



Improving communication through
better understanding of language and culture

A N N U A L R E P O R T

2006

Message from the President



On behalf of the Board of Trustees and staff at the Center for Applied Linguistics, I'm pleased to share our annual report for Fiscal Year 2006.

Addressing the needs of language learners from early childhood through adulthood is a cornerstone of CAL's mission. In the United States, over 10% of the population is foreign-born, and many of these individuals are learning English as a second language (ESL). In our elementary and secondary schools, more than 5 million students are English language learners. A significant challenge for all of these language learners is the acquisition of literacy skills. According to the International Adult Literacy Survey, over 60% of adult English language learners age 16-65 in the United States performed at literacy level I, meaning that they have difficulty reading or using simple print information in English. On the National Assessment of Educational Progress in 2005, more than 90% of English language learners in Grade 8 performed below the basic (proficient) level in reading. In recent years, literacy learning has been a focal point for CAL, and I would like to highlight some of our recent activities that advance knowledge and practice in this important area.

Literacy development among school-age second language learners continues to be a major challenge for educators, policy makers, and researchers. For the last 10 years, CAL has conducted studies examining cross-language literacy transfer for Spanish-speaking students learning to read in Spanish or English. The

findings include evidence that Spanish skills predict reading ability in English for students who receive formal reading instruction in Spanish, pointing to advantages for students learning to read in their native language. Related studies in CAL's research program have explored other aspects of literacy development among native Spanish speakers, including spelling and writing. In a related effort, CAL managed the National Literacy Panel on Language-Minority Children and Youth, in which a panel of researchers identified, collected, and synthesized the literature on literacy development in this population. The project's final report, *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*, was published in 2006 by Lawrence Erlbaum Associates, Inc. Among many findings relevant to education policy and practice, the report points to the benefits of literacy and oral proficiency in the first language, and oral proficiency in English, for students developing literacy skills in English as a second language.

To bring the benefits of such research findings into the elementary school classroom, CAL is currently updating *What's Different About Teaching Reading to Students Learning English?* and offering services based on this widely used professional development tool. *What's Different* is designed to provide teacher trainers with a curriculum to guide the professional development of classroom and ESL teachers who teach reading in classes where some or all of the students are English language learners.

Message from the President

Adolescent students also face challenges related to academic literacy. CAL, working on behalf of the Carnegie Corporation of New York, assembled a panel of researchers, policy makers, and practitioners to share their expertise on the issues and challenges confronting adolescent English language learners. The report, *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners*, was released by the Alliance for Excellent Education in November 2006. The recommendations cover instruction, assessment, teacher education, federal policy, and research, and offer courses of action to address the situation.

Another focal point for CAL's work on literacy has been providing resources for practitioners and other education professionals working with adult English language learners. Our centerpiece is CAELA, the Center for Adult English Language Acquisition. With funding from the U.S. Department of Education, CAELA's primary mission is to help states build their capacity to improve the skills of teachers and administrators in adult ESL programs. CAELA also makes research findings and evidence-based resources on literacy development and other topics available through its Web site at www.cal.org/caela. CAELA's latest online resource collection is *Working With Literacy-Level Adult English Language Learners*. This collection provides background information about literacy-level adult English language learners; links to articles, newsletters, organizations, and other resources; and descriptions of teacher reference books and learner textbooks.

To help adult ESL programs assess the development of their students' proficiency in oral and written English, CAL offers two adult English proficiency assessments. These assessments are designed to allow learners to demonstrate what they can do in English and to give programs the information they need to design effective instruction. *BEST Plus*, CAL's oral proficiency assessment, has been available since 2003. In 2006, CAL launched

BEST Literacy, the updated version of the widely used literacy skills section of the *Basic English Skills Test (BEST)*. Through *BEST Plus* and *BEST Literacy*, CAL offers appropriate, reliable, and valid tools for programs to evaluate the oral and written English proficiency of their students.

Our efforts on behalf of literacy education for young, adolescent, and adult English language learners represent just a portion of CAL's work. The following pages provide a more comprehensive account of the activities undertaken during the past fiscal year. I invite you to review the information provided within this report and visit our Web site often for updates on current projects and available resources.

Throughout 2006, we were fortunate to work once again with a broad network of partners, clients, and collaborators to address issues related to language and culture. We're proud of what we've accomplished together, and we look forward to continuing our work with colleagues to provide research and resources to advance the practice of language education, to address issues related to linguistic and cultural diversity, and to inform policy on language-related topics.

With very best wishes,



Donna Christian
President

LANGUAGE AND CULTURE RESOURCES DIVISION

The projects in this division focus on information collection, analysis, synthesis, and dissemination; development of print and online publications and resources; and professional development and technical assistance for teachers and administrators. This division hosts a library for CAL staff and public use.

Arlington Public Schools Evaluation

Funder: Arlington (Virginia) Public Schools
January 2006–October 2006

Through structured classroom observations in each of the public elementary schools in Arlington, Virginia, CAL investigated which elements of best practice were being used by teachers working with students learning English.



Center for Adult English Language Acquisition

Funder: U.S. Department of Education, Office of Vocational and Adult Education
October 2004–September 2007

CAELA helps states build capacity and sustainable systems to improve the skills of teachers and administrators in adult English as a second language (ESL) programs, and makes research findings and research-based resources available to practitioners working with adult English language learners. CAELA also disseminates information and resources through its Web site. Briefs, digests, toolkits, and other resources are available online.

For more information, visit www.cal.org/caela.



Cultural Orientation Resource (COR) Center

Funder: U.S. Department of State; Bureau of Population, Refugees, and Migration
October 2001–September 2007

The COR Center develops and disseminates materials that help refugee newcomers understand fundamental aspects of life in the United States: housing, community services, transportation, health, employment, and cultural adjustment. The COR Center also produces culture profiles on the people, history, and culture of different refugee groups to help U.S. service providers understand new refugee populations. The COR Center Web site was redesigned in 2006.

For more information, visit www.culturalorientation.net.

Curriculum Development Work Group

Funder: Massachusetts Department of Education
July 2005–June 2006

CAL partnered with the Massachusetts Department of Education to facilitate the work of their ESL/ELD (English as a second language/English language development) Curriculum Development Work Group. With CAL's guidance, the Work Group developed a document template, exemplars, and other appropriate frameworks to guide school districts in the development of ESL/ELD curricula.

Enhancing English Language Learning in Elementary Classrooms

Funder: Massachusetts Department of Education
January 2005–June 2006

CAL conducted a series of 30-hour courses for mainstream elementary school teachers designed to teach the knowledge and skills required to shelter content instruction for and work successfully with students learning English. Completion of this training fulfilled a part of the professional development requirements for Massachusetts.

Enhancing English Language Learning in Elementary Classrooms and Enriching Content Classes for Secondary ESOL Students: Training of Trainers

Funder: Massachusetts Department of Education
July 2006–September 2006

CAL staff and consultants provided 4-day training-of-trainers workshops to prepare ESL instructional specialists to deliver training for teachers on *Enhancing English Language Learning in Elementary Classrooms* and *Enriching Content Classes for Secondary ESOL Students*. They also provided a one-day training on *Enhancing English Language Learning* for previously trained ESL specialists.

Enriching Content Classes for Secondary ESOL Students

Funder: Massachusetts Department of Education
July 2005–June 2006

CAL staff conducted three 30-hour courses for mainstream secondary school teachers to teach the knowledge and skills required to shelter content instruction for and work successfully with students learning English. Completion of this training fulfilled a part of the professional development requirements for Massachusetts.

Expanding the Reach: Technical Assistance on Scientifically Based Reading Approaches

Funder: National Center for Family Literacy
September 2005–August 2007

CAL is collaborating with the National Center for Family Literacy to provide schools with training and technical assistance on teaching reading to students who are learning English.

Teaching Reading and Writing in the Content Areas

Funder: Emporia State University, Kansas
September 2005–December 2005

CAL provided a series of four workshops for paraprofessionals working in school systems across the state of Kansas. These workshops, which were part of a multi-year initiative to train paraprofessionals working in Grades K–12 in Kansas, focused on the teaching of reading and writing in the content areas.

Technical Assistance for Program Planning

Funder: National Institute for Literacy
October 2004–September 2007

CAL is working with the National Institute for Literacy, MPR Associates, and World Education to convene groups of adult ESL experts, consider key topics to be covered in a research agenda, participate in a review of services provided for adults learning English, and write background papers on topics in adult ESL education.

What's Different About Teaching Students Learning English?

Funder: Massachusetts Department of Education
July 2005–June 2006

CAL conducted three 20-hour courses for reading teachers and reading specialists designed to help them develop the knowledge and skills required to teach reading skills and comprehension to English language learners. Completion of this training fulfilled a part of the professional development requirements for Massachusetts.

LANGUAGE AND LITERACY DIVISION

CAL's Language and Literacy Division specializes in projects that center on literacy acquisition among learners for whom English is a second language.

Acquiring Literacy in English

Funders: National Institute of Child Health and Human Development; and U.S. Department of Education, Institute of Education Sciences
September 2000–May 2007

CAL is conducting a research program focused on the acquisition of literacy by Spanish-speaking children. The program includes three research subprojects:

Early Childhood Language and Literacy Development – This study looks at (1) the links between the growth of skills in Spanish and English of 4- to 6-year-old bilingual children and (2) differences in the literacy development process for monolingual and bilingual children.

Transfer of Reading Skills in Bilingual Children – In order to understand the role of the mother tongue in the development of English reading competence, this study focuses on awareness of speech sounds and the structure of words among Spanish–English bilingual fourth- and fifth-grade children.

Spelling as an Indicator of English Literacy Development – This study aims to explain high levels of transfer from Spanish to English spelling among bilingual children in Grades 3 to 5 and to determine the relationship between English spelling skills and English reading skills in bilingual children.

To learn more, visit www.cal.org and click on Literacy Education.

Comprehensive Technical Assistance – Great Lakes East

Funder: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from Learning Point Associates
October 2005–June 2007

CAL is collaborating in the operation of this Comprehensive Technical Assistance Center to provide capacity-building assistance to Michigan, Indiana, and Ohio in their efforts to raise student achievement as they implement the No Child Left Behind Act.

English for Heritage Language Speakers

Funder: U.S. Department of Defense, National Security Education Program
September 2005–August 2010

CAL is managing the implementation of an intensive university-based program that enables heritage speakers of critical languages to develop professional proficiency in English, with a particular focus on the language of the federal workplace. The first cohort of 21 participants graduated in August 2006 from the EHLS program at the University of Washington in Seattle or the program at Georgetown University in Washington, DC. The second cohort began instruction in early 2007.

For more information, visit the EHLS Web site at www.cal.org/ehls.

LANGUAGE TESTING DIVISION

Staff in CAL's Language Testing Division (LTD) conduct a broad range of research and development projects related to the assessment of language skills in learners of all ages.

Acquiring Literacy in English

Funders: National Institute of Child Health and Human Development; and U.S. Department of Education, Institute of Education Sciences
September 2000–May 2007

LTD collaborates with staff from CAL's Language and Literacy Division by managing the development and validation of assessments used in this project, sharing the assessments with other researchers, and assisting in the analysis of data.

ACTFL Assessment for Performance and Proficiency of Languages (AAPPL)

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from the American Council on the Teaching of Foreign Languages (ACTFL)
January 2006–May 2006

CAL served as a subcontractor in ACTFL's efforts to articulate a blueprint to assess performance and proficiency in languages on a national scale across the K–16 educational spectrum. The project involved creating a framework appropriate for a national test, conducting a survey of K–16 language educators to determine their assessment practices and needs, developing a prototype with language-specific items, and disseminating information about the project to inform the profession.

Adult English as a Second Language Assessment

Funder: U.S. Department of Education, Office of Vocational and Adult Education
October 2004–March 2006

CAL worked with MPR Associates to create a plan for the design of assessment instruments to be used to measure the English language acquisition of adult learners.

Arabic Language Network K–12

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from The George Washington University
October 2003–September 2006

CAL built on a project for K–12 Arabic language teaching that has been ongoing through the National Capital Language Resource Center. CAL developed a Web site and a network to connect K–12 Arabic language teachers across the United States to share resources and information and to develop Arabic teaching standards.

Assessment of Study Abroad

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Georgetown University
August 2002–August 2006

CAL staff served as language and testing experts on a study of students from four institutions (Dickinson College, Georgetown University, Rice University, and University of Minnesota) that focused on the effects of study abroad on language learning, intercultural awareness, and interdisciplinary development. CAL staff examined differences in language fluency between students who stayed home and those who studied abroad.

CAPA: Georgetown Flagship Testing Project

Funder: Georgetown University
January 2006–December 2006

CAL staff worked with language faculty from the Center for Advanced Proficiency in Arabic (CAPA) to develop classroom-based assessments in oral proficiency.

Commissioned Paper on Oral Proficiency Testing for the National Research Council

Funder: National Research Council
June 2006–July 2006

CAL staff wrote an overview of current practices and issues in foreign language assessment, with a focus on oral proficiency, for the National Research Council committee reviewing the Title VI and Fulbright–Hays international education programs.

Computerized Oral Proficiency Instrument (COPI) Test Administration Project

Funder: U.S. Department of Education, International Research and Studies Program
December 2003–December 2006

CAL is operationalizing the Arabic and Spanish versions of the *COPI*, which involves making the tests available on CD-ROM, developing a CD-ROM-based *COPI* rater training course for each language, and developing a *COPI* module to enhance an existing online distance learning course for rater training.

Database for Foreign Language Assessment

Funder: U.S. Department of Education, International Research and Studies Program
October 2005–October 2008

CAL is merging its two existing databases of foreign language assessments and updating the presentation of materials for users. In 2006, CAL staff conducted focus groups with over 30 current and potential users to improve the database interface. In addition, CAL is developing a tutorial for users on test selection.

Diagnostic Assessment of Reading Comprehension

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston
July 2005–May 2009

Working with researchers from the University of Houston and Harvard University, CAL is developing a reading comprehension test battery for English language learners and native English speakers in Grades 4 and 5. The test battery will include measurements of decoding, word fluency, central comprehension processes, and children's sensitivity to linguistic variation in the text. The subtest on central comprehension processes has been piloted and is being prepared for validation; CAL staff are writing an article on children's reasoning based on the pilot study. The development of the sensitivity to linguistic variation subtest is also underway.

Enhanced Assessment Instruments for English Language Learners (WIDA Consortium Project)

Funders: Wisconsin Department of Public Instruction; and University of Wisconsin, Wisconsin Center for Educational Research
May 2003–December 2007

CAL developed and maintains assessments used annually to measure the English language proficiency of English language learners in Grades K–12 as mandated by the No Child Left Behind legislation. CAL plays the lead role for the WIDA Consortium in developing items and analyzing item performance for the *ACCESS for ELLs*[®] test. This test of English language proficiency for students in Grades K–12 is currently administered annually to about 450,000 English language learners in the 15 states in the WIDA Consortium. CAL also supports test development and administration through innovative computer-based training classes for item writers and test administrators. In addition, CAL has developed a computer-based professional development course under the acronym CLIMBS, which focuses on helping teachers of English language learners interweave the WIDA English language development standards with sheltered instruction methods. CAL is also developing a computer-based test of science and math for students with low levels of English proficiency. This alternative test, *ONPAR*, will allow students to demonstrate their content knowledge with a test instrument sensitive to their lower proficiency in English.

National Capital Language Resource Center (NCLRC)

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Georgetown University
August 2002–August 2010

CAL is working with Georgetown University and The George Washington University to operate the NCLRC, a foreign language resource center. CAL develops tests, provides information on materials for teaching the less commonly taught languages, trains teachers, and uses multimedia to provide learning materials about testing.

STARTALK

Funder: U.S. Department of Education, via subcontract from the National Foreign Language Center
September 2006–June 2007

CAL staff serve as advisors for the implementation of the STARTALK project, which will provide students and teachers with summer immersion experiences, academic courses, curricula, and other resources for foreign language education in less commonly taught languages. STARTALK is part of a presidential initiative to enhance the national capacity for critical languages.

Work Readiness Oral Language Test

Funder: National Work Readiness Credential Partnership, via subcontract from SRI International
February 2005–May 2006

The National Institute for Literacy (NIFL) launched the EFF Work Readiness Credential project in response to state and national workforce partners who identified the need for a credible, portable national work readiness credential. Work to develop the credential is funded jointly by NIFL and state partners. Work is carried out by the EFF Assessment Consortium, led by SRI International, and staffed by a team of technical experts from BMC Associates, HumRRO, University of Tennessee, and WestED. CAL developed a test of listening and speaking skills in English based on the Equipped for the Future (EFF) adult learning standards, which identify the abilities needed to hold entry-level positions. The oral English test is one of four tests required for an EFF Work Readiness Credential, which measures the test taker's ability to listen actively and to speak so that others can understand. Test takers include both English language learners and native English speakers. The EFF Work Readiness Credential gives employers a tool for certifying that job applicants have the skills needed to work and learn effectively on the job. Over 1,000 examinees have taken the test since it was operationalized in the fall of 2006.

LANGUAGE EDUCATION AND ACADEMIC DEVELOPMENT DIVISION

Staff in this division conduct research and offer professional development on issues related to English as a second language, bilingual education, sheltered instruction, two-way immersion, and program design for English language learners and their teachers in K–12 settings.

Academic Literacy Skills for Algebra

Funder: Carnegie Corporation of New York
July 2005–September 2006

CAL conducted a review of research and gathered information on how schools teach algebra to English language learners. Project staff prepared a report integrating the findings from the various sources and pointing to the importance of studying the process of teaching and learning in classrooms.

Academic Literacy Through Sheltered Instruction for English Language Learners in Secondary Schools

Funders: Carnegie Corporation of New York and the Rockefeller Foundation
June 2003–June 2007

CAL is conducting research on the SIOP (Sheltered Instruction Observation Protocol) Model and providing professional development to secondary teachers in two New Jersey school districts.

Adolescent ELL Literacy Policy

Funder: Carnegie Corporation of New York
April 2005–August 2006

CAL convened a panel of researchers to discuss issues related to literacy for adolescent English language learners and prepared a policy document, *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners*.

For more information, visit www.cal.org/projects/adolescentell.html.

Assimilating Hispanic Students into the Mainstream

Funder: The Georgia Project
June 2001–May 2007

CAL is working with The Georgia Project to provide professional development to high school math and science teachers in Whitfield County, Georgia, on improving the academic achievement of English language learners.

Buhrer Elementary Two-Way Immersion Project

Funder: Cleveland (Ohio) Public Schools
September 2002–September 2006

CAL provided an elementary two-way immersion school with technical assistance related to program design and implementation, professional development, and program evaluation.

Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE)

(formerly known as National Center for Research on English Language Learners)
Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston
July 2005–July 2010

CAL is conducting research on an intervention model, Project QuEST, to develop science content and language and literacy skills in middle school second language learners. CAL staff are also investigating the impact of the SIOP Model on student achievement in middle school science and carrying out dissemination activities for CREATE.

For more information, visit www.cal.org/create.html.

Enhancing Secondary Education in the Central Valley: Success and Access for English Language Learners

Funder: The James Irvine Foundation
June 2006–May 2008

CAL is developing and studying implementation of a program to promote English language learners' high school graduation and postsecondary school enrollment.

Evaluation of the Bilingual/ESL Endorsement Through Distance Education Program

Funder: U.S. Department of Education, Office of English Language Acquisition, via subcontract from Brigham Young University
May 2006–August 2006

CAL conducted an evaluation of a district-based teacher development program. CAL's evaluation focused on the ways in which the program had implemented recommendations from a previous evaluation.

International Charter School Technical Assistance

Funder: Rhode Island Foundation
March 2005–November 2005

CAL conducted an evaluation of benchmarks and assessments for language and literacy development in Spanish and Portuguese for a dual language program in Providence, Rhode Island.

New York City Guiding Principles Project

Funder: New York City Department of Education
January 2006–July 2007

CAL is working with school-based teams of teachers and administrators in the New York City Public Schools to use *Guiding Principles for Dual Language Education* to reflect on current practices and to improve in targeted areas.

[Guiding Principles for Dual Language Education](http://www.cal.org/twi) can be downloaded at www.cal.org/twi.

Professional Development and Technical Assistance

Funder: New York City Department of Education
August 2004–July 2007

CAL responds to requests from New York City schools related to the education of English language learners, including requests for technical assistance for dual language schools and for professional development related to Spanish and English literacy instruction.

Professional Development on the SIOP Model

Funder: Clark County (Nevada) Public Schools
January 2006–May 2006

CAL staff led SIOP workshops and provided classroom coaching for teachers, literacy coaches, and site administrators from K–12 schools in the northwestern region of Clark County, Nevada.

Regional Educational Laboratory – Appalachia

Funder: U.S. Department of Education, Institute for Education Sciences, via sub-contract from CNA Corporation
April 2006–March 2011

CAL is conducting rapid-response research studies on issues related to serving new and rapidly expanding enrollments of English language learners in the Appalachian states (Kentucky, Tennessee, Virginia, and West Virginia).

Success Through Academic Intervention in Language and Literacy

(formerly known as Optimizing Educational Outcomes for English Language Learners)
Funder: U.S. Department of Education, Institute for Education Sciences, via sub-contract from the University of Houston
October 2003–September 2008

CAL is conducting research on interventions being used in two approaches to educating English language learners—structured English immersion and transitional bilingual education—to determine the impact of the interventions on the performance of Spanish-speaking English language learners in Grades K–3. Researchers have developed—and are working with teachers to implement—enhanced versions of language and literacy curricula to help students develop their language and literacy skills. Other researchers are helping teachers implement the SIOP Model to make math content accessible to English language learners.

For more information, visit www.cal.org/saill.

Two-Way Immersion Outreach and Information Dissemination

Funder: Illinois Resource Center
July 2004–June 2009

The Illinois Resource Center provides support for CAL's nationwide two-way immersion (TWI) outreach and public relations efforts, such as developing and maintaining TWI Web pages and directories, preparing and distributing an email bulletin, and responding to questions from the public.

Two-Way SIOP

Funder: Goldman Sachs Foundation
June 2005–August 2006

In collaboration with experienced classroom teachers, CAL developed a handbook, *Adapting the Sheltered Instruction Observation Protocol (SIOP) for Two-Way Immersion Education: An Introduction to the TWIOP*, that summarizes key modifications to the SIOP Model for the TWI context and provides examples of lessons that use this modified approach in TWI classrooms.

Download the report at www.cal.org/twi/twiop.htm.

FOREIGN LANGUAGE EDUCATION DIVISION

The work of CAL's Foreign Language Education Division, which includes research, professional development, program evaluation, test design, and materials development, focuses on foreign language teaching and assessment at the elementary and secondary school levels.

Foreign Language in the Elementary Schools (FLIES)

Funder: U.S. Department of Education, Office of English Language Acquisition, via subcontract from the District of Columbia Public Schools (DCPS)
June 2006–September 2006

CAL conducted a preliminary evaluation of the DCPS Foreign Language in Elementary Schools project, which is funded through a grant from the U.S. Department of Education's Foreign Language Assistance Program.

K–12 National Foreign Language Resource Center (NFLRC)

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Iowa State University
August 2002–August 2010

CAL conducts a variety of activities for the Iowa State University NFLRC, all focusing on the improvement of the nation's capacity for teaching and learning languages by building a strong foundation in elementary and secondary schools. Specific projects from 2002–2006 included the development of a framework and test items for an elementary school Spanish listening and reading assessment, the updating of an online directory of K–12 foreign language assessments, and the development of a training manual for CAL K–8 language assessments. Projects for 2006–2010 include the development of a Chinese K–5 curriculum, the development of an online elementary school foreign language test, and the dissemination of early foreign language resources through a Web site and e-mail discussion group.

National K–12 Foreign Language Survey

Funder: U.S. Department of Education, International Research and Studies Program
September 2006–August 2009

CAL conducts a national K–12 survey of foreign language instruction every decade. In 2007, we will be replicating our 1987 and 1997 surveys to show trends in foreign language education at three points in time. The goal is to conduct a comprehensive national survey of foreign language teaching in elementary and secondary schools.

South Carolina Student Oral Proficiency Assessment

Funder: South Carolina Department of Education
April 2004–June 2008

CAL is administering the *Student Oral Proficiency Assessment (SOPA)* annually in French and Spanish in Rock Hill School District, South Carolina, to provide longitudinal data on the listening and speaking skills of elementary school children who are part of a new content-enriched FLES program.

Student Oral Proficiency Assessment (SOPA): A Web-Based Course

Funder: U.S. Department of Education, International Research and Studies Program
October 2004–September 2006

This project entailed the development and delivery of a Web-based SOPA familiarization training course for foreign language educators wanting to assess the speaking and listening skills of K–8 students studying a second language. The training course is in English with video samples in English, French, German, Japanese, and Spanish. *SOPA Online Training* is now available, starting with the *Introduction to SOPA* course launched in November 2006 and a *Rating the SOPA* course launched in February 2007.

Visit www.cal.org/topics/ta/sopaonline.html for more details about *SOPA Online Training*.

LANGUAGE IN SOCIETY DIVISION

Language in Society staff conduct research on language use and apply the findings of sociolinguistic research to the resolution of social and communication problems.

Do You Speak American? Teacher Development Materials

Funder: Carnegie Corporation of New York, via subcontract from MacNeil Lehrer Productions
July 2004–March 2006

CAL developed materials on dialects and registers for use in teacher professional development activities involving the PBS video, *Do You Speak American?*

Ghana – Improved Quality and Access to Basic Education

Funder: U.S. Agency for International Development, via subcontract from the Education Development Center
May 2004–April 2009

CAL staff train teachers to implement an introduction to English for nonformal education, guide teachers and administrators in implementing literacy standards, lead development of a reading assessment instrument in 12 languages, and introduce strategies for creating a culture of reading in schools.

Northeast and Islands Regional Educational Laboratory at Brown University – Two-Way Immersion Toolkit

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from Brown University
January 2001–December 2005

As a partner in this Regional Educational Laboratory, CAL prepared an online toolkit on instruction and parental involvement in two-way immersion programs.

The Last Speakers: High School Curriculum Materials

Funder: Ironbound Films
August 2005–August 2006

CAL developed background materials for teachers to support the use of this PBS program on language endangerment in high school social studies classes.

The Center for Applied Linguistics recognizes that the Internet is a primary channel for information dissemination and communication. Over the past several years, we have focused on expanding our Web offerings, from launching our redesigned Web site to developing and offering online courses.

Web Site Enhancements

CAL continues to provide online access to a wide variety of information and resources, launching three redesigned Web sites in 2006.

CAL's Main Web Site

CAL's redesigned Web site was launched in August 2006 with a new look, improved navigation, and expanded content to make it even easier to find information and resources. CAL's Web site will continue to be updated and expanded over the coming months. We encourage you to visit our Web site periodically to discover new resources and learn about projects at CAL.

Visit www.cal.org.

COR Center Web Site

The COR Center Web site was redesigned in 2006 and includes new content, such as a map showing cultural orientation (CO) program locations and activities worldwide, a toolkit for CO service providers, and user-friendly descriptions of and links to COR Center materials.

Visit www.culturalorientation.net.

Ñanduti Web Site

CAL's Ñanduti Web site for foreign language learning in Grades preK-8 was redesigned and updated in 2006 to provide a variety of resources for teachers, administrators, and parents interested in foreign language learning for children. Ñanduti links to CAL's searchable databases of language programs and assessment instruments and to Ñandu, the e-mail discussion list for language educators.

Visit Ñanduti at www.cal.org/earlylang.

Online Training Courses



SOPA Online Training is now available, starting with the *Introduction to SOPA* course launched in November 2006 and a *Rating the SOPA* course launched in February 2007. A moderated *Administering the SOPA* course is in development. The training courses are in English with video samples in English, French, German, Japanese, and Spanish.

Introduction to SOPA

This self-paced online course orients teachers to CAL's *Student Oral Proficiency Assessment (SOPA)* and simulates the live workshops on SOPA administration that CAL has been presenting to participants in school districts and at national conferences across the United States for over a decade.

Visit CAL's Web site for more details about *SOPA Online Training*.

Databases and Directories

CAL continues to develop a variety of online databases and directories. These two directories were updated in 2006.

Adult ESL Resource Database

This database contains research articles on adult ESL instruction to guide program administrators and teachers.

Directory of Foreign Language Immersion Programs in U.S. Schools

This directory includes 242 schools in 28 states and Washington, DC, that teach all or part of their curriculum through a second language. Contact information, number of students and teachers, and other information is provided for each school. Eleven foreign languages are represented.

To see the complete list of CAL databases and directories, visit www.cal.org/resources and click on Databases/Directories.



2006 Publications

Digests and Briefs

CAL Digests

Cultural Orientation for Refugees

Anne Costello and Sanja Bebic
Center for Applied Linguistics

Raising Bilingual Children: Common Parental Concerns and Current Research

Kendall King and Lyn Fogle
Georgetown University

To read or download, visit www.cal.org/resources and click on Online Resources/Digests.

CAELA Briefs

Adolescent Learners in Adult ESL Classes

Sarah Young
Center for Adult English Language Acquisition

English Literacy and Civics Education

Center for Adult English Language Acquisition

Online Professional Development for Adult ESL Educators

Julie Mathews-Aydinli
Center for Adult English Language Acquisition

Karen Taylor

Arlington (Virginia) Education and Employment Program (REEP)

Promoting the Success of Multilevel ESL Classes: What Teachers and Administrators Can Do

Julie Mathews-Aydinli and Regina Van Horne
Center for Adult English Language Acquisition

Supporting Adult English Language Learners' Transitions to Postsecondary Education

Julie Mathews-Aydinli
Center for Adult English Language Acquisition

Understanding Adult ESL Content Standards

Sarah Young
Center for Adult English Language Acquisition
Cristine Smith
National Center for the Study of Adult Learning and Literacy

To read or download, visit www.cal.org/caela.

New Trainer Handbook

Cultural Orientation for Refugees: A Handbook for U.S. Trainers

Sanja Bebic, Anne Costello, and Sharyl Tanck
Center for Applied Linguistics

The COR Center specializes in the development of materials that inform service providers about refugee cultures and help newcomers understand fundamental aspects of life in the United States. The COR Center's new guide is designed to equip refugee service providers with an effective and efficient approach to cultural orientation (CO). This handbook, representing the COR Center's considerable experience with CO, provides hands-on tools and techniques that can be used to enhance orientation and help providers work more closely with refugees.

The handbook is designed for use by

- Resettlement agency staff
- Refugee mutual assistance associations (MAAs)
- Community-based organizations
- Volunteers
- Schools and ESL teachers
- Anyone interested in CO

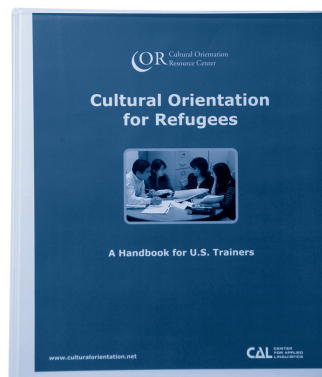
New Culture Profile

The Meskhetian Turks: An Introduction to Their History, Culture, and Resettlement Experiences

Cultural Orientation Resource Center

This profile provides general information about Meskhetian Turks and their history. Topics include Meskhetian Turk communities around the world, culture, language and education, and resettlement in the United States. A recommended reading list is also provided.

For more information, visit www.culturalorientation.net.



Videos

Refugee Families & Refugee Youth Videos: A New Day and Be Who You Are

English Version

These two videos were created to assist refugees and refugee service providers in learning about the adjustment of refugee families and refugee youth to their new lives in the United States. Combined on one VHS or DVD, topics include

- Family adjustment
- Discipline
- School life
- Home life
- Learning English



In Development

During 2006, CAL worked on the development of new resources that will be available in 2007. Visit our Web site for updates about these new resources from CAL.

Realizing the Vision of Two-Way Immersion: Fostering Effective Programs and Classrooms

Elizabeth R. Howard and Julie Sugarman

This book examines the role of program and classroom cultures in the development of bilingualism and biliteracy in two-way immersion students. Effective programs foster cultures of intellectualism, equity, and leadership. The authors provide evidence of how these three cultures function as organizing principles for program and classroom practices adopted by four exemplary programs.

An Insider's Guide to SIOP Coaching

Arieh (Ari) Sherris, Thomas A. Bauder, and Lindsey Hillyard

This new resource is designed for coaches who know the SIOP Model and are helping teachers implement it in their classrooms. The guide offers practical suggestions for establishing productive coaching contexts, helping teachers with effective SIOP lesson planning, conducting observations and providing feedback, and sustaining SIOP implementation over time.

What's Different About Teaching Reading to Students Learning English?

Dorothy Kauffman

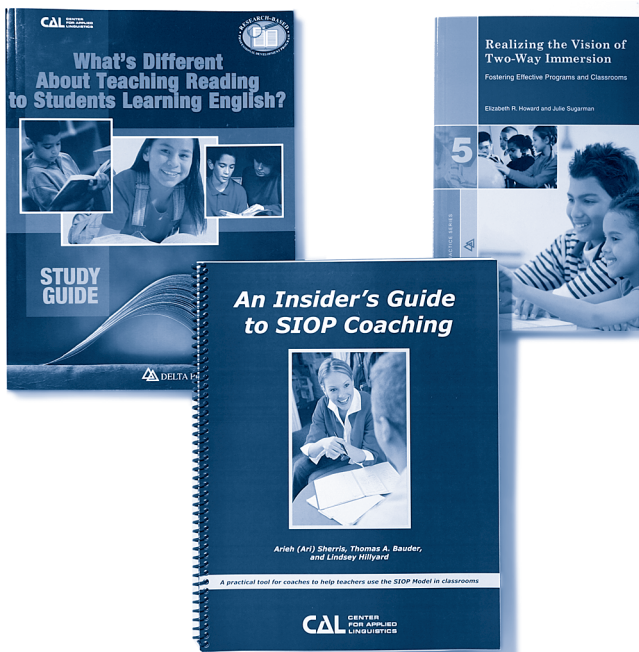
Working with Delta Systems Company, Inc., CAL revised this widely used resource for 2007. *What's Different* provides a full curriculum to guide professional development for K-8 classroom and content teachers, ESL teachers, and reading specialists. The 2007 edition of the trainer's manual provides everything needed to conduct trainings. The new study guide includes activity materials and readings for use by participants during and after the workshops. The revised package also includes the video, *Why Reading Is Hard*.

For more information on new publications from CAL, visit www.cal.org/resources/publications.html.

Foreign Language Immersion Programs: Features and Trends Over 35 years

Nancy Rhodes and Ashley Lenker

Drawing on data from the 2006 update of CAL's *Directory of Foreign Language Immersion Programs in U.S. Schools*, this digest provides an update on preK-12 foreign language immersion education, shows the growth and changes in immersion education over the past 35 years, and makes recommendations for future program implementation.



2006 CAL Products

In 2006, CAL developed and launched the new products described below. For more information, please visit us online.



BEST Literacy is the updated version of the literacy skills section of the *Basic English Skills Test (BEST)*. The updated version features contemporary information, graphics, and photographs, making the assessment more relevant to today's English language learners.

BEST Literacy tests reading and writing skills in authentic situations specifically geared for adult language learners in the United States. *BEST Literacy* can be administered individually or to groups of examinees in one hour or less. *BEST Literacy* is a print-based assessment available in three parallel forms (B, C, and D) for pre- and post-testing. The *BEST Literacy Test Manual* is designed to provide test administrators with all the information they need to give and score the test, including a rubric with clear benchmarks for scoring the note-writing task.

For more information, visit www.cal.org/best.



Scoring Refresher Toolkit

The *BEST Plus Scoring Refresher Toolkit* was developed to improve the scoring accuracy of previously trained *BEST Plus* test administrators. The *Scoring Refresher Toolkit* is a complete package that includes videos with benchmark clips and scoring activities, a manual to guide programs through the entire scoring refresher process, and a separate facilitator's workbook.

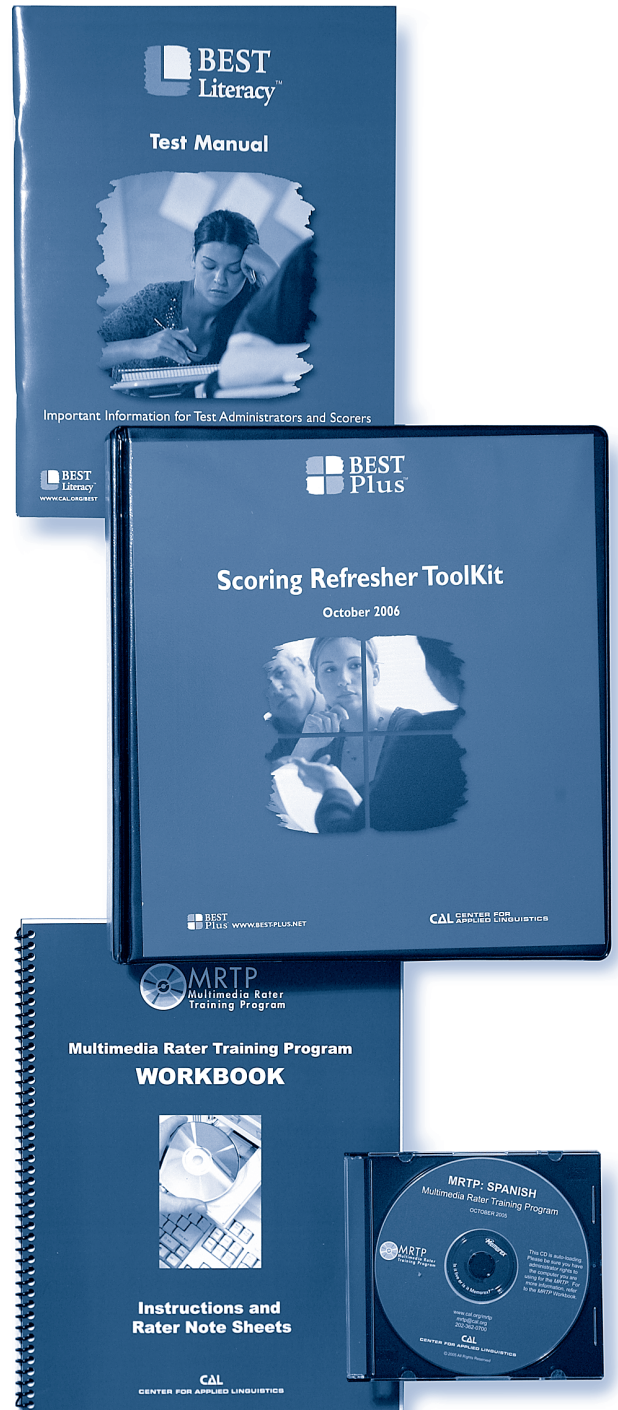
For more information, visit www.best-plus.net.



The *Multimedia Rater Training Program (MRTP)* is an interactive software program designed to teach language professionals to rate oral language proficiency. This computer-assisted professional development program was modeled after live rater training workshops and CAL's self-instructional *Rater Training Kits*. The *MRTP* provides a hands-on introduction to oral proficiency assessment and teaches rating skills conveniently and effectively via CD-ROM.

The Spanish version of the *MRTP* was launched in November 2005. The French and German versions are in development and scheduled for launch in 2007.

For more information, visit www.cal.org/mrtp.



CAL staff members and consultants provide a wide range of professional development and technical assistance services for schools, school districts, state education departments, refugee service providers, and other clients.

For more information, visit www.cal.org/services.

CAL Services include

- Professional development and technical assistance for teachers in K-12 ESL and bilingual education programs, using as a foundation the professional development materials developed by CAL
- Training of trainers for educators working with second language learners, using CAL's professional development materials
- Training for *BEST Plus* test administrators and trainers
- Workshops on administering the *Early Language Learning Oral Proficiency Assessment (ELLOPA)* and the *Student Oral Proficiency Assessment (SOPA)*

Overview of CAL Services Provided in 2006

Professional Development and Technical Assistance for Teachers in K-12 ESL and Bilingual Education Programs

Archdiocese of Washington, DC
Fargo Public Schools, ND
Grand Rapids Public Schools, MI
Johns Hopkins University Talent Development High Schools, MD
Magdalena Municipal Schools, NM
Massachusetts Department of Education
New York City Department of Education, NY
Portland Public Schools, OR
Tacoma Public Schools, WA
Yakima School District, WA

Training of Trainers

Tacoma Public Schools, WA

For more information, visit www.cal.org/services.

BEST Plus Training

BEST Plus is CAL's oral English proficiency assessment for adults. In 2006, *BEST Plus* test administrator training was conducted in 10 states: Arkansas, Florida, Illinois, Kentucky, Maryland, New Mexico, North Carolina, Oklahoma, Rhode Island, and Virginia. Refresher training workshops were also held in New York and Oklahoma. Since *BEST Plus* was launched in 2003, over 10,700 people have been trained nationally to be *BEST Plus* test administrators.

For more information, visit www.best-plus.net.

ELLOPA and SOPA Workshops

The *ELLOPA* and *SOPA* interviews are innovative language proficiency assessment instruments designed to allow young students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension. CAL offered training in the effective use of these instruments at the following locations in 2006:

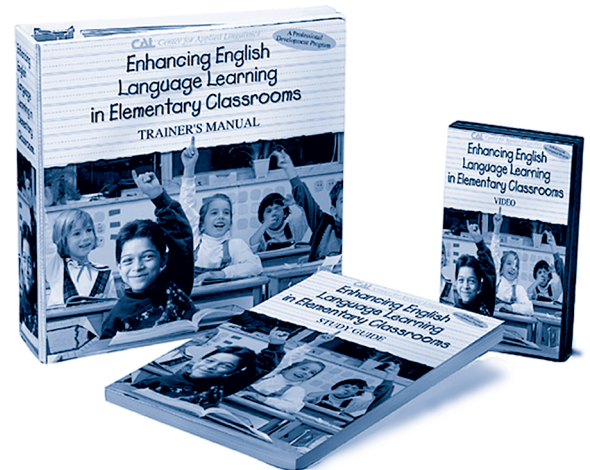
Bureau of Jewish Education of Greater Los Angeles, CA
Greenwich Public Schools, CT
Hackettstown Public Schools, NJ
Hattiesburg Public Schools, MS
Lafayette Parish School System, LA
Mikaelian Education Center, IL
Ogden Preparatory Academy, UT
Portland Public Schools, OR
St. Louis Public Schools, MO
Seattle Public Schools, WA
Tacoma Public Schools, WA
Virginia Beach City Public Schools, VA
Wyoming Department of Education, WY

For more information, visit www.cal.org/services/testassess.html.

SIOP Model Workshops

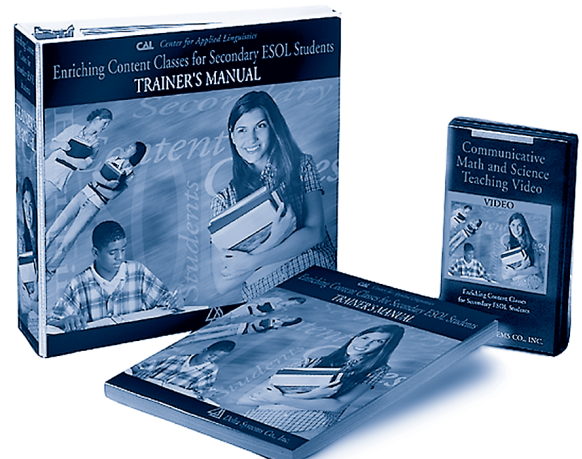
Atlantic City Board of Education, NJ
Bridgeton Public Schools, NJ
Charlotte-Mecklenberg Public Schools, NC
Chesterfield County Public Schools, VA
Delaware State Department of Education
Delaware-Union Educational Service Center, OH
Hackensack Public Schools, NJ
Henrico County Public Schools, VA
Loudon County Public Schools, VA
Manassas Park Public Schools, VA
Martin Luther King High School, New York City Region 10, NY
PS 48, New York City Board of Education Region 10, NY
PS 145, New York City Board of Education Region 10, NY
Osseo Public Schools, MN
Prince George's County Public Schools, MD
Risen Christ School, Minneapolis, MN
San Diego Public Schools, CA
Virginia State Department of Education
Warrenton Public Schools, VA
Wheeling Public Schools, IL

For more information, visit www.cal.org/siop.



CAL provides professional development, technical assistance, program evaluation, and other services to clients, many using research-based materials and curricula developed by CAL staff, including the materials shown here:

- The SIOP Model: Sheltered Instruction for Academic Achievement
- Enhancing English Language Learning in Elementary Classrooms
- Enriching Content Classes for Secondary ESOL Students



During 2006, CAL collaborated with other organizations on several projects that produced useful resources.

A Guide for Providers: Engaging Immigrant Seniors in Community Service and Employment Programs

CAL collaborated with Senior Service America to create this publication, which offers practical advice, activities, and resources designed to help older immigrants reduce their isolation and build communication and job-related skills.

Available at www.seniorserviceamerica.org.

WIDA Consortium Assessments

As part of the vision of the WIDA Consortium to provide a comprehensive instructional and assessment system for English language learners, CAL supports test development and administration for the following assessments.

ACCESS for ELLs[®] (*Assessing Comprehension and Communication in English State to State for English Language Learners*) is the WIDA Consortium's large-scale English language proficiency assessment. CAL produces and maintains *ACCESS for ELLs* for the Consortium.

The *W-APT (WIDA ACCESS Placement Test*[™]), a second assessment battery produced by CAL for the WIDA Consortium, is used primarily to screen incoming students to establish their baseline level of English proficiency and their need for program services. This assessment matches *ACCESS for ELLs* in its coverage, dealing with students in Grades K-12 across the full range of proficiencies.

Content and Language Integration as a Means of Bridging Success (CLIMBS), a professional development course for teachers of English language learners, is being piloted by CAL in two WIDA states, Illinois and Rhode Island, during spring 2007. This one-semester, face-to-face and online graduate course uses a sheltered instruction model to help teachers apply the WIDA English language proficiency standards and the results from *ACCESS for ELLs* in the classroom.

For more information about the WIDA Consortium, visit www.wida.us.

Developing Literacy in Second-Language Learners

This report of the National Literacy Panel on Language-Minority Children and Youth was published by Lawrence Erlbaum Associates, Inc., in 2006. The foundation of the report is a comprehensive, evidence-based review of the research literature, conducted by CAL, on the development of literacy among children and youth who are learning English as a second language. Edited by Diane August and Timothy Shanahan, the report is the result of 3 years of work by a panel of major scholars in second language learning and literacy. It analyzes existing evidence on teaching reading and writing to second language learners and identifies gaps in the available research.

For more information or to download the executive summary, visit www.cal.org/topics/le.

Educating English Language Learners: A Synthesis of Research Evidence

This book provides a review of scientific research on the learning outcomes of K-12 students in U.S. schools who are not native speakers of English. Chapters focus on acquisition of oral English skills, development of literacy, academic achievement, and instructional issues in teaching literacy. This volume was written by Fred Genesee, McGill University; Kathryn Lindholm-Leary, San Jose State University; Bill Saunders, California State University, Long Beach; and Donna Christian, Center for Applied Linguistics.

To learn more, visit www.cambridge.org/us.

Standards for Learning Arabic in the United States

In response to a need felt deeply by the Arabic language teaching profession, standards for learning Arabic at all levels of education in the United States have been developed and included in ACTFL's new edition of the national standards volume, *Standards for Foreign Language Learning in the 21st Century* (3rd ed.), available from the American Council on the Teaching of Foreign Languages. The Arabic standards were created to serve as a guide in the development of culturally and age-appropriate curricula and materials for Arabic teaching. An Arabic translation of the standards will be available for distribution through the National Capital Language Resource Center.

Visit www.actfl.org for more information on the standards.



Sponsored by the National Foreign Language Center and CAL, the Alliance for the Advancement of Heritage Languages consists of individuals and organizations committed to working together to promote the conservation and development of the heritage language resources of this country—that is, the languages spoken by our many immigrant and indigenous communities. It is part of a larger effort to provide education in the United States that will prepare more citizens to function professionally in both English and at least one other language.

The Alliance is compiling an online collection of profiles of promising heritage language programs to serve as a resource to policy makers and educators as they plan and implement programs.

To learn more or to view the collection of programs, visit www.cal.org/heritage.



Discover Languages is a national campaign, introduced by ACTFL to build on the momentum of *2005: The Year of Languages*, to raise public awareness about the importance of learning languages and understanding cultures. To support this initiative, CAL has created a periodic Web series with information about specific languages. These language spotlights are introductory in nature and are intended to encourage readers to explore these languages and CAL's work with them in more detail. The choice of spotlight languages is based on the linguistic expertise and project work of CAL staff.

Visit www.cal.org/resources and click on Discover Languages.

The G. Richard Tucker Fellowship

The G. Richard Tucker Fellowship program for master's and doctoral students in language-related fields is entering its 16th year. During a 4-week residency at CAL in Washington, DC, each year's Fellow interacts with senior staff members on one of CAL's existing research projects or on a suitable project suggested by the Fellow. The Tucker fellowship was established in 1992 in honor of Dr. G. Richard Tucker, CAL's president from 1979 to 1991 and currently Paul Mellon Professor of Applied Linguistics and Head of the Department of Modern Languages at Carnegie Mellon University in Pittsburgh. One of the most positive effects of this fellowship is the opportunity to work in an apprentice-like fashion with scholars who are experts in their field.

Erin Haynes, a graduate student at the University of California, Berkeley, was selected as CAL's Tucker Fellow for 2006. Erin is pursuing her Ph.D. in linguistics, with a focus on Native American language revitalization. In July 2006, Erin completed a 3-week immersive research session at CAL's offices in Washington, DC. Erin met with CAL staff to work on her research project on the academic effects of Native American language programs, discussing the development of statistical data and the selection of effective study instruments. Erin also utilized the CAL library to flesh out her bibliography. She will return to CAL for one week in January 2007 to share and discuss her research results with CAL staff.

For more information, see www.cal.org/about/tuckerfellow.html.

CAL Receives 2-Way CABE Award for Promoting Bilingualism

CAL was honored to receive 2-Way CABE's Promoting Bilingualism Award at the National Two-Way Bilingual Immersion Program Summer Conference in July 2006. An affiliate of the California Association for Bilingual Education (CABE), 2-Way CABE also acknowledged the contributions of CAL's president, Dr. Donna Christian, in support of two-way immersion.

Center for Applied Linguistics

**Statement of
Financial Position**

(Unaudited)

SEPTEMBER 30, 2006 AND 2005

	2006	2005
Assets		
Current Assets		
Cash	\$ 433,947	\$ 287,866
Accounts Receivable		
Billed Contracts and Grants	1,501,078	617,399
Unbilled Receivables	1,261,232	1,057,101
Advances and Other Receivables	520,014	743,892
Prepaid Expenses	42,798	57,895
Total Current Assets	<u>3,759,069</u>	<u>2,764,153</u>
Investments	2,173,435	2,303,545
Inventory	68,326	109,940
Property and Equipment (net of accumulated depreciation)	282,771	173,261
Other Assets		
Deposits	28,244	28,244
Video Production	5,292	26,458
Total Other Assets	<u>33,536</u>	<u>54,702</u>
Total Assets	<u><u>6,317,137</u></u>	<u><u>5,405,601</u></u>
Liabilities and Net Assets		
Current Liabilities		
Receipts in Excess of Costs and Revenues	-	720
Accounts Payable	452,372	537,648
Accrued Wages	513,461	308,965
W/H Payroll Taxes & Liabilities	163,748	75,325
Deferred Revenue	584,397	300,930
Total Current Liabilities	<u>1,713,978</u>	<u>1,223,588</u>
Deferred Rent	86,438	127,768
Total Liabilities	<u>1,800,416</u>	<u>1,351,356</u>
Net Assets		
Current Operating Expenses	462,476	381,235
Unrestricted	3,954,245	3,573,010
Permanently Restricted	100,000	100,000
Total Net Assets	<u>4,516,721</u>	<u>4,054,245</u>
Total Liabilities and Net Assets	<u><u>6,317,137</u></u>	<u><u>5,405,601</u></u>

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

(Unaudited)

FOR THE YEARS ENDED SEPTEMBER 30, 2006 AND 2005

	2006	2005
Unrestricted Net Assets		
Support and Revenues		
Federal Contracts and Grants	\$ 5,340,006	\$ 3,620,042
Private Contracts and Grants	3,515,073	2,042,305
Testing Revenue	1,204,957	1,299,252
Consulting Fees and Workshops	491,056	830,976
Publication Sales	495,401	838,617
Other Revenue	<u>0</u>	<u>3,500</u>
Total Support and Revenues	<u>11,046,493</u>	<u>8,634,692</u>
Expenses		
Program Services		
Federal Contracts and Grants Activities	4,353,951	3,470,204
Private Contracts and Grants Activities	2,373,289	1,856,996
Test Activities	1,045,748	1,197,316
Consulting Fees and Workshops	254,201	603,484
Publications Costs	465,477	583,921
Pass-Through and Project Participant Costs	<u>1,310,349</u>	<u>315,055</u>
Total Program Services	9,803,015	8,026,976
Supporting Services		
General and Administrative	<u>875,639</u>	<u>418,089</u>
Increase in Unrestricted Net Assets		
Before Investment Activity	367,839	189,627
Net Investment Gain	<u>94,637</u>	<u>191,608</u>
Increase in Unrestricted Net Assets	462,476	381,235
Net Assets at Beginning of Year	<u>4,054,245</u>	<u>3,673,010</u>
Net Assets at End of Year	<u>\$ 4,516,721</u>	<u>\$ 4,054,245</u>

President's Office

Donna Christian
President

Jennifer Meininger
Susan Zapata

Computer Services

Sabrina Parker
Manager

Corey Jiles
Huy Nguyen
Imhotep Yakub

Consultants

Christopher Montone
Hong-Quang Pho
Nam Pho

Finance and Facilities

Earl Staubs
Director (through April 30, 2006)

Vernon Davis
Lolita Hewett-King
Curtis Lynch
Dan Singh

Consultants

Bill Golden
Roberta Hopkins
Stephen Mallard

Personnel

Ann Wentworth Sayles
Director

Sandra Palmer
Phyllis Pointer-Tate

Marketing

Susan Gilson
Manager

Sophia Birdas

Consultants

Tim Arnold
Brad Lehman
Kristin Niemi-Gillig
Vincent Sagart

Foreign Language Education

Nancy Rhodes
Director

Guadalupe Hernández-Silva
Eileen Lorenz
Ingrid Pufahl
Lynn Thompson

Consultants

Beverly Boyson

Language and Culture Resources

Joy Kreeft Peyton
Director

Ryan Atkins
Sanja Bebic
Lisa Biggs
Lucille Brown
Miriam Burt
Mary Jane Canale
Vernon Davis, Jr.
Frank Finamore
Lynn Fischer
Dawn Flanagan
Daniel Lieberson
Julie Mathews
Sharon McKay
Sally Morrison
Craig Packard
Jeanne Rennie
Jeanette Roy
Kirsten Schaetzel
Betty Ansin Smallwood
Sharyl Tanck
Lynda Terrill
Michelle Ueland
Laurel Winston
Bryan Woerner
Sarah Young

Consultants

Anne Costello
Theodore Jenkins
Ann Kelleher
Inge Siggelkow
Carol Van Duzer

Language and Literacy

Grace Burkart
Director

Igone Arteagoitia
Emily Beckett
Christina Card
Maria Derrick-Mescua
Genesis Ingersoll
Deborah Kennedy
América Pinal

Consultants

Diane August
Elizabeth Howard

Language Education and Academic Development

Deborah Short
Director (through December 31, 2005)

Carolyn Temple Adger
Acting Director (as of January 1, 2006)

Thomas Bauder
Catherine Coburn
Jennifer Letcher Gray
Jennifer Himmel
Natalia Jacobsen
Julie Mazrum
Arieh Sherris
Julie Sugarman
Ana Taboada
Leonida Vizcarra
Annette Zehler

Consultants

Diane August
Beverly Boyson
Margarita Calderón
Shannon Fitzsimmons
Lindsey Hillyard
Elizabeth Howard
Dorothy Kauffman
Lydia Stack

Language in Society

Carolyn Temple Adger
Director

Shirley Atakpa

Consultants

Nancy Clair
Kafui Etsey
Robbie Hart
Susan Hoyle
Jeffrey Reaser

Language Testing

Dorry Kenyon
Director

Basra Abdillahi-Chire
Jill Aller
Jim Bauman
Breana Abbott Bayraktar
Eileen Boswell
Christina Cavella
Jennifer Christenson
Keith Ervin
Emily Evans
David Gabel
Colleen Gallagher
Dora Johnson
Mohammed Louguit
David MacGregor
Meredith Magsig
Valerie Malabonga
Margaret Malone
Megan Montee
Jessica Nelson
Katherine Pentz
América Pinal
Jeong Ran Ryu
Pawel Szudarski
Larry Thomas

NCLRC Intern

Jamie Schissel

Interns

Laura Cowherd
Sarah Dettenwanger
Ashley Lenker
Nicole Marcus
Lindsey Wells
Monica Whitcher

G. R. Tucker Fellow

Erin Haynes

2006

CAL Board of Trustees

Hernán LaFontaine, Chair
*Professor Emeritus,
Southern Connecticut State University
Councilman, City of Hartford*

Walt Wolfram, Vice Chair
North Carolina State University

Richard L. Burns
Educational Testing Service, retired

Donna Christian
Center for Applied Linguistics

Diane Larsen-Freeman
*English Language Institute,
University of Michigan*

Judith Liskin-Gasparro
University of Iowa

Mohamed Maamouri
University of Pennsylvania

Reynaldo F. Macías
University of California, Los Angeles

Sonia Nieto
University of Massachusetts, retired

A. Fay Vaughn-Cooke
University of Maryland Eastern Shore

Sandra K. Young
MarketingWorks, Inc.

2006

CAL Officers

Donna Christian
President

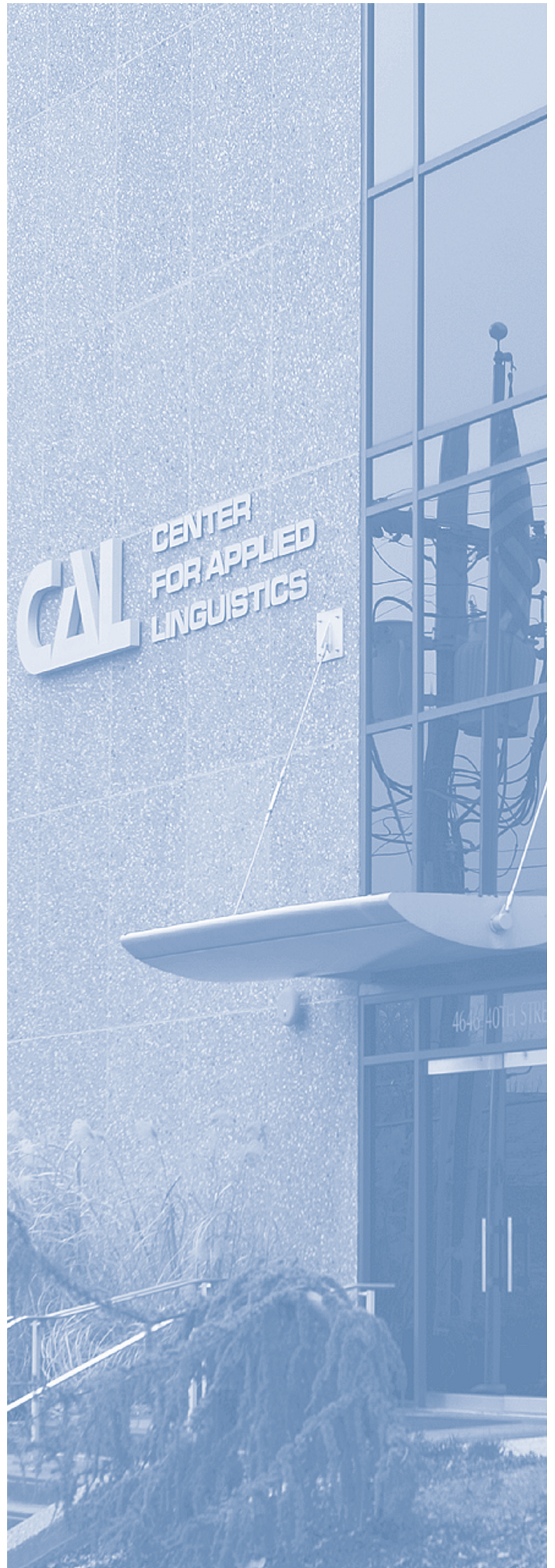
Joy Kreeft Peyton
Vice President

Ann Wentworth Sayles
Secretary

Earl Staubs
Treasurer (through April 30, 2006)

Legal Counsel

Benjamin W. Boley
Goodwin Procter, LLP





The Center for Applied Linguistics is a private nonprofit organization working to improve communication through better understanding of language and culture. Established in 1959, CAL has earned a national and international reputation for its contributions to the fields of bilingual education, English as a second language, literacy, foreign language education, dialect studies, language policy, refugee orientation, and the education of linguistically and culturally diverse adults and children. Visit CAL's Web site at www.cal.org to learn more about CAL's staff, projects, and services.

CAL's Mission

Improving communication through better understanding of language and culture

Center for Applied Linguistics
4646 40th Street NW
Washington, DC 20016-1859
Telephone: 202-362-0700
Fax: 202-362-3740
E-mail: info@cal.org
www.cal.org