in the fields of applied linguistics, the teaching of uncommonly taught foreign languages, and the teaching of English as a second language.

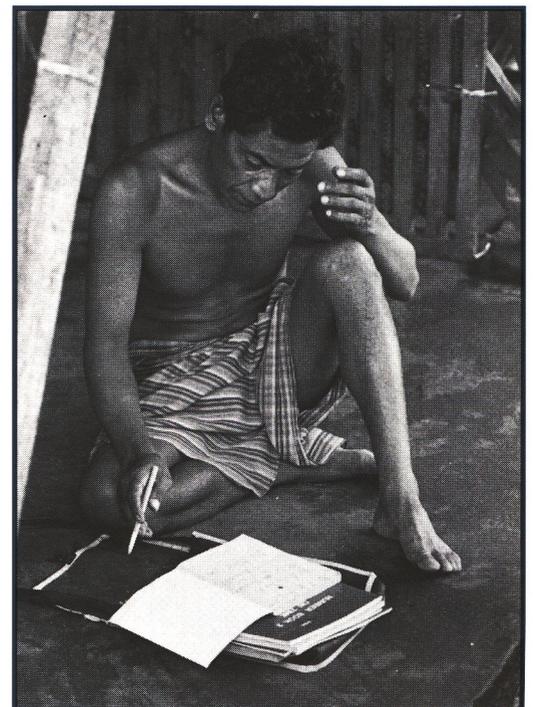
These early efforts to build databases of materials and information helped CAL to win the first ERIC Clearinghouse on Languages and Linguistics. Except for a three-year period, this major government clearinghouse has been at CAL since 1966.

Exploring New Issues in Language Diversity

In the late 1960s and continuing into the 1970s, another major focus at CAL was on American vernacular dialects. Beginning with major studies on Black Vernacular English, CAL expanded its research on American dialects to include studies of regional varieties, such as Appalachian speech, as well as research on languages-in-contact, such as English spoken by Puerto Ricans in New York. CAL published many of its findings in this area in the Urban Language Series. The descriptive information contained in these monographs led to the development of classroom applications for the teaching of standard English to speakers of nonstandard English. This work played a major role in establishing and developing the field of sociolinguistics.

During the 1960s, CAL undertook several other significant projects including:

- ◆ the initiation of a series of projects on American Indian language issues;
- ◆ the French Prototype Project, which developed one of the first machine-based self-instructional foreign language courses in the world; and
- ◆ extensive research into literacy and the linguistic dimensions of reading.



The 1970s: Responding to New Needs

While CAL continued its work begun in the 1960s, two historical events—the landmark Supreme Court decision in *Lau v. Nichols* and the fall of Saigon—were central to CAL's focus during the 1970s.

Pioneering Bilingual Education and Refugee Services

In 1974, the Supreme Court redefined public education with its ruling in *Lau v. Nichols*, wherein bilingual education was identified as an appropriate means for providing understandable instruction to students of limited English speaking ability. CAL assisted the San Francisco Unified School District (SFUSD) in responding to the Court's decision. The CAL/SFUSD model was subsequently adapted by school districts across the country.

Anticipating a need for bilingual education teacher training program standards, CAL developed a series of guidelines focusing on seven areas of competence: language proficiency, linguistics, culture, instructional methods, curriculum utilization and adaptation, assessment, and school-community relations. By emphasizing teachers' skills and abilities rather than credit hour requirements, CAL's guidelines resulted in increased numbers of qualified, credentialed bilingual educators. CAL was also involved in establishing the National Clearinghouse for Bilingual Education (NCBE) in 1977. NCBE is now a major resource center serving the needs of bilingual education programs and professionals across the country.

During the mid-1970s, CAL published *Bilingual Education: Current Perspectives*. Four volumes dealt with bilingual education from a particular perspective—social science, linguistics, education, and law—and a fifth volume synthesized the state of bilingual education at the time.

With the fall of Saigon in the spring of 1975, CAL focused on the needs of hundreds of thousands of Vietnamese, Cambodian, and Laotian refugees and the teachers and social workers working with them.

- ◆ CAL established the National Indochinese Clearinghouse and Technical Assistance Center (NICTAC) two days after Saigon fell. By the opening of school in the fall, CAL had developed and disseminated materials on Southeast Asian languages and culture and refugee needs to schools across the country. CAL also developed materials for teaching vocational English to refugee adults.
- ◆ As the refugee flow increased, NICTAC became the Language and Orientation Resource Center (LORC), developing print, audio, and video information for Southeast Asian refugees, as well as other refugee groups such as Cubans, Haitians, and Eastern Europeans.

Other significant projects of the 1970s included:

- ◆ Children's Functional Language and Education in the Early Years, one of the earliest research efforts to focus on classroom interaction and language development among school-aged children;
- ◆ the Middle East Linguistic Institutes, which provided advanced training during the summer for linguists and language teachers in Middle Eastern countries;
- ◆ a survey of 14 countries where the World Bank was considering funding the development of textbooks in vernacular languages; and
- ◆ a survey of materials for the study of the uncommonly taught languages.

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The 1980s: Broadening Our Scope

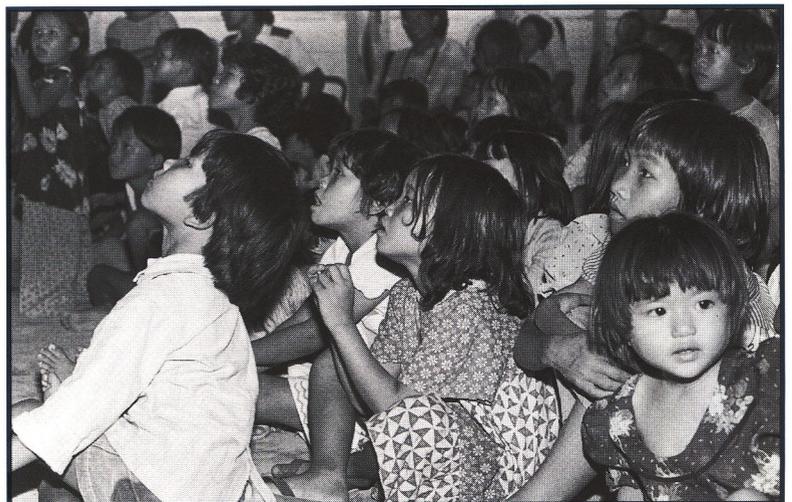
During the decade of the 1980s, literacy emerged at the forefront of the national agenda. Changing immigration patterns that included growing numbers of refugees from diverse backgrounds posed critical challenges to the field of applied linguistics. CAL responded through theoretical and practical innovations in the areas of integrated language and content instruction (content-ESL), English for special purposes, adult literacy, and language testing and assessment, as well as continuing work in predeparture language and cultural training for refugees.

- ◆ CAL collaborated with the University of California at Los Angeles, Harvard University, Yale University, and the University of California at Santa Barbara on the Center for Language Education and Research (CLEAR). Through CLEAR, CAL made advances in two areas of research that contributed to the improvement of the education of language minority students: integration of language and content and two-way bilingual education.
- ◆ CAL's Language of Mathematics project helped to clarify the language used in math texts that posed learning problems for limited-English-proficient students.
- ◆ CAL developed semidirect language proficiency tests in Chinese, Portuguese, Hausa, Hebrew, and Indonesian as well as diagnostic tools in Chinese, Japanese, and Arabic.
- ◆ CAL developed the Basic English Skills Test (BEST) to measure authentic language proficiency in the listening, speaking, reading, and writing of adult refugees and immigrants.
- ◆ Under the auspices of the U.S. Department of State, CAL established the Refugee Service Center to develop programs and materials and train teachers for programs in refugee camps in Thailand, Indonesia, the Philippines, and Hong Kong. CAL also acted as liaison between service-providing institutions, programs, and centers both in the United States and overseas.
- ◆ The National Clearinghouse for Adult ESL Literacy Education (NCLE) was established at CAL.

Other CAL projects during the 1980s included:

- ◆ assisting Arthur Andersen & Company in developing a worldwide English language policy and training program for its overseas operations;
- ◆ producing *English for Industry*, a self-instructional videodisc course for learning English for use in industrial settings;
- ◆ developing teacher training materials for the Peace Corps that incorporated newer language learning theories;
- ◆ establishing the National Network for Early Language Learning to promote foreign language instruction in elementary schools; and
- ◆ presenting a comprehensive collection of American dialect recordings to the Folklife Center of the Library of Congress.

The Refugee Service Center develops materials and trains teachers for predeparture language and cultural training programs in overseas refugee camps. ▶



1993: The Year in Review

During the 1990s, CAL has continued many of the programs developed in the 1980s and has expanded in some areas. For instance, CAL convened a symposium of ESL, bilingual education, and other educators to discuss the issues of language and culture relative to the National Education Goals; produced videotapes on exemplary programs of adult literacy education; and conducted a research project that identified instructional practices that have proven effective for African-American special education students.

In 1993, CAL continued to reaffirm the mission embraced by its founders 35 years ago: to apply the study of language to societal and educational concerns. Since its beginnings, CAL has been at the forefront of research, policy, and action in areas related to language and culture and has been influential in the movement of the field of linguistics into new areas. By providing continuous support to linguists, educators, and related professionals, CAL has worked to promote educational equity for people from all language and culture backgrounds and to advocate for the improvement of language teaching in the United States and abroad.

Promoting Foreign Language Education

The formation of the European Union, the expanding role of technology, and the growing world market are only a few reasons why foreign language proficiency has increased in importance for native English speakers in the United States in recent years.

Through the National Foreign Language Resource Center, a collaboration with Georgetown University, CAL works to improve the teaching and learning of foreign languages. This is accomplished through research on second language acquisition and learning strategies, language proficiency test development, teacher training workshops in technology and testing, and materials development.

Much of CAL's work in foreign language education is centered on the teacher as a professional and as a participant in the classroom. To enhance the professional development of foreign language teachers, as well as promote foreign language education, CAL:

- ◆ conducted training workshops for foreign language teachers on testing methods and technology;
- ◆ developed foreign language testing rater training kits; and
- ◆ directed the evaluation of the National Endowment for the Humanities (NEH) Fellowships for Foreign Language Teachers (K-12) for Connecticut College.

Developing Adult ESL Literacy

Now in its fifth year of service as a synthesizer of knowledge in the field of adult ESL literacy, the National Clearinghouse for ESL Literacy Education (NCLE) published *Approaches to Adult ESL Literacy Instruction* and *Biliteracy in the United States*, state-of-the-art books in literacy education. As the only national clearinghouse focused on the literacy needs of ESL adults and out-of-school youth, NCLE's mission is to provide practitioners and others with timely information on adult ESL literacy.

With funding from the Hewlett Foundation, CAL developed a video series, *Sharing What Works*. Designed specifically for professional development, this five-part series documents effective adult ESL and literacy programs in North America.

In collaboration with New Readers Press and Robert Ventre Associates, CAL completed *LifePrints*, a textbook and curriculum series for teaching English as a second language to adults. These volumes deal with real-life situations and the hopes and fears of adult newcomers. Cross-cultural issues are woven throughout the language lessons, as are issues that focus on the development of critical thinking and problem-solving skills.

Thirty-five years of experience in the field of adult ESL made CAL the ideal organization to implement the adult component of the Andrew W. Mellon Foundation's Program in Immigrant Education. Initiated in 1993, this program seeks to define the state of the art in workplace, vocational, and skills-training ESL for immigrant adults and to draw together experienced practitioners into a permanent network that will offer information and technical assistance to others.

Promoting Educational Excellence For Culturally Diverse Students

The intensified influx of immigrants to the United States during the past decade has had a dramatic impact on many aspects of American society. The effect on education is profound. Language minority students can be found in schools across the country, not just those in large cities or in areas near the U.S.-Mexican border. They represent diverse ethnic and racial backgrounds and speak many languages and dialects of English. CAL has always maintained that linguistic and cultural diversity is an asset to our society and has worked to help prepare schools and teachers to meet the challenge of an increasingly diverse student population.

In 1993, CAL completed the intensive, three-year data collection and analysis stage of its descriptive study of content-ESL practices. CAL staff conducted site visits to 20 schools from California to Massachusetts, gathered and analyzed information from teachers and school administrators, and prepared reports. The full report on the study's findings will be published in 1995.

CAL, with the University of Maryland and Baltimore City Public Schools, completed a three-year study of elementary level special education programs in Baltimore. Using data from an ethnographic study of selected classrooms, a set of intervention strategies was developed for teachers and students aimed at increasing the achievement of African-American students in mainstream

CAL staff visited schools across the country to study content-ESL practices. A full report on the findings of this major study will be published in 1995.



and special education classes. As a result, a five-unit curriculum in language arts and communication, *All About Dialects*, was developed for fourth and fifth grade students on the fundamental concepts of dialect diversity. *Handbook on Language Differences and Speech and Language Pathology* was also prepared in collaboration with local practitioners.

Under the auspices of the National Center for Research on Cultural Diversity and Second Language Learning, CAL began a study of the language skills needed by ESL students in upper elementary school classes in order to succeed academically. Other projects in the research center include a study of two-way bilingual education programs and an examination of middle school social studies classes to identify strategies teachers use to instruct language minority students and promote multiculturalism.

CAL's evaluation of the two-way immersion program at Francis Scott Key Elementary School in Arlington, Virginia, continues into its seventh year. The annual review involves classroom observations, interviews with teachers and staff, and student assessments. Because of its demonstrated success, the two-way immersion program model has since been established at other schools in the county. CAL's 1993 evaluation report details the success of Key School's immersion program and recommends expanding the two-way program model to the high school level.

Forging Public-Private Partnerships

In 1993, CAL assisted the Andrew W. Mellon Foundation in establishing the pre-collegiate component of its Program in Immigrant Education. The goal of this program is to improve English language and literacy skills, content mastery, and postsecondary opportunities for secondary school immigrant students. As coordinator, CAL will work with four education collaboratives around the country to develop strategies to improve the opportunities and achievements of this often neglected segment of the immigrant population.



With a grant from the BellSouth Foundation, CAL provides content and English as a second language training to teachers in rural and small urban school districts in the Florida Panhandle. These areas commonly lack support for training teachers in areas such as English as a second language and bilingual education, despite the need for in-service training created by the growing numbers of linguistic minority students in the area. CAL will develop a cadre of teachers who will be able to serve as ESL resources to their respective schools.

◀ *The 1993 G. Richard Tucker Fellowship was awarded to Grace Bunyi from the Ontario Institute for Studies in Education. Fellows travel to Washington, DC, to conduct research, under the guidance of senior CAL staff, while in residence at CAL.*

Supporting Refugee Resettlement Service Providers

In response to the political changes in the post-Cold War era, CAL's Refugee Service Center produced Serbo-Croatian, Amharic, Tigrinya, and Somali language versions of orientation manuals for refugees passing through processing centers in Zagreb and Kenya. To assist refugee resettlement groups and service providers in the United States, Refugee Fact Sheets on the Somalis and Bosnians were also developed. Each contains a basic introduction to the people, history, and culture of the country.

Disseminating Information on Language Education

Through the ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), CAL collects and disseminates information in the areas of foreign language education, theoretical and applied linguistics, bilingualism and bilingual education, English as a second or foreign language, and the less commonly taught languages. This year, with the renewal of ERIC/CLL's contract, a toll-free telephone number became available for information requests. ERIC/CLL dissemination activities, which include distribution of *ERIC Digests* and *Minibibs*, will also be enhanced as CAL makes these available through electronic bulletin boards and networks. ERIC/CLL information is available to teachers, researchers, students, and the general public through the ERIC database and through materials such as abridged, annotated bibliographies, newsletter articles, and monographs. A necessary resource to those interested in language and culture is *Speaking of Language: An International Guide to Language Service Organizations*. This directory lists more than 200 organizations worldwide that serve as resources to language study and teaching.

With a new name and a redefined mission, the National Clearinghouse on ESL Literacy Education responded to over 2,000 telephone requests for information in 1993 and disseminated over 60,000 products such as *Digests*, *Minibibs*, and its newsletter, *NCLE Notes*.

As dissemination coordinator for the National Center for Research on Cultural Diversity and Second Language Learning, CAL ensures that the results of the Center's research are broadly disseminated to practitioners, researchers, and policy-makers. Toward this goal, CAL publishes Education Practice Reports, such as *Integrating Language and Culture in Middle School American History Classes*, and Research Reports, such as *Literacy Practices in Two Korean-American Communities*.

The National Center for Research on Cultural Diversity and Second Language Learning logo.



Projects 1993

English Language and Multicultural Education

Program in Immigrant Education

Pre-Collegiate Component

Assisted the Andrew W. Mellon Foundation with establishment and implementation of the Program in Immigrant Education. CAL advised on the program's goals, objectives, logistics, and evaluation guidelines, and remains involved as coordinator of the pre-collegiate component.

Key School Evaluation

Ongoing evaluation of Key Elementary School's two-way language immersion program in grades K-5.

Survey of Content-ESL Practices

A qualitative and quantitative descriptive survey of content-ESL practices across the country.

English for Science and Technology Textbook

Produced a textbook to teach the reading of English texts to which professionals in science and technology must commonly refer.

Refugee Service Center

Assist the U.S. Department of State in promoting linkages between the English language and cultural orientation training programs in Southeast Asia, Eastern Europe, and Africa and related U.S. domestic training programs and social service organizations. CAL staff serve as liaisons between the various groups by providing technical assistance, cultural orientation, guidance, and training on learning and teaching methods for refugee populations.

Integrating Language and Content: A Training Program for Middle School Educators

Provide ongoing training for middle school teachers in the Greater Washington Metropolitan Area. These sessions focus on integrating language instruction with content in math and science.

Enhancing the Delivery of Services to Black Special Education Students from Nonstandard English Backgrounds

A collaboration with researchers at the University of Maryland to study special education in Baltimore city elementary schools, with a focus on African-American Vernacular English speakers.

National Center for Research on Cultural Diversity and Second Language Learning

In collaboration with the University of California at Santa Cruz, CAL has major responsibility for dissemination activities as well as for a series of research projects related to two-way bilingual education, integration of language and social studies, and assessment of academic language proficiency.

Improving Science Teaching to Language Minority Students

Work with teachers in the Los Angeles area to reduce language barriers to science and math education for language-minority students by integrating content and language instruction.

Native Language Literacy Research

In partnership with the National Center for Adult Literacy, identified major native language literacy programs and convened a meeting to discuss the major issues of native language literacy.

National Clearinghouse on ESL Literacy Education

Adjunct ERIC Clearinghouse responsible for the collection, analysis, and dissemination of information on literacy education, specifically for limited-English-proficient adults and out-of-school youth populations in the United States.

Augmentation to Literacy Education Activities

Developed *Sharing What Works*, a video series on effective adult literacy programs.

Evaluation of Project Adelante

Conducted an evaluation and documentation of "Project Adelante," a Kean College dropout prevention program for Hispanic students in three New Jersey towns.

ESL Manual for Peace Corps

Developed a Manual on Teaching English as a Foreign Language (TEFL) for Peace Corps volunteers to use with large, multilevel classes.

Technical Assistance to Ward I Literacy and Language Demonstration Project

Advised the District of Columbia Department of Employment Services on the establishment of a literacy and language demonstration project in the Ward 1 metropolitan sector. CAL staff provided assistance with project structure, implementation, project staff training, and the selection and evaluation of demonstration sites.

Foreign Language Education and Testing

ERIC Clearinghouse on Languages and Linguistics

Select and acquire abstracts and index documents in the fields of foreign language education, English as a second language, bilingual/bicultural education, and applied linguistics. ERIC also commissions and publishes state-of-the-art papers and bibliographies on current issues in languages and linguistics.

National Foreign Language Resource Center

In collaboration with Georgetown University, develop tests, provide information on teaching less commonly taught languages, and train teachers in the use of testing and foreign language teaching technology.

Preparation of Materials for Scoring TOPT

Developed materials for pilot scoring sessions in relation to the Texas Oral Proficiency Test.

Intermediate Pashto Materials Development

Developed materials, including a core text, student workbook, teacher's manual, and Pashto-English Dictionary.

Czech & Polish Materials Development

Developed intermediate level materials for teaching Czech and Polish to English speakers.

Development of Simulated Oral Proficiency Interview (SOPI) in Spanish, French, and German

Developed proficiency-based tape-mediated speaking tests.



Computer-based Polish

Develop computer-based instructional courseware for Polish that incorporates CD-ROM technology.

Pashto Conversation Model

Developed a text to accompany and enhance existing Pashto materials.

Competency-based Course in Czech

Develop a text for a first year Czech course or as a supplement to the traditional grammar oriented textbook.

Retrieval and Updating of Teaching Materials for the Less Commonly Taught Languages

In collaboration with UCLA, devise and develop new retrieval software that will greatly simplify access to the existing CAL database on materials for the teaching and testing of the less commonly taught languages.

Sunbelt Office

Program in Immigrant Education—Adult Component

Assist programs that serve adult immigrants in workplace or vocational settings to improve their capacity to provide quality English language and literacy instruction.

Literacy Skill Development

Assist the UAW/GM Human Resources Center in developing its Competency Training System for all jobs at General Motors.

Miami-Dade Community College Workplace Literacy Grant

Evaluation of a workplace literacy grant for the healthcare industry.

Adult ESL Series

With Robert Ventre Associates, designed *LifePrints*, a three-level adult ESL series published by New Readers Press.

Multimedia ESL Lesson

Consult on prototype multimedia English as a second language lessons developed by IBM.

Palm Beach County Workplace ESL Grant

Evaluated Palm Beach County's Workplace ESL grant from the U.S. Department of Education.

Staff Development in Small Urban and Rural Areas

Train teachers on ESL and content instruction for language minority students.



Publications 1993

National Center for Research on Cultural Diversity and Second Language Learning

Moving In and Out of Bilingualism: Investigating Native Language Maintenance and Shift in Mexican-Descent Children ♦ *Two-Way Bilingual Education: A Progress Report on the Amigos Program* ♦ *Literacy Practices in Two Korean-American Communities* ♦ *Teacher Research on Funds of Knowledge: Learning from Households* ♦ *Instructional Conversations in Special Education Settings: Issues and Accommodations* ♦ *Integrating Language and Culture in Middle School American History Classes* ♦ *1993 Supplement of Two-Way Bilingual Programs in the United States* ♦ *Educating Students from Immigrant Families: Meeting the Challenge in Secondary Schools* (Conference Proceedings)

ERIC Clearinghouse on Languages and Linguistics

Cooperative Learning: A Response to Linguistic and Cultural Diversity ♦ *Speaking of Language: An International Guide to Language Service Organizations*

National Clearinghouse for ESL Literacy Education

Approaches to Adult ESL Literacy Instruction ♦ *Adult Bilingual in the United States*

Foreign Language Education and Testing

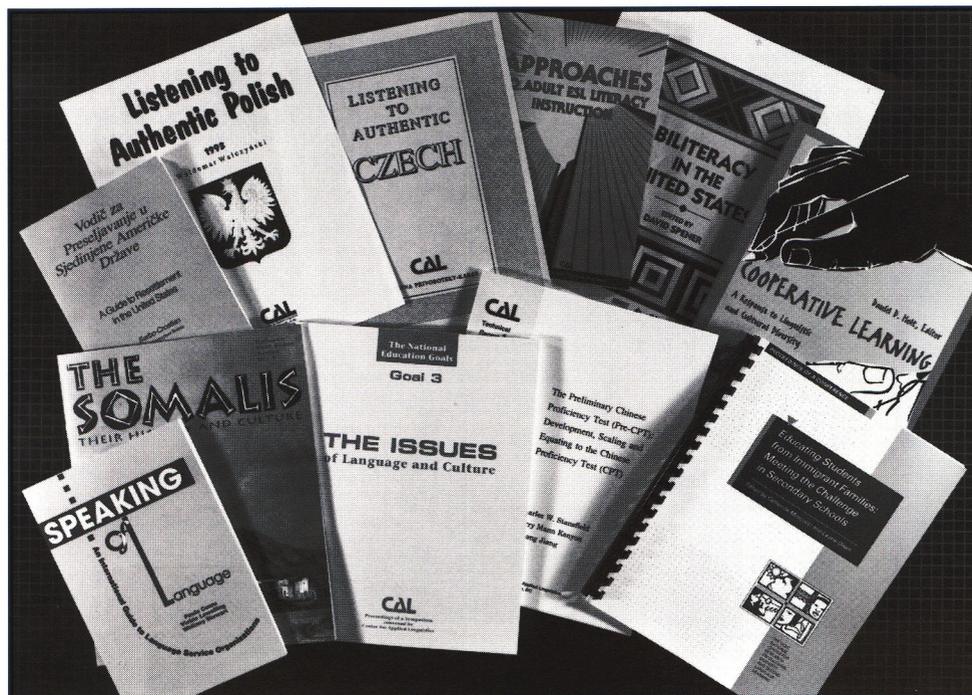
Listening to Authentic Czech ♦ *Reading Authentic Polish* ♦ *The Arabic Proficiency Test* ♦ *Texas Oral Proficiency Test (TOPT) Rater Training Kit* (contains the Rater Training Manual, Workbook, Reference Guide for Scoring, and a set of accompanying tapes.)

Refugee Service Center

A Guide To Resettlement in the United States (written in three languages: Amharic, Serbo-Croatian, and Somali) ♦ *The Somalis* ♦ *The Bosnians*

Special

Goal 3: The Issues of Language and Culture ♦ *Handbook on Language Differences and Speech and Language Pathology*



CAL Staff



Standing from left

Weiping Wu, Ken Sheppard, Dora Johnson, Hong-Quang Pho, Binh Le, Dan Singh, Amy Fitch, Alan R. Harrison, Isolda Carranza, Jeff Solomon, Ann Galloway, Guadalupe Hernandez-Silva, Charles W. Stansfield, Ann W. Raybold, Donald A. Ranard, Barbara Robson, Margo Pflieger, Jeannette Lopez, Angela Bishop

Middle row seated from left

Nancy Rhodes, Kathleen Marcos, Curtis Lynch, Mia Beers, Lucinda Branaman, Christopher Montone, Joy Peyton, Donna Christian, Grace Burkart

Front row seated from left

Margaret Malone, Laurel Winston, Adriana Vaznaugh, Jimmie Jenkins, Sara E. Meléndez, Xixiang Jiang, Phouvimalakesy Ditthavong, Messale Solomon, Jeanne Rennie

Not pictured

Macel Bailey, Lisa Biggs, Olga Campora, William Code, Cynthia Daniels, Vernon Davis, Jennifer Detwyler, Allene Guss Grognet, Marilyn Gillespie, Judith Jameson, Dorothy Kauffman, Frances Keenan, Dorry Kenyon, Anna Kokotova-Litman, Sonia Kundert, Talib Karim, Vickie Lewelling, Cindy Mahrer, Susan Mandala, Sarah Neal, Craig Packard, Leslie Plowman, Stephen Perakis, Deborah Short, Waldemar Walczynski

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Seated from the left

David Forbes, Sara E. Meléndez, Kenji Hakuta, Jean Berko Gleason

Not pictured

John Doran, Peter Parham, Catherine Snow, Gloria Zamora, Melvin J. Fox



Financial Report: 1992 & 1993

Balance Sheet

| ASSETS | 1993 | 1992 |
|---|---------------------|---------------------|
| Current Assets | | |
| Cash | | |
| Operating | \$1,294,814 | \$1,329,508 |
| Refugee Service Center | 78,462 | 94,076 |
| Accounts Receivable | | |
| Billed contracts and grants | 205,255 | 172,699 |
| Unbilled contracts and grants | 165,178 | 239,055 |
| Other | 43,733 | 30,719 |
| Prepaid expenses and other deposits | 52,270 | 69,282 |
| Total Current Assets | 1,839,712 | 1,935,339 |
| Noncurrent Assets | | |
| Furniture and equipment, net of \$310,464 and \$279,912 accumulated depreciation | 74,978 | 79,837 |
| Total Assets | \$ 1,914,690 | \$2,015,176 |
| LIABILITIES AND FUND BALANCE | | |
| Current Liabilities | | |
| Receipts in excess of revenues | \$169,084 | \$176,104 |
| Accounts payable and other expenses | 117,203 | 207,915 |
| Accrued annual leave | 89,838 | 72,192 |
| Accrued lease discount | 10,767 | 16,919 |
| Payroll taxes withheld and other | 80,921 | 45,500 |
| Deferred revenue | 118,645 | 0 |
| Total Current Liabilities | 586,458 | 518,630 |
| Long-Term Liabilities | | |
| Deferred revenue | 0 | 200,000 |
| Total Liabilities | 586,458 | 718,630 |
| Fund Balances | | |
| Restricted | 100,000 | 100,000 |
| Unrestricted | 1,228,232 | 1,196,546 |
| Total Fund Balance | 1,328,232 | 1,296,546 |
| Total Liabilities and Fund Balance | \$1,914,690 | \$ 2,015,176 |

Statement of Revenues and Expenses

| SUPPORT AND REVENUES | 1993 | 1992 |
|---|---------------------|---------------------|
| Contracts and grants—restricted | \$3,100,211 | \$3,323,551 |
| Rental revenue from subleases | 242,257 | 248,095 |
| Investment income | 71,223 | 79,507 |
| Testing products | 61,915 | 59,668 |
| Consulting fees and workshops | 27,471 | 53,836 |
| Sale of publications | 30,524 | 24,093 |
| Other | 83,166 | 82,860 |
| Total Support and Revenues | \$ 3,616,767 | \$3,871,610 |
| EXPENSES | | |
| Programs Service | | |
| Contracts and grants | 3,097,723 | 3,326,445 |
| Pass-thru and project participant costs | 25,261 | 48,739 |
| Venture activities | 192,864 | 166,589 |
| Total program costs | 3,315,848 | 3,541,773 |
| Less: Support costs | 1,027,948 | 1,053,357 |
| Program direct costs | 2,287,900 | 2,488,416 |
| Support costs | | |
| General administration | 1,297,181 | 1,325,050 |
| Total Expenses | \$ 3,585,081 | \$ 3,813,466 |
| Excess (deficiency) of support and revenues over expenses | 31,686 | 58,144 |
| Fund balance beginning of year | 1,296,546 | 1,238,402 |
| Fund Balance End of Year | \$1,328,232 | \$1,296,546 |

Audit Firm: Bish & Haffey

Legal Counsel: Benjamin W. Boley, Shea & Gardner

Supporters 1993

The Center for Applied Linguistics receives support from foundations, government agencies, postsecondary institutions, and others. Their support enables us to provide quality service to the field. CAL extends its gratitude to the following organizations for their support in 1993.

Foundations

- ◆ ARCO Foundation
- ◆ BellSouth Foundation
- ◆ Ford Foundation
- ◆ William and Flora Hewlett Foundation
- ◆ Andrew W. Mellon Foundation

Government

- ◆ Arlington County Public Schools
- ◆ District of Columbia Department of Employment Services
- ◆ Palm Beach County, Florida
- ◆ Texas Education Agency
- ◆ Texas Department of Human Services
- ◆ U.S. Department of Education
 - ◆ Center for International Education
 - ◆ Office of Bilingual Education and Minority Languages Affairs
 - ◆ Office of Educational Research and Improvement
 - ◆ Office of Vocational and Adult Education
 - ◆ Office of Special Education
- ◆ U.S. Defense Intelligence Agency
- ◆ U.S. Department of State—Bureau for Refugee Programs
- ◆ U.S. Information Agency—English Language Programs Division
- ◆ U.S. Peace Corps

Postsecondary Institutions

- ◆ Christopher Newport University
- ◆ Connecticut College
- ◆ Kean College
- ◆ Miami-Dade Community College
- ◆ University of Pennsylvania—National Center for Adult Literacy

Others

- ◆ International Business Machines (IBM)
- ◆ New Readers Press
- ◆ Robert Ventre Associates, Inc.
- ◆ Spring Institute for International Studies
- ◆ United Auto Workers/General Motors

Special

Many thanks are also due to the following organizations for their financial support in celebrating CAL's 35th anniversary:

- ◆ Aetna Foundation
- ◆ Circle Management Company
- ◆ Huntington T. Block Insurance Company
- ◆ Shea and Gardner



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