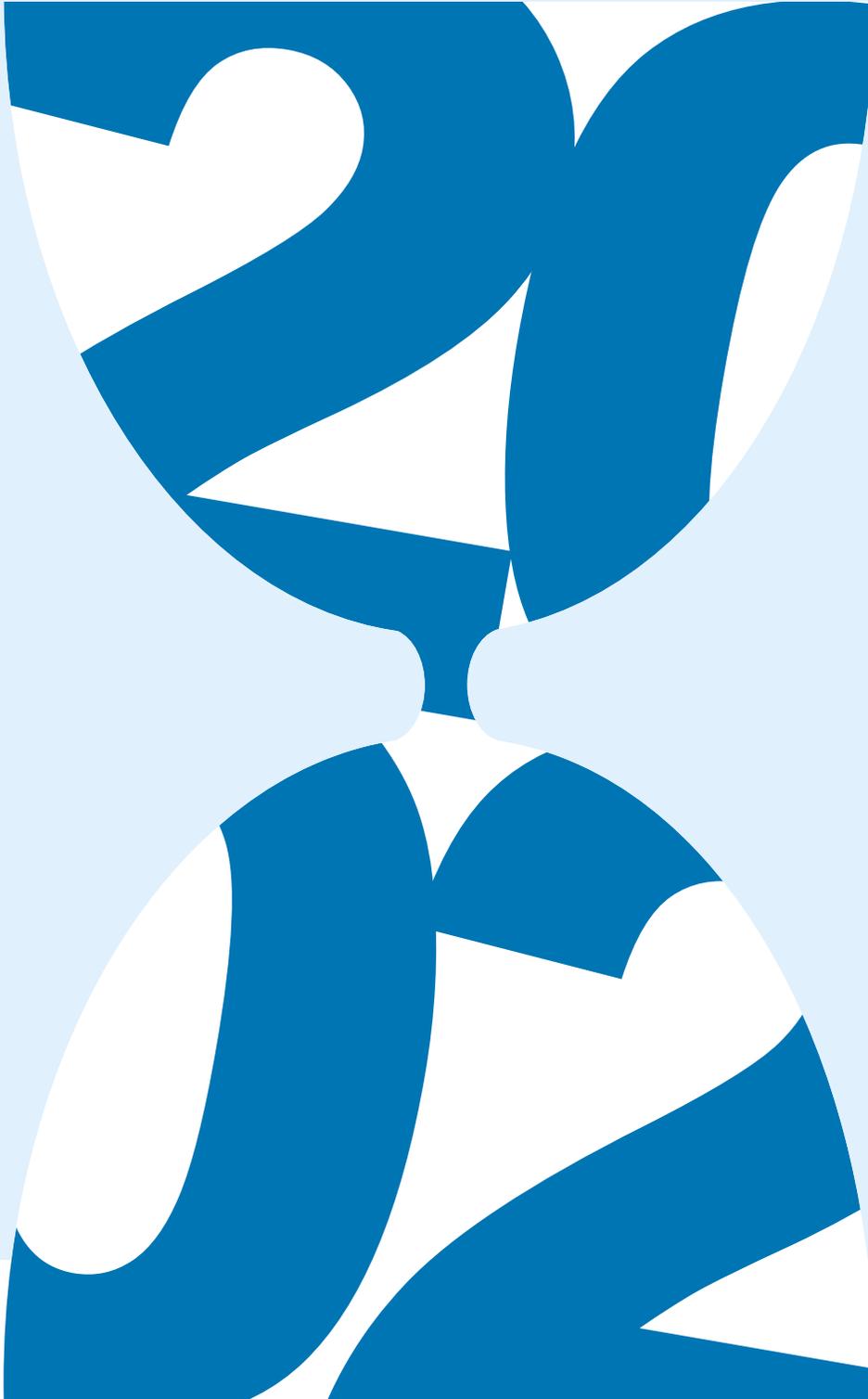




Center for Applied Linguistics

Improving communication through better understanding of language and culture

2002 ANNUAL REPORT



2002 was a year in which the need for better understanding of language and culture was underscored in many ways. Internationally, conflicts and tensions had undertones of linguistic and cultural differences. At the same time, there was growing recognition that more attention must be paid to language and culture in our increasingly diverse society—in schools, communities, and workplaces.

The Center for Applied Linguistics

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 Web site at www.cal.org to learn more about CAL's people, activities, and services.

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In Memoriam:
Emily Lynch Gómez

Last summer, we lost a dedicated professional, lively spirit, and cherished colleague when Emily Lynch Gómez passed away after a valiant struggle with cancer. Emily's contribution to the field of ESL and language education spanned close to 20 years. Early on, she was an EFL/ESL teacher and applied that practical experience effectively in her subsequent work. Her career at CAL began in 1994. She was involved with several ongoing staff development projects with districts, often helping mainstream content teachers learn strategies for working with second language learners. In her energetic way, she shared her experience and knowledge with teachers who were challenged by the diversity of their classrooms. She also worked on a project on the use of assessment portfolios, in which English language learners could more fully demonstrate their knowledge of a subject than they could on a standardized test.



Emily 1961-2002

Emily's best known endeavor was her work with the national ESL Standards and Assessment Project. She joined the team in 1995 and worked on seven products that help educators use the ESL standards in curriculum and professional development. She always kept the needs of the teachers and the students learning English in her thoughts and actions. Her spark and practical approach to the education of English language learners will be greatly missed by all of us. We also miss her passion for life and her warm friendship. Fortunately, her contributions to CAL's mission offer a substantive legacy that allows her to live on in our thoughts and work.

Message from the President

2002 *was a year in which the need for better understanding of language and culture was underscored in many ways. Internationally, conflicts and tensions had undertones of linguistic and cultural differences. International education advocates declared the goal of "Education for All," but for millions of children, formal education is given in a language they do not know, effectively barring them from educational opportunity. In the United States, calls went out for speakers of now-critical languages, such as Arabic, as our government and businesses looked for ways to improve their ability to communicate in languages other than English. At the same time, there was growing recognition that more attention must be paid to language and culture in our increasingly diverse society—in schools, communities, and workplaces.*

In this environment, CAL's mission has never been more important. During 2002, CAL staff confronted these issues directly, building our knowledge base on language and culture and developing products and services to meet some of the most critical needs. This report serves as a testimony to the depth and breadth of what was accomplished.

At the core of our work is research. We are conducting research on the education of English language learners in our nation's schools and on language learning and assessment. One of our studies demonstrated that English language learners performed better academically when their teachers were proficient in delivering sheltered instruction than students whose teachers were not. Another study is documenting the academic, language, and literacy accomplishments of students in two-way immersion programs, where English language learners and native English speakers are instructed together using two languages. A major, multi-project research program, Acquiring Literacy in English, is seeking answers to important questions of biliteracy development in English and Spanish, including those related to how skills transfer from one language to another and how writing and spelling develop.

In addition to conducting new research, it is important to take stock of what is known about language-related topics. CAL

has been active in synthesizing research during the past year. We are managing the work of the National Literacy Panel, a group of experts who are reviewing what is known about the development of literacy among language minority children and youth. A report is also underway on the research on language learning and academic achievement for the Center for Research on Education, Diversity & Excellence. Adult English language learning was the focus of yet another research review completed during the year.

Bringing what we know to bear on real problems is equally important to us, leading us to deliver a range of services and products to the field. 2002 was a banner year, during which CAL created services and products from as far-reaching a scope and in as many formats as ever in its history.

CAL's services brought professional development, technical assistance, program evaluation, curricular material, and assessments to states, school districts, and other agencies around the country. We provided training on CAL-developed language assessments, such as the Student Oral Proficiency Assessment for foreign language learners in elementary schools, the Simulated Oral Proficiency Interview for older (high school and adult) language learners, and the Basic English Skills Test (BEST), used with adult English language learners. We also

Message from the President

offered professional development on approaches developed by CAL researchers; for example, a program for teachers in the New York City Public Schools on the SIOP, the sheltered instruction model. Technical assistance and program evaluation served many agencies, including the Montgomery County, MD, adult ESL program; the Charlotte-Mecklenburg, NC, foreign language department; and the St. Louis, MO, ESOL program. In recognition of the important role that services delivered by CAL can play in addressing language and culture issues faced by education and social agencies, we are expanding the capacity of our Professional Services program.

CAL also creates high-quality products, ranging from language assessments to professional development materials, books, reports, and resource guides. The BEST Plus, a computer-assisted assessment of adult English language proficiency, will provide an important tool to allow adult education programs to place students and measure their progress. To help teachers of English language learners understand the challenges their students are facing in learning to read, CAL prepared a video on *Why Reading Is Hard*, with an accompanying *Viewers Guide*, that is perfect for professional development discussions. Another product for teachers of English language learners is a set of videos on the SIOP Model (*Helping English Learners Succeed: An Overview of the SIOP Model and The SIOP Model: Sheltered Instruction for Academic Achievement*), along with a training manual. The Internet has also become a key vehicle for distributing resources. CAL's Web site offers numerous digests, resource guides, and databases on a full range of topics related to language and culture. We also continue to produce books and other print products and, when possible, offer materials in multiple formats. A list of major products and electronic resources completed during the year is included in this report. A significant

milestone was reached in 2002 when CAL opened its online store at www.cal.org/store, making it possible for Internet users to purchase our products at their convenience.

While the 2002 inventory is impressive in and of itself, all of these products and services share some vital properties that merit mention. First, they fundamentally serve to further CAL's mission to improve communication through better understanding of language and culture. An equally important and related property is the quality and expertise that go into every product or service—for each CAL book that educators hold in their hands, for each training session that takes place, for each database that imparts knowledge about language and education, the full measure of our knowledge and experience is applied.

To this end, CAL staff members are active in their professional communities. They present at conferences, listen to educators' concerns, share ideas with policy makers, introduce products, and learn about the newest technologies and how they can be applied to language and education. Our role is part of a continuous cycle: We attempt to anticipate and accommodate the ever-changing needs of educators, language learners, and policy makers. There is every reason to believe that international and domestic concerns will continue to reflect on language and culture in 2003 and for many years to come. Language and culture are essential considerations in our quest for education, equity, and peace around the world. We look forward to working with our many collaborators to pursue our mission and do our part to achieve those goals.

Donna Christian

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

National Institute of Child Health and Human Development and U.S. Department of Education, Institute of Education Sciences

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, Institute of Education Sciences (subcontract from University of California at Santa Cruz)

CREDE-funded research activities at CAL include the following three projects:

The Effects of Sheltered Instruction 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. Development 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.

Language Learning and Academic Achievement Synthesis Team

U.S. Department of Education/Institute of Education Sciences (subcontract from University of Houston)

Coordination of a synthesis team to conduct a literature review on language-learning and academic achievement as a dissemination activity for CREDE.

Literature Review on Two-Way Immersion

U.S. Department of Education/ Institute of Education Sciences (subcontract from John Hopkins University)

Review and synthesis of the literature on two-way immersion education for the Center for Research on the Education of Students Placed At Risk (CRESPAR).

National Literacy Panel

U.S. Department of Education, Institute of Education Sciences (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 English Language Acquisition
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, Institute of Education Sciences (subcontract from Brown University)

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

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 English Language Acquisition
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.

U.S./Mexico Binational Project

U.S. Department of Education, Office of Vocational and Adult Education
Research on the field of adult ESL instruction in the United States with implications for international program development.

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, Institute of Education Sciences (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, Institute of Education Sciences (subcontract from University of California at Santa Cruz), 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 The Refugee Service Center)

U.S. Department of State, Bureau of Population, Refugees and Migration, www.cal.org/corc
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, Institute of Education Sciences, National Library of Education, www.cal.org/ericcl
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), www.nclrc.org
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 testing materials.

National Center for ESL Literacy Education

U.S. Department of Education, Office of Vocational and Adult Education, www.cal.org/nclle
Operation of a national center 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), 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. Additional four-year funding covers development of elementary foreign language assessment framework, enhancement of K-12 assessment database, and development of test administration materials.

National Network for Early Language Learning

Membership organization, 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 two cohorts of educators (staff developers and teachers) in the Sheltered Instruction Observation Protocol (SIOP) model to support New York City's implementation of the Accelerated Academic English Language Model program.

ASPIRE! Career Opportunities for Bilingual Paraprofessionals

U.S. Department of Education, Office of English Language Acquisition (subcontract from University of Central Florida)

Development of a curriculum and inservice training for bilingual paraprofessionals to help schools, districts, and teachers improve their instructional support services.

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.

Buhrer Two-Way Program

Cleveland Buhrer School, Cleveland, OH

Provision of technical assistance, professional development, and program evaluation for a new two-way immersion school.

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 English Language Acquisition (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 English Language Acquisition (subcontract from Sealaska Heritage Foundation)

Professional development for preK–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, Institute of Education Sciences (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 an electronic discussion list, preparation of a research-based publication, and teacher training activities.

PreK–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 preK–12 students, including development of content standards, assessment guidelines, program evaluation materials, and implementation activities.

Serving Linguistically Diverse Seniors

Senior Service America

Training in best practices and assessment for subgrantees of Senior Service America (SSA) who work with linguistically and culturally diverse seniors.

Sheltered Instruction Professional Development

Community School District #6, New York City

Provision of professional development on sheltered instruction (SIOP) model for staff of Community School District #6.

Tapestry: A Teacher Preparation Program

U.S. Department of Education, Office of English Language Acquisition (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: Principles of Language Acquisition and Methods and Techniques for English Language Learners.

Training for All Teachers Program

U.S. Department of Education, Office of English Language Acquisition (subcontract from TESOL)

Provision of staff development to elementary teachers in Prince George's County (MD) schools on standards-based and sheltered instruction.

Virginia Adult ESL Assessment and Accountability Project

Virginia Commonwealth University

Analysis of ESL program performance with identification and development of instructional practices, materials, and assessments.

ASSESSMENT AND TESTING

Coding Text Structure

National Center for Education Statistics (subcontract from Education Statistics Services Institute)

Contribution to a coding system for the National Assessment of Adult Literacy.

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 computer-assisted print-based oral assessment instruments 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 ACTFL 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 FL-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.

Research on the Oral Proficiency Interview: Analysis, Synthesis, and Future Directions

American Council on the Teaching of Foreign Languages
This commissioned paper provides an overview and synthesis of research conducted on the ACTFL OPI and the accompanying guidelines from the 1990s to present.

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 Adult ESL Service Delivery in Montgomery County, MD**

Montgomery College
Examination of providers of adult ESL instruction across the county with recommendations for an improved delivery system.

Evaluation of an 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 at the 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.

CURRICULUM AND MATERIALS DEVELOPMENT**Dialect Description**

American Speech-Language-Hearing Association
Description of the structure and use of African American English for CD-ROM-based training of speech/language pathologists.

Early Language Learning Oral Proficiency Assessment (ELLOPA) & Student Oral Proficiency Assessment (SOPA) Training

John Stanford International School, Seattle, WA
ELLOPA training, followed by coaching for Japanese and Spanish K-2 immersion teachers learning to administer and rate the SOPA.

Improving Teacher Education Practices in Sheltered Instruction

U.S. Department of Education, Fund for the Improvement of Postsecondary Education
Development of two teacher training videos and professional development manuals on sheltered instruction based on the SIOP model developed through CAL and CREDE.

K-12 ESL Curriculum Development

St. Louis Public Schools
Assistance to the St. Louis Public Schools ESL Curriculum Task

Force in developing a standards-based curriculum for the ESOL program for grades K-12 that is aligned with both the national ESL standards and the Missouri Show-Me Standards.

Meeting the State Content Standards for English Language Learners

North Dakota Department of Public Instruction

Assistance to the North Dakota LEP Task Force in adapting the state content standards of math, science, and social studies for limited English proficient (LEP) students in North Dakota.

North Dakota Standards Project

North Dakota Department of Public Instruction

Consultation to the State English Language Learner (ELL) Task Force as it developed guidelines and adaptations for ELLs to meet state content standards in English Language Arts.

Professional Development for Teachers of English as a Second Language Readers

Carnegie Corporation of New York (subcontract from Harvard University)

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

Student Oral Proficiency Assessment (SOPA) Training

Wisconsin Department of Public Instruction

Training of teachers from Appleton, Menasha, and Ashwaubenon School Districts, followed by two days of coaching for teachers administering and rating the SOPA. Rating verification for interviews that were conducted after the two days of coaching.

PROFESSIONAL SERVICES

During 2002 CAL staff and consultants provided short-term, specialized services for schools, districts, state education departments, and other agencies. These services responded to agencies' requests for professional development and technical assistance for their ESL, bilingual, and foreign language populations and programs, and adult ESL.

Adult ESL

Carlos Rosario Adult School, Washington, DC
Indiana State Department of Education
Louisiana State Department of Education
Lutheran Social Services, SD
Massachusetts Department of Education
Montana Department of Education
Virginia State Department of Education

School Services

ESL and Bilingual, K-12

Academia de Español, Grand Rapids, MI
Beaufort County School District, SC
Berry College, GA
Carrollton-Farmers Branch Independent School District, TX
Charles County Public Schools, MD
Dearborn Public Schools, MI
Grand Rapids Public Schools, MI
Green River Regional Educational Cooperative, KY
Hartford Public Schools, CT
Heartland Education Agency, IA
Iowa Department of Education
Juneau-Douglas School District, AK
Kansas State Department of Education
Kentucky Department of Education
Lincoln Public Schools, NE
Manassas Park City Public Schools, VA
McMinnville Public Schools, OR
Newton Public Schools, MA
North Dakota Department of Public Instruction
Northern Trails Area Education Agency, IA
Palm Beach County, Lynn University, FL
Pennsylvania Department of Education
Prince William County Public Schools, VA
Sacred Heart School, Washington, DC
Southwest Community Campus, Grand Rapids, MI
St. Louis Public Schools, MO
State University of New York, Albany
Vivian Field Middle School, Middletown, TX
Waukegan Public Schools, IL

Foreign Language, K-12

Arlington Public Schools, VA
Charlotte Country Day School, NC
Charlotte-Mecklenburg School District, NC
Georgia Department of Education
Greenwich Public Schools, CT
Iowa Department of Education
John Stanford International School, Seattle, WA
Madison School District, WI
McMinnville School District #40, OR
West Windsor-Plainsboro School District, NJ
Wisconsin Department of Education

2002

Publications and Electronic Resources

Developed by CAL Projects

Many of the following products are available in both print and electronic formats. To find an electronic version of a publication on the CAL Web site, visit www.cal.org and search by author or title. Products for sale can be purchased from the CALstore at www.cal.org/store, unless otherwise noted. CAL products may also be ordered by phone at 1-800-551-3709 or by fax at 1-888-700-3629.

K-12 ESL AND BILINGUAL EDUCATION

Directory of Two-Way Bilingual Immersion Programs in the U.S.
Online directory

Educating Hispanic Students: Effective Instructional Practices
Practitioner Brief by Yolanda N. Padrón, Hersh C. Waxman, and Héctor H. Rivera

Educating Hispanic Students: Obstacles and Avenues to Improved Academic Achievement
Educational Practice Report by Yolanda N. Padrón, Hersh C. Waxman, and Héctor H. Rivera

English Language Learners with Special Education Needs: Identification, Assessment, and Instruction
Book in Professional Practice Series by Alfredo J. Artiles and Alba A. Ortiz, editors

ESOL Tapestry: Distinguished ESOL Faculty Lectures
Compact Disc series
Volume 1: Dialect Diversity and ESOL by Walt Wolfram
Volume 2: Special Education and ESOL by Sandra Fradd
Volume 3: Content Instruction and ESOL by Deborah J. Short
Volume 4: Teacher Preparation and ESOL by JoAnn (Jodi) Crandall

Helping English Learners Succeed: An Overview of the SIOP Model
Video by Justine Hudec and Deborah J. Short, producers

Impact of Two-Way Immersion on Students' Attitudes Toward School and College
ERIC Digest by Kathryn J. Lindholm-Leary and Graciela Borsato

Nongraded Primary Programs: Possibilities for Improving Practice for Teachers

Practitioner Brief by Ellen McIntyre and Diane Kyle

Professional Development for Bilingual and ESL Paraprofessionals: The Aspire Curriculum

Teacher Training Manual by Judith H. Jameson

Program Evaluation: English as a Second Language

Book by Emily L. Gómez, Margo Gottlieb, Rosio Inclan, Anne Katz, Meg Malone, Denise McKeon, Janet Orr, Ron Brandt, and Deborah J. Short. Available from Teachers of English to Speakers of Other Languages, Inc. (TESOL)

The SIOP Model: Sheltered Instruction for Academic Achievement
Video by Justine Hudec and Deborah J. Short, producers

Two-Way Immersion 101: Designing and Implementing a Two-Way Immersion Education Program at the Elementary Level
Educational Practice Report by Elizabeth R. Howard and Donna Christian

Using the SIOP Model: Professional Development Manual for Sheltered Instruction

Teacher training manual by Deborah J. Short, Justine Hudec, and Jana Echevarria

What Teachers Need to Know About Language

Book in Language in Education series by Carolyn Temple Adger, Catherine E. Snow, and Donna Christian, editors

Why Reading Is Hard

- Video by Carolyn Temple Adger, Nancy Clair, and David Smith, producers
- Viewers guide by Nancy Clair
- Web site by Carolyn Temple Adger and Nancy Clair

FOREIGN LANGUAGE EDUCATION

Model Early Foreign Language Programs: Key Elements
ERIC Digest by Douglas F. Gilzow

Selecting Materials to Teach Spanish to Spanish Speakers
ERIC Digest by Paula Winke and Cathy Stafford

Spanish for Spanish Speakers: Why Start and Maintain an SNS Program?
Brochure by Ana Roca and M. Cecilia Colombi

Tapping a National Resource: Heritage Languages in the United States
ERIC Digest by Richard D. Brecht and Catherine W. Ingold

ESL FOR ADULTS

Adult English Language Instruction in the 21st Century
Series on Preparing Adult English Language Learners for Success by
Carol Van Duzer and MaryAnn Cunningham Florez
(Also available in PDF format in English and Spanish)

Issues in Accountability and Assessment for Adult ESL Instruction
ERIC Digest by Carol Van Duzer

Preparing for Success: A Guide for Teaching Adult English Language Learners
Series on Preparing Adult English Language Learners for Success by
Brigitte Marshall

Reading and Adult English Language Learners: A Review of the Research
Series on Preparing Adult English Language Learners for Success by
Miriam Burt, Joy Kreeft Peyton, and Rebecca Adams

Research on Reading Development of English Language Learners: An Annotated Bibliography
Web document by Rebecca Adams and Miriam Burt

A Vision and Action Agenda for Adult ESL in the 21st Century
Report by NCLE Staff

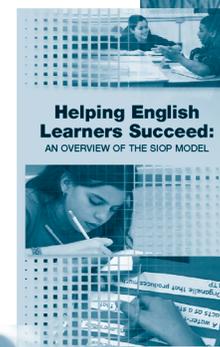
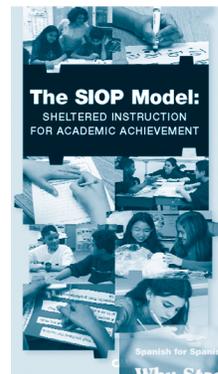
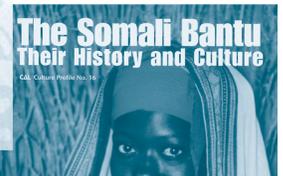
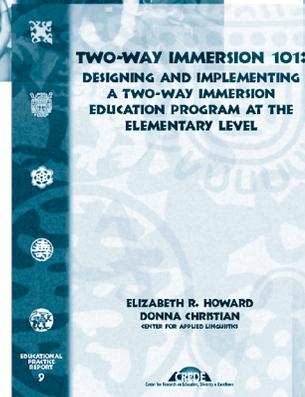
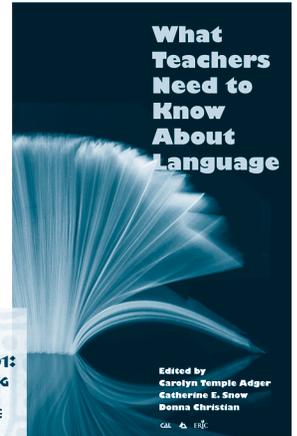
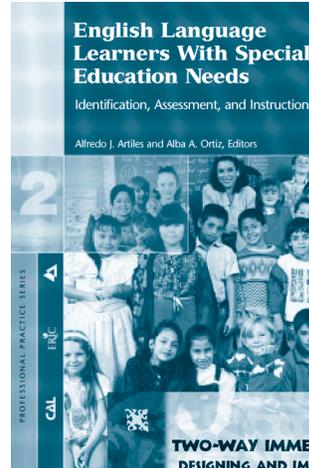
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The Afghans: Their History and Culture
Web document by Barbara Robson and Juliene Lipson with Farid Younos and Mariam Mehdi

The Montagnards: Their History and Culture
Web document by Raleigh Bailey

The Somali Bantu: Their History and Culture
Web document by Dan Van Lehman and Omar Eno

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Statements of Financial Position

(Unaudited)

SEPTEMBER 30, 2002 AND 2001

	2002	2001
Assets		
Current Assets		
Cash and Cash Equivalents	\$ 581,411	\$ 768,724
Accounts Receivable		
Billed Contracts and Grants	712,135	485,235
Unbilled Contracts and Grants	710,186	429,126
Advances and Other Receivables	171,460	177,802
Prepaid Expenses	<u>70,742</u>	<u>32,227</u>
Total Current Assets	2,245,934	1,893,114
Investments	1,589,402	1,509,008
Furniture and Equipment (Net of \$308,958 and \$249,464 Accumulated Depreciation) . .	189,062	144,637
Other Assets		
Rent Security Deposit	<u>28,244</u>	<u>28,244</u>
Total Assets	<u>\$ 4,052,642</u>	<u>\$ 3,575,003</u>
Liabilities and Net Assets		
Current Liabilities		
Receipts in Excess of Revenues	\$ 23,074	\$ 89,856
Accounts Payable	442,703	359,692
Accrued Wages	271,962	251,888
Deferred Revenue	<u>54,191</u>	<u>30,831</u>
Total Current Liabilities	791,930	732,267
Deferred Rent	<u>141,441</u>	<u>122,557</u>
Total Liabilities	933,371	854,824
Net Assets		
Unrestricted	3,019,271	2,620,179
Permanently Restricted	<u>100,000</u>	<u>100,000</u>
Total Net Assets	<u>3,119,271</u>	<u>2,720,179</u>
Total Liabilities and Net Assets	<u>\$ 4,052,642</u>	<u>\$ 3,575,003</u>

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

(Unaudited)

FOR THE YEARS ENDED SEPTEMBER 30, 2002 AND 2001

	2002	2001
Unrestricted Net Assets		
Support and Revenues		
Contracts and Grants	\$ 6,033,344	\$ 4,932,080
Testing Revenue	525,732	597,622
Consulting Fees and Workshops	283,602	190,948
Sale of Publications	169,599	125,354
Investment Gain (Loss), Net	(49,269)	(150,792)
Other Revenue	35,565	1,032
Total Support and Revenues	<u>6,998,573</u>	<u>5,696,244</u>
Net Assets Released from Restrictions	<u>0</u>	<u>31,875</u>
Total Support and Reclassifications	6,998,573	5,728,119
Expenses		
Program Services Costs		
Government Contracts and Grant Activities	4,455,224	3,839,060
Private Contracts and Grant Activities	1,003,694	934,794
Test Activities	292,883	317,656
Venture Activities	101,295	85,832
Pass-thru and Project Participant Costs	639,233	219,643
Total Program Services Costs	6,492,329	5,396,985
Less: Program Indirect Costs	<u>(1,207,734)</u>	<u>(1,044,807)</u>
Total Direct Costs	5,284,595	4,352,178
Support Costs		
General and Administrative	1,314,886	1,246,885
Total Expenses	<u>6,599,481</u>	<u>5,599,063</u>
Increase (Decrease) in Unrestricted Net Assets	399,092	129,056
Temporarily Restricted Net Assets		
Net Assets Released from Restrictions	<u>0</u>	<u>(31,875)</u>
Increase (Decrease) in Net Assets	399,092	97,181
Net Assets at Beginning of Year	<u>2,720,179</u>	<u>2,622,998</u>
Net Assets at End of Year	<u>\$ 3,119,271</u>	<u>\$ 2,720,179</u>

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