



**CENTER FOR APPLIED LINGUISTICS**

Improving communication through  
better understanding of language and culture

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Annual Report 2003

2003  
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2003  
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## Message from the President



Although the world is a different place now than it was when CAL was founded 45 years ago, or even one year ago when we last presented a synopsis of our work in our Annual Report, international relations continue to create a dire need for

highly trained language experts. Domestic as well as international concerns, brought to the forefront of public consciousness as we move toward national elections, lead us to consider the diverse language and culture issues facing us both at home and abroad.

With public debates on these issues creating a charged backdrop, CAL's work in 2003 has given us opportunities to think about the essence of our mission and its relationship to the world around us. Two particular occasions have served as focal points: the filming of a documentary about CAL for the Teaching Learning Network's *Voices of Vision* series, and our own strategic planning. Both of these endeavors have led us to revisit our mission in terms of what it means in today's world, what it means to those we serve, and how it has evolved since CAL's inception.

We were honored to be featured in the *Voices of Vision* series, produced for distribution to PBS stations nationwide. Filming and production of CAL's segment took place during the spring and summer of 2003, and the show began airing in January 2004. The goal of the series is to show how nonprofit groups make a difference. Following this general premise, we focused on representative CAL projects, showing our experts working in the field to address important language and cultural issues. The program features our work in three areas: Our Sheltered Instruction Observation Protocol (SIOP) team is shown leading professional development with school staff in northwest Georgia to help support the academic achievement of Latino students; our research and technical assistance efforts are highlighted with the Spanish and English two-way immersion program at Francis

Scott Key Elementary School in Arlington, Virginia; and our assessment and adult ESL programs are featured in a segment on *BEST Plus*, an assessment used to place adult ESL students and track their progress. Video clips from the program can be viewed on our Web site.

In 2003, CAL staff members and trustees reviewed the progress we have made over the past 5 years toward meeting the goals of our strategic plan. We also examined our mission within the context of the current environment and societal needs. The last 5 years have seen dramatic developments in the climate and context for our work on language and culture. World events and policy developments have significantly altered the landscape within which we work. We realize that we must reach out in every circumstance where we can be of service; only then can we fully achieve our mission. We have therefore determined to intensify our efforts to inform the public about CAL's research, products, and services. We used to joke that CAL was a well-kept secret, but we are striving to change that, building on new technologies and extending our message through enhancements to our communication and outreach efforts.

We work hard at CAL to respond to current events and developments nationally and around the world, and we are constantly seeking ways to apply new technologies in pursuing our mission. In 2003, our Language Testing Division (LTD) developed Web-based versions of our foreign language tests in Arabic and Russian to respond to calls for accessible assessments in those critical languages. LTD staff also worked with staff from our National Center for ESL Literacy Education (NCLE) to develop and release the innovative *BEST Plus*, a computer-adaptive version of our adult basic English language skills test. We are making more tools available through our Web site, including directories of programs and resources; downloadable documents; electronic discussion lists; and, through the *CALstore*, publications that may be purchased online.

## Message from the President

The past few years have seen a renewed focus on our work in the less commonly taught languages, especially varieties of Arabic. Along with an increase in Arabic language teaching at community colleges and universities, there has been an increase in the teaching of Arabic in Grades K–12, in both public and private schools. This has been stimulated by the growth of Arabic-speaking populations in certain areas of the United States. CAL and The George Washington University are working together to develop a network of Arabic teachers and program administrators. Our goal is to help these educators connect with one another and share their work through a Web site, summer institutes, and a variety of other activities. CAL's Cultural Orientation Resource Center responded to the needs of increasing numbers of Muslim refugees in the United States by publishing a guide for refugee service providers that offers firsthand information about Muslim cultures, religious holidays, family life, and more. Work is also beginning on the development of standards for the teaching of less commonly taught languages as part of the National Standards in Foreign Languages Education Project Collaborative, a project of the American Council on the Teaching of Foreign Languages (ACTFL).

Domestically, concerns about literacy for English language learners have come to the forefront in response to the No Child Left Behind Act, with a ripple effect moving from children to adults. Our National Center for ESL Literacy Education (NCLE) began conducting workshops in 2003 based on their publications, *Adult English Language Instruction in the 21st Century* and *Reading and Adult English Language Learners*. These workshops were funded by the U.S. Department of Education's Office of Vocational and Adult Education. CAL's Language Testing Division began working with a nine-state consortium led by Wisconsin to develop standards and large-scale language assessments for English language learners in Grades K–12 to meet the legislated demands of No Child Left Behind.

Another way in which we are adapting to the world around us relates to program changes at CAL. At the end of 2003, our most longstanding federal government contract came to an end with the closing of the ERIC Clearinghouse on Languages and Linguistics, which was housed at CAL for nearly 30 years. We are pleased that our technological and personnel resources enable us to continue to offer many of the services that people have come to associate with ERIC, including free and low-cost publications, databases and directories of programs and resources, and a free question-answering service. At the same time, we have begun to participate in new kinds of partnerships, as well as building our own products and services. These include activities offered under our CAL Services umbrella: ESL and foreign language teacher training and student assessment, adult ESL program development, and assistance for refugee service providers. While we have offered these services and many others for a long time, we feel that the time is ripe for us to expand and enhance our work in these areas.

As we move forward, our commitment to our mission has never been stronger. We look to the future knowing that our work is every bit as important in the world today as it was when CAL was created in 1959. As the world around us continues to change, we strive to respond to its needs with a consistent focus: to improve communication through better understanding of language and culture.

*Donna Christian*

## RESEARCH STUDIES

### Acquiring Literacy in English

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

Research on the acquisition of English literacy by Spanish-speaking children. The program includes a research core focused on assessment, an administrative core, and three subprojects.

#### Early Childhood Language and Literacy Development

A study of 4- to 6-year-old children that looks at the relationship between the home and school environments, the links between growth in English and Spanish language skills, and differences in the literacy development 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 in the development of the English reading competency of fourth- and fifth-grade Spanish-speaking students. This project also studies teachers' implementation of reading instruction and has developed materials for classroom use.

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

A study of spelling in Spanish-English bilingual children in Grades 3–5 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.

#### ELL Program Evaluation Study

*U.S. Department of Education, Institute of Education Sciences (subcontract from the University of Houston)*

Development and evaluation of language and literacy programs for English language learners (ELLs) in Grades K–3 in structured English immersion and transitional bilingual education schools in Texas.

#### Houston SIOP Research and Professional Development Project

*Carnegie Corporation of New York and Rockefeller Foundation*

Research study to scale up the Sheltered Instruction Observation Protocol (SIOP) Model in four secondary schools in Houston through professional development for teachers and evaluation of student and teacher outcomes.

#### 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 and prepare a monograph 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 Johns 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 on Literacy and Assessment

*U.S. Department of Education, Office of English Language Acquisition*

Convening of the First National Conference for Educators of Newcomer Students, publication of conference proceedings, and research on literacy and assessment practices in selected newcomer programs.

**Standards and Diversity**

*U.S. Department of Education, Institute of Education Sciences (subcontract from Northeast and Islands Regional Educational Laboratory at Brown University)*

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

**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](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**

*U.S. Department of State, Bureau of Population, Refugees and Migration*  
[www.culturalorientation.net](http://www.culturalorientation.net)

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](http://www.cal.org)

Operation of a national clearinghouse that collected, synthesized, and disseminated 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](http://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 (NCLE)**

*U.S. Department of Education, Office of Vocational and Adult Education*  
[www.cal.org/nclc](http://www.cal.org/nclc)

Operation of a national center that collects, synthesizes, and disseminates information about literacy education for adults learning English as a second language (ESL) 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](http://www.cal.org/k12nflrc)

Development of an elementary school foreign language assessment framework, assessment instruments, and test administration materials; enhancement of a K–12 assessment database; and publication of a resource on technology alternatives in classroom-based instruction.

**National Network for Early Language Learning**

*Membership organization*  
[www.cal.org/projects/nnell.html](http://www.cal.org/projects/nnell.html)

Secretariat for 1,000-member organization of teachers, administrators, researchers, and parents. Activities include networking, advocacy, and publication of the journal *Learning Languages*.

**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.

**Expanding Educational Opportunity in Linguistically Diverse Societies: Dissemination and Diffusion in the Decade of Literacy**

*Ford Foundation*

Updating, reprinting, and disseminating a report on successful programs for mother tongue education with transition to a language of wider communication.

**K–12 ESL Curriculum Development**

*St. Louis Public Schools*

Technical assistance (curriculum consultation, task force facilitation, and content editing) to the St. Louis Public Schools ESL Curriculum Task Force in developing a standards-based ESL curriculum for Grades K–12.

**Guidebook on Seniors Learning English as a Second Language**

*Senior Service America, Inc.*

Development of a publication, *Seniors Learning English: A Guide for Service Providers*, outlining the characteristics and educational and workplace placement needs of seniors from non-English-speaking countries.

### **Implementing Sheltered English Immersion and Improving the Academic Performance of English Language Learners**

*Office of Language Acquisition and Academic Achievement, Massachusetts Department of Education (subcontract from School for International Training)*

Assistance for districts in redesigning programs to implement a new state law requiring sheltered English immersion as the instructional model for English language learners.

### **Meeting the State Content Standards for English Language Learners**

*North Dakota Department of Public Instruction*

Technical assistance to the North Dakota LEP Task Force on adapting the state content standards of math, English language arts, science, and social studies for limited English proficient (LEP) students.

### **Professional Development for Teachers of English Language Learners**

*Carnegie Corporation of New York (subcontract from Harvard University)*

Development of resources for teachers on the difficulties of learning to read in a second language, including a book, a video and associated print materials, and a Web site ([www.whyreadingishard.com](http://www.whyreadingishard.com)).

### **Resources for Teachers and Administrators: English Language Learners in Grades 9–12**

*Council of Chief State School Officers (CCSSO)*

Development of a print and Web-based annotated collection of resources for educators on ways to promote the literacy development and academic success of immigrant students in high school.

### **Review of Adult ESL Education in the United States**

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

Development of a background report for the Organisation for Economic Co-operation and Development summarizing adult ESL instruction in the United States.

### **Somali Bantu Cultural Orientation Project**

*Immigrant and Refugee Community Organization*

Collection of information about ways that the Somali Bantu are being served by refugee service providers in the United States and development of cultural orientation materials to assist service providers.

### **Student Oral Proficiency Assessment (SOPA) Training**

*Wisconsin Department of Public Instruction*

Training of teachers from Appleton, Menasha, and Ashwabeno School Districts on administration and scoring of the SOPA.

### **Toolkit for Practitioners Working With Adults Learning English**

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

In collaboration with the National Center for Family Literacy, development of resources about the non-English-speaking adult population in the United States for use by professionals in adult basic education, English as a second language, and faith-based organizations in rural and urban settings.



BEST Plus, a scripted face-to-face oral interview, is available in two ways: a computer-adaptive version on CD and a semi-adaptive print-based version.

## **ASSESSMENT AND TESTING**

### **Assessment of Study Abroad**

*U.S. Department of Education (subcontract from Georgetown University)*

Examination of the effects of study abroad on language acquisition and cultural development. Assessment of gains in oral proficiency from the beginning to the end of a student's study abroad experience.

### **Defense Language Aptitude Battery (DLAB) 2**

*U.S. Department of Defense (subcontract from Perot Government Systems)*

Convening of a workshop to investigate potential specifications for a revised version of the *Defense Language Aptitude Battery*.

### **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.

### **Early Language Listening and Oral Proficiency Assessment (ELLOPA) Training**

*John Stanford International School, Seattle, WA*

Training and coaching for Spanish and Japanese K–2 immersion teachers learning to administer and rate the *ELLOPA*.

### **Enhanced Assessment Instruments for English Language Learners**

*U.S. Department of Education (subcontract from Wisconsin Department of Public Instruction)*

For a nine-state consortium, development and piloting of assessments to measure English language acquisition of English language learners for an annual state-wide testing system for Grades K–12 compliant with the No Child Left Behind legislation.

### **Foreign Language National Assessment of Educational Progress (NAEP) 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.

**Framework for Optimal Oral Proficiency Assessment**

*U.S. Department of Education, International Research and Studies Program*  
Development of a framework that describes the delivery of level-specific oral proficiency assessments via the World Wide Web.

**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 Proficiency Guidelines.

**Operational Testing Programs**

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

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

*American Council on the Teaching of Foreign Languages*  
Commissioned paper providing an overview and synthesis of research conducted on the ACTFL oral proficiency interview and the accompanying guidelines from the 1990s to the present.

**Text Structure of a National Assessment**

*National Center for Education Statistics (subcontract from Education Statistics Services Institute)*  
Contribution to a text coding system for the *National Assessment of Adult Literacy*.

**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 Exchange, Language, International and Area Studies**

*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.

**Evaluation of Fairfax County Adult Education EL/Civics Family Literacy Program**

*Fairfax County, VA*  
Evaluation of family literacy instruction for adult English language learners throughout the county, with recommendations for improved instructional practice.

**Evaluation of Foreign Language Program**

*Arlington County Public Schools, VA*  
Evaluation of the outcomes of Arlington County's foreign language program using CAL's *Simulated Oral Proficiency Interview (SOPI)* for students of French, Spanish, and Spanish for fluent speakers.

**Evaluation of Newcomer Center**

*White Plains City Public Schools, NY*  
Comprehensive evaluation of the district's elementary newcomer center, providing description, analysis, and recommendations in key areas of instructional effectiveness and programmatic design.

**Evaluation of Grade K–12 Foreign Language Immersion Program**

*Charlotte-Mecklenburg Schools, NC*  
Creation and implementation of parent, teacher, and student surveys; oral proficiency testing in Grades 2, 5, and 8; and two site visits for data collection.

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

*Department 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 for 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.

## **Dual Language Program Development and Implementation**

*Southwest Community Campus, Grand Rapids, MI*

Technical assistance throughout the school year for an elementary school with a new dual language program. Services included in-service workshops, classroom observations, demonstration teaching, and individual consultations on- and off-site.

## **Dual Language Principles Project**

*National Clearinghouse for English Language Acquisition*

Development of guiding principles for dual language education, a document for program planning and implementation, and a review of the research.

## **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.

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

*U.S. Department of Education, Institute of Education Sciences (subcontract from Northeast and Islands Regional Educational Laboratory at 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, preparation of a research-based publication, and teacher training activities.

## **Issues and Challenges in Assessment and Accountability for Adult English Language Learners**

*U.S. Department of Education, Office of Vocational and Adult Education*  
Symposium hosted by the National Center for ESL Literacy Education, attended by more than 100 teachers, program administrators, researchers, test developers, and policy makers, to discuss adult ESL program accountability and learner assessment.

## **Training for All Teachers**

*U.S. Department of Education, Office of English Language Acquisition (subcontract from Teachers of English to Speakers of Other Languages)*  
Staff development for elementary teachers in Prince George's County (MD) schools on standards-based and sheltered instruction and support of teacher trainers in the project.

## **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.

## **CAL SERVICES**

During 2003, CAL staff members and consultants provided professional services for schools, districts, state education departments, and other agencies. These services responded to specific requests for professional development and technical assistance for ESL, bilingual, and foreign language populations and programs at the preK–12 and adult education levels. CAL's professional services include training of trainers for the *BEST Plus* and training of trainers for educators working with English language learners, using training materials developed by CAL: *Professional Development for Bilingual and ESL Paraprofessionals: The Aspire Curriculum*; *Enriching Content Classes for Secondary ESOL Students*; and *Enhancing English Language Learning in Elementary Classrooms*.

### **ESL and Bilingual Education, K–12**

Albany Elementary School #26, NY  
Beaufort County School District, SC  
DeKalb Public Schools, GA  
Juneau-Douglas School District, AK  
Kansas City School District, MO  
Kentucky Department of Education  
Kingston Public Schools, WA  
Lynn University, Palm Beach County, FL  
Manassas Park City Public Schools, VA  
McCoy Elementary School, Kansas City, MO  
New York State United Teachers  
North Dakota Department of Public Instruction  
Oakley School District, Northwest, KS  
Olathe School District, KS  
Pennsylvania Governor's Institute  
Southwest Community Campus, Grand Rapids, MI  
State University of New York, Albany  
University of North Dakota, Grand Forks  
U.S. Department of Education, Office of English Language Acquisition (subcontract from Cheyney University)  
Waukegan Public Schools, IL

### **Foreign Language Education, K–12**

Charlotte Country Day School, NC  
Charlotte-Mecklenburg Schools, NC  
Greenwich Public Schools, CT  
Jefferson County Public Schools, Louisville, KY  
John Stanford International School, Seattle, WA  
Madison School District, WI  
Poquoson City Schools, VA

### **Sheltered Instruction Observation Protocol (SIOP) Model**

Beaufort County Public Schools, SC  
Charles County Public Schools, MD  
Chelsea Public Schools, MA  
Community School District #6, New York City, NY  
District of Columbia Public Schools, Washington, DC  
Hartford Public Schools, CT  
Hawai'i District Public Schools  
Houston Independent School District, TX  
Kansas City School District, MO  
Little Elm School District, TX  
Manassas Park City Schools, VA  
Minneapolis Public Schools, MN  
Montgomery County Public Schools, MD  
New Jersey State Department of Education  
Ontario Public Schools, OR  
Tennessee State Department of Education  
Waterloo Community Schools, IA  
White Plains Public Schools, NY  
Whitfield County Public Schools, GA

### **Adult ESL**

Arizona Department of Education  
Enterprise Foundation, MD  
Georgia Department of Technical and Adult Education

### **Training of Trainers**

Denver, CO  
Des Moines, IA  
Edmonds, WA  
Emporia State University, KS  
Garland, TX  
Kingston, WA  
Montrose, CO

2003

## Publications and Electronic Resources

Developed by CAL Projects

### Professional Development: CDs, Videos, Manuals

*The Adolescent Literacy Case: A Video Ethnography of Teaching Second Language Students Content Through Literacy Development* (CD-ROM)  
Stefinee Pinnegar, Annela Teemant, Bobbi Mason, and Carl Harris

*The Assessment Literacy Case* (CD-ROM)  
Stefinee Pinnegar and Annela Teemant

*The Bilingual/ESL Programs and Practices Case: A Video Ethnography of Educational Alternatives for Second Language Learners* (CD-ROM)  
Annela Teemant

*The Craig Cleveland Case* (CD-ROM)  
Stefinee Pinnegar, Annela Teemant, and Roland Tharp

*Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs*  
Elizabeth R. Howard, Natalie Olague, and David Rogers

*The Early Childhood Literacy Case: A Video Ethnography of Balanced Literacy Approaches for Second Language Students* (CD-ROM)  
Stefinee Pinnegar, Annela Teemant, and Serena Tyra

*The Julene Kendell Case* (CD-ROM)  
R. Carl Harris, Julene Kendell, Melanie F. Harris, and David Baker

*The Lucia Villarreal Case: Literacy Practices in a Bilingual Classroom* (CD-ROM)  
Stefinee Pinnegar, Annela Teemant, Carl Harris, and Audrey Sirota

*The Mara Mills Case* (CD-ROM)  
Annela Teemant, Stefinee Pinnegar, and Roland Tharp

*The Second Language Acquisition Case* (CD-ROM)  
Annela Teemant and Stefinee Pinnegar

*The Second Language Literacy Case: A Video Ethnography of Bilingual Students' Literacy Development* (CD-ROM)  
Annela Teemant, Stefinee Pinnegar, and Ray Graham

*The Sheri Galarza Pre-School Case* (CD-ROM)  
Roland Tharp, Susan Entz, and Sheri Galarza

*Teaching Alive for the 21st Century: The Five Standards for Effective Pedagogy in Elementary Settings* (CD-ROM)  
Roland Tharp, Soleste Hilberg, Stephanie Dalton, and Annela Teemant

*Teaching Alive for the 21st Century: The Five Standards for Effective Pedagogy in Secondary Settings* (CD-ROM)  
Roland Tharp, Soleste Hilberg, Stephanie Dalton, and Annela Teemant

*What's Different About Teaching Reading to Students Learning English?*  
Dorothy Kauffman and Lynda Franco

### Books

*Adult English Language Instruction in the 21st Century*  
Carol Van Duzer and MaryAnn Cunningham Florez  
(Also available in PDF format in English and Spanish)

*Creating Access: Language and Academic Programs for Secondary School Newcomers*

Deborah J. Short and Beverly A. Boyson

*English Language Learners with Special Education Needs: Identification, Assessment, and Instruction*

Alfredo J. Artiles and Alba A. Ortiz, Editors

*Language by Video: An Overview of Foreign Language Instructional Videos for Children*

Nancy C. Rhodes and Ingrid Pufahl

*Muslim Refugees in the United States: A Guide for Service Providers*  
Patricia S. Maloof and Fariyal Ross-Shariff, with Ali S. Asani

*A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement*

Wayne P. Thomas and Virginia P. Collier

*Program Evaluation: English as a Second Language*

Emily Gómez, Margo Gottlieb, Rosio Inclan, Anne Katz, Meg Malone, Denise McKeon, Janet Orr, Ron Brandt, and Deborah Short  
Available from Teachers of English to Speakers of Other Languages, Inc. ([www.tesol.edu](http://www.tesol.edu))

*Reading and Adult English Language Learners: A Review of the Research*  
Miriam Burt, Joy Peyton, and Rebecca Adams

*The Somali Bantu: Their History and Culture* (Web and print)  
Dan Van Lehman and Omar Eno

*Welcome to the United States: A Guidebook for Refugees* (Amharic translation)

Cultural Orientation Resource Center

*What Teachers Need to Know About Language*

Carolyn Temple Adger, Catherine E. Snow, and Donna Christian, Editors

## Research Reports

*Educating Hispanic Students: Obstacles and Avenues to Improved Academic Achievement*

Yolanda N. Padrón, Hersh C. Waxman, and Héctor H. Rivera

*Review of Research on Educational Resilience*

Hersh C. Waxman, Jon P. Gray, and Yolanda N. Padrón

*Secondary School Newcomer Programs in the United States*

Beverly A. Boyson and Deborah J. Short

*Trends in Two-Way Immersion Education: A Review of the Research*

Elizabeth R. Howard, Julie Sugarman, and Donna Christian  
Available from the Center for Research on the Education of Students Placed At Risk ([www.csos.jhu.edu/crespar](http://www.csos.jhu.edu/crespar))

*Two-Way Immersion 101: Designing and Implementing a Two-Way Immersion Education Program at the Elementary Level*

Elizabeth R. Howard and Donna Christian

## Digests and Briefs

*Action Research*

Richard Donato

*Building Partnerships with Latino Immigrant Parents*

Shannon Fitzsimmons

*Cultural Diversity and Language Socialization in the Early Years*

Eunjin Park and Kendall King

*Culture in Second Language Learning*

Elizabeth Peterson and Bronwyn Coltrane

*Curricular Models for University African Language Programs*

David Dwyer

*Developing Valid, Reliable, and Appropriate Assessments for Adult English Language Learners*

Dorry Kenyon and Carol Van Duzer

*Educating Hispanic Students: Effective Instructional Practices*

Yolanda N. Padrón, Hersh C. Waxman, and Héctor H. Rivera

*ESL for Incarcerated Youth*

Margo DelliCarpini

*Establishing an Effective Newcomer Program*

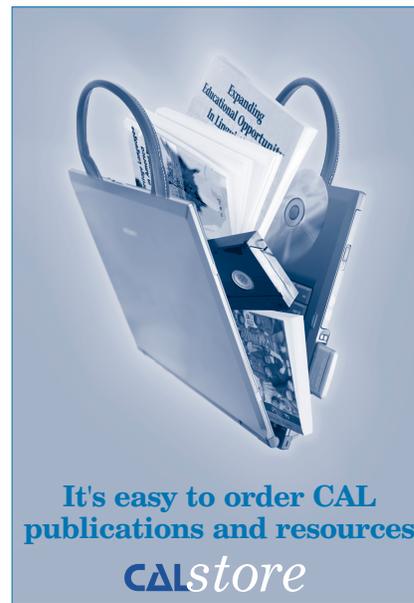
Deborah J. Short and Beverly A. Boyson

*Generation 1.5 Students and College Writing*

Linda Harklau

*Issues in Improving Immigrant Workers' English Language Skills*

Miriam Burt



CAL's publication sales have increased more than 300% since the opening of the online CALstore in 2002. In addition, many free resources can be accessed via a new resources area on the CAL Web site ([www.cal.org/resources](http://www.cal.org/resources)).

*A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement*

Center for Research on Education, Diversity & Excellence

*Professional Development for Language Teachers*

Gabriel H. Diaz-Maggioli

*Reading and Adult English Language Learners:*

*The Role of the First Language*

Miriam Burt and Joy Kreeft Peyton

*Research Insights on Second Language Writing Instruction*

Ilona Leki

*Second Language Acquisition and Adult English Language Learners: From Research to Practice*

Donna Moss and Lauren Ross-Feldman

*Second Language Acquisition and Technology: A Review of the Research*

Jean W. LeLoup and Robert Ponterio

*Strategy Training for Second Language Learners*

Andrew Cohen

*Teaching Foreign Languages to Children Through Video*

Nancy Rhodes and Ingrid Pufahl

*Think-Aloud Protocols: Teaching Reading Processes to Young Bilingual Students*

Magaly Lavadenz

*Video-Based Distance Education for Adult English Language Learners*

Sylvia Ramirez and K. Lynn Savage

*What Parents Want to Know About Foreign Language Immersion Programs*

Tara W. Fortune and Diane J. Tedick

### **Digests and Briefs, cont.**

*Working With Literacy-Level Adult English Language Learners*  
MaryAnn Cunningham Florez and Lynda Terrill

*Working With Young English Language Learners*  
Bronwyn Coltrane

### **Online Resource Collections**

*Directory of Elementary and Secondary Newcomer Programs*  
Beverly A. Boyson, Editor

*Directory of Two-Way Bilingual Immersion Programs in the U.S.*  
Julie Sugarman, Editor

*Foreign Language Curricula for Elementary Schools: An Annotated Collection*  
Lori Langer de Ramirez

*Health Literacy Resources and Programs for Adult ESL*  
NCLE

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

*Resources for Educators of English Language Learners*  
Sally Morrison

*Resources for Elementary School Foreign Language Programs*  
Sally Morrison

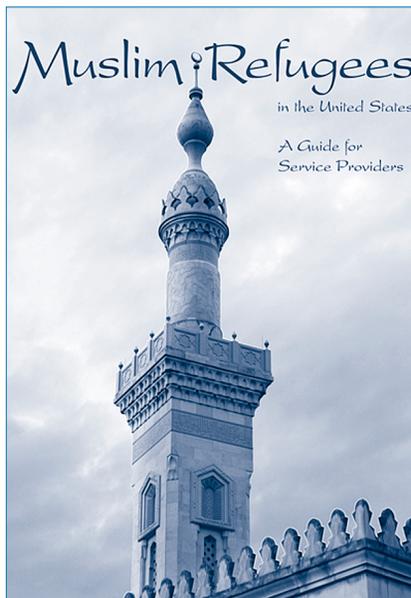
*Resources for ESL Assessment*  
Sally Morrison

*Resources for Mainstream Teachers of English Language Learners*  
Sally Morrison

*Second Language Acquisition*  
NCLE

*TESOL Certification*  
Sally Morrison

*What Do Beginning Adult ESL Teachers, Tutors, and Volunteers Need to Know?*  
NCLE



Muslim Refugees in the United States: A Guide for Service Providers, a new publication from the Cultural Orientation Resource Center, provides a basic introduction to the worldview of Muslim peoples, including fundamental tenets of Islam and issues relating to religion and culture.

### **Conference Proceedings**

*Proceedings of the First National Conference for Educators of Newcomer Students*  
Beverly A. Boyson, Bronwyn Coltrane, and Deborah J. Short, Editors

*Assessment and Accountability in Programs for Adult English Language Learners*  
NCLE

### **Brochures**

*Working Together to Build a Multilingual Society*  
ERIC Clearinghouse on Languages and Linguistics

*Why, How, and When Should My Child Learn a Second Language?*  
ERIC Clearinghouse on Languages and Linguistics

*Many of these 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](http://www.cal.org) and type the publication name in the search box. Products for sale can be purchased from the CALstore at [calstore.cal.org](http://calstore.cal.org) unless otherwise noted. CAL products may also be ordered by phone at 1-800-551-3709 or by fax at 1-888-700-3629.*

# Statements of Financial Position

(Unaudited)

AS OF SEPTEMBER 30, 2003 AND 2002

	<b>2003</b>	<b>2002</b>
<b>Assets</b>		
<b>Current Assets</b>		
Cash .....	\$ 843,925	\$ 581,411
Accounts Receivable		
Billed Contracts and Grants .....	803,992	712,135
Unbilled Receivables .....	683,946	710,186
Advances and Other Receivables .....	224,458	171,460
Prepaid Expenses .....	35,332	70,742
Total Current Assets .....	<u>2,591,653</u>	<u>2,245,934</u>
<b>Investments</b> .....	<u>1,867,853</u>	<u>1,589,402</u>
<b>Property and Equipment</b>		
Furniture and Equipment .....	408,023	324,468
Leasehold Improvements .....	23,883	21,487
	431,906	345,955
Less: Accumulated Depreciation .....	<u>(275,832)</u>	<u>(188,643)</u>
Net Property and Equipment .....	<u>156,074</u>	<u>157,312</u>
<b>Other Assets</b>		
Deposits .....	28,244	28,244
Unamortized Video Production Costs .....	63,500	31,750
Total Other Assets .....	<u>91,744</u>	<u>59,994</u>
<b>Total Assets</b> .....	<u><u>4,707,324</u></u>	<u><u>4,052,642</u></u>
<b>Liabilities and Net Assets</b>		
<b>Current Liabilities</b>		
Accounts Payable .....	539,102	442,703
Accrued Wages .....	302,415	271,962
Billings in Excess of Costs and Revenues .....	27,019	23,074
Deferred Revenue .....	326,696	54,191
Deferred Rent .....	4,534	0
Total Current Liabilities .....	1,199,766	791,930
<b>Deferred Rent</b> .....	<u>144,259</u>	<u>141,441</u>
Total Liabilities .....	<u>1,344,025</u>	<u>933,371</u>
<b>Net Assets</b>		
Unrestricted .....	3,263,299	3,019,271
Permanently Restricted .....	100,000	100,000
Total Net Assets .....	<u>3,363,299</u>	<u>3,119,271</u>
<b>Total Liabilities and Net Assets</b> .....	<u><u>4,707,324</u></u>	<u><u>4,052,642</u></u>

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

(Unaudited)

FOR THE YEARS ENDED SEPTEMBER 30, 2003 AND 2002

	<b>2003</b>	<b>2002</b>
<b>Unrestricted Net Assets</b>		
Support and Revenues		
Contracts and Grants . . . . .	\$ 5,536,564	\$ 6,033,344
Testing Revenue . . . . .	684,164	525,732
Consulting Fees and Workshops . . . . .	404,140	283,602
Sale of Publications . . . . .	551,618	169,599
Other Revenue . . . . .	<u>31,610</u>	<u>35,565</u>
Total Support and Revenues . . . . .	<u>7,208,096</u>	<u>7,047,842</u>
Expenses		
Program Services Costs		
Government Contracts and Grants Activities . . . . .	4,429,551	4,455,224
Private Contracts and Grants Activities . . . . .	1,158,579	1,003,694
Test Activities . . . . .	643,890	292,883
Publication Costs . . . . .	358,494	101,295
Pass-Through and Project Participant Costs . . . . .	<u>362,284</u>	<u>639,233</u>
Total Program Services Costs . . . . .	6,952,798	6,492,329
Supporting Services		
Unallocated General and Administrative . . . . .	<u>164,254</u>	<u>107,152</u>
Total Expenses . . . . .	<u>7,117,052</u>	<u>6,599,481</u>
Increase in Unrestricted Net Assets		
Before Investment Activity . . . . .	91,044	448,361
Net Investment Gain (Loss) . . . . .	<u>152,984</u>	<u>(49,269)</u>
Increase in Unrestricted Net Assets . . . . .	<u>244,028</u>	<u>399,092</u>
Net Assets at Beginning of Year . . . . .	<u>3,119,271</u>	<u>2,720,179</u>
<b>Net Assets at End of Year . . . . .</b>	<b><u><u>\$ 3,363,299</u></u></b>	<b><u><u>\$ 3,119,271</u></u></b>

**PRESIDENT'S OFFICE**

Donna Christian,  
*President*  
Susan Zapata

**ADMINISTRATION AND FINANCE**

Earl Staubs,  
*Director of Financial Services*  
Vernon Davis  
Lolita Hewett-King  
Curtis Lynch  
Dan Singh

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*Director of Personnel Services*  
Saundra Palmer  
Phyllis Pointer-Tate

**COMPUTER SERVICES**

Sally Morrison  
Huy Nguyen  
Sabrina Parker  
Titi Phommachanh

**Consultants**

Joshua Levin  
Chris Montone  
Luan Nguyen  
Hong-Quang Pho  
Nam Pho  
Vincent Sagart

**MARKETING**

Susan Gilson

**FOREIGN LANGUAGE EDUCATION**

Nancy Rhodes,  
*Director*  
Andrea Dubenezic  
Lynn Thompson

**Consultants**

Ingrid Pufahl  
James Stone

**Intern**

Andrea Olinger

**LANGUAGE AND CULTURE RESOURCES**

Joy Kreeft Peyton,  
*Director*  
Lisa Biggs  
Sophia Birdas  
Miriam Burt  
Mary Jane Canale  
Bronwyn Coltrane  
Anne Costello  
Lynn Fischer  
Dawn Flanagan  
Dora Johnson  
Donna Moss  
Sally Morrison  
Craig Packard  
Elizabeth Peterson  
Jeanne Rennie  
Betty Ansin Smallwood  
Sharyl Tanck  
Lynda Terrill  
Sanja Todoric-Bebic  
Carol Van Duzer  
Laurel Winston

**Consultants**

Vickie Lewelling  
Susan Manos  
Anita Sheehan

**Interns**

Charles Martorana  
Lisa Witmer

**LANGUAGE AND LITERACY**

Grace Burkart,  
*Director*  
Igone Arteagoitia  
Virginia Ceaser  
Silvia Caglarcan  
Christina Card  
María Derrick-Mescua  
Lynda Franco  
Judith Jameson  
Dorothy Kauffman  
América Pinal  
Jill Wooddell

**Consultants**

Diane August

**LANGUAGE EDUCATION AND ACADEMIC DEVELOPMENT**

Deborah Short,  
*Director*  
Thomas Bauder  
Beverly Boyson  
Catherine Coburn  
Bronwyn Coltrane  
Shannon Fitzsimmons  
Guadalupe Hernández-Silva  
Arieh Sherris  
Julie Sugarman  
Leonida Vizcarra

**Consultants**

Diane August  
Allene Grognet  
Elizabeth Howard  
Dorothy Kauffman  
Vickie Lewelling

**LANGUAGE IN SOCIETY**

Carolyn Temple Adger,  
*Director*

**Consultants**

Nancy Clair  
Susan Hoyle

**LANGUAGE TESTING**

Dorry Kenyon,  
*Director*  
Breana Abbot  
Basra Abdillahi-Chire  
Jim Bauman  
Helen Carpenter  
Carmen Cross  
Leslie Daugherty  
Lauren Janzen  
Dora Johnson  
Mohammed Louguit  
David MacGregor  
Valerie Malabonga  
Margaret Malone  
Heavenly McDuffie  
Jessica Motz  
Ellen Parkhurst  
América Pinal  
Alicia Rasmussen  
Stephanie Stauffer  
Regina Van Horne  
Paula Winke  
Laurel Winston  
Sarah Young

**Interns**

Rajaa Aquil  
Tamara Borgoiakova  
Takako Egi  
Colleen Gallagher  
Lesya Ikalyuk  
Seon Jeon  
Elizabeth Kenyon  
Jacob Kramer  
Svitlana Shandruk

**Visiting Scholar**

Gabriel Diaz-Maggioli

**Ferguson Fellow**

Joseph Lo Bianco

**G.R. Tucker Fellow**

Melinda Martin-Beltran

## Center for Applied Linguistics

CAL is a private, nonprofit organization, a group of scholars and educators who use the findings of linguistics and related sciences to identify and address language-related problems. CAL conducts 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 with CAL to carry out projects that further language-oriented missions in combination with other social goals. Visit CAL's Web site at [www.cal.org](http://www.cal.org) to learn more about CAL's people, activities, and services.

### **CAL's Mission**

#### **Improving communication through better understanding of language and culture**

To accomplish this mission, CAL

- promotes and improves the teaching and learning of languages;
- identifies and solves problems related to language and culture;
- serves as a resource for information about language and culture; and
- conducts research on issues related to language and culture.

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