

ANNUAL REPORT

1998

CAL40 YEARS

**CENTER
FOR APPLIED
LINGUISTICS**

SPUTNIK
LAUNCHED

CAL
IS ESTABLISHED



PEACE CORPS
CREATED

MARTIN LUTHER KING, JR.
LEADS MARCH
ON WASHINGTON



CAL OPENS ERIC CLEARINGHOUSE
ON LANGUAGES AND LINGUISTICS



1958

1959

1960

1961

1962

1963

1964

1965

1966

1967

1968

CONGRESS PASSES
NATIONAL DEFENSE
EDUCATION ACT

CAL HELPS CONVENE
CONFERENCE ON
ENGLISH TEACHING
ABROAD

COMPUTER CHIP
INVENTED

CIVIL RIGHTS
ACT SIGNED

TESOL (TEACHERS OF ENGLISH
TO SPEAKERS OF OTHER LANGUAGES)
ORGANIZED BY CAL AND OTHERS

CAL PARTICIPATES
IN LAUNCH OF TOEFL

From



CAL'S BASIC ENGLISH
SKILLS TEST INTRODUCED
FOR ADULT LANGUAGE
LEARNERS

CAL OPENS REFUGEE
SERVICE CENTER

CAL'S SIMULATED
ORAL PROFICIENCY
INTERVIEW (S
PROTOTYPE DE

1980

CAL OPENS OFFICE
IN BANGKOK

1981

ERA OF DESKTOP
PUBLISHING BEGINS



1983

NATION AT RISK REPORT DECRIES
SCHOOL QUALITY. SETS STAGE FOR
SCHOOL REFORM MOVEMENT

1984

through



FELLOWSHIP HONORING
G. RICHARD TUCKER
ANNOUNCED AT CAL

NATIONAL LITERACY
ACT SIGNED

NUMBER OF US RESIDENTS FOR WHOM
ENGLISH IS A FOREIGN LANGUAGE
JUMPS TO 31.8 MILLION
REPORTS CENSUS BUREAU

DONNA CHRISTIAN
NAMED PRESIDENT OF CAL

1990

CAL HOSTS
NATIONAL EDUCATION
GOALS SYMPOSIUM

1991

WORLD WIDE WEB
EVOLVES AS A NEW
COMMUNICATION TOOL

1992



1993

1994

CAL LAUNCHES WEB
AT WWW.CAL

of language

1959

Message from the President

As 1998 drew to a close, CAL prepared to mark its 40th anniversary. We use the opportunity of this annual report to reflect on our four-decade history, celebrate our accomplishments, and look to the challenges that lie ahead.

Even without a significant anniversary approaching, the events of 1998 would have been cause for reflection, both happy and sad. Summer saw the deaths of CAL's trustees emeriti, Melvin J. Fox and Charles A. Ferguson. These individuals were more than trustees, they were CAL's founding fathers. They were responsible for conceiving and launching CAL—when Fox was a program officer at the Ford Foundation, the source of our initial funding, and Ferguson was a Harvard University lecturer who became the first director of CAL (1959-1966) and built our organization. They both remained involved and interested in our work until their deaths. We will miss their counsel and their friendship greatly, as we treasure the legacy they have left to us.

In 1998, we also relocated our headquarters to 40th Street in the Tenleytown neighborhood of Washington, DC. After 13 years at our previous site, the move brought its share of upheaval, but along with it came the renewal of a fresh start. We now enjoy modern facilities conveniently located near the subway with adjacent park and high school, in a setting that is quite pleasant. We hope we can welcome many of our colleagues to our new offices in the very near future!

Despite the move, our work went on. We completed a number of important studies and publications, extending our outreach and increasing the knowledge base on language issues in significant ways. We are proud to issue the second edition of *The American Bilingual Tradition* by Heinz Kloss. This classic offers a valuable scholarly contribution to the current debate about bilingualism and language diversity in the United States. To help educators work more successfully with students from diverse language backgrounds, we compiled *Enriching Content Classes for Secondary ESOL Students*—a set of professional development materials for secondary school subject matter teachers—to show them how to teach both content and academic language to all students.

In 1998, CAL also completed a survey of foreign language instruction in grades K-12 in the United States. By replicating our prior national survey, we were able to document important trends over the past 10 years, including significant increases in the teaching of Spanish and more teaching of such languages as Japanese and Russian. In this national portrait, we found that the percentage of secondary schools teaching languages has remained constant at 86%, while the proportion of elementary schools has risen from 22% to 31%. In another national initiative, CAL developed *A Research Agenda for Adult ESL*,



focusing attention on priority areas for investigation. These publications provide information that is essential for policymakers, program developers, and researchers to plan more effectively.

New, and renewed, activities added to the excitement of 1998. Among our new projects, we launched a two-year study of the transfer of reading skills from Spanish to English in young learners and collaborated to start ASPIRE!, a program by which bilingual paraprofessionals in Florida can earn teaching certificates. Good news from the U.S. Department of Education included the five-year renewal of our ERIC Clearinghouse on Languages and Linguistics. These and many other projects and publications are listed in this report.

As we look back over our 40 years of service, we also look ahead to the future. Staff have engaged in a sustained planning effort in 1998, identifying priorities and strategies for our work. We know that technology applications will form an important component of CAL's future, and we have worked to enhance our internal capacity as well as our external communications. Our website—www.cal.org—has evolved to become an international resource on language and culture.

On behalf of the staff, I would like to thank the vast network of colleagues and supporters who have made our work over the past 40 years both possible and enjoyable. In particular, we are grateful to our trustees, who advise us, support us, and help us broaden our horizons.

I am proud of what CAL has achieved in 1998. As we look forward to the coming year and the new millennium, we pause to remember the foundation on which we are building. In that spirit, we dedicate this annual report to Charles A. Ferguson and Melvin J. Fox, with great affection and appreciation. They will continue to inspire us as we pursue our mission “to improve communication through better understanding of language and culture.”

Donna Christian

Donna Christian
President

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Georgetown University

Charles A. Ferguson (Trustee Emeritus) †
Stanford University (retired)

Melvin J. Fox (Trustee Emeritus) †
Ford Foundation (retired)

† deceased

THE CHARLES A. FERGUSON FELLOWSHIP

The Charles A. Ferguson Fellowship was established at CAL to sponsor colleagues in applied linguistics as visiting scholars.

A fund-raising drive for the fellowship fund is now underway. For more information, or to make a donation, contact Donna Christian, President.

1998 CONTRIBUTORS

Elizabeth A. Bailey
Joan W. Bresnan
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Marianne Celce-Murcia
Donna Christian
Eve V. Clark
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Judith and Lee Shulman
Dan I. Slobin
The Spencer Foundation
Stanford University Department of Linguistics
Elizabeth Traugott
Grace H. Yeni-Komshian

The Center for Applied Linguistics: Celebrating 40 Years of Service

At the close of the 1950s, issues of language diversity, language policy, and the growing importance of English worldwide created a demand for access to information about world languages and for expertise in linguistics and language training. In addition, the beginning of the space race, with the launch of Sputnik, raised public concern about the ability of American schools to train students in mathematics, the sciences, and foreign languages.

It was in this environment of increased interest in language issues that CAL was established with funding from the Ford Foundation in 1959. Its mandate, according to Mel Fox, then a program officer with the Ford Foundation, was to be a “resource base for English as a second language [and to become] a national resource for the application of linguistics and of new methods generally to the teaching and learning of second languages.”

CAL was the first organization of its kind to focus on the identification and training of qualified personnel and the development of linguistically sound materials for English as a second language (ESL) and foreign language instruction.

In the decades since its founding, CAL has directed major research projects; published extensively; convened educators, researchers, and policymakers to discuss language issues and set new directions; developed curricula, texts, assessments, and standards; built databases of language resources; disseminated information via print and recently, via the Internet; provided professional development for thousands of educators; and conducted needs assessments, instructional design projects, and program evaluations.

Whether working with national governments abroad or small groups of teachers in this country, CAL's focus has been on strengthening the ability of all individuals to use language effectively and to realize their educational, vocational, social, and professional goals.

CAL has reacted to emerging language issues rapidly as world events called for rapid responses, and at the same time it has pursued sustained agendas for research and development that cannot be hurried. In the process, CAL has earned an international reputation for its contributions to the following areas:

- English as a second language (ESL)
- Immigrant education
- Foreign language education
- Language proficiency assessment
- Bilingual and vernacular language education
- Refugee education and services
- Language policy and planning
- Cross-cultural communication

Over the years, CAL has adopted new approaches and new technologies to further its mission and enhance its work. Here, on the threshold of a new century, when issues of language diversity and language policy continue to assume a central role in public life, CAL will continue to incorporate the most promising advances in theory, practice, and technology into its work.

Selected Publication

Highlights

1959-1999

1960s

Contrastive Structure series
Language, the Social Arbiter films
Linguistic Reporter
The Social Stratification of English in New York City
The Study of the Role of Second Languages in Asia, Africa, and Latin America
Urban Language series

1970s

Bilingual Education: Current Perspectives series
The Eastern European Contrastive Project publications (Hungary, Yugoslavia, Poland, Romania)
English-Language Policy Survey of Jordan
Language Surveys in Developing Nations
El Lenguaje de los Chicanos
Papers in Applied Linguistics: Reading, Literacy, Testing
Reactions to Ann Arbor: Vernacular Black English and Education
Second Language Acquisition and Foreign Language Teaching
Survey of Materials for the Study of the Less Commonly Taught Languages
Testing Language Proficiency

1980s

Basic English Skills Test (BEST)
Chinese Speaking Test
English Skills for Algebra
ESL Through Content-Area Instruction: Mathematics, Science, Social Studies
From the Classroom to the Workplace: Teaching ESL to Adults
Language and Ethnography series
Teaching the Spanish-Speaking Child
Using Computers in Teaching Foreign Languages
Your New Life in the United States (published in major Southeast Asian languages, Haitian Creole, and Spanish)

1990s

The American Bilingual Tradition (republished by CAL)
Enriching Content Classes for Secondary ESOL Students
Literacy and Language Diversity in the United States
Making Meaning, Making Change
Multilingual Health Education Resource Guide
The National Education Goals: Goal 3—The Issue of Language and Culture
Profiles in Two-Way Immersion Education
Russian Simulated Oral Proficiency Interview and Self-Instructional Rater Training Kit
Topics in Immigrant Education series
A Trip to Poland/Listening to Poles (CD-ROM courses)
Welcome to the United States: A Guidebook for Refugees (available in 8 languages)
Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English

1998 Contracts and Grants

KEY OBEMLA Office of Bilingual Education and Minority Languages Affairs
OERI Office of Educational Research and Improvement

RESEARCH STUDIES

Benchmark Study

U.S. Department of Education/OBEMLA (subcontract from Institute for Policy Analysis and Research)

Evaluation study to investigate the dynamics of school change over time in schools serving limited English proficient students through Title VII Comprehensive School grants.

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

U.S. Department of Education/OERI (subcontract from University of California at Santa Cruz)

Dissemination activities including research and educational practice report series, articles, conference planning, networking with other research organizations, and outreach.

CREDE-funded research activities at CAL include the following:

Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students

Development and implementation of an explicit model for the teaching of core curricular material to English language learners in middle schools.

National Survey of School/CBO Partnerships Serving At-Risk Students

Examination of partnerships between schools and community-based organizations (CBOs) supporting the academic achievement of language minority students to identify successful practices. Work completed in 1998.

Newcomers: Language and Academic Programs for Recent Immigrants

Study of short-term newcomer programs for recently arrived secondary students with limited English proficiency and the programs' effectiveness in promoting successful transition to U.S. schools.

Two-Way Language Immersion Education

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

National K-12 Foreign Language Survey

U.S. Department of Education/International Research and Studies Program
Comprehensive national survey of foreign language programs in elementary and secondary schools, replicating CAL's 1985-87 survey. Work completed in 1998.

National Survey of Assessment of Foreign Language Teachers

U.S. Department of Education/International Research and Studies Program
Survey of state certification boards, local school districts, and teacher preparation programs on how foreign language competency is being assessed for K-12 teachers.

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

U.S. Department of Education/OBEMLA

Research study to address 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.

RESOURCE CENTERS AND CLEARINGHOUSES

ERIC Clearinghouse on Languages and Linguistics

U.S. Department of Education/OERI, National Library of Education

Maintenance of a national clearinghouse for 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)

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

National Clearinghouse for ESL Literacy Education (NCLE)

U.S. Department of Education/OERI, National Library of Education

Maintenance of an adjunct ERIC Clearinghouse that publishes information about literacy education for adults learning English as a second language, provides technical assistance, and operates NIFL-ESL, an e-mail listerv.

National K-12 Foreign Language Resource Center

U.S. Department of Education/International Research and Studies Program (subcontract from Iowa State University)

Identification of foreign language assessment instruments, coordination of summer institutes on assessment, and revision and validation of the Student Oral Proficiency Assessment.

National Network for Early Language Learning

Membership organization

900-member organization (housed at CAL) of teachers, administrators, researchers, and parents. Activities include the journal *Learning Languages*, networking, and advocacy sessions.

Refugee Service Center

U.S. Department of State

Publication, translation, and dissemination of refugee-specific resources for overseas processing centers and domestic resettlement programs. Website development and maintenance.

TECHNICAL ASSISTANCE

Comprehensive Regional Technical Assistance Center Region XIV

U.S. Department of Education/Office of Elementary and Secondary Education (subcontract from Educational Testing Service [ETS])

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

Federal Bureau of Prisons ESL Curriculum Development

Federal Bureau of Prisons

Preparation of bibliography, summary of tests, and training for teachers to begin ESL curriculum development. Work completed in 1998.

Northeast and Islands Regional Educational Laboratory

U.S. Department of Education/OERI (subcontract from Brown University)

Portfolio Assessment for English Language Learners

Resource development on portfolio assessment for English language learners. Work completed in 1998.

Implementing Standards for English Language Learners

Applied research on professional development for implementing standards in culturally diverse schools.

Improving Foreign Language Instruction in Schools

Provision of foreign language resources to educators in the Northeast, Puerto Rico, and the Virgin Islands. Website development and maintenance.

Project in Adult Immigrant Education

Andrew W. Mellon Foundation

Assistance to programs serving adult immigrants, to improve their capacity to provide quality English language and literacy instruction and employment skills training. Work completed in 1998.

ASSESSMENT AND TESTING

Development of Russian SOPI and Rater Training Kit

U.S. Department of Education/International Research and Studies Program

Development of a Simulated Oral Proficiency Interview in Russian, including an accompanying self-instructional rater training kit. Work completed in 1998.

Investigation into Computer Administered Speaking Tests

U.S. Department of Education/International Research and Studies Program

Examination of the potential for computer-administered speaking tests for measuring oral language proficiency.

SCHOOL REFORM

Identifying Content Standards for English Language Arts in Maryland

U.S. Department of Education (subcontract from Maryland State Department of Education)

Identification and development of English language arts content standards and standards for teaching English language arts.

Work completed in 1998.

Improving Teacher Education Practice: Faculty and Teacher Development to Serve LEP Students

U.S. Department of Education, Fund for the Improvement of Postsecondary Education

Professional development for teacher educators. Partners in this work are the North Carolina Department of Public Instruction and several teacher education universities and school districts in North Carolina.

Pre-K-12 ESL Standards and Assessment Project

Teachers of English to Speakers of Other Languages, Inc. (TESOL)

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.

Program in Immigrant Education

Andrew W. Mellon Foundation

Coordination of the foundation's precollegiate immigrant education program, including participation in research and evaluation, coordination of project publications, and dissemination.

Professional Development on the ESL Standards for Massachusetts Teachers

Massachusetts State Department of Education (subcontract from Massachusetts Association of Teachers of Speakers of Other Languages)

Ongoing professional development for ESL and content teachers and administrators in five Massachusetts school districts with low incidence of English language learners.

PROGRAM EVALUATION AND PROFESSIONAL DEVELOPMENT

Academy of the Americas Evaluation

Detroit Public Schools

Evaluation of the pre-K-5, two-way Spanish immersion program of the Detroit Public Schools.

ASPIRE! Career Opportunities for Bilingual Paraprofessionals

U.S. Department of Education/OBEMLA (subcontract from The University of Central Florida)

In-service training for bilingual paraprofessionals and services to help schools, districts, and teachers use their services effectively. Coordination of tuition reimbursement program for bilingual paraprofessionals working toward teaching certificates.

Chester County (PA) Bilingual/ESL Methodology Training

Chester County Public Schools

Training for the county school system's Alternative Language Program staff.

Falls Church City (VA) ESL Evaluation

Falls Church City Public Schools (FCCPS)

Evaluation of how FCCPS programs and services meet the needs of ESL students. Work completed in 1998.

Georgia Elementary School Foreign Languages Model Program Evaluation

Georgia State Department of Education

Development, field testing, implementation, and analysis of an assessment program for fifth graders in the Elementary School Foreign Languages Model Program and other programs. Work completed in 1998.

Latin American Youth Center Americorps Training

Mid-Atlantic Network of Youth and Family Services

ESL training for the Americorps volunteers working in the Adams Morgan area of Washington, DC.

Montgomery County (MD) Adult ESL Evaluation

Maryland State Department of Education

Review of the adult ESL program in the county, followed by recommendations for curricula and materials, assessment, professional development of teachers, and program evaluation. Work completed in 1998.

Montgomery County (MD) Two-Way Immersion Evaluation

Montgomery County Public Schools

Evaluation of the Burnt Mills Elementary School Spanish two-way immersion program, in conformity with Title VII guidelines. Work completed in 1998.

Professional Development for Secondary School Teachers

Arthur Vining Davis Foundations

Multi-site extension of CAL's professional development model to help ESL and content area teachers and administrators integrate language and content instruction for English language learners.

MATERIALS DEVELOPMENT, EDITING, AND TRANSLATION

Cancer Information Translation

American Cancer Society

Coordination of the translation and field-testing of 13 cancer information modules into Spanish. Work completed in 1998.

A Day in the Life of the González Family

Delta Systems Co., Inc.

Development of student text and teacher's guide to accompany video produced by Napa Valley Adult School.

English Digest and La Familia de la Ciudad

City Family Magazine

ESL and Spanish editing of two magazines, published six times per year, and writing and production of accompanying teachers' guides. Work completed in 1998.

Enriching Content Classes for Secondary ESOL Students

Florida Department of Education

Development of a trainer's manual and study guide that accompanies CAL's video, *Communicative Math and Science Teaching*. The set provides 60 hours of training in ESL and cultural issues to Florida's secondary school teachers. Work completed in 1998.

A Health Guide for Refugees Translation

Illinois Department of Public Health

Translation and production of Bosnian, Russian, and Vietnamese language versions of CAL's previously developed *A Health Guide for Refugees*. Work completed in 1998.

Inglés sin Barreras Evaluation

LEXICON

Review of the materials, instructional design, and goals and objectives of a video-based course for Spanish speakers learning English. Revision of video tape scripts, learner's workbooks, and manuals for the course.

Learners' Lives as Curriculum

Delta Systems Co., Inc.

Development of teacher's manual to accompany video.

Training Modules for Foreign Language Teaching Assistants

U.S. Department of Education/International Research and Studies Program

Development of instructional packets for use in pre- and in-service training of graduate assistants who teach undergraduate sections of foreign language courses. Work completed in 1998.

What Works Literacy Partnership Evaluation Guide

Literacy Partners, Inc.

Editing of guide about program evaluation for adult literacy and adult ESL educators.

INTERNET AND WORLD WIDE WEB

TESOL Elementary Education Interest Section (EEIS)

Website development. This project is funded by a special project grant from TESOL that was awarded to the EEIS.

Moderation of Electronic Discussions

Delta Systems Co., Inc.

Facilitate electronic discussions via chat rooms and bulletin boards on CAL's website with experts in the fields of ESL and bilingual education. Work completed in 1998.

NIFL-ESL Special Collection

Western/Pacific Literacy Network, National Institute for Literacy

Development of guidelines for online documents in adult ESL materials collection. Compilation of web links for related categories.

1998 Publications and Electronic Resources

BILINGUAL EDUCATION

The American Bilingual Tradition (ERIC CLL)

Becoming Bilingual in the Amigos Two-Way Immersion Program (CREDE)

Two-Way Bilingual Immersion Programs in the United States: 1998 supplement (CREDE) · available at www.cal.org/db/2way

EDUCATION FOR ADULTS

English Digest, La Familia de la Ciudad, and Teacher's Tips (NCLE)

A Health Guide for Refugees · Bosnian, Russian and Vietnamese editions (RSC)

A Research Agenda for Adult ESL (NCLE) · also available at www.cal.org/ncle

Welcome to the USA: Refugee Orientation Video (RSC) available in eight languages

ENGLISH AS A SECOND LANGUAGE (ESL) EDUCATION

Enriching Content Classes for Secondary ESOL Students: Study Guide and Trainer's Manual (Sunbelt)

New Concepts for New Challenges: Professional Development for Teachers of Immigrant Youth (PRIME)

Through the Golden Door: Educational Approaches for Adolescents With Limited Schooling (ERIC CLL and PRIME)

FOREIGN LANGUAGE EDUCATION

Critical Issues in Second Language Learning: Building for Our Children's Future (NNELL)

K-12 Foreign Language Education: ERIC Review, Fall 1998 (ERIC CLL) · also available at www.cal.org/ericcll

SCHOOL REFORM

Educational Reform Implementation: A Co-Constructed Process (CREDE)

Implementing Standards with English Language Learners: Initial Findings from Four Middle Schools (LAB)

Pedagogy Matters: Standards for Effective Teaching Practice (CREDE)

Scaling Up School Restructuring in Multicultural, Multilingual Contexts (CREDE)

Secondary Newcomer Programs in the United States: 1998 supplement (CREDE)

TESTING AND ASSESSMENT

Portfolio Assessment and English Language Learners: An Annotated Bibliography (LAB)

Russian Speaking Test (and self-instructional Rater Training Kit)

WEBSITES

Visit these websites that CAL staff have developed. Each of them features a range of publications and information.

www.cal.org	Center for Applied Linguistics
www.cal.org/crede	Center for Research on Education, Diversity & Excellence
www.cal.org/ericcll	ERIC Clearinghouse on Languages and Linguistics
www.cal.org/earlylang	Nanduti: Early Foreign Language Learning
www.cal.org/ncrlrc	National Capital Language Resource Center
www.cal.org/ncle	National Clearinghouse for ESL Literacy Education
www.cal.org/rsc	Refugee Service Center

SCHOLARLY CONTRIBUTIONS

Beyond their CAL projects, CAL staff completed work on the following major publications in 1998: (Publishers are listed in parentheses.)

Dialects in Schools and Communities (1999) by Walt Wolfram, Carolyn Temple Adger, and Donna Christian (Lawrence Erlbaum)

Kids Talk (1999) edited by Susan Hoyle and Carolyn Temple Adger (Oxford)

TESOL Journal (Autumn 1998) edited by Joy Kreeft Peyton and Carolyn Temple Adger. Special issue on Immigrant Students in Secondary School: Creating Structures that Promote Achievement

CREDE	Center for Research on Education, Diversity & Excellence
ERIC CLL	ERIC Clearinghouse on Languages and Linguistics
LAB	Northeast and Islands Regional Educational Laboratory at Brown University
RSC	Refugee Service Center
NCLE	National Clearinghouse for ESL Literacy Education
NNELL	National Network for Early Language Learning
PRIME	Program in Immigrant Education
Sunbelt	CAL Sunbelt Office

Center for Applied Linguistics
Statements
of Financial Position
September 30, 1998 and 1997

Assets	1998	1997
Current assets		
Cash and cash equivalents	\$647,066	\$183,907
Accounts receivable		
Billed contracts and grants	374,083	223,375
Unbilled contracts and grants	313,848	368,032
Advances and other receivables	56,895	32,323
Deposits and prepaid expenses	<u>58,836</u>	<u>18,022</u>
Total current assets	1,450,728	825,659
Noncurrent assets		
Furniture and equipment, net of \$345,343 and \$312,184 accumulated depreciation	100,448	110,529
Long term investments	<u>1,606,147</u>	<u>2,029,391</u>
Total assets	<u>\$ 3,157,323</u>	<u>\$ 2,965,579</u>
 Liabilities and Net Assets		
Current liabilities		
Receipts in excess of revenues	\$ 103,130	\$ 93,959
Accounts payable and other expenses	378,477	117,859
Accrued annual leave	95,613	103,238
Payroll taxes withheld and other	<u>50,154</u>	<u>63,252</u>
Total current liabilities	627,374	378,308
Deferred rent credit		
Proceeds from lease termination	\$ 152,418	\$ 0
Net assets		
Unrestricted	1,810,856	1,805,389
Temporarily restricted	466,675	681,882
Permanently restricted	<u>100,000</u>	<u>100,000</u>
Total net assets	<u>2,377,531</u>	<u>2,587,271</u>
Total liabilities & net assets	<u>\$ 3,157,323</u>	<u>\$ 2,965,579</u>

Center for Applied Linguistics

Statements of Activities

for the years ended September 30, 1998 and 1997

	1998	1997
Unrestricted net assets		
Support and revenues		
Contracts and grants	\$ 3,266,948	\$ 3,342,212
Gain/Loss on investments	(137,128)	133,802
Interest income	136,976	116,602
Testing revenue	172,601	147,540
Consultant fees and workshops	51,203	11,125
Sale of publications	35,562	60,666
Other	141,908	45,006
Total unrestricted support	3,668,070	3,856,953
Net assets released from restrictions		
Satisfaction of program restrictions	375,225	738,973
Total unrestricted support & reclassifications	4,043,295	4,595,926
Expenses		
Program services		
Government contracts and grants	2,772,191	2,943,743
Private contracts and grants	658,964	693,148
Test activities	116,961	104,419
Venture activities	101,819	99,561
Pass-thru and project participant costs	308,400	457,956
Total program costs	3,958,335	4,298,827
Less: support costs	(1,084,833)	(1,061,590)
Program direct costs	2,873,502	3,237,237
Support costs		
Overhead and general administration	1,164,326	1,078,673
Total expenses	4,037,828	4,315,910
Increase (decrease) in unrestricted net assets	5,467	280,016
Temporarily restricted net assets		
Grants received	127,914	745,292
Interest on restricted funds	32,104	39,196
Net assets released from restrictions		
Satisfaction of program restrictions	(375,225)	(738,973)
Increase (decrease) in temporarily restricted net assets	(215,207)	45,515
Increase (decrease) in net assets	(209,740)	325,531
Net assets at beginning of year	2,587,271	2,261,740
Net assets at end of year	\$ 2,377,531	\$ 2,587,271

1998 Staff List

CAL OFFICERS

Donna Christian
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Vice President

Joy K. Peyton
Vice President

Barbara Robson
Secretary

Ann Wentworth Sayles
Secretary

Earl Staubs
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LEGAL COUNSEL

Benjamin W. Boley
Shea & Gardner

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Guadalupe Hernandez-Silva

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Beverly Boyson

Grace Burkart

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Frances Keenan

Julia Kushner

Binh Van Le

Michael Loeb

Toya Lynch

Cathleen McCargo

Christopher Montone

Joy Kreeft Peyton

Margo Pflieger

Margaret Seufert

Deborah Short

Betty Ansin Smallwood

Carol Van Duzer

Adriana Vaznaugh

FOREIGN LANGUAGE EDUCATION AND TESTING

Lucinda Branaman

Helen Carpenter

Susan Dirstine

Inna Hardman

Annette Holmes

Catherine Newman Jerris

Dora Johnson

Dorry Kenyon

Sonia Kundert

Vickie Lewelling

Jennifer Locke

Valerie Malabonga

Kathleen Marcos

David MacGregor

Messale Mekonnen

Craig Packard

Phyllis Pointer-Tate

Jeanne Rennie

Nancy Rhodes

Barbara Robson

Jane Herlihy Roy

Lynn Thompson

Laurel Winston

Weiping Wu

SUNBELT OFFICE

Maria Derrick-Mescua

Lynda Franco

Allene G. Grognet

Judith Jameson

Charlotte Kelso

FINANCE & ADMINISTRATION

Macel Bailey

Lisa Biggs

Peter Butrite

Vernon Davis

Lynn Fischer

Curtis Lynch

Kimberly McLeod

Sabrina Parker

Hong-Quang Pho

Thomas Raybold

Ann Wentworth Sayles

Prabhdoyal Singh

Earl Staubs

G.R. TUCKER FELLOW

Grace Park

BEGINS URBAN
LANGUAGE PROGRAM
ON URBAN DIALECTS

CAL CONDUCTS
WORLD LANGUAGES
SURVEY

LAU V. NICHOLS
(SUPREME COURT DECISION
SUPPORTING BILINGUAL
EDUCATION)

VIETNAM WAR
ENDS

NATIONAL INDOCHINESE
CLEARINGHOUSE AND
TECHNICAL ASSISTANCE
CENTER (NICTAC) OPENS
AT CAL TO HELP REFUGEES,
REFUGEE SERVICE PROVIDERS

A FEDERAL COURT
DECISION ORDERS THE
ANN ARBOR SCHOOL
DISTRICT TO ADAPT THEIR
TEACHING TO SPEAKERS OF
BLACK ENGLISH

1969 1970 1971 1972 1973 1974 1975 1976 1977 1978 1979



MOON
LANDING

EQUAL EDUCATIONAL
OPPORTUNITY ACT PASSED

CAL HELPS SAN FRANCISCO
SCHOOLS DEVELOP FIRST
COMPREHENSIVE BILINGUAL
EDUCATIONAL PROGRAM IN US

CAL AND OTHERS WORK
TO ESTABLISH THE AMERICAN
ASSOCIATION FOR APPLIED
LINGUISTICS

Communication

CAL BEGINS TO RESEARCH THE
EDUCATION OF LANGUAGE
MINORITY STUDENTS AS PART
OF THE CENTER FOR LANGUAGE
EDUCATION AND RESEARCH



CAL SUNBELT OFFICE
OPENS IN FLORIDA



1985

CAL PRESENTS AMERICAN
DIALECT RECORDINGS
TO FOLKLORE CENTER AT
LIBRARY OF CONGRESS



1987

NATIONAL NETWORK FOR
EARLY LANGUAGE
LEARNING ESTABLISHED
AT CAL

1988

NCLE
NATIONAL CLEARINGHOUSE
FOR ESL LITERACY EDUCATION
(NCLE) OPENS AT CAL



1989

FALL OF COMMUNISM IN
EASTERN EUROPE

Research and Learning

CAL BEGINS
DEVELOP TESOL
PRE K-12
COURSES FOR ESL

CAL WORKS WITH UC SANTA CRUZ TO
OPERATE CENTER FOR RESEARCH ON
EDUCATION, DIVERSITY & EXCELLENCE



CAL HOSTS POLITICS OF
LANGUAGE AND LITERACY
EVENT AT LIBRARY OF
CONGRESS



1996

COMET HALE BOPP
LIGHTS UP THE SKY

1997



1998

CAL RELEASES RESULTS OF NATIONAL
K-12 FOREIGN LANGUAGE SURVEY

CAL MOVES TO 4646 40TH ST. IN DC'S
TENLEYTOWN NEIGHBORHOOD

1999

and culture

1999

THE CENTER FOR APPLIED LINGUISTICS (CAL) aims to promote and improve the teaching and learning of languages, identify and solve problems related to language and culture, and serve as a resource for information about language and culture.

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. with a regional office, the CAL Sunbelt Office, in Sarasota, Florida. 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 to learn more about CAL's people, activities, and services.



Improving communication through better understanding of language and culture

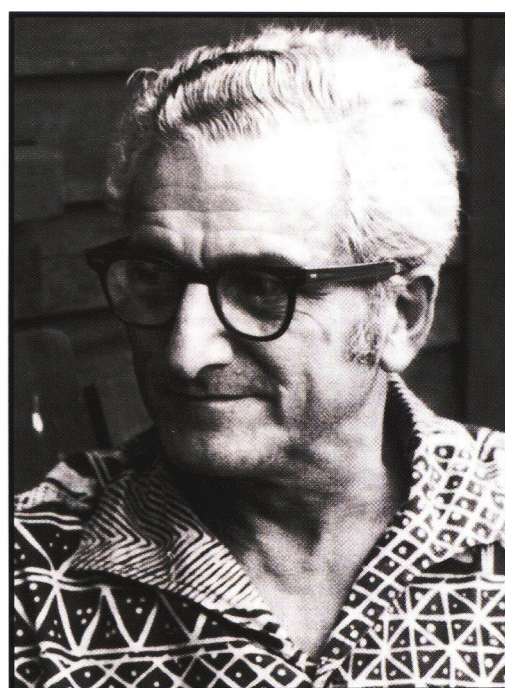
In Memoriam

This 40th Anniversary annual report of the Center for Applied Linguistics
is dedicated to Charles A. Ferguson and Melvin J. Fox.



Charles A. Ferguson
1921-1998

Founding Director
and
Trustee Emeritus of CAL



Melvin J. Fox
1913-1998

Ford Foundation
and
Trustee Emeritus of CAL

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