

2001 was a year of challenge and growth for CAL. Reports on the 2000 U.S. Census verified what we have heard from educators, employers, and service providers: Our society is becoming more diverse—ethnically, culturally, and linguistically. In addition, world events underscored the critical value of language competence for international relations, commerce, and human development. In this climate, CAL's mission – to improve communication through better understanding of language and culture – has made CAL an increasingly important resource for education professionals, policymakers, and society in the U.S. and abroad.

# CAL 2001

ANNUAL REPORT

**Center for Applied Linguistics**  
Improving communication  
through better understanding  
of language and culture



# We Can't Squander Language Skills

By JOY KREEFT PEYTON  
and DONALD A. RANARD

**A**fter the Sept. 11 attacks, the FBI put out urgent appeals for citizens fluent in Arabic and Farsi. The fact that the United States' domestic intelligence agency lacked the language resources to understand the intelligence it was gathering probably came as a surprise to most Americans but not to language experts. The FBI's language problem is part of a larger national problem that is rooted in the U.S. education system. But a solution lies within our schools too—with our immigrant students.

A recent study of language and U.S. security by the University of Maryland's National Foreign Language Center corroborates what language experts have been saying for years: The U.S. government faces a critical shortage of foreign language expertise, the result of what the study calls "a sea change" in national language needs over the past 15 years. Former Illinois Sen. Paul Simon has pointed out that today "some 80 federal agencies need proficiency in nearly 100 foreign languages to deal with threats from terrorism, narco-trafficking and communicable diseases," and to advance U.S. economic and diplomatic interests.

The U.S. education system views foreign language study the way it views music appreciation: nice but not necessary. For the most part, our schools teach foreign languages the way they always have—a few hours a week for a

few years—and for the most part we get the same results: Very few of our college graduates can function in another language. What American students need and rarely get is continuous instruction throughout their education, from elementary school through college, preferably with periods of intensive study.

Our foreign language deficiency is particularly acute in the uncommonly taught languages of Asia, Africa and the Middle East. According to Kirk Belnap, a professor of Arabic at Brigham Young University, no more than 200 non-Arab Americans in the entire country have a professional-level proficiency in Arabic, the fifth most widely spoken language in the world. Pashto, the language of the Pashtun, the dominant ethnic group in Afghanistan, is not studied in American colleges.

However, the language expertise that the U.S. needs already exists, or potentially exists, in our schools, in a population of students whose language abilities we have ignored. Immigration has made this nation more diverse linguistically than it has ever been. One in five children enters school speaking a language other than English, including many of the languages of Asia and the Middle East.

But if past trends hold, these children will lose most of their native language in the process of learning English.

Our schools generally ignore the languages that immigrant children bring with them. Giving up one's native language often is seen as a natural, even

desirable, consequence of assimilation.

By adolescence, children speak haltingly a language they once spoke with ease. Most lose or never develop the ability to read and write in their native language.

In a strange twist, some end up in high school or college foreign language classes trying to relearn the language they once felt impelled to give up.

Their language loss is our collective loss. Immigrant children can speak other languages with a native speaker's fluency and an insider's grasp of the culture. And many know languages that English speakers aren't inclined to study.

With support from their schools, parents and communities, immigrant children can maintain and deepen their knowledge of their home language at the same time they are learning English.

In light of our national needs, let's rethink the ways that we educate immigrant students. If we viewed the languages they know as resources to be developed rather than as obstacles to be overcome, the students would acquire a highly valued skill and the nation would gain badly needed expertise.

*Joy Kreeft Peyton is vice president of the Center for Applied Linguistics in Washington, D. C. Donald A. Ranard is a consulting editor at CAL. They are editors (with Scott McGinnis) of the forthcoming book "Heritage Languages in America: Preserving a National Resource." (Delta Systems and the Center for Applied Linguistics).*

**2001** *was a year of challenge and growth for CAL. Reports on the 2000 U.S. Census verified what we have heard from educators, employers, and service providers: Our society is becoming more diverse—ethnically, culturally, and linguistically. In addition, world events underscored the critical value of language competence for international relations, commerce, and human development. In this climate, CAL’s mission—to improve communication through better understanding of language and culture—has made CAL an increasingly important resource for education professionals, policymakers, and society in the U.S. and abroad.*

### **The Role of Language in Education**

Research projects continued or initiated in 2001 addressed topics fundamental to the success of language learners in schools, including the effects of sheltered instruction, two-way immersion, and newcomer programs; language and literacy skills development and transfer of language skills in language minority children and youth; and the effectiveness of distance learning and web-based instruction.

During 2001, CAL continued its work with the Educational Testing Service, the American Institutes for Research, and the American Council on the Teaching of Foreign Languages on development of the Foreign Language Assessment for the National Assessment of Educational Progress (NAEP). CAL staff also engaged in the development and evaluation of tools for assessment of proficiency in a number of languages. An important aspect of this work was the increasing focus on the use of the Internet for the administration of language proficiency assessments.

Demand for CAL’s professional development resources for teachers and administrators increased in 2001. Through the School Services Program, CAL staff provided inservice sessions in school systems throughout the country to help educators better serve diverse populations of students. Program offerings also

expanded into the Adult ESL and Testing areas. CAL organized a number of seminars and colloquia, and in February a symposium on *Adult ESL in the New Millennium* brought educators, researchers, and policymakers together to consider current trends, challenges, and opportunities in adult ESL education.

We were fortunate to have Catherine Snow, a professor in the Harvard University Graduate School of Education, as the Charles A. Ferguson Fellow for 2001. Throughout the year, she served as an important resource for CAL’s literacy and language learning projects. In September, she gave a public lecture in which she shared the results of her 12-year longitudinal study of literacy and language development in children from low-income families. She also co-edited *What Teachers Need to Know About Language* and worked with CAL staff who produced *Why Reading Is Hard*, a video and viewers guide designed to help teachers and others understand why learning to read in English can be so challenging for native and nonnative speakers alike.

Many of CAL’s resources for professional development, including symposium proceedings, resource guides, and responses to frequently-asked questions (FAQs), are now available on the CAL website. The site also provides access to discussion forums that

create online communities of education practitioners and a popular and highly-regarded "Ask the Language Expert" feature.

### **The Role of Language in Society**

Reflecting the fact that the population of the United States includes native speakers of many languages other than English, in 2001 CAL published *Heritage Languages in America: Preserving a National Resource*. The book outlines the need for proficient speakers of heritage languages in all areas of the workforce and describes ways in which education programs can meet that need by developing the skills of heritage community members. CAL anticipates that the book will be useful to policymakers as well as to language teachers, administrators, and heritage language speakers.

With the support of the Ford Foundation, CAL also published *Expanding Educational Opportunity in Linguistically Diverse Societies*, a report on educational programs in 13 countries that successfully address the learning needs of children who do not understand the official language of instruction. The report looks at language development and language planning, materials development, teacher training, teaching methodologies, and evaluation for each of the 20 programs it profiles. In each case, children from traditionally underserved language groups are shown to learn best and stay in school longer when instructed through the mother tongue.

In another manifestation of our change and growth, one of CAL's resource centers, the Refugee Service Center, received a new name at the end of 2001. The new name, Cultural Orientation Resource Center (CORC), more accurately reflects the center's mission: to provide linguistically and culturally appropriate refugee orientation materials and assistance to overseas

and U.S. refugee service providers. In March, CAL brought together refugee orientation specialists from around the world to share experiences and learn about the resettlement process in the U.S. so that they might better prepare refugees for the transition.

### **The Role of CAL**

For CAL, as for so many others, September 11, 2001 was a day like no other. The events of that day and those that followed affirmed the power and importance of the vision that inspires all who work at CAL. As staff wrote in a special statement posted on our website shortly after September 11, "CAL feels as strongly as ever that a better understanding of language and culture can be a safeguard against stereotypes and prejudice." In an op-ed piece published in the *Los Angeles Times* on November 5, Joy Kreeft Peyton and Donald A. Ranard gave public voice to CAL's philosophy, observing that "the language expertise that the U.S. needs already exists . . . in a population of students whose language abilities we have ignored."

Looking back on this eventful, challenging and inspiring year, I am more proud than ever of the important role that CAL plays in bringing about a world where all languages, dialects, and cultures are valued and cultivated.

We welcome the opportunity to reflect on the year's work in this annual report, and we invite everyone to visit our website at <http://www.cal.org> for more information and news on an ongoing basis.

*Donna Christian*

## A Special Note on Allene Grognet's Retirement

**W**ith time comes change, and CAL saw a major change in 2001 with the retirement of Allene Guss Grognet.

Allene has been at the center of CAL's work and growth for almost 40 years. She came to CAL in 1963 as Associate Director of Information and Publications and then as Director of the Publication Section. In 1975 she became Director of the National Indochinese Clearinghouse and Technical Assistance Center, guiding its development as it became the Language and Orientation Resource Center and then the Refugee Service Center. She was named a CAL Vice President in 1980 and opened CAL's Sunbelt Office in 1989.

Throughout her tenure, Allene has nurtured and encouraged CAL's growth through diverse collaborations and product development initiatives, from a videodisc course for learning English in industrial settings to professional development materials for elementary and secondary teachers of English language learners. Her contributions to the field as teacher, mentor, and active association member are beyond number.

Allene has no plans for a grand world tour — “Been there, done that,” she notes. She looks forward to the opportunity to make her own schedule in a much more leisurely manner. “I will take seriously my weaving again (I was pretty good once), and see if I can get enthusiastic about it,” she says. “Then I'll look at the half written books on my computer and see if my ideas still have any validity. I'll volunteer my time to the Literacy Council, and weed out my files and books.”

But with Allene, some things will never change. “Of course I will say YES to any idea that CAL needs help with!”



*CAL President Donna Christian, CAL staff, trustees and friends honored Allene Grognet's remarkable career at a retirement celebration in the spring.*

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of Trustees**

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**CAL Officers**

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**RESEARCH STUDIES AND CONFERENCES****Acquiring Literacy in English**

*National Institute of Child Health and Human Development and U.S. Department of Education, Office of Educational Research and Improvement*  
 Research project on the acquisition of English literacy by Spanish-speaking children. In addition to a Research Core focused on assessment and an Administrative Core, the program includes three subprojects:

**Early Childhood Language and Literacy Development**

A study of four-year-old children that looks at the relationship between the home and school environments, the links between growth in language skills in English and Spanish, and the differences in the literacy process for monolingual and bilingual children.

**Transfer of Reading Skills in Bilingual Children**

A study of children's Spanish reading, English reading, and awareness of sounds and the structure of words in order to understand the role of the mother tongue (Spanish) in the development of the English reading competency of fourth- and fifth-grade Spanish-speaking students. This project will also study teachers' implementation of reading instruction and develop materials for classroom use.

**Spelling as an Indicator of English Literacy Development**

A study of spelling in Spanish-English bilingual children in grades three to five to identify factors that explain high levels of transfer from Spanish to English spelling, as well as to determine the relationships between English spelling skills and English reading ability in bilingual children.

**Center for Research on Education, Diversity & Excellence (CREDE)**

*U.S. Department of Education, Office of Educational Research and Improvement (subcontract from University of California at Santa Cruz)*  
 CREDE-funded research activities at CAL include the following three projects:

**The Effects of Sheltered Instruction (SIOP) on the Achievement of Limited English Proficient Students**

Development of an explicit sheltered instruction model for teaching content area curricula to English language learners, professional development to help teachers implement the model, and evaluation of teacher change and effects of sheltered instruction on learners' English language development and content knowledge.

**Newcomers: Language and Academic Programs for Recent Immigrants**

Study of newcomer programs for recently arrived secondary students whose English proficiency is limited. Examination of the programs' strategies for promoting successful transition to U.S. schools and planning of a national conference on newcomer programs.

**Two-Way Immersion Education**

Investigation and documentation of two-way immersion programs: implementation, instructional outcomes, effects on student populations, long-term effects, and articulation issues.

**Expanding Educational Opportunity in Linguistically Diverse Societies**

*Ford Foundation*

Publication of the results of a study of mother tongue and second language approaches to providing education to students from minority language backgrounds in multilingual societies around the world.

**National Literacy Panel**

*U.S. Department of Education, Office of Educational Research and Improvement (subcontract from SRI International)*

Compilation of a comprehensive, evidence-based review of the research literature on the development of literacy among language minority children and youth.

**Newcomer Conference and Pilot Study**

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs*

Coordination of a national conference on newcomer programs and research on literacy and assessment practices in selected programs.

**Northeast and Islands Regional Educational Laboratory at Brown University, Standards and Diversity**

*U.S. Department of Education, Office of Educational Research and Improvement (subcontract from Brown University)*

Applied research on technological innovation in professional development concerned with implementing academic standards in culturally diverse schools.

**Planning Study for Panel on Literacy for English Language Learners**

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, Office of Educational Research and Improvement and National Institute for Literacy*

Consulting with a working group of experts to make recommendations for a national panel study on literacy for English language learners and to review the research base.

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and culture can be a safeguard  
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### **Synthesis of Research on Adult ESL Literacy Development**

*U.S. Department of Education, Office of Vocational and Adult Education*  
Development for adult ESL practitioners of a synthesis of research on adult English language learners who are learning to read.

### **Transfer of Reading Skills from Spanish to English: A Study of Young Learners**

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs*

Study of how reading skills acquired in Spanish transfer when English language learners begin reading in English and how this transfer benefits the development of English literacy.

### **Two-Way Immersion Teacher Research Collaborative**

*Spencer Foundation*

Two-year teacher research seminar with seven two-way immersion teachers from Francis Scott Key Elementary School in Arlington (VA) Public Schools.

### **Using Distance Learning to Support Preschool Teachers' Professional Development**

*National Science Foundation; National Institute of Child Health and Human Development; and U.S. Department of Education, Office of Educational Research and Improvement (subcontract from Educational Development Center, Inc.)*

Comprehensive discourse analysis of the interaction among early childhood teachers engaged in a distance learning course on language and literacy.

### **Web-Based Language Instruction (E-Language Initiative)**

*U.S. Department of Education, Planning and Evaluation Service*

Coordination of a national meeting of leaders in the fields of technology and language learning to discuss the forces shaping web-based language learning and help inform future Department of Education initiatives in this area.

## **RESOURCE CENTERS AND CLEARINGHOUSES**

### **Center for Research on Education, Diversity & Excellence (CREDE)**

*U.S. Department of Education, Office of Educational Research and Improvement (subcontract from University of California at Santa Cruz)*  
<http://www.cal.org/crede>

Dissemination of research information, which includes developing and publishing research and educational practice reports and articles, planning conferences and exhibitions, networking with other research organizations, and conducting other outreach activities.



**Cultural Orientation Resource Center (formerly Refugee Service Center)**

*U.S. Department of State, Bureau of Population, Refugees and Migration*  
<http://www.cal.org/rsc>

Facilitation of information exchange among overseas refugee processing centers and domestic resettlement programs through translation and publication of refugee-specific materials, Web site development, and support for cultural orientation programs.

**ERIC Clearinghouse on Languages and Linguistics**

*U.S. Department of Education, Office of Educational Research and Improvement, National Library of Education*  
<http://www.cal.org/ericcll>

Operation of a national clearinghouse that collects, synthesizes, and disseminates information about foreign language education, English as a second language, bilingual education, and linguistics.

**National Capital Language Resource Center**

*U.S. Department of Education, International Research and Studies Program (subcontract from Georgetown University)*  
<http://www.cal.org/nclrc>

Development of test materials, provision of information about materials for teaching and testing the less commonly taught languages, and training of language teachers in testing and in the use of multimedia.

**National Center for ESL Literacy Education**

*U.S. Department of Education, Office of Vocational and Adult Education*  
<http://www.cal.org/nclce>

Operation of a national clearinghouse that collects, synthesizes, and disseminates information about literacy education for adults learning English as a second language and provides technical assistance to adult ESL literacy programs.

**National K-12 Foreign Language Resource Center**

*U.S. Department of Education, International Research and Studies Program (subcontract from Iowa State University)*  
<http://www.cal.org/k12nflrc>

Development of oral assessment instruments for young children, training of teachers in language assessment, expansion and maintenance of a database of K-12 assessment instruments, and research on distance learning.

**National Network for Early Language Learning**

*Membership organization*  
<http://www.cal.org/projects/nnell.html>

Secretariat for 1000-member organization of teachers, administrators, researchers, and parents. Activities include publication of the journal *Learning Languages*, networking, and advocacy.

**PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE****Accelerated Academic English Language Model Professional Development**

*Board of Education of the City of New York*

Training for three cohorts of educators (staff developers, teachers and principals) in the Sheltered Instruction (SIOP) model to support New York City's implementation of the Accelerated Academic English Language Model.

**ASPIRE! Career Opportunities for Bilingual Paraprofessionals**

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (subcontract from University of Central Florida)*

Inservice training for bilingual paraprofessionals to help schools, districts, and teachers improve their instructional support services. Coordination of tuition reimbursement program for bilingual paraprofessionals working toward teaching certificates.

**Assimilating Hispanic Students into the Mainstream Curriculum**

*U.S. Department of Education (subcontract from the Georgia Project)*

Technical assistance and professional development provided as part of activities conducted by the Georgia Project in school systems and communities in northwestern Georgia.

**Comprehensive Regional Technical Assistance Center Region XIV**

*U.S. Department of Education, Office of Elementary and Secondary Education (subcontract from Educational Testing Service)*

Collaboration with the Educational Testing Service to operate a regional assistance center focusing on needs of children from high poverty backgrounds in Florida, Puerto Rico, and the Virgin Islands.

**English Language Learners' Curriculum and Instructional Design (ELLCID) Project**

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (subcontract from Cheyney University)*

Provision of professional development to the Chester Upland (PA) School District and others as part of Cheyney University's Training for All Teachers grant.

**Improving Education with Bilingual Teacher Training**

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (subcontract from Sealaska Heritage Foundation)*

Professional development for pre-K-12 educators working toward heritage language and culture revitalization for Tlingit and other Southeast Alaskan native peoples.

### **Local Innovation—Challenge Grants for Technology in Education: IN-VISION**

*U.S. Department of Education, National Challenge Grants (subcontract from Iowa State University)*

Assessment of cultural attitudes and language development of students and teachers participating in a video-based language program.

### **Northeast and Islands Regional Educational Laboratory at Brown University**

#### **Improving Foreign Language Instruction in Schools**

*U.S. Department of Education, Office of Educational Research and Improvement (subcontract from Brown University)*

Provision of foreign language resources and training to educators in the Northeast, Puerto Rico, and the Virgin Islands. Web site development and maintenance, moderation of listserv, and teacher training activities.

#### **Pre-K–12 ESL Standards and Assessment Project**

*Teachers of English to Speakers of Other Languages, Inc.*

Direction of TESOL's national effort to develop ESL Standards for pre-K–12 students, including development of content standards, assessment guidelines, and implementation activities.

#### **Tapestry: A Teacher Preparation Program**

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (subcontract from University of South Florida)*

Development of a CD-ROM for faculty to learn principles of ESL, bilingual education, and cultural diversity. Implementation of two Web-based courses: (1) Principles of Language Acquisition and (2) Methods and Techniques for ESL Learners.

#### **Teacher Training on the Sheltered Instruction (SIOP) Model**

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (subcontract from the University of Alaska at Anchorage)*

Provision of a course on the SIOP model for teachers and staff developers in the Anchorage School System as part of a Training for All Teachers project administered by the university and the school system.

#### **Training for ESL Standards-Based Education**

*U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (subcontract from Southeast Missouri State University)*

Curriculum development and professional development for teacher trainers and university faculty as part of the university's Training for All Teachers grant.

## **ASSESSMENT AND TESTING**

### **Arabic Dialect Assessment Project**

*U.S. Department of Defense, Defense Language Institute (subcontract from PRC)*

Coordination of a workshop with Arabic experts to assist in identifying issues in and solutions to developing listening comprehension tests in Arabic dialects.

### **Development of a Computerized Basic English Skills Test (BEST Plus)**

*U.S. Department of Education, Office of Vocational and Adult Education*

Development of a computer-assisted oral assessment instrument coordinated with the National Reporting Standards guidelines for adult ESL programs across the nation.

### **Development of Internet-Based Oral Proficiency Tests at the Advanced Level**

*U.S. Department of Education (subcontract from Language Analysis Systems)*

In conjunction with Language Analysis Systems and the American Council on the Teaching of Foreign Languages (ACTFL), development of a Web-delivered oral proficiency test in Chinese and Korean at the advanced level.

### **Foreign Language National Assessment of Educational Progress Item Development**

*U.S. Department of Education, National Center for Education Statistics (subcontract from the Educational Testing Service)*

Development of communication tasks to demonstrate student achievement in interpersonal listening and speaking for the foreign language NAEP. In addition to the Educational Testing Service, partners include the American Institutes for Research and ACTFL.

### **Online Professional Development in Assessing Oral Language Proficiency**

*U.S. Department of Education, International Research and Studies Program*

In cooperation with ACTFL, development of a distance learning course that introduces participants to oral proficiency testing skills and the ACTFL Guidelines.

### **Operational Testing Programs**

Dissemination and sales of the Basic English Skills Test (BEST); oral proficiency testing materials in Spanish, French, German, Russian, Chinese, Japanese, and Arabic; and listening and reading proficiency tests in Chinese, Polish, and Arabic.

### **Using New Technology to Develop and Deliver Web-Based Proficiency Tests in Arabic and Russian**

*U.S. Department of Education, International Research and Studies Program*

Development of a general framework for testing listening and reading proficiency for less commonly taught languages; development of operational tests in Arabic and Russian.

**PROGRAM EVALUATION****Evaluation of Elementary School Language Program***Springfield, MA Public Schools*

Review of SOPA assessment ratings of students in Spanish, English, and Russian. Compilation, analysis, and reporting of results.

**Evaluation of Exchange, Language, International and Area Studies (EELIAS)***U.S. Department of Education (subcontract from National Foreign Language Center, University of Maryland)*

Consultation on development of strategic and performance objectives and performance indicators for the International Research and Studies Program and the Language Resource Centers Program.

**Georgia Elementary School Foreign Language (ESFL) Model Program Evaluation***Georgia Department of Education*

Evaluation and reporting of the language proficiency of Georgia ESFL model program students in kindergarten and grades 3-5 at 13 schools using the ELLOPA, SOPA, and self-assessments.

**Project ENLACE (ENriching Language And Culture Education)***U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (subcontract from Illinois Resource Center)*

Evaluation of Project ENLACE, an ongoing professional development project for bilingual teachers in Illinois.

**Project FOCUS***Memphis, TN City Schools*

Evaluation of Memphis City Schools' Elementary School Foreign Language Project.

**CURRICULUM AND MATERIALS DEVELOPMENT****Annotated Bibliography of Heritage Spanish Textbooks***National Foreign Language Center, University of Maryland*

Compilation of an online, searchable annotated bibliography of textbooks and instructional materials in use with heritage Spanish speakers in K-12 and university programs in the United States.

**Directory of Online ESL Resources***U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (subcontract from the National Clearinghouse for Bilingual Education)*

Development of an online searchable directory of ESL materials, organizations, and websites. ERIC/CLL maintains and updates the directory.

**Improving Teacher Education Practices in Sheltered Instruction***U.S. Department of Education, Fund for the Improvement of Postsecondary Education*

Development of a teacher training video and training manual on sheltered instruction based on the SIOP model developed through CAL and CREDE.

**Materials Development***Course Crafters*

Writing and editing services for Course Crafters projects, including Leap into Language, K-2, a new series of curriculum units that teach early language skills based on popular themes (for English language learners).

**New York State ESL Standards Development***New York State Department of Education*

Support for the development of ESL standards for New York State and alignment to the national ESL standards and the New York English language arts standards.

**North Dakota Standards Project, Phase 1***North Dakota Department of Public Instruction*

Provision of resources and guidance to the Department as it develops guidelines for assisting English language learners to meet state and district content standards, and provision of professional development for teachers of English language learners.

**Professional Development for Teachers of Second-Language Readers***Carnegie Foundation of New York (subcontract from Harvard University)*

Development of a book on what teachers should know about language, and a video and print materials for teacher training on the difficulties of learning to read in a second language.

**Standards-Based, Sheltered Curriculum Development***Prince George's County, MD*

Development of sheltered biology, government, and algebra curricula that integrate ESL standards with Maryland high school-subject standards.

## **CAL SERVICES**

CAL operates three ongoing programs that conduct special-purpose, short-term projects. During 2001 these projects served local and state education agencies, schools, universities, and other institutions and organizations throughout the nation.

### **Adult ESL Program Services**

Arkansas Literacy Resource Center  
James Madison University  
Louisiana State Department of Education  
Mississippi Association of Adult and Continuing Education  
University of Tennessee

### **School Services**

Academia de Español, Grand Rapids, MI  
Baltimore County Public Schools, MD  
Buncombe County Public Schools, NC  
Catholic Archdiocese of Washington, DC  
District of Columbia Public Schools  
Georgia Department of Education  
Irving Independent School District, TX  
Iowa Department of Education  
John Stanford International School, Seattle, WA  
Kansas City Public Schools, MO  
Kansas State Department of Education  
Kentucky Department of Education  
Lafayette Parish School District, LA  
Lincoln Public Schools, NE  
Rowan University, Glassboro, NJ  
Spring Hill Elementary School, Spring Hill, FL  
St. Louis Public Schools, MO  
New Jersey Department of Education  
North Dakota Department of Public Instruction  
Northern Trails Area Education Agency, IA  
Prince William County Public Schools, VA  
Township High School District 214, Arlington Heights, IL  
University of Central Florida  
University of Florida, Collier County  
Wisconsin Department of Education  
Worthington Public Schools, OH

### **Testing Services**

Defense Language Institute  
University of Notre Dame

*The language expertise that the U.S. needs already exists in a population of students whose language abilities we have ignored... The languages [of immigrant children] are resources to be developed, not obstacles to be overcome.*

## Publications and Electronic Resources

### K-12 ENGLISH LANGUAGE LEARNERS

*English Language Learners with Special Education Needs: Identification, Placement, and Instruction*, edited by Alfredo J. Artiles and Alba A. Ortiz  
Delta (Fall 2002)

*What Teachers Need to Know About Language*, edited by Carolyn Temple Adger, Catherine E. Snow, and Donna Christian  
Delta (Spring 2002)

*Scenarios for ESL Standards-Based Assessment*  
Written and/or edited by Anne Katz, Fred Genesee, Margo Gottlieb, Margaret Malone, Deborah Short, and Emily Gómez  
TESOL

*Sociocultural Factors in Social Relationships: Examining Latino Teachers' and Paraeducators' Interactions with Latino Students*, by Lilia D. Monzó and Robert S. Rueda  
CREDE

*Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes Toward School and College*, by Kathryn J. Lindholm-Leary and Graciela Borsato  
CREDE

*Leading for Diversity: How School Leaders Can Improve Interethnic Relations*, by Rosemary Henze  
CREDE

*Bilingual Education*, edited by Donna Christian and Fred Genesee  
TESOL

*Why Reading is Hard – Viewers Guide*, by Nancy Clair  
Delta

*Why Reading is Hard – Video*, produced by Carolyn Temple Adger, Nancy Clair and David Smith  
Delta

*Scaffold for School-Home Collaboration: Enhancing Reading and Language Development*, by Ji-Mei Chang  
<http://www.cal.org/crede/pubs/ResBrief9.htm>

*Development and Maintenance of Two-Way Immersion Programs: Advice from Practitioners*, by Julie Sugarman and Elizabeth R. Howard  
<http://www.cal.org/crede/pubs/PracBrief2.htm>

*Some Program Alternatives for English Language Learners*  
CREDE  
<http://www.cal.org/crede/pubs/PracBrief3.htm>

*English Language Learners with Special Needs*, by Sally Morrison  
<http://www.cal.org/ericcll/faqs/rgos/special.html>

*Online Directory of ESL Resources*, National Clearinghouse for Bilingual Education and ERIC Clearinghouse on Languages and Linguistics  
<http://www.cal.org/ericcll/esl-dir>

*Library Literacy Programs for English Language Learners*, by Eileen McMurrer and Lynda Terrill  
[www.cal.org/ncle/digests/library.htm](http://www.cal.org/ncle/digests/library.htm)

### FOREIGN LANGUAGE EDUCATION

*Foreign Language Teaching: What the United States Can Learn From Other Countries*, by Ingrid Pufahl, Nancy C. Rhodes, and Donna Christian  
ERIC

*Creating Web-Based Language Learning Activities*, by Sally Morrison  
<http://www.cal.org/ericcll/faqs/rgos/webcall.html>

*Second Language Teaching Methodology*, by Sally Morrison  
<http://www.cal.org/ericcll/faqs/rgos/methods.html>

*Establishing High-Quality Foreign Language Programs in Elementary Schools*, by Doug Gilzow and Nancy Rhodes  
[http://www.lab.brown.edu/public/pubs/pubs\\_order.taf](http://www.lab.brown.edu/public/pubs/pubs_order.taf)

### HERITAGE LANGUAGES

*Heritage Languages in America: Preserving a National Resource*, edited by Joy Kreeft Peyton, Donald A. Ranard, and Scott McGinnis  
Delta

### ESL FOR ADULTS

*How Adult English Language Learners Learn to Read English*, by Rebecca Adams, Miriam Burt, and Joy Kreeft Peyton  
CAL

*Preparing for Success: A Guide for Teaching Adult English Language Learners*, by Brigitte Marshall  
Delta

*ESL Activities for African-American History Month*, by Lynda Terrill  
[www.cal.org/ncle/civics/aamon.htm](http://www.cal.org/ncle/civics/aamon.htm)

*Adult ESL Practice in the New Millennium: Summary of the Panel Discussion Proceedings*, by Joy Kreeft Peyton  
<http://www.cal.org/ncle/millennium.htm>

## Ordering Information

### CAL publications (CAL, CORC, CREDE, Delta, ERIC, NCLE)

For more information on any CAL publication, search for the publication by name on the CAL website, [www.cal.org](http://www.cal.org)

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888/700-3629 (fax)

### TESOL publications

Order online or by phone:

[www.tesol.org/pubs](http://www.tesol.org/pubs)

888/891-0041

*Using Music in EL/Civics*, by Lynda Terrill

<http://www.cal.org/ncle/digests/music.htm>

*Resources for Statistics and Data Related to Adult English Language Learners*, by MaryAnn Florez

<http://www.cal.org/ncle/stats.htm>

*An Annotated Bibliography of Second Language Acquisition in Adult English Language Learners*, by Dora Johnson

<http://www.cal.org/ncle/sla.htm>

*Civics Education for English Language Learners*, by Lynda Terrill

<http://www.cal.org/ncle/REScivics.htm>

*Citizenship Resources*, by Lynda Terrill

<http://www.cal.org/ncle/REScit.htm>

*Online Resources for Promoting Cultural Understanding in the Adult ESL Classroom*, by MaryAnn Florez

<http://www.cal.org/ncle/multicultures.htm>

*Beginning to Work with Adult English Language Learners: Some Considerations*, by Miriam Burt and MaryAnn Florez

<http://www.cal.org/ncle/digests/beginQA.htm>

*Reflective Practice in Adult ESL Settings*, by MaryAnn Florez

<http://www.cal.org/ncle/digests/reflect.htm>

*An Annotated Bibliography of Health Literacy for Adult English Language Learners*, by Dora Johnson

<http://www.cal.org/ncle/healthbib.htm>

## LANGUAGE AND EDUCATION POLICY

*Language Policy and Planning*, by A. Alkistis Fleischer

<http://www.cal.org/ericcll/faqs/rgos/policy.html>

*Expanding Educational Opportunity in Linguistically Diverse Societies*, by Nadine Dutcher

CAL

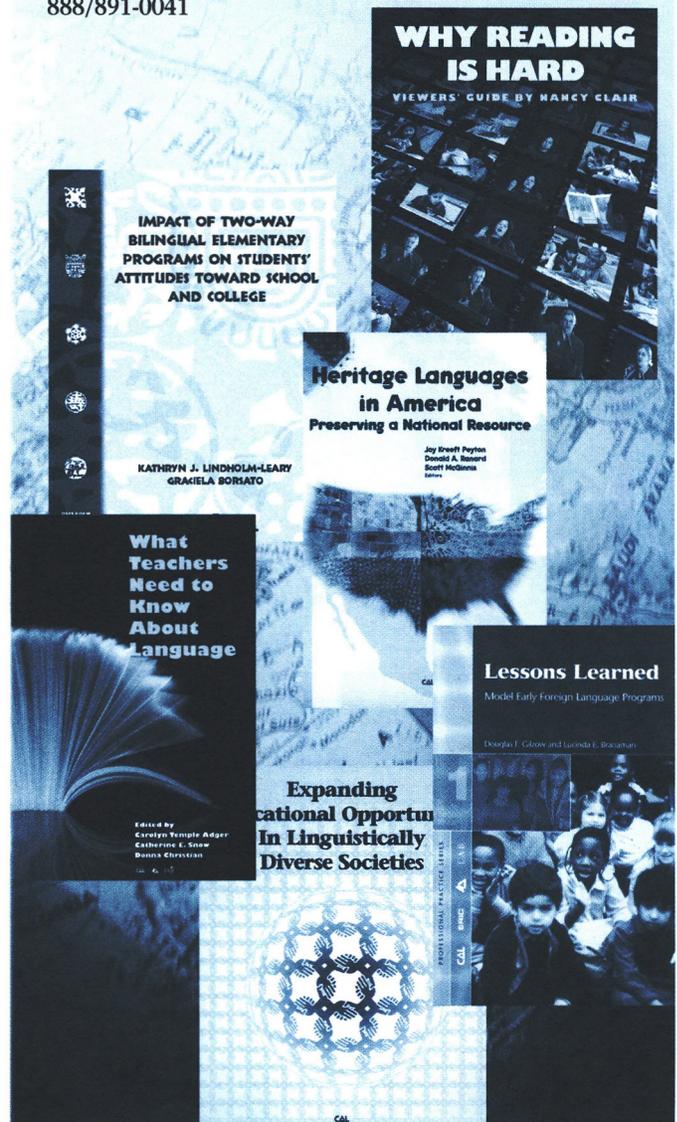
## REFUGEES

*The Afghans*

CORC

CAL	Center for Applied Linguistics
CORC	Cultural Orientation Resource Center
CREDE	Center for Research on Education, Diversity & Excellence
Delta	Delta Systems, Inc.
ERIC	Educational Resources Information Center, Clearinghouse on Languages and Linguistics
NCLE	National Center for ESL Literacy Education
TESOL	Teachers of English to Speakers of Other Languages

See ordering information on the right for print publications. URLs appear directly under Web publications.



Center for Applied Linguistics  
**Statements of  
 Financial Position**

FOR THE YEARS ENDED SEPTEMBER 30, 2001 AND 2000  
 (Unaudited)

	<b>2001</b>	<b>2000</b> <small>(RESTATED)</small>
<b>Assets</b>		
Current Assets		
Cash and Cash Equivalents . . . . .	\$ 768,724	\$ 269,630
Accounts Receivable		
Billed Contracts and Grants . . . . .	485,235	637,951
Unbilled Contracts and Grants . . . . .	429,126	334,749
Advances and Other Receivables . . . . .	177,802	47,444
Prepaid Expenses . . . . .	32,227	50,990
Total Current Assets . . . . .	<u>1,893,114</u>	<u>1,340,764</u>
Investments . . . . .	1,509,008	1,684,778
Furniture and Equipment (Net of \$308,958 and \$249,464 Accumulated Depreciation) . .	144,637	111,279
Other Assets:		
Rent Security Deposit . . . . .	<u>28,244</u>	<u>28,244</u>
Total Assets	<u>\$ 3,575,003</u>	<u>\$ 3,165,065</u>
<b>Liabilities and Net Assets</b>		
Current Liabilities		
Receipts in Excess of Revenues . . . . .	\$ 89,856	\$ 32,127
Accounts Payable . . . . .	359,692	209,812
Accrued Wages . . . . .	251,888	207,655
Deferred Revenue . . . . .	30,831	-
Total Current Liabilities . . . . .	<u>732,267</u>	<u>449,594</u>
Deferred Rent . . . . .	122,557	92,473
Total Liabilities . . . . .	<u>854,824</u>	<u>542,067</u>
Net Assets		
Unrestricted . . . . .	2,620,179	2,491,123
Temporarily Restricted . . . . .	-	31,875
Permanently Restricted . . . . .	100,000	100,000
Total Net Assets . . . . .	<u>2,720,179</u>	<u>2,622,998</u>
Total Liabilities and Net Assets . . . . .	<u>\$ 3,575,003</u>	<u>\$ 3,165,065</u>

Center for Applied Linguistics  
**Statements of Activities  
and Changes in Net Assets**

FOR THE YEARS ENDED SEPTEMBER 30, 2001 AND 2000  
(Unaudited)

	<b>2001</b>	<b>2000</b> <small>(RESTATED)</small>
<b>Unrestricted Net Assets:</b>		
Support and Revenues:		
Contracts and Grants . . . . .	\$ 4,932,080	\$ 4,302,382
Testing Revenue . . . . .	597,622	433,749
Consulting Fees and Workshops . . . . .	190,948	92,212
Sale of Publications . . . . .	125,354	75,961
Investment Gain (Loss), Net . . . . .	(150,792)	152,431
Other Revenue . . . . .	1,032	21,920
Total Support and Revenues . . . . .	5,696,244	5,078,655
Net Assets Released from Restrictions . . . . .	31,875	136,243
Total Support and Reclassifications . . . . .	5,728,119	5,214,898
Expenses:		
Program Services Costs:		
Government Contracts and Grant Activities . . . . .	3,839,060	3,156,477
Private Contracts and Grant Activities . . . . .	934,794	724,110
Test Activities . . . . .	317,656	285,991
Venture Activities . . . . .	85,832	91,191
Pass-thru and Project Participant Costs . . . . .	219,643	484,018
Total Program Services Costs . . . . .	5,396,985	4,741,787
Less: Program Indirect Costs . . . . .	(1,044,807)	(904,554)
Total Direct Costs . . . . .	4,352,178	3,837,233
Support Costs:		
General and Administrative . . . . .	1,246,885	1,110,041
Total Expenses . . . . .	5,599,063	4,947,274
Increase (Decrease) in Unrestricted Net Assets . . . . .	129,056	267,624
<b>Temporarily Restricted Net Assets:</b>		
Grants . . . . .	-	64,900
Interest . . . . .	-	1,620
Net Assets Released from Restrictions . . . . .	(31,875)	(136,243)
Increase (Decrease) in Temporarily Restricted Net Assets . . . . .	(31,875)	(69,723)
<b>Increase(Decrease) in Net Assets . . . . .</b>	<b>97,181</b>	<b>197,901</b>
<b>Net Assets at Beginning of Year . . . . .</b>	<b>2,622,998</b>	<b>2,425,097</b>
<b>Net Assets at End of Year . . . . .</b>	<b>\$ 2,720,179</b>	<b>\$ 2,622,998</b>

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CAL is a private, non-profit organization: a group of scholars and educators who use the findings of linguistics and related sciences in identifying and addressing language-related problems. CAL carries out a wide range of activities including research, teacher education, analysis and dissemination of information, design and development of instructional materials, technical assistance, conference planning, program evaluation, and policy analysis.

CAL was established in 1959 and is headquartered in Washington, D.C. CAL is exempt from corporate federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Contributions to CAL are tax deductible.

CAL frequently contributes expertise about language and culture to collaborative efforts. Inquiries are welcomed from organizations interested in partnering to carry out projects that further language-oriented missions in combination with other social goals. Visit CAL's website at [www.cal.org](http://www.cal.org) to learn more about CAL's people, activities and services.

Center for Applied Linguistics  
4646 40th Street, N.W.  
Washington, D.C. 20016-1859

Telephone: (202) 362-0700  
Fax: (202) 362-3740  
E-mail: [info@cal.org](mailto:info@cal.org)  
[www.cal.org](http://www.cal.org)

