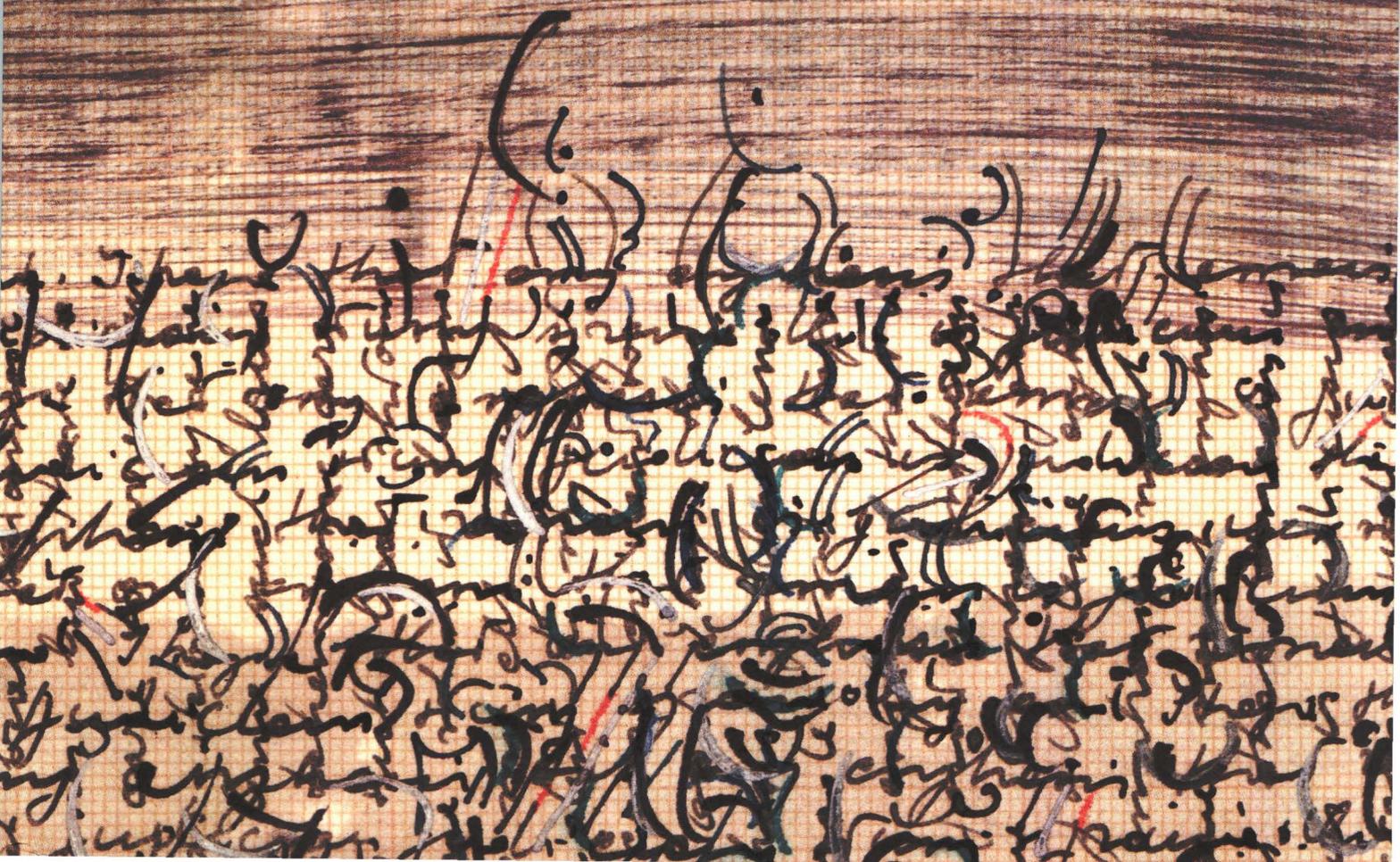


Center for Applied Linguistics

CAL

ANNUAL
REPORT
1996



Message from the Chair

1996 was another successful year for CAL under the able leadership of its president, Donna Christian, and through the efforts of its dedicated and talented staff.

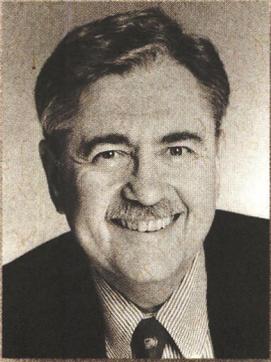
Although foundations and federal government agencies were generally far less generous with funding in 1996 than in the past, CAL was able to maintain a secure financial position. New sources of revenue have been identified and developed, as well as new opportunities for fulfilling CAL's mission.

CAL continues to serve as a most valuable resource to federal, state, and local government agencies, the academic community, foundations, and the public at large in such areas as adult literacy, second language acquisition and assessment, the education of language minority students, and the integration of newcomers into American society.

CAL's partnerships with major universities and research organizations have proven beneficial both to the partners and to the various publics they serve. We can expect these partnerships to continue and new partnerships to develop both within the United States and internationally, given that CAL's expertise is recognized worldwide.

In addition to CAL's contributions as an organization, the contributions of the many individual CAL staff members to an array of learned societies and professional organizations are noteworthy.

Issues of language policy, second language education, and literacy are not at the periphery of the national consciousness today; they are at the core. No other organization is better equipped to address these concerns than CAL.



Protase E. Woodford

Message from the President

When the Center for Applied Linguistics was established 37 years ago, its purpose as stated in the Articles of Incorporation included:

- to collect, organize, and disseminate linguistic and related information; and*
- to promote the application of the findings of linguistics to practical language problems.*

Throughout our history, these goals have been closely intertwined at the core of our activities.

During 1996, the dearth of accurate information in public discussion about how language works has been especially striking. Misconceptions about language and culture abound, and they are found in deep-seated beliefs that generate misinformed observations as well as in the more obvious simple misstatements of fact. Major language-related issues debated this year have been diverse: whether English should be named the official language of the United States; the role of languages other than English (and their speakers) in our society and workforce; the need for English speakers to learn other languages and the value of starting that process at an early age; the education of African American students who speak various language varieties (discussed most recently under the topic of Ebonics). In these cases and others, the perspective of experts on language is essential.

As this annual report demonstrates, CAL maintains its commitment to generating and disseminating accurate and timely information about language to address practical problems that come to the fore. Our ERIC Clearinghouse on Languages and Linguistics and the National Clearinghouse for ESL Literacy Education have as primary goals the collection, synthesis, and dissemination of information to serve the needs of educators throughout the country. Our collaborative work in the National Capital Language Resource Center and the National K-12 Foreign Language Resource Center addresses foreign language education in elementary, secondary, and post-secondary settings. Our Refugee Service Center has for over 20 years sought to bring critical knowledge to the refugee resettlement process, to inform both service providers and refugee populations. Our Project in Adult Immigrant Education brings expertise on language to workforce development settings. Our partnership in the Center for Research on Education, Diversity, and Excellence focuses not only on knowledge building through research but on diffusion of that knowledge through active dissemination efforts.

The entire organization, in fact, shares this mission. In 1996, our website (www.cal.org) was developed and greatly expanded, making databases, announcements, reports, and up-to-date information about CAL activities and topics widely available. Documents available through print and audiovisual media remain central to our dissemination efforts; our new publications are listed in the following pages. From guidebooks for new arrivals to the United States published in native languages like Somali or Russian, to training kits that help teachers learn how to rate the language proficiency of their students, CAL products are designed to help users solve the language problems they face.

As the debates continue, in 1997 and beyond, from public policy platforms to elementary school classrooms to corporate human resources offices, CAL will strive to remain a resource for information on language that is accurate, accessible, and timely. This report describes the activities of the staff during 1996 and the many ways in which the original purposes continue to be fulfilled.



Donna Christian

Projects in 1996

English Language and Multicultural Education

Alternative Assessment in Two-Way Bilingual Immersion Programs, *U.S. Department of Education, through a subcontract from Arlington County, VA Public Schools*

Development and field testing of rubrics for scoring measures of oral and written language ability in alternative assessment of students in two-way bilingual immersion programs.

Benchmark Study of Title VII Programs, *U.S. Department of Education, through a subcontract from the Institute for Policy Analysis and Research*

Documentation of the process and content of school reform in Title VII-funded comprehensive grant schools, with an analysis of its effects on language minority students.

CREDE (Center for Research on Education, Diversity, and Excellence): Dissemination, *U.S. Department of Education, through a subcontract from the University of California, Santa Cruz*

Continuing and expanding on CAL's role in the National Center for Research on Cultural Diversity and Second Language Learning. Dissemination of articles, newsletters, and two research report series. Conference planning and networking with other research centers, regional labs, and comprehensive centers. Outreach.

CREDE: The Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students, *U.S. Department of Education, through a subcontract from the University of California, Santa Cruz*

Development of an explicit model of sheltered instruction and training of middle school teachers in effective sheltering strategies. Evaluation of teacher change and of effects of sheltered instruction on reading achievement and English language development of limited English proficient students.

CREDE: A National Survey of School/Community-Based Organization Partnerships Serving At-Risk Students, *U.S. Department of Education, through a subcontract from the University of California, Santa Cruz*

Survey of partnerships between schools and community-based organizations, followed by intensive study of 10 to 15 successful partnerships to establish criteria and recommendations for developing effective partnerships.

CREDE: Newcomers—Language and Academic Programs for Recent Immigrants, *U.S.*

Department of Education, through a subcontract from the University of California, Santa Cruz

Study of newcomer programs for recently arrived secondary school students with limited English proficiency to document the ways in which these programs teach English and content knowledge and promote transition of newcomer students to U.S. schools.

CREDE: Two-Way Immersion Education, *U.S. Department of Education, through a subcontract from the University of California, Santa Cruz*

Continuing and expanding on CAL's study of two-way immersion programs under the National Center for Research on Cultural Diversity and Second Language Learning. Research into instructional outcomes, student populations, long-term effects, and articulation issues. Ongoing information collection on two-way programs around the country.

Health Orientation Guidebook for Refugees, *Illinois Department of Public Health*

Development of a guidebook for refugees which explains the Illinois health care system.

Home Ownership Education Materials for Adult ESL Learners, *Fannie Mae*

Development of a curriculum unit to improve English language and literacy skills while making home ownership information more accessible. (completed in 1996)

Identifying Content Standards for English Language Arts in Maryland, *U.S. Department of Education, through a subcontract from Maryland Department of Education*

Formative evaluation to inform and facilitate Maryland's project to develop standards for English language arts and apply them to curriculum and instruction.



LAB (The Lab at Brown University), *U.S. Department of Education, through a subcontract from Brown University*

As a partner in the LAB, the Northeast and Islands Regional Educational Laboratory, CAL conducts activities in foreign language education, assessment and instruction of limited English proficient students, applied research, and dissemination. Two of the three CAL projects are housed in the ELME division: development of resource materials for educators and policymakers on portfolio assessment of limited English proficient students; and research on how middle school educators help limited English proficient students achieve high learning standards in English language arts.

Multilingual Health Education Resource Materials, *Illinois Department of Public Health*

Compilation of over 600 titles in ten languages for use by service providers who work with newly arrived refugees. (completed in 1996)

National Clearinghouse for ESL Literacy Education, *U.S. Department of Education and National Institute for Literacy*

An adjunct ERIC clearinghouse with a focus on literacy education for limited English proficient adults and out of school youth. Collection, analysis, and dissemination of information. Technical assistance to adult ESL literacy providers. Publication of short digests and bibliographies and longer monographs.

Pre-K—12 Standards for English as a Second Language, *Teachers of English to Speakers of Other Languages, Inc.*

Coordination of the development of content standards and assessment guidelines for limited English proficient students in the United States. Informing ESL educators of the development process and soliciting their commentary. Management of implementation activities and publication of companion documents.

Program in Immigrant Education, *Andrew W. Mellon Foundation*

Coordination of the Mellon Foundation's precollegiate immigrant education program. Program support, research, and evaluation in four local demonstration projects; editing and production of commissioned books and program publications; and dissemination of program findings and policy recommendations.

The Refugee Service Center, *U.S. Department of State*

Support to refugee programs overseas and in the United States. Assistance with curriculum development, materials for training sites, information for service providers regarding resettlement of refugees, and orientation materials for refugees.

Foreign Language Education and Testing

Assistance in Developing North American English Versions of EFL Tests of the University of Cambridge, *University of Cambridge Local Examinations Syndicate*

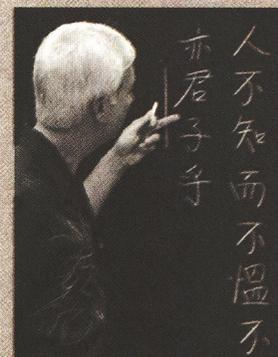
Assistance in developing versions of the Syndicate's tests of English as a foreign language that are suitable for learners of American English. The second-lowest-level test and accompanying handbook have been adapted and are now being field tested.

ERIC Clearinghouse on Languages and Linguistics, *U.S. Department of Education*

An ERIC clearinghouse with a focus on the study and teaching of languages. Processing of documents and journal articles for inclusion in the ERIC database. Answering inquiries on topics related to research and practice in linguistics and language education. Publication of short digests and bibliographies and longer monographs.

Evaluation of Foreign Language Immersion Programs, *Detroit, MI Public Schools*

Evaluation of immersion programs in two schools with multigrade sequences of foreign language study: one with French, Japanese, and Spanish in grades K-8 and the second with two-way immersion in English and Spanish in pre-kindergarten through grade 2.



Formative Evaluation of the French Immersion Magnet Program, Prince George's County, MD Public Schools

Evaluation of the French immersion magnet program in two elementary schools and one middle school. Results of the evaluation and documentation of the best practices observed will inform the district's decisions about future implementation of the immersion program.

International Language Education Study, Spencer Foundation and other sources

U.S. component of the first phase of an international study of language education in precollegiate settings, conducted under the auspices of the International Association for the Evaluation of Educational Achievement.

LAB (The Lab at Brown University), U.S. Department of Education, through a subcontract from Brown University

As a partner in the LAB, the Northeast and Islands Regional Educational Laboratory, CAL conducts activities in foreign language education, assessment and instruction of limited English proficient students, applied research, and dissemination. One of three CAL projects is housed in the FLET division: enhancing foreign language instruction in the region by providing resources and training to educators and encouraging a K-12 sequence of instruction.

National Capital Language Resource Center, U.S. Department of Education, through a subcontract from Georgetown University

Extending the work of the National Foreign Language Resource Center, this new center is a project of Georgetown University, The George Washington University, and the Center for Applied Linguistics. CAL carries out overall information dissemination and outreach functions for the center and is responsible for several specific projects: conducting workshops to train teachers in language proficiency testing, in administering and rating CAL's Simulated Oral Proficiency Interviews (SOPIs), and in developing SOPIs for local needs; converting self-instructional SOPI rater training kits into a multimedia format; and putting materials from CAL's database on the less commonly taught languages into a self-accessible format on the World Wide Web.

National Foreign Language Resource Center, U.S. Department of Education, through a subcontract from Georgetown University

Development, adaptation, and revision of language proficiency tests. Rater training workshops for Simulated Oral Proficiency Interviews and other proficiency testing. Development of self-instructional rater training kits. Database of foreign language tests. Database of instructional materials for less commonly taught languages. (completed in 1996)

National K-12 Foreign Language Resource Center, U.S. Department of Education, through a subcontract from Iowa State University

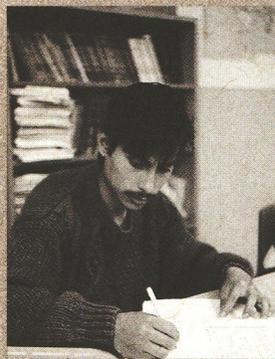
Implementation of the performance assessment initiative of the center, with three interrelated components: conducting three summer institutes on performance assessment for teachers; conducting a reliability and validity study of the Student Oral Proficiency Assessment developed by CAL; and compiling the second volume of an annotated bibliography of K-8 foreign language assessment instruments.

National K-12 Foreign Language Survey, U.S. Department of Education

Nationwide survey of elementary and secondary school foreign language programs examining patterns of enrollment, teaching methodologies, languages and programs offered, and articulated sequences of classes.

National Network for Early Language Learning, Membership support

CAL is the secretariat for this organization of teachers, administrators, researchers, and others interested in teaching foreign languages to children. Activities include publication of the journal *Learning Languages* and networking sessions at local, regional, and national conferences.



Operational Testing Programs

Marketing of proficiency tests for English as a second language and for foreign languages, and self-instructional rater training kits produced through CAL's test development projects.

Oral Proficiency Assessment of Japanese Partial Immersion Students, Calvert County, MD Board of Education

Assessment of language proficiency of students completing their second year of learning Japanese while also learning mathematics.

Oral Proficiency Assessment of Spanish Immersion Students, Arlington County, VA Public Schools

Assessment of the language proficiency of fifth grade students in immersion programs at three schools.

Oral Proficiency Assessment of Students in the Georgia Elementary School Foreign Language Model Program, Georgia State Department of Education

Assessment of the language proficiency (French, German, Japanese, or Spanish) of third graders enrolled in language study (a half hour every day) since kindergarten or first grade. Revision of CAL's Student Oral Proficiency Assessment to accommodate non-immersion learners and training of a cadre of teachers in administering the assessment.

Pashto Reference Grammar, U.S. Department of Education

Final volume in a set of materials, all developed at CAL, that include beginning and intermediate textbooks and a reader. (completed in 1996)

Simulated Oral Proficiency Interview for Russian, with Accompanying Rater Training Kit, U.S. Department of Education

Development of three forms of the Russian test, drawing on items from CAL's new SOPI Task Bank, together with a self-instructional rater training kit. This is the seventh language for which CAL has produced SOPIs and training kits.

Sounds of Contemporary Polish, U.S. Department of Education

Development of Macintosh-based software that enables students to record their own pronunciation and compare it to models presented in audio and graphic form.

Training Modules for Foreign Language Teaching Assistants, U.S. Department of Education

Development and dissemination of materials for pre-service and in-service training of teaching assistants in undergraduate foreign language courses.

Sunbelt Office

Comprehensive Regional Assistance Center for Region XIV, U.S. Department of Education, through a subcontract from Educational Testing Service

Training and technical assistance to local education agencies in Florida, Puerto Rico, and the Virgin Islands serving children from high poverty backgrounds, including limited English proficient, migrant, and Native American students.

North East Florida Consortium, Florida Department of Education

Development of a detailed outline of training materials for English to speakers of other languages to be used by middle and high school teachers.

Project in Adult Immigrant Education, Andrew W. Mellon Foundation

Technical assistance to programs serving immigrant adults, improving their capacity to provide quality training in English language and literacy and in workplace skills.



Publications

English Language and Multicultural Education

How to Buy a Home in the United States: English as a Second Language for Adults (Student Book and Teacher's Guide), Fannie Mae Foundation and Center for Applied Linguistics

Foreign Language Education and Testing

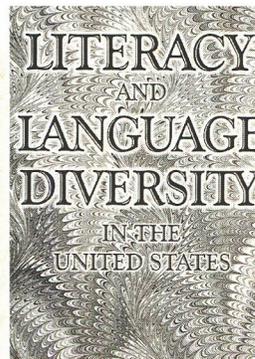
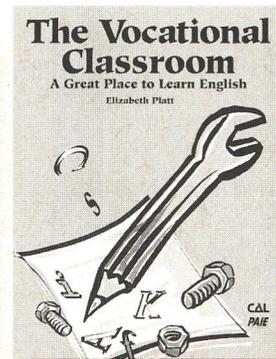
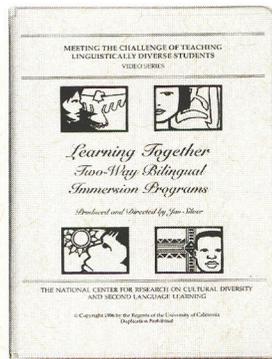
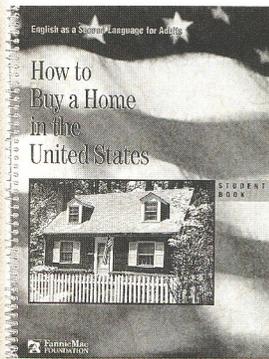
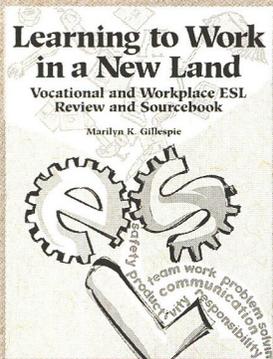
A Reference Grammar of Pashto, H. Tegey, B. Robson

Rater Training Kit: German

Rater Training Kit: Japanese

Rater Training Kit: Chinese

SOPI Test Development Handbook, C. Stansfield



National Center for Research on Cultural Diversity and Second Language Learning

Syncretic Literacy: Multiculturalism in Samoan American Families, A. Duranti and E. Ochs

Learning English: How School Reform Fosters Language Acquisition and Development for Limited English Proficient Elementary School Students, B. Nelson

Learning Science and English: How School Reform Advances Scientific Learning for Limited English Proficient Middle School Students, C. Minicucci

Conflicts in World Cultures (Curriculum unit), D. Short, C. Montone, S. Frekot, and A. Elfin

Integrating Language and Culture in the Social Studies (Teacher training packet), D. Short and C. Montone

Attributes of Effective Programs and Classrooms Serving English Language Learners, D. August and L. Pease-Alvarez

Profile of Effective Teaching in a Multilingual Classroom (Video and training guide)

Profile of Effective Two-Way Bilingual Teaching: Sixth Grade (Video and training guide)

Learning Together: Two-Way Bilingual Immersion Programs (Video and training guide)

National Clearinghouse for ESL Literacy Education

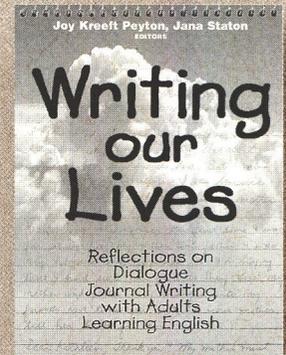
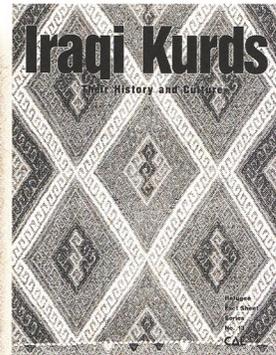
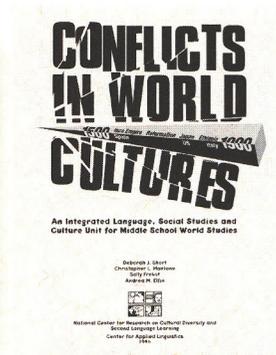
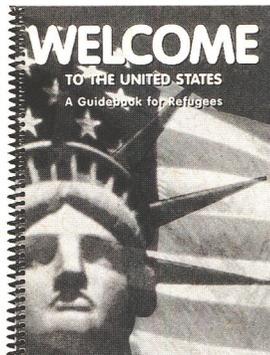
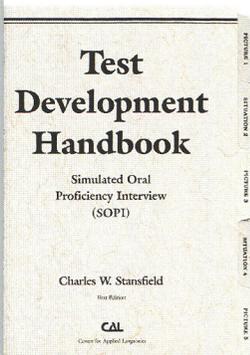
Literacy and Language Diversity in the United States, T. Wiley

Writing Our Lives: Reflections on Journal Writing with Adults Learning English (revised edition), J. Peyton and J. Staton

Project in Adult Immigrant Education

The Vocational Classroom: A Great Place to Learn English, E. Platt

Learning to Work in a New Land: A Review and Sourcebook for Vocational and Workplace ESL, M. Gillespie



Refugee Service Center

Iraqi Kurds: Their History and Culture (Refugee fact sheet), B. Robson

Female Circumcision/FGM (Resource packet)

Bosnian Refugee Resettlement in the U.S. Part II: Refugee Response, P. DiMeo and S. Somach

Welcome to the United States: A Guidebook for Refugees (Published in English, Arabic, French, Russian, Bosnian/Croatian/Serbian, Somali, Spanish, and Vietnamese)

Multilingual Health Education Resource Guide (second edition), Center for Applied Linguistics and Fuenzalida & Associates

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Financial Report

Balance Sheet (unaudited)

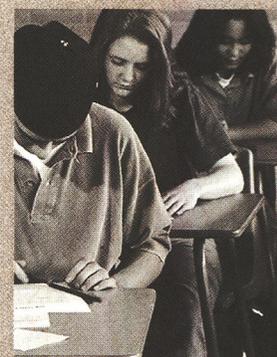
Assets	1996	1995
Current assets		
Cash and cash equivalents		
Operating	\$ 2,091,610	\$ 2,261,593
Refugee Service Center	21,291	73,330
Accounts receivable		
Billed contracts & grants	44,016	245,466
Unbilled contracts & grants	276,911	67,902
Other	41,189	165,318
Prepaid expenses & other deposits	<u>1,509</u>	<u>1,874</u>
Total current assets	2,476,526	2,815,483
Noncurrent assets		
Furniture & equipment, net of \$500,477 and \$421,699 accumulated depreciation	<u>78,778</u>	<u>82,852</u>
Total assets	<u>\$ 2,555,304</u>	<u>\$ 2,898,335</u>
Liabilities and Net Assets		
Current liabilities		
Receipts in excess of revenues	\$ 145,617	\$ 167,394
Accounts payable and other expenses	114,641	102,916
Accrued annual leave	104,779	84,441
Payroll taxes withheld and other	74,615	62,043
Deferred revenue	<u>0</u>	<u>23,071</u>
Total current liabilities	<u>439,652</u>	<u>439,865</u>
Net assets, as restated		
Unrestricted	1,410,468	1,464,663
Temporarily restricted	605,184	893,807
Permanently restricted	<u>100,000</u>	<u>100,000</u>
Total net assets	<u>2,115,652</u>	<u>2,458,470</u>
Total liabilities & net assets	<u>\$ 2,555,304</u>	<u>\$ 2,898,335</u>



1995 and 1996

Statement of Revenues and Expenses

Unrestricted Net Assets	1996	1995
Support & revenues		
Contracts & grants	\$ 2,435,268	\$ 2,889,972
Rental revenue from subleases	0	181,921
Investment income	76,366	56,405
Testing products	106,740	68,813
Consulting fees and workshops	12,044	10,367
Sale of publications	67,829	56,983
Other	51,637	43,993
Total unrestricted support	<u>2,749,884</u>	<u>3,308,454</u>
Net assets released from restrictions		
Satisfaction of program restrictions	<u>613,623</u>	<u>518,944</u>
Total unrestricted support & reclassifications	<u>3,363,507</u>	<u>3,827,398</u>
Expenses		
Program services		
Government contracts & grants	2,195,043	2,396,813
Private contracts & grants	779,652	799,829
Test activities	139,888	70,125
Venture activities	77,811	90,033
Pass-thru & project participant costs	65,417	73,787
Total program costs	<u>3,257,811</u>	<u>3,430,587</u>
Less: support costs	<u>(876,942)</u>	<u>(960,804)</u>
Program direct costs	<u>2,380,869</u>	<u>2,469,783</u>
Support costs		
General administration	<u>1,067,942</u>	<u>1,181,678</u>
Total expenses	<u>3,448,811</u>	<u>3,651,461</u>
Increase (decrease) in unrestricted net assets	<u>(85,304)</u>	<u>175,937</u>
Temporarily restricted net assets		
Grants	325,000	640,000
Interest	31,109	60,638
Net assets released from restrictions		
Satisfaction of program restrictions	<u>(613,623)</u>	<u>(518,944)</u>
Increase (decrease) in temporarily restricted net assets	<u>(257,514)</u>	<u>181,694</u>
Increase (decrease) in net assets	<u>(342,818)</u>	<u>357,631</u>
Net assets at beginning of year, as restated	<u>2,458,470</u>	<u>2,100,839</u>
Net assets at end of year	<u>\$ 2,115,652</u>	<u>\$ 2,458,470</u>



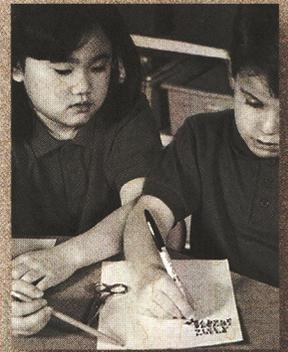
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